

## DOWNLOAD PDF AND ANOTHER THING: CONSIDERATIONS WHEN DETERMINING MATERIALS AND SCOPE OF WORK CHAPTER 6.

### Chapter 1 : CHAPTER 6 Small Group Instruction: Theory and Practice

--*Divide and Conquer: The Sweet Sixteen Divisions* --*Devil's in the Details: Where to Focus Your Attention and Money*  
--*And Another Thing: Considerations When Determining Materials and Scope of Work* --Chapter 6. *And the Grand Total*  
Is.

Educational Fair Use Guidelines Since the current copyright law was adopted, various organizations and scholars have established guidelines for educational uses. These guidelines are not part of the Copyright Act and are summarized in Chapter 7, which deals with academic and educational permissions. The Purpose and Character of Your Use In a case, the Supreme Court emphasized this first factor as being an important indicator of fair use. At issue is whether the material has been used to help create something new or merely copied verbatim into another work. When taking portions of copyrighted work, ask yourself the following questions: Has the material you have taken from the original work been transformed by adding new expression or meaning? Was value added to the original by creating new information, new aesthetics, new insights, and understandings? In a parody, for example, the parodist transforms the original by holding it up to ridicule. At the same time, a work does not become a parody simply because the author models characters after those found in a famous work. Purposes such as scholarship, research, or education may also qualify as transformative uses because the work is the subject of review or commentary. Roger prints these quotes under photos of old-growth redwoods in his environmental newsletter. By juxtaposing the quotes with the photos of endangered trees, Roger has transformed the remarks from their original purpose and used them to create a new insight. The copying would probably be permitted as a fair use. Determining what is transformative and the degree of transformation is often challenging. RDR Books, F. The Nature of the Copyrighted Work Because the dissemination of facts or information benefits the public, you have more leeway to copy from factual works such as biographies than you do from fictional works such as plays or novels. In addition, you will have a stronger case of fair use if you copy the material from a published work than an unpublished work. The scope of fair use is narrower for unpublished works because an author has the right to control the first public appearance of his or her expression. The Amount and Substantiality of the Portion Taken The less you take, the more likely that your copying will be excused as a fair use. In other words, you are more likely to run into problems if you take the most memorable aspect of a work. A parodist is permitted to borrow quite a bit, even the heart of the original work, in order to conjure up the original work. Acuff-Rose Music, U. The Effect of the Use Upon the Potential Market Another important fair use factor is whether your use deprives the copyright owner of income or undermines a new or potential market for the copyrighted work. Depriving a copyright owner of income is very likely to trigger a lawsuit. This is true even if you are not competing directly with the original work. For example, in one case an artist used a copyrighted photograph without permission as the basis for wood sculptures, copying all elements of the photo. The artist earned several hundred thousand dollars selling the sculptures. When the photographer sued, the artist claimed his sculptures were a fair use because the photographer would never have considered making sculptures. The court disagreed, stating that it did not matter whether the photographer had considered making sculptures; what mattered was that a potential market for sculptures of the photograph existed. Again, parody is given a slightly different fair use analysis with regard to the impact on the market. That is, the parody may be so good that the public can never take the original work seriously again. Too Small for Fair Use: For example, in the motion picture *Seven*, several copyrighted photographs appeared in the film, prompting the copyright owner of the photographs to sue the producer of the movie. New Line Cinema Corp. As with fair use, there is no bright line test for determining a de minimis use. For example, in another case, a court determined that the use of a copyrighted poster for a total of 27 seconds in the background of the TV show *Roc* was not de minimis. What distinguished the use of the poster from the use of the photographs in the *Seven* case? Black Entertainment Television, Inc. *Are You Good or Bad?* When you review fair use cases, you may find that they

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sometimes contradict one another or conflict with the rules expressed in this chapter. Despite the fact that the Supreme Court has indicated that offensiveness is not a fair use factor, you should be aware that a morally offended judge or jury may rationalize its decision against fair use. The parody card series was entitled the Garbage Pail Kids and used gruesome and grotesque names and characters to poke fun at the wholesome Cabbage Patch image. Some copyright experts were surprised when a federal court considered the parody an infringement, not a fair use. *Original Appalachian Artworks, Inc. v. Topps Chewing Gum, Inc.* This is not true. Acknowledgment of the source material such as citing the photographer may be a consideration in a fair use determination, but it will not protect against a claim of infringement. In some cases, such as advertisements, acknowledgments can backfire and create additional legal claims, such as a violation of the right of publicity. When in doubt as to the right to use or acknowledge a source, the most prudent course may be to seek the permission of the copyright owner. What is the best thing to write to prevent getting sued? Only a court can determine that. So what do you say? If you believe material has been used in an unauthorized manner, please contact the poster. Does It Help to Use a Disclaimer? In close cases where the court is having a difficult time making a fair use determination, a prominently placed disclaimer may have a positive effect on the way the court perceives your use. However, generally a disclaimer by itself will not help. Fair Use Measuring Fair Use:

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### Chapter 2 : Developing Curriculum Leadership and Design

*The project scope statement and project planning are completed when a stakeholder notifies the team that there is a better way to complete one of the work packages. They even supply a technical review letter from their department proving that the new way to complete the work package will actually be faster than the old way.*

