

Office of Veteran & Disability Support Services



**North Carolina A&T State University
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OFFICE OF VETERAN AND DISABILITY SUPPORT SERVICES

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INTRODUCTION

During the academic year of 2007-2008 the Office of Veteran and Disability Support Services (OVDSS) at North Carolina Agricultural and Technical State University (NCA&TSU) consistently worked at services for the year. These services were designed with the individual student's academic and personal development in mind along with the idea that that all students have human worth, value and ability. The staff assisted students in maximizing their potential by encouraging independence, self-determination, and guaranteeing them full participation in the educational experience. The initial mission remained to create an environment that was accessible and provide those services necessary for student's growth.

Additionally, OVDSS sought to create a greater understanding of disability awareness and sensitivity to our diverse population among the university family – faculty, staff, administrators and students.

CHAPTER 1

CONTEXT OF PROGRAM

ENROLLMENT SUPPORT AND RETENTION

Enrollment retention and support remained an essential factor to the success and well being of North Carolina A&T State University, as well as, of great importance of the Office of Veteran and Disability Support Services. The following goals and objectives played an active role in the enrollment and retention for OVDSS. Creating an accessible environment and providing the necessary services for growth was accomplished using these goals and objectives.

- 1) To assist the student population served with their adjustment to University life.
 - A. Advise and/or counsel at least 95% of the student population served in the areas of academics, personal and career planning.
 - B. Certify enrollment of no less than 100% of the KNOWN veterans and veteran dependents reactivating educational benefits.
 - C. Refer students for administrative, faculty or financial concerns as needed.
 - D. Monitor grades of at least 95% of the students served.
 - E. Monitor student's files for accuracy and current documents/documentation.
 - F. Identify procedures for meeting the needs of 95% of students with disabilities that disclose and desire assistance.

- 2) To provide and promote the use of support services which address specific needs in individuals.
 - A. Aid in the registration process of students with mobility, visual and hearing impairments as requested.
 - B. Provide aid for 94% of the students with specific learning disabilities or attention deficit disorders, as requested, within reasonable time.
 - C. Assure students with disabilities are given the same academic opportunities as non-disabled students.
 - D. Refer students needing tutorial to Student Support Services, academic departments, or Center for Student Success for possible help.

- 3) Advocate for and educate others about the needs and concerns of people with disabilities and our veterans/veteran dependents
 - A. Visit classrooms, implement and conduct workshops, attend faculty meetings
 - B. Office Newsletters (Disability and Veteran/Veteran Dependent)
 - C. Office Brochure
 - D. Office Policy and Procedure Manual
 - E. Office Website
 - F. Disability Documentation Guidelines / Determining Eligibility for Academic Adjustments
 - G. Function as campus resource person / center on disabilities
- 4) Monitor University's compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, 1990.

CHAPTER 2

NEW AND INNOVATIVE PROGRAMS

The Office of Veteran and Disability Support Services sponsored and hosted its second Veterans' Day Observance. The planning committee was comprised of veterans from each branch of the armed forces, staff persons and members of the ROTC. Plans were made for a full day of activities. The activities this year started with a luncheon. The guest speaker was Major General Hawthorne Proctor of the United States Army. Our guests for the day were the veteran students here on campus as well as any veteran faculty, staff or administrative affairs person. The panel discussion that followed the luncheon was also well attended and centered around the Iraqi war and why one should or should not enlist today. Veterans thought we should have more programs of a similar

nature. Certificates were given to each veteran in attendance with a small gift of appreciation as our way of saying thank you for servicing our country well.

In December, 2007 the office hosted an end of the semester / holiday brunch. It was intended to be a time when all students registered with the office – students with disabilities, veterans and veteran dependents, could relax, eat and regroup before and during final examinations. The affair was attended by approximately 50 students.

The next program that the office sponsored during the academic year was a Pre-Memorial Day Celebration. This was to remember those “Aggies” who died in the various wars throughout the years. With a theme of “Gone, but not forgotten”, it was our honor to unveil six Aggie veterans whose names had been etched in the Veteran Monument on campus. Four of the persons died in the Vietnam War and two in Operation Iraqi Freedom. Families of those veterans were invited to attend the service as we paid special tribute to them. The occasion also was to remember the deceased parents of our dependent students. The veteran dependents are here at A&T because he/she lost a parent because of military service. After the laying of a wreath on the veteran memorial site, a reception was held in the Stallings Ballroom of the Student Union.