Methods for dealing with such risks include Provision for adequate contingencies safety factors for budget and schedule contingencies are discussed in Chapter 6. Improvement in the work processes in order to reduce the uncertainties. Prefabrication of major components to avoid the uncertainties of construction at a job site is one example of changing the normal process to reduce risks although in this example the change may also introduce new risks, such as transportation of the components to the job site; thus the resolution of one risk may give rise to another. High Impact, Low Probability By definition, high-impact, low-probability events are rare occurrences, and therefore it is very difficult to assign probabilities to them based on historical records. Data do not exist and so subjective estimates of probabilities are necessary. However, the objective is not the scientific determination of accurate probabilities of rare events but the determination of what management actions should be taken to monitor, mitigate, and manage the risks. For example, if a certain risk is identified and management determines that some specific mitigation actions should be taken if the risk has a likelihood of more than 1 in of occurring, then a precise characterization of the probability is unnecessary; the only issue is whether it is assessed to be more than 1 in or less than 1 in Pareto Diagrams One of the important uses of a good risk analysis is to determine where to apply management resources and what to leave alone, as management resources are not unlimited. One approach is to break down the uncertainties into manageable parts. Pareto diagrams are one way to show the sources of uncertainty or impact in descending order. This form of presentation makes explicit those activities that have the greatest effect on the project completion date or cost and that therefore require the greatest management attention. The project director or manager must then determine whether the high-ranking events are 1 truly root causes or 2 simply work packages or activities that may reflect underlying causes but are themselves symptoms. The resulting analysis can provide guidance for managers to reduce, mitigate, buffer, or otherwise manage these sources of uncertainty. Page 28 Share Cite Suggested Citation: The National Academies Press. First, we estimate the uncertainty, or variance, in the cost of each individual work package. Second, we estimate the correlations or associations between each pair of work packages. Then, by elementary second-moment theory Benjamin and Cornell, , 1 the sensitivity of the uncertainty in the total project cost with respect to each work package is proportional to the combination of the activity uncertainties and the correlations between activities. That is, the uncertainty in the total cost is affected not only by the uncertainty in each work package but also by how much each work package affects, and is affected by, the others. As an elementary example, the uncertainty in the cost of a construction project may be more sensitive to outdoor activities than to indoor activities because unusually bad weather can cause a number of outdoor activities to run over budget and over schedule simultaneously, whereas indoor activities are typically not linked so tightly to the weather. By tabulating these values for all work packages, and sorting them from largest to smallest, we can identify those work packages with the largest sensitivities, which are those to which the project manager should give the highest priority. If we do this for a project of, say, 20 work packages and sort them according to the largest values of the sensitivities, we can then plot a Pareto diagram, as shown in Figure The absolute values of the sensitivities have no importance; the only concern is the relative values. Failure Modes and Effects Analysis In project risk assessment, a failure can be any significant event that the sponsor does not want to happenâ€”a budget overrun, a schedule overrun, or a failure to meet scope, quality, or mission performance objectives. While risks may arise from specific causes, they may also be the result of general environmental conditions that are not limited to specific times and places but are pervasive throughout the project. The objective of failure modes and effects analysis is the identification of root or common causes, which may affect the project as a whole. Often this identification is facilitated by

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methodically considering the project function by function, 1 All probability distributions may be characterized by their moments. Second-moment theory is the use of the second moments of probability distributions—that is, means, variances, and covariances or correlation coefficients, instead of full probability distribution functions. As probability distributions are subjective and therefore not capable of precise definition, this approximate method can greatly simplify many calculations and, more importantly, provide the risk analyst with insight into the effects of uncertainty on project outcomes. Page 29 Share Cite Suggested Citation: Identification of potential risks that turn out, upon further assessment, to be negligible is a waste of time; however, failure to identify potential risks that turn out to be serious is a threat to the project. Therefore, the project director should err on the side of caution when identifying possible risks. Failure modes and effects analysis FMEA is a discipline or methodology to assist in identifying and assessing risks qualitatively. It is a method for ranking risks for further investigation; however, it is not a method for quantifying risks on a probabilistic basis Breyfogle, FMEA is typically based on a subjective assessment of the relative magnitudes of the impacts of the risk events on the project often on a scale from 1 to 10, multiplied by the relative likelihood that the risk event will occur also on a scale from 1 to In addition, a third parameter may be included to assess the degree of warning that the project will have regarding the actual occurrence of the risk event again on a scale from 1 to This third parameter may give some management support by establishing early warning indicators for specific serious risks, which might not otherwise have been established. Page 30 Share Cite Suggested Citation: In the absence of more quantitative factors, such as sensitivity analysis, the failure modes, or better, all root causes, can be used to rank the risks. One can prepare a Pareto chart that shows the risks ordered by possible impact or by the combination of impact and likelihood of occurrence. Then risk mitigation efforts can first address the failure mode or root cause with the highest impact and work from there. The three factors—severity, likelihood, and leading indicators—interact. For example, if the project is the construction of a facility in a flood plain or an area with poor drainage, then a failure mode could be flooding of the work site. Project management cannot affect the frequency of floods, so risk management must focus on trying to reduce the severity of the impact of a flood. If the control method is to reduce the severity of loss by placing sandbags around the perimeter and renting pumps, then measuring the water height may have little impact on the mitigation effort; but measuring the rainfall across the watershed may be more appropriate because it allows time to implement the control. If the control method is to build a cofferdam around the site before constructing anything else, then the choice of leading indicator may be irrelevant. Efforts to mitigate the risks will focus on the impact, likelihood, and detectability of the most serious risk or its root causes and will try to reduce these factors until this risk becomes as low as or lower than the next higher risk. As this process continues, the most important risks will be reduced until there are a number of risks essentially the same and a number of other risks all lower than the first group. The first group will require specific management actions and may require constant monitoring and attention throughout the project. The second group will be monitored, but with lower priority or frequency. The first group is considered the critical group, much like the critical-path activities in a network schedule; the second group is the noncritical group, which must be watched primarily to see that none of the risks from this group become critical. It should be emphasized that this form of risk assessment is qualitative and relative, not quantitative and absolute. It is primarily for distinguishing between risks that require follow-up and management, because of high impact or high likelihood or both, and risks that do not appear to require follow-up, because of both low impact and low likelihood. It should be clearly understood that there is no quantitative assessment of the overall risk to the total project: The analysis only identifies risk priorities in a methodical way to help direct further risk management activities. It is left to the judgment of the project engineers, designers, and managers to determine the appropriate risk mitigation and control measures to achieve an acceptable level of risk. Note especially that risks with a low likelihood of occurrence but very high severities may require follow-up and management action. Due to changes in project conditions or perceptions, even risks that appear to have low impact and high likelihood at one time may appear differently at another. The PDRI is used in front-end

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project planning to help the project team assess project scope definition, identify risk elements, and subsequently develop mitigation plans. It includes detailed descriptions of issues and a weighted checklist of project scope definition elements to jog the memory of project team participants. It provides the means to assess risk at various stages during the front-end project planning process and to focus efforts on high-risk areas that need additional definition. Each risk element in the PDRI has a series of five predetermined weights. Once the weights for each element are determined they are added to obtain a score for the entire project. This score is statistically correlated with project performance to estimate the level of certainty in the project baseline. It cannot be repeated too often that the purpose of risk assessment is to be better able to mitigate and manage the project risks—not just to compute project risk values. The assessment of risks attributed to elements completely out of project management control—such as force majeure, acts of God, political instability, or actions of competitors—may be necessary to reach an understanding of total project risk, but the risk assessment should Page 32 Share Cite Suggested Citation: It is often desirable to combine the various identified and characterized risk elements into a single quantitative project risk estimate. Owners may also be interested in knowing the total risk level of their projects, in order to compare different projects and to determine the risks in their project portfolios. See the discussion of program risk and project portfolios in Chapter 8. This estimate of overall project risk may be used as input for a decision about whether or not to execute a project, as a rational basis for setting a contingency, and to set priorities for risk mitigation. While probabilistic risk assessment methods are certainly useful in determining contingency amounts to cover various process uncertainties, simple computation methods are often as good as, or even better than, complex methods for the applications discussed here. When addressing probabilistic risk assessment, project directors should keep in mind that the objective is to mitigate and manage project risks and that quantitative risk assessment is only a part of the process to help achieve that objective. There are many available methods and tools for quantitatively combining and assessing risks. Some of the most frequently used methods are discussed briefly below. Multivariate Statistical Models Multivariate statistical models for project costs or durations are derived from historical data. Also known as regression analysis, statistical models are one of two methods of analysis explicitly cited in OMB Circular No. The models are typically either top-down or parametric and do not contain enough detail to validate bottom-up engineering estimates or project networks. These methods are objective in that they do not rely on subjective probability distributions elicited from possibly biased project advocates. Analysts build linear or nonlinear statistical models based on data from multiple past projects and then compare the project in question to the models. The use of such statistical models is desirable as an independent benchmark for evaluating cost, schedule, and other factors for a specific project, but statistically based methods require a large database of projects, and many owners do not perform enough projects or expend the effort to create such databases. Owners who have performed many projects but have not developed usable historical project databases have an opportu- Page 33 Share Cite Suggested Citation: Computational methods such as resampling and bootstrapping are also used when data are insufficient for direct statistical methods. The bootstrap method is a widely used computer-based statistical process originally developed by Efron and Tibshirani to create a proxy universe through replications of sampling with replacement of the original sample. Bootstrapping is used to estimate confidence levels from limited samples but is not applicable for developing point estimates. Event Trees Event trees, also known as fault trees or probability trees, are commonly used in reliability studies, probabilistic risk assessments for example, for nuclear power plants and NASA space probes, and failure modes and effects analyses. The results of the evaluations are the probabilities of various outcomes from given faults or failures. Each event tree shows a particular event at the top and the conditions causing that event, leading to the determination of the likelihood of these events. These methods can be adapted to project cost, schedule, and performance risk assessments. System Dynamics Models Projects with tightly coupled activities are not well described by conventional project network models which prohibit iteration and feedback. Efforts to apply conventional methods to these projects can lead to incorrect conclusions, counterproductive decisions, and project failures.