CHAPTER 3

PROGRAMS AND ENHANCED SERVICES

In an effort to maintain student interest, the programs and services were planned and designed especially for them. The services offered a huge variety of opportunities for students to enhance their personal growth, independence, self-esteem, and education. Through the implementation of programs and services, the OVDSS assisted students with disabilities, veterans and veteran dependents. Some of the services offered by the office were:

- ◆ Career / Academic Counseling
- ◆ Monitoring of Academic Progress
- ◆ Note Takers / Scribes / Readers
- ◆ Classroom / Program Accessibility
- ◆ Disability Parking Arrangements (permits)
- ◆ Large Print Dictionary & Thesaurus
- ◆ Assistance with Total Registration Process
- ◆ Scanning of Textbooks, Articles, etc. using Kurzweil 3000 software
- ◆ Office Referrals
- ◆ Assistive Listening Devices
- ◆ Accessible Housing Arrangements
- ◆ Arrangements for Academic Adjustments / Modifications
- ◆ Use of Specialized Equipment
 - Computers
 - Magnifiers
 - Tape Recorders
 - Copier with Print Enlargement

Referrals for tutorials were made to one of the appropriate offices when the need arose: Student Support Services, Academic Department, and the Center for Student Success. OVDSS tried in every way to help a student find a tutor. There were times when the office allowed note takers to double as “study buddies”

Disability related magazines, videotapes and books were made available for use in the office. Faculty and administrators were allowed to borrow items for a specified time period. Items included but were not limited to:

◆ **MAGAZINES**

- Careers and the Disabled
- DAV (Disabled American Veterans)
- ADDitudes
- Diverse Issues in Higher Education

◆ **PERIODICALS**

- Disability Compliance for Higher Education
- ADA Compliance Guide
- Section 504 Compliance Handbook

◆ **VIDEOS**

- Signing Naturally – Level One with Instructional Workbook
- Joy of Signing – Level One with Instructional Workbook

◆ **BOOKS**

- Encyclopedia of Mental & Physical Handicaps
- Attention Deficit Disorder / ADHD and ADD
- Syndromes ADD and the College Student
- Accommodating Students with Learning Disabilities in Colleges and Universities
- Promoting Post Secondary Education for Students with Learning Disabilities
- Counseling Persons with Physical Disabilities
- Learning Disabilities: The Challenges of Adulthood
- Student Affairs Guide to ADA and Disability Issues
- Disability Compliance for Higher Education Yearbooks 1997-2008
- Accommodations – or Just Good Teaching
- Professional Issues in Learning Disabilities
- Documentation and the Law
- Attention Deficit Disorder and the Law
- Testing Accommodations in Higher Education
- Math and Students with Learning Disabilities
- Winning at Math
- Tips for Teaching Students with Learning Disabilities
- Multiple Identities in Higher Education
- How to Zing! Your Life & Leadership

Since the beginning of our note taking program it has been a great success. Student with learning disabilities, attention deficit disorders, central process problems and psychological disorders are just a few types of disabilities that may benefit from this accommodation. We hired 52 note takers to work in 95 classes this academic year. The breakdown for that number: 41 note takers for the fall 2007 semester in 67 classes and 11 note takers in spring 2008 in 28 classes. Note takers were paid a range of \$7.00 to \$8.50 per hour.

This was the thirteenth year of publishing a disability newsletter. The newsletter kept the faculty, staff and administrators knowledgeable of changes and upgrades to Sectional 504 of the Rehabilitation Act (1973) and the 1990 Americans with Disabilities Act. A diverse number of issues were dealt with this year including specific disabilities giving the cause, functional limitation/s and our role as the “university”. Teaching strategies were given / suggested for each the disability discussed. The disability was selected from one of those disclosed by our students at the beginning of the academic year or perhaps some urgent or pressing topic to increase awareness. Copies of the newsletter were sent to the department chairpersons with adequate numbers to be dispersed to the teaching faculty. Copies were also distributed to the staff and administrators. The department of special education received additional copies so that they could be shared with the students majoring in that field or had an interest in the field.