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In contrast, system dynamics models Forrester, describe and explain how project behavior and performance are driven by the feedback loops, delays, and nonlinear relationships in processes, resources, and management. Because system dynamics models are based on dynamic feedback the models can also be used to evaluate the impacts of various failure modes or root causes, particularly in cases where the root causes can be identified but the ripple effect of their impacts is difficult to estimate with any confidence. System dynamics models have been effectively used for project evaluation, planning, and risk assessment Cooper, ; Lyneis, Cooper, and Els, ; Ford and Sterman, Although the use of these models is not standard practice for project planning and risk management, they can significantly help owners to improve their understanding of project risks. Page 34 Share Cite Suggested Citation: A sensitivity coefficient is a derivative: Even if the probability of a particular risk cannot be determined precisely, sensitivity analysis can be used to determine which variables have the greatest influence on the risk. Because a primary function of risk analysis is to break down the problem into essential elements that can be addressed by management, sensitivity analysis can be very useful in determining what decisions the manager should make to get the desired results or to avoid undesired results. In the absence of hard data, sensitivity analysis can be very useful in assessing the validity of risk models.

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### Chapter 3 : CHAPTER 3 ROAD DESIGN

*PMBOK® pgs and , pgs Determining the current status of the project schedule is important for: A Reporting project progress to senior management.*

Cut slope failures in road construction typically occur as a rotational failure. It is common in these cases to assume a circular slip surface. Rotational failures can be analyzed by the method of slices, probably the most common method for analyzing this type of failure Bishop, ; Burroughs, et. Numerous stability charts have been developed for determining the critical height of a cut for a specific soil characterized by cohesion, friction angle, and soil density. The critical Neigh Hcrit, is the maximum height at which a slope will remain stable. Elements of road prism geometry. The volume of cut and fill per meter of road can be calculated by the following formula: For earthwork calculations, the required fill equals the cut, minus any loss from shrinkage, plus any gain from swell rock. This corresponds to a ratio of 1: The maximum fill slope angle is a function of the shear strength of the soil, specifically the internal angle of friction. Compacted side cast fills which must support part of the road become more difficult to construct with increasing side slopes. Sliver fills, as described in Section 3. Excavated material can be side cast or wasted, but should not form part of the roadbed or surged for the reasons discussed in Chapter 3. The volume of excavation required for side cast construction varies significantly with slope. This relationship of excavation volume for side cast and full bench construction is shown in Figure The subgrade width is 6. A similar graph can be reconstructed by the following equation: Required excavation volumes for side cast and full bench construction as function of side slope. Assumed subgrade width 6. Other symbols are defined earlier in this section. The effect of careful template selection on overall width of disturbed area becomes more important with increasing side slope. The result will be continuous erosion and ravelling of the side cast material. Another factor contributing to the instability of steeply sloping fills is the difficulty in revegetating bare soil surfaces. From that perspective, full bench construction combined with end haul of excavated material removing wasted material to a safe area will provide a significantly more stable road prism. The relationship between erodible area per kilometer of road surface increases dramatically with increasing side slope where the excavated material is side cast Figure The affected area erodible area , however, changes very little with increasing side slopes for full bench construction combined with end haul Figure Erodible area per kilometer of road for side cast construction as a function of side slope angle and cut slope angle. The values shown are calculated for a 6. For example, the difference in affected area is over 8. Also, as slope angle increases, the erosive power of flowing water increases exponentially. Obviously, careful consideration must be given when choosing between side cast construction and full bench construction with end haul. Forest Service has developed guidelines for determining general values for maximum excavation and embankment slope ratios based on a combination of general field descriptions and the Unified Soil Classification of the material. Water table characteristics along with standard penetration and in-place density test values can further define the nature of the materials. Published information sources describing soils, geology, hydrology, and climate of the area should be carefully reviewed since certain of these reports often contain specific information relating to the engineering properties of materials in the area. In general, the higher the cut or fill the more critical the need becomes for accurate investigation. The following consists of special limitations with regard to height of the cut or fill and the level of investigation required to adequately describe the entire-cross section. Over 30 meters over feet in vertical height will require a slope designed by a specialist trained in soil mechanics or geological engineering. Under no circumstances should the following guides be used for slopes in excess of 30 meters in vertical height. Special investigation may also be necessary when serious loss of property, extensive resource damage, or loss of life might result from a slope failure or when crossing areas where known instability exists or past slope failures have occurred. Soils containing excessive amounts of organic matter, swelling clays, layered schists or shales, talus, and pockets of loose water- bearing sands and silts may require special investigation as

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would fissured clay deposits or layered geologic strata in which subsurface conditions could not be determined for visual or seismic investigation. The following list shows soil types and the pertinent design figures and tables for that soil:

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### Chapter 4 : What are ethical considerations? | ALRC

*Scope. The provisions of this chapter shall apply to given consideration in the design of the structure and determine material.*

How many community members are concerned about site? Is the level of community concern higher or lower than would be expected based on the environmental health risk alone at the site? Are community concerns known? How many community members live near site? Are there any potentially sensitive populations that could be exposed? Does socio-demographic information suggest a need for additional community involvement resources, such as translation, interpreter services, or cultural brokers? How do the community members get information? From newspaper, radio, television, Internet, word-of-mouth? How involved in the public health assessment process would the community like to be? Specific types of media? Would some community members or community groups prefer e-mailed newsletters and updates? How active are they? Will ATSDR be working with a specific community group already formed or should the agency consider forming a new one? What has the community already heard from the media? Are there misconceptions that need to be dispelled? Will media support require more community involvement resources than usual? Should the Office of Communication be directly involved? Are there American Indian or Alaskan Native communities at the site? Are there particular issues of concern e. Will the Environmental Justice program be involved? What past experiences has the community had with government agencies? Does the site have a higher level of need for community involvement resources, such as the need to keep the community informed more regularly than usual? How active will the regional representative be in community involvement efforts? Environmental Public Health Is the site a public health hazard? Is the hazard acute or chronic? Are environmental health risks unknown? Does site work involve a health study or exposure investigation? Are there any health outcome data or biologic data relevant to the site? Does it seem plausible that a health connection could be established between contaminant exposures and community health concerns? Would a physician enhance outreach at the community meetings? Are data available for review now or must DHAC wait for it? If site is a Superfund site, where is it in the remedial process? What other agencies are involved and must be kept updated? Is coordination with other agencies especially difficult? How often will congressional briefings be required? How many agencies, congressional staffers, and other political entities, will need to be notified in a certain order, with a certain protocol? How resource-intensive will this be? Will the regional representative be taking the lead on political issues? Other How many people are on the site team? What is the time frame for report e. What type of clearance will be required? Top of Page 4. Determining the activities most appropriate for a site typically involves discussions among the site team as well as with the community. Community involvement activities can occur throughout the public health assessment process, from information gathering stages through implementation of recommendations or public health actions, such as during a health study or an exposure investigation. Opportunities for site communities to become involved in the public health assessment may include the following. The specific tools for implementing these activities are discussed in the remainder of this chapter. Individual one-on-one sessions to enable community members to inform the site team about their health concerns and other information. Meetings, conference calls, and informational mailings to keep the community updated about the status of public health assessment activities. Formal or informal community groups to discuss issues and formulate questions. Public comment periods to enable community input on draft public health assessment documents e. Obtain site-related public health information and any explanations that may be needed. Add names to the site mailing list. Provide health concerns or other information about the site. Express their desire to influence site activities. Not all of these tools will be used at every site. The team will initially review information readily available about the site. This may include information documenting site conditions e. As you collect information, the site team can begin to determine how much community interest and concern there is about the site, identify some of the community leaders, and decide what shorter- and

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longer-term activities might be warranted. See also Chapter 2 , which highlights the important first steps in the public health assessment process, and Chapter 3 , which provides detailed guidance on collecting site information, including information specific to the site community. Geographical information system GIS and various Internet tools can be helpful early in the process to obtain information about the general characteristics of the site community, especially before the site team visits the community. For example, introductory GIS maps generated based on U. Census data can assist in identifying populations near the site and populations that might be more susceptible to site contamination. In some cases, social characterization maps can be generated to help anticipate various characteristics of the population and to prompt the team to ask appropriate questions during the site visit. During the site visit and subsequent communications with the community, you will learn first-hand more about specific characteristics of the community and how they may influence community involvement activities see Table The Internet is also a good source of demographic and other types of information. See Chapter 3 for additional Internet resources. Different meeting formats will be suitable depending on the purpose of the meeting and the information needs and preferences of the site community. One-on-one meetings with local community members who represent different groups and perspectives within the local community. Interviews can be conducted in person or by telephone. For petitioned public health assessments, interviews with the petitioners are the highest priority. An informal meeting where community members can talk confidentially one-on-one with ATSDR about their health- and site-related concerns. ATSDR uses the community health concerns gathered at this session to help direct the public health assessment process. Gatherings where ATSDR meets with community members in small groups to discuss information displayed on posters on a wall or table top. Agency staff are available at these sessions to give informal presentations, answer questions, and discuss concerns with interested members of the public. Attendees have the opportunity to ask questions and share their concerns in smaller group settings than would be possible in public meetings. ATSDR and possibly representatives from other agencies meet with community members to discuss the public health assessment process and the findings of its site-specific evaluations. A specific agenda is developed prior to the meeting by the site team, with community member input, when possible. Agency representatives and experts discuss the public health activities and community involvement conducted at the siteâ€”past, current, and planned future activities. ATSDR often includes a question and answer period during the meeting. Public availability meeting and poster session combination. Community members can learn about ongoing public health assessment activities at the poster session as they wait to discuss their health concerns individually with an ATSDR representative. Public meetings and poster session combination. An initial public meeting is held to provide general information to the community and to respond to their questions; afterwards the larger group divides to learn more about specific aspects of the site through a poster session. Other types of meetings can be held in response to specific community needs or environmental issues. These may include meetings of community groups, local officials, workgroups formed to address a particular issue, or workshops conducted to provide technical or educational information to communities. These groups are made up of people who have decided to work together to address one or more issues related to environmental contamination in their neighborhood and its possible effect on the health of the community. Sometimes neighborhood groups grow in numbers and in impact such that their membership expands to include not only current residents, but also former residents; local environmental activists; national environmental activists; local and national officials; local, state, tribal, and federal agency representatives; and others. As the group becomes more formalized with specific procedures and policies, it may be described as a coalition, alliance, or forum. Community members at some sites prefer more direct participation in the public health assessment process. ATSDR works with community groups to determine the best way for the agency to meet their needs and, at the same time, obtain the information needed for the public health assessment process. At a specific site, there might be several different community groups, each with a specific mission and goals. ATSDR staff strive to ensure that the agency interacts with all segments of a community, not just organized community groups, but also individuals who may even be unaware of the environmental concerns. When

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segments of a community are strongly divided over the public health issues and activities at a site, ATSDR may recommend establishing a formal community participation group. With this mechanism, ATSDR can engage interested community members in data collection and evaluation, joint problem-solving, the preparation and distribution of the PHA document, and the development of intervention and prevention strategies. Contact CIB if more information is needed than the summaries below provide. For more information about CAPs, see <http://> They are much more resource-intensive than CAPs and they require a much greater time commitment on the part of community members than CAPs. ATSDR has used FACA committees only in rare situations where sufficient resources are available and community members have indicated a very strong interest in providing consensus advice to the agency. As such, you may disseminate information to the community in the form of fact sheets and other materials throughout the public health assessment process.