The office has continued its scanning of textbooks on a CD for use with Kurzweil 3000 software. The software enabled students to receive a CD of their textbook, go to one of the reading stations on campus that has Kurzweil 3000 loaded, insert CD, follow the instructions and the computer will read the textbook to the student. The student also

gets a visual of the text on the monitor. During the 2007-2008 academic year the office scanned approximately 5 textbooks. The majority of these were entry level books for freshmen. This brings our library of CD textbooks to approximately 90. At the end of the academic year an inventory was done so to keep library current. CD's no longer in use were discarded.

At the end of the school year the office purchased new assistive technology. One item purchased is called "Premier To GO." This reading software comes in a trunk file and can be used any where and at any time. The office purchased five to be used by the students with reading disabilities. This assistive technology enables the user to highlight text and have it read aloud. It has a talking dictionary (250,000 words). Its many features include grammar check, information summary, word & sentence repeat, word prediction, highlight & extract tool.

The other assistive technology purchased is portable units for students with visual impairments. The equipment will magnify images written on a board / power points / etc. and displace them on a student's computer screen. The same equipment made by Clarity – PC Mate and PC Plus can be used by the student to read and write in class. We think that this equipment will help our students a great deal.

Near the end of the year the office purchased a Toshiba eStudio 3500c copier. This machine allows the office to done all of its brochures, programs, flyers, and any other four-color printing jobs in hours. It is made for moderate level work load and is very efficient. This printer / copier along with the previously purchased copier enables the office to do all of it's printing in a professional manner.

The office was able to continue upgrading the computers in the office and making individual private study rooms more conducive for those purposes. We continued with the decorating of our waiting area and the offices of the university certifying office and the director. The facelift of the office gave the veterans, dependents and students with disabilities a place they now enjoy coming to study, use the computers, etc.

The office now owns two laptop computers to be used by the director and university certifying official at conferences, meetings and seminars.

CHAPTER 5

SIGNIFICANT MILESTONES

The Division of Student Affairs of which the Office of Veteran and Disability Support Services operated as a vital and basic unit. The office is one of six working directly with the Dean of Students. The mission of the office, to create an environment that was totally accessible and to aid in the total growth of the student, served as the catalyst for the academic year. The goals and objectives in the first chapter were executed through several steps and avenues.

The first goal – to assist the veteran, veteran dependent and the student with a disability with his/her adjustments to university life – all objectives were met. Group and individual counseling and/or advising sessions were held with approximately 94% of the

veterans and veteran dependents and 96% of the students with disabilities. Letters, e-mails and telephone follow-up served as the means of communication. Academic advising sessions coincided with registration because of the strict guidelines set forth by the Veterans Administration. Each student attended at least one academic advising session (97% of the veterans and veteran dependents) during the school year. To assure students were in compliance with VA regulations and office guidelines, periodic computer checks were increased looking for reduction to credit hours, withdrawals, classes dropped, etc. Student records were audited randomly to further assure that regulations were being met. Any student found not to be in compliance was subject to termination of benefits until regulations and guidelines were met within a reasonable timeframe.

Because of confidentiality reasons students with disabilities were counseled and advised on an individual basis. Not all students with disabilities were in need of special assistance, the office did arrange for adjustments and accommodations as needed and requested. Some of the arrangements made for 2006-07 included: classroom relocation, building accessibility, alternative teaching methods, alternative testing methods, extension of time for tests, exams, etc., referral for tutorial, help in the process of registration and/or purchasing of books, note takers, and scanned textbooks (CD).

The second goal says to provide and promote the use of support services, which would address the specific needs of the individual. The office tried to service all students, our clients – students with disabilities took advantage of this particular service more than others. Special attention was given to all students with visual, mobility and hearing impairments as needed and requested in areas of registration for classes and in

the purchase of textbooks. As requested, academic adjustments were arranged for 100% of the students with learning disabilities and attention deficit disorders within a reasonable time. Students with other disabilities also received academic adjustments if the needs arose. OVDSS worked especially hard to assure that students with disabilities were given the same academic opportunities as non-disabled students. This included making the referral to the appropriate office if a tutor if needed. Offices used as referrals were the Office of Student Support Services, the Center for Academic Excellence and the Academic Department. Veterans and veteran dependents were also eligible for tutorial. Need for a tutor by a veteran or veteran dependent must be verified by the professor in writing. Veterans Administration reimbursed the veteran for the cost of these services.

Individual counseling and tutorial referrals were provided to students with learning disabilities and attention deficit disorders thus allowing them the opportunity to increase their level of competence, self-esteem and achievement. The professor was notified in writing via a Disability Verification Form of the academic adjustments needed for testing and in the classroom. If the professors needed any additional information he/she was to call the office.

To advocate for the students with disabilities by means of educating the university family about the needs and concerns of this population was goal three. The six objectives listed here were interdependent. The office kept the university family informed via a newsletter. The newsletter, "Disability Services," was a good way of getting information to a large segment of the university family. Copies were sent to each department chairperson so that they could be distributed to each faculty member. The administrative offices received enough to be shared with the support staff and managerial staff.

The office brochure was updated and redesigned making it easier reading and more attractive. In a capsule it showed the mission, services and what one needs to do to get registered with the office. The brochure was used at the summer orientation 2007 and its target audience was the student. “Fast Facts for Faculty” an informative brochures for faculty members was looked at for review and update. The brochure was created for teaching faculty as a quick reference of what was expected of faculty, students, and the DSS office.

Monitoring the University’s compliance with 504 and ADA was goal number four. Walking the campus to assure accessibility, parking lot conditions, sidewalk conditions, etc. were steps in monitoring compliance. Entering buildings to check pressure on doors, checking bathrooms, etc. was also part of monitoring.

The director and/or office held membership in several professional organizations to keep abreast of new developments in the areas of Veteran’s Administration and disability support services. These organizations were:

- ◆ AHEAD – Association of Higher Education and Disability
- ◆ NCAHEAD – North Carolina Association of Higher Education and Disability
- ◆ LDANC – Learning Disabilities Association of North Carolina
- ◆ NCAVC – North Carolina Association of Veterans Coordinators
- ◆ NAVPA - National Association of Veterans’ Program Administrators

EVALUATION OF SERVICES

The Office also did an evaluation of services on a sample of students registered. The purpose was to determine the students feeling on various area of office demeanor such as attitude of staff, quality of service, helpfulness, staff knowledge of services, programs or procedures and an overall office evaluation.

Sixty (66) of the one hundred sixty-five (165) questionnaires had been returned as of April 30. The number represented a 40% return. The deadline was April 24th. The percentage of the return was slightly lower than the pervious years. The One hundred sixty-five students were randomly selected to be a part of the survey: 85 students with disability, 45 veterans and 35 veteran dependents.

The rating scale used for the survey was that of one to five, with one being poor and five excellent. Ninety percent or better of the students rated the quality of services, confidentiality of services, attitude of staff and relationship with staff at one of the two top ratings (four or five). The overall experience / evaluation of the office yielded a score of five from 99% of the students.

There were five questions that pertained only to students with disabilities. Of the students with disabilities returning the questionnaire 97.8% said that they strongly agreed with the statement: "I would recommend this office to other students with disabilities." Along with this, 81.5% agreed with the statement: "I believe that I have equal access to all programs and activities at NCA&TSU." Only 64.5% of the students with disabilities felt that the entire campus community was responsive to their needs. Forty of the forty five respondents strongly agreed that the OVDSS office assisted them in overcoming

personal, physical or educational concerns through their use of the services offered. The last question to the students with disabilities asked for a rating on whether or not they agreed with the statement that NCA&TSU was striving to make the campus accessible to students with physical disabilities. Of those answering, only 59.6% agreed with the statement.

CHAPTER 6

COMMUNITY SERVICES

Staff of OVDSS was involved in the community throughout the past year. Each in their respective communities played roles that enhanced them professionally and personally.

The director, Peggy Oliphant, maintained active membership at Zion Baptist Church in Reidsville, North Carolina. In the past year, Ms. Oliphant continued to serve as a member of the church finance committee, vacation bible school planning committee and instructor for women's bible study.