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### Chapter 5 : Chapter 4: Involving and Communicating With the Community | PHA Guidance Manual

*Another thing to keep in mind when estimating the duration of activities is determining the effort involved. Duration is the amount of the time that an activity takes, while effort is the total number of person-hours that are expended.*

Consider how the table of contents aligns with your course syllabus and teaching philosophy: Is coverage of topics broad or specific? Are key principles stated precisely and clearly? Are the explanations and interpretations consistent with your teaching style? In addition to content, evaluate the text structure and layout as discussed in the previous section. Textbooks vary greatly in their level of difficulty with respect to readability, depth of theoretical treatment of information, and complexity of end-of-chapter problems. Colleagues who have adopted the book can provide insight about these issues. They are also helpful for determining whether a textbook contains errors, which have been shown to have a large, negative effect on student learning Iona, Considerations in Choosing a Textbook Look at it from the point of view of novice users. Is it organized in a useful way? Consider the information and the weight. A book which is more appropriate for the course may be available, often at substantially lower cost to the student. Choose a book that contains most of the information that is needed, and supplement it with additional readings. This alerts students to the existence of other resources. Match the text to the audience in terms of its preparation and prior knowledge. Check the book carefully for errors. The text itself is rarely the only resource available to the students and instructor. Many publishers have a separate study guide, often with chapter summaries and solutions to textbook problems. Upon adoption of a text, publishers often provide or offer for sale at a reduced price transparencies, slides, and computer test banks. Software to accompany textbooks is also becoming more popular. This software can vary considerably in quality and usefulness, so you may want to ask for a demonstration disk before purchasing it or requiring that students purchase it. Once you have chosen a textbook, help your students use it effectively. A number of suggestions are given in the sidebar. Allow time during the first week of class to introduce the text and outline your strategy for its use. Encourage your students to use the text by asking them questions that require higher-order critical thinking skills drawing on and extending its material, methods, or examples. Simple factual questions are of little value to long-term retention or true understanding. Higher-order questions require students to think about the readings, ask questions, integrate material, and develop answers in their own words. When appropriate, help students to understand that a text book is not always the final authority on a topic, particularly in fields where new information is discovered at a very fast rate. Students may learn that it is okay to question the text if the instructor also openly disagrees with some interpretations or approaches in the book. The instructor can use different interpretations as examples of unresolved problems and illustrate critical thinking by presenting reasons and evidence for differing opinions. After a thorough search, you may find that the book you want simply does not exist. Publishers have realized this and have taken steps to customize their products to meet faculty needs. It is possible to select certain chapters of a given book to be bound as a volume. Choosing and Using Instructional Resources. The National Academies Press. Be prepared for questions, references to those readings, and other activities building on that material. Take notes in outline form as you read the text, indicate key points with a highlighter, note connections between sections, make lists of questions that come to mind or uncertainties, and pause frequently to summarize the key points of each section or chapter. Compare your lists of questions and your lists of key points with those of others in the class. Bring questions to class or recitation sections and ask the instructor to answer them. Review the text after the class to gain additional perspective. Look in supplemental texts to see how other authors present similar topics, especially if the points seem vague or unclear in the primary text. Remember that often the presentation that introduces new information, concepts, and vocabulary will seem foreign. Another presentation with a slightly different twist may help you see something differently or may confirm that you have identified key points. Review the text before exams and quizzes or periodically throughout the term. Study and review worked examples before