Relay For Life fundraiser for the American Cancer Society in Rockingham County was held May 2007, Ms. Oliphant served as co-captain of her team. This is the second year she has been co-captain of the team. Not only did the team meet its financial goal but Ms. Oliphant met her personal financial goal.

Mrs. Sarah “Penny” Torrence is a member at Williams Memorial CME Church. There she served as a local minister, a member of the Mass Choir, a director of the Women’s Day Choir, a member of the ITT committee and assist on various committees when needed. Currently, Penny is pursuing her undergraduate degree at North Carolina A&T State University. She is also a real estate broke and works with Re/Max Professionals in High Point, North Carolina.

CHAPTER 7

OTHER PARTNERSHIPS

NOT APPLICABLE

CHAPTER 8

CAPITAL IMPROVEMENTS

Capital improvements for the Office of Veteran & Disability Support Services actually took place over a two year period. These improvements have been mentioned elsewhere in this report. The final phase completed this year. We started with a complete renovation of the lobby area and the study rooms. New furniture with accessories and a change of color on the walls brightened the entire office. The offices of the director and the university certifying official were the next in line for the renovation. Again, new furniture, accessories and a paint job added new life and a much more atmosphere in which to work. The last phase of this capital improvement project was the supply room / reception area / kitchenette area. In this area we chose to remove the cabinets that had been there since 1977 as well as the counter top. New cabinets and counter tops were brought in so give a more clean and professional look.

Also mentioned elsewhere but is a big part of the capital improvement plan was the purchase of the Toshiba eStudio 3500c copier / printer and the Hewlett Packard Color LaserJet 5550dn copier. With the purchase of these two machines, the office of OVDSS now has the capability of doing all of its printing news in-house.

CHAPTER 9

PROJECTIONS FOR FUTURE ENDEAVORS

RECOMMENDATIONS

The Office of Veteran and Disability Support Services tries to stay current and up-to-date. Each year something changes in the areas of Veterans Administration and disability support. Those changes that can enhance and improve our services we attempt to put into place each year. The office attempts to be pro-active and the university must be pro-active also. Staying in the pro-active mode will ensure the university is in compliance with the Americans with Disability Act (1990) and Section 504 of the 1973 Rehabilitation Act. Technological changes occur every day and NCA&TSU must be ready to make the necessary accommodations and adjustments. The number of students with disabilities attending our nation's colleges and universities are increasing. We must also be ready for the influx of service men and women who will be returning from the war to continue his/her education or to start his/her education. The soldiers will have needs like we have not experience since Vietnam. North Carolina A&T **MUST** be ready for them prior to their arrival!

If A&T is to compete with other colleges and universities for the high caliber of students graduating from high school, including those students with disabilities, we need to improve our program even more. A rise in the retention and graduation rate of the students with disabilities, veterans and veteran dependents could be a direct result of whether we are able to implement any of these recommendations.

Students with diagnosed learning disability or attention deficit disorder are the largest growing population of students with disabilities at NCA&T. Because of the increased number of high school students with better grades, higher SAT/ACT scores, etc, more are being accepted here at the university. Students with LD or ADD/ADHD need a more individualized plan and closer working relationship. Someone to work primarily with this category of students would give them more of the attention that they need to be all they can be here at the university. [A LEARNING DISABILITY SPECIALIST](#) would be the person for this position. The person would be primarily responsible for any student that is having difficulty with reading and other language / processing problems.

[UPGRADE OF COMPUTER SOFTWARE, LICENSURE, AND NEW SOFTWARE:](#) The University really needs to get license to operate the scanning / reading program for [Kurzweil 3000](#). We have tried running it through our office and with a few reading stations in the library, but it needs to be made available to everyone at all times. The reading software needs to be accessible all every where on campus. The most economic way for this is for NCA&T to buy a license for the complete package. ITT would be the department that would purchase it, and could do training session on how to use it. We have limited use of this software now. With what we have, we are not fulfilling the needs of the students. The scanning can be done, but then the reading stations may or may not be accessible.

Other software needed to aid persons with visual disabilities: [ZOOMTEXT](#). ZOOMTEXT can be found on some computers in the library but it needs to be on other computers across campus, especially in some of the classrooms / computer labs. This would enable students to do homework and in-class assignments without the help of another person.

Classrooms / departments need to have the software / hardware capability to students with visual impairments to see the chalkboard, power point presentations, etc. presented during class time. There are a number of items that can be purchased that the departments can have and allow the student to use as needed.

The office is also in need of a database/tracking software package that will help with the categorizing of students and doing various reports. The two or three that are on the market and have been tested and tried by other universities are very good. It might be advantageous for NCA&TSU to give one of these a try.

[PROFESSIONAL DEVELOPMENT](#). Conferences, memberships, subscriptions, etc. are just a few ways the staff stays current in the fields of Veteran Administration and Disability Support Services. However, in order to do this a budget is needed to support these development items. The staff would like to enhance its knowledge of Veterans Administration guidelines, policy and procedures as well as disability support services. OVDSS would like to bring in a speaker known for disability accommodation matters to talk with the faculty. Additional monies could make this happen. The director also serves as the University ADA Coordinator which means staying abreast of the compliance guidelines. Monies need to be made available to attend

conferences and/or workshops specifically for ADA matters. As it stand now, a choice has to be made between workshops / conferences for disability support and ADA.

AUXILIARY AIDS: Auxiliary aids are reasonable accommodations according to ADA and Section 504. Aids include but are not limited to cassette recorders/players, FM listener for the hearing impaired, note takers, scribes, copier with enlargement capability in good condition, reading machine, etc. Each year because of disrepair, lost, etc. these items have to be replaced. There are also the batteries and cassettes, CDs that are furnished when initially picked up.

APPENDIX A

STATISTICAL SUMMARY

VETERANS:

CHAPTER 30	45
CHAPTER 31	23
CHAPTER 1606	51
CHAPTER 1607	11
CHAPTER 32	1

VETERAN DEPENDENTS

122

GRADUATES FOR 2007-2008

Veteran / Veteran Dependent	27	Six (6) graduated with highest honors
Masters Degree	1	Six (6) graduated with high honors
Students with Disabilities	6	Six (6) graduated with honors
Masters Degree	1	
Certified Global Studies	1	53% of our students graduated with honors.
TOTAL	35	

Breakdown of Disabilities Disclosed:

Ankylosing Spondylitis	2
Arthritis	1
Asperger	1
Attention Deficit Disorder / Hyperactive	24
Attention Deficit Disorder / Learning Disability	18
Central Auditory Processing	6
Cerebral Palsy	2
Crohns Disease	1
Dyslexia	5
Hearing Impairment	7
Heart Disorders	1
HIV / Positive	2
Learning Disabilities	45
Lupus	2
Mobility Impairments (upper and lower body)	7
Multiple Sclerosis	5
Neurological Disorders	1

Neuromuscular Disorders	1
Post Traumatic Stress Disorder	2
Psychiatric Disorder	8
Psychological Disorder	16
Respiratory Disorders	2
Seizure Disorders	5
Sickle Cell Anemia	5
Traumatic Brain Injury	3
Ulcerative Colitis	1
Visual Impairment	4

Breakdown of Degrees Obtained (Veteran / Veteran Dependents):

English	2
Liberal Studies (Business)	1
Political Science	1
Psychology	2
Criminal Justice	1
Broadcast Production	1
Social Work	3
Accounting	1
Business Management	1
Business Marketing	1
Recreation Administration	1
Sport Science and Fitness Management	1
Architectural Engineering	2
Chemical Engineering	1
Civil Engineering	2
Nursing	2
Construction Management	1
Electrical Technology	1
Manufacturing Systems	1
Occupational Safety and Health	1
Masters Degree	1

Breakdown of Degrees Obtained (Students with Disabilities):

Laboratory Animal Science	1
History	1
Liberal Studies	1
Political Science	1
Professional Theatre	2
Masters Degree	1

Some students have multiple disabilities, thus this total of 177 is higher than the total number of students with disabilities registered with the office { 128 (50 female,78 male)}.

The students are in and out of the office during the course of the year for various reasons. The sign-in sheets reflect that approximately 2,948 students were seen throughout the 2007-2008 academic year. Students come in the office multiple times. This figure reflects each time a student was seen by a staff member.

ORGANIZATIONAL CHART