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attacking the homework problems. Read over questions, exercises, and problems that are not assigned and think about how to answer them. Group questions or problems by the topics they address or the methods required to solve them. Summarize by writing your own problems. Consult worked examples in other texts. This approach offers considerable flexibility, given that many smaller textbook publishers are now subsidiaries of larger corporations. Another option is to combine resources from several different publishers and to offer students a "coursepack" instead of a textbook. Many college bookstores and copy centers will work with faculty members to collect chapters, readings, and supplements. They obtain the required copyrights, and bind and sell custom-designed materials tailored for a particular course. For some, the value of the Internet is that it allows users at remote locations to sign-on to computers where they have accounts, often using connection software called telnet. For others, rapid electronic communication and document sharing replaces phone conversations and meetings and facilitates collaboration. Another major use of the Internet has been to provide free public access to documents in electronic form. Many individuals and organizations "post" documents on their own computers so that others can obtain electronic copies without need for special accounts and passwords. File transfers can be made by FTP file transfer protocol software, and for many who have posted documents to their Web pages see below, file transfers can be initiated by as little as the click of a button on the title of the document. Page 52 Share Cite Suggested Citation: To use the Web you need a computer with special software that is called a browser, such as Lynx, Mosaic, Cello, or Netscape, or equivalent services available through commercial Internet providers. Highly detailed text, graphics, and videos are available on a wide array of topics. The Internet and the ease of information viewing and retrieval that are possible through the Web mean that students are no longer limited to information provided by textbooks and printed materials in libraries. Students may "search" on the World Wide Web for preprints and reprints of articles, for discussion bulletin boards on specialized topics, for conference abstracts and proceedings, or for topical compilations of materials for research or teaching. Most Web navigational software systems include search engines that allow the user to locate information or sites by topic area. With more than a thousand new Web sites added every day, browsing for information on the Web needs to be done even more carefully than a literature search for library references. Bear in mind that while the Web holds enormous potential in providing access to information, much of the information available has not been reviewed for quality or reliability. Examples of Faculty and Student Use of Web Resources Course Web pages give students easy access to assigned readings and reference material. Student presentations to their class mates through creation of Web pages. Student access to resource information for papers or research projects. Access to discussion groups and the latest information on particular topics. A number of electronic resources are available to those seeking information about education. Many professional societies have created Web pages with information about their educational initiatives and with links to other resources. Also, consider looking at the information posted by those who fund educational initiatives, including the National Science Foundation, the Howard Hughes Medical Institute, and the Department of Education. Electronic Communication Electronic mail "e-mail" enables students and faculty to communicate with each other and with people all over the world. Many groups have adopted or created systems under which messages sent to a single address are delivered to mail accounts of all members of the group. This kind of electronic bulletin board is called a "listserv. Another form of group electronic communication is through a bulletin board on which messages are posted, called a newsgroup. Interested readers must sign on to a particular electronic address to find and read messages or posted documents. Bulletin boards of this type permit readers to leave their reactions to and comments on the postings of others. Many instructors use electronic communication to facilitate interactions among students, and between students and themselves. Sample uses of e-mail or Web pages for communication include: Students send questions electronically to the instructor, which gives them an opportunity to express a doubt or misconception that they might have been afraid to voice in class. The instructor can transmit the question and the answer simultaneously to all students, without identifying the individual who asked the question. Faculty members can monitor these exchanges to gauge student understanding and progress. Faculty hold "electronic

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office hours" in addition to traditional ones, so that students can ask a question and receive an answer almost immediately. Faculty require drafts of student papers to be submitted electronically; not only does this make it easier for some faculty to review the draft, it forces the student to become familiar with technology used in the workplace. Faculty members distribute or post homework assignments, homework solutions, exam solutions, and other supplemental information electronically. Faculty create electronic "suggestion boxes" where students can post their comments about the course; consult the administrator of your campus e-mail system for ways to make the postings anonymous. Choosing and Using Electronic Technologies Before reviewing particular software, it is important to know which course goal it will help you to achieve. Lists such as those published by Boettcher and Kozma Advantages of Interactive Computer Software Increased motivation because software packages offer feedback and respond to the questions and uncertainties of the student. Increased enjoyment of learning because students shift from the passive role of receiving knowledge to the more active role of becoming seekers of knowledge. Reduced learning time due to personalized instruction which accommodates different learning styles. Self-paced instruction encourages the student to invest the time in weak areas rather than in areas they have already mastered. Increased retention from the enhanced engagement and participation of the learner. Mastery can be more nearly ensured because programs can be designed so that new material will not be covered until the current material is mastered by the student. Privacy because students interact on a one-on-one level and are free to ask questions without feeling intimidated or embarrassed. Opportunity to conduct simulated laboratory procedures and experiments which are too dangerous or expensive to be performed by students, or which require expensive laboratory equipment. Page 54 Share Cite Suggested Citation: In addition to working with the demonstration disks yourself, invite students to give you feedback on the product.

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### Chapter 6 : Chapter 6 Time Management - Open Guide to Project Management Certification

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### Chapter 7 : Considerations for licensors and licensees - Creative Commons

*Technical Writing Guidelines chapter. Determine the Purpose and Use Establishing the purpose of a document is the first step in creating any written material.*

Sally sat down with all of the activities she had defined for the wedding and decided to figure out exactly how they needed to happen. The activity attribute list Sally created had most of the predecessors and successors necessary written in it. This is where she thought of what comes first, second, third, etc. Steve and Susan had asked that the invitations be printed at least three months in advance to be sure that everyone had time to RSVP. The network diagram is a way to visualize the interrelationships of project activities. Network diagrams provide a graphical view of the tasks and how they relate to one another. The tasks in the network are the work packages of the WBS. All of the WBS tasks must be included in the network because they have to be accounted for in the schedule. Leaving even one task out of the network could change the overall schedule duration, estimated costs, and resource allocation commitments. The first step is to arrange the tasks from your WBS into a sequence Figure 6. Some tasks can be accomplished at any time throughout the project where other tasks depend on input from another task or are constrained by time or resources. The relationship between the work breakdown structure WBS and the network diagram. The network diagram provides important information to the project team. It provides information about how the tasks are related Figure 6. In our wedding planner example, Sally would look for relationships between tasks and determine what can be done in parallel and what activities need to wait for others to complete. As an example, Figure 6. Showing the activities in rectangles and their relationships as arrows is called a precedence diagramming method PDM. This kind of diagram is also called an activity-on-node AON diagram. Another way to show how tasks relate is with the activity-on-arrow AOA. Although activity-on-node AON is more commonly used and is supported by all project management programs, PERT is the best-known AOA-type diagram and is the historical basis of all network diagramming. The main difference is the AOA diagram is traditionally drawn using circles as the nodes, with nodes representing the beginning and ending points of the arrows or tasks. In the AOA network, the arrows represent the activities or tasks Figure 6. An example of an activity on node AON diagram. An example of an activity on arrow AOA network diagram. The three major disadvantages of the AOA method are: It is not possible to show lead and lag except by adding or subtracting time, which makes project tracking difficult. Dummy activities are activities that show the dependency of one task on other tasks but for other than technical reasons. For example, a task may be dependent on another because it would be more cost effective to use the same resources for the two; otherwise the two tasks could be accomplished in parallel. Dummy activities do not have durations associated with them. They simply show that a task has some kind of dependence on another task. Before you can put the final schedule together, you need to know who is going to do each job, and the things they need available to them in order to do it. In comparison, Steve realizes that not all resources are people. We need food, flowers, a cake, a sound system, and a venue. How do we get a handle on this? Resources are people, equipment, place, money, or anything else that you need in order to do all of the activities that you planned for. Every activity in your activity list needs to have resources assigned to it. Before you can assign resources to your project, you need to know their availability. If you are starting to plan in January, a June wedding is harder to plan than one in December, because the wedding halls are all booked up in advance. That is clearly a resource constraint. There are five tools and techniques for estimating activity resources. Expert judgment means bringing in experts who have done this sort of work before and getting their opinions on what resources are needed Figure Alternative analysis means considering several different options for how you assign resources. This includes varying the number of resources as well as the kind of resources you use. Published estimating data is something that project managers in a lot of industries use to help them figure out how many resources they need. Project management software such as Microsoft project will often have features designed to help project managers estimate resource needs and constraints and find the

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best combination of assignments for the project. Bottom-up estimating means breaking down complex activities into pieces and working out the resource assignments for each piece. It is a process of estimating individual activity resource need or cost and then adding these up together to come up with a total estimate. Bottom-up estimating is a very accurate means of estimating, provided the estimates at the schedule activity level are accurate. However, it takes a considerable amount of time to perform bottom-up estimating because every activity must be accessed and estimated accurately to be included in the bottom-up calculation. The smaller and more detailed the activity, the greater the accuracy and cost of this technique. She considers using a DJ, a rock band, or a string quartet. It includes a table that shows how many waiters work with varied guest-list sizes. Sally gets in touch with her to ask about menu options. This is where you look at each activity in the activity list, consider its scope and resources, and estimate how long it will take to perform. Estimating the duration of an activity means starting with the information you have about that activity and the resources that are assigned to it, and then working with the project team to come up with an estimate. But this only works if the activities and resources are similar. The software or formula that you use for parametric estimating is based on a database of actual durations from past projects. The final estimate is the weighted average of the three. Solutions are in Appendix A. Sally asks the head chef at each of them to give her an estimate of how long it will take each of them to do the job. She enters the number of guests and their zip codes, and it calculates estimates for her. The activity duration estimates are an estimate of how long each activity in the activity list will take. This is a quantitative measure usually expressed in hours, weeks, days, or months. A small job like booking a DJ may just take a few hours; a bigger job like catering—including deciding on a menu, ordering ingredients, cook food and serving guests on the big day could take days. Another thing to keep in mind when estimating the duration of the activities, is determining the effort involved. Duration is the amount of the time that an activity takes, while effort is the total number of person-hours that are expended. If it takes two people six hours to carve the ice sculpture for the centerpiece of a wedding, the duration is six hours. But if two people worked on it for the whole time, it took twelve person-hours of effort to create. You have to really think through all of the aspects of a task in order to estimate it. As you learn more about the specific activities remember to update the activity attributes. But, what about the caterer? And what about the band they want? Will the timing with their schedule work out? How do you figure out a schedule that makes everything fit together? And the same goes for your activity list and duration estimates too! This ensures they have read the schedule, understand the dates and resource commitments, and will cooperate. The schedule cannot be finalized until you receive approval and commitment for the resource assignments outlined in it. Once the schedule is approved, it will become your baseline for the remainder of the project. Project progress and task completion will be monitored and tracked against the project schedule to determine if the project is on course as planned. The schedule can be displayed in a variety of ways, some of which are variations of what you have already seen. Project schedule network diagrams will work as schedule diagrams when you add the start and finish dates to each activity. These diagrams usually show the activity dependencies and critical path. The critical path method is an important tool for keeping your projects on track. Every network diagram has something that is called the critical path. It usually starts with the first activity in the network and usually ends with the last one. The reason that the critical path is critical is that every single activity on the path must finish on time in order for the project to come in on time. A delay in any one of the critical path activities will cause the entire project to be delayed Figure 6. An example of problems that can be caused within the critical path. If you know an activity is not on the critical path, then you know a delay in that activity may not necessarily delay the project. This can really help you handle emergency situations. Even better, it means that if you need to bring your project in earlier than was originally planned, you know that by adding resources to the critical path will be much more effective than adding them elsewhere. Start with a network diagram. Find all the paths in the diagram. A path is any string of activities that goes from the start of the project to the end. Find the duration of each path by adding up the durations of each of the activities on the path. The schedule can also be displayed using a Gantt chart Figure 6. Gantt charts

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are easy to read and commonly used to display schedule activities. Depending on the software you use to display the Gantt chart, it might also show activity sequences, activity start and end dates, resource assignments, activity dependencies, and the critical path. Gantt charts are also known as bar charts.