BOARD of GOVERNORS
State University System of Florida

Strategic Plan for Online Education (Draft)

Presented by the Task Force for Strategic Planning for Online Education

November 4, 2015

www.flbog.edu

Extent of Online Education in the SUS

- **Florida is second in the nation in the number of students enrolled in distance learning courses**

- **54% of students in the SUS in 2013-14 were enrolled in at least one distance learning course (9% of those enrolled *only* in distance learning courses)**

- **20% of student full-time equivalents (FTE), which are calculated from student credit hours, were in distance learning courses in 2013-14**

Vision for Online Education – Excerpt from Plan

- **This Plan provides a framework around which to unite the collective talents and resources of our institutions toward a common purpose: more Florida citizens with educational credentials that will improve their lives, lead to new discoveries, and advance Florida's economy.**

Quality

Goal 1: The State University System will create a culture of quality for online education.

Goal 2: The State University System will provide a foundation for quality online education.

Quality:
Areas addressed in Quality Matters (similar areas are addressed in other "quality" rubrics)

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction & Engagement
6. Course Technology
7. Learner Support
8. Accessibility

Quality at FIU:

MAN4301 - Human Resource Management

FIU | Online

FLORIDA INTERNATIONAL UNIVERSITY

Connect Confidently.

QUALITY MATTERS

QM

	1.1 Instructions make clear how to get started and where to find various course components.
	1.2 Learners are introduced to the purpose and structure of the course.
	1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.
	1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
	1.5 Minimum technology requirements are clearly stated and instructions for use provided.
	1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
	1.7 Minimum technical skills expected of the learner are clearly stated.
	1.8 The self-introduction by the instructor is appropriate and is available online.
	1.9 Learners are asked to introduce themselves to the class.
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
	2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
	4.5 A variety of instructional materials is used in the course.
	4.6 The distinction between required and optional materials is clearly explained.
Learner Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
	5.2 Learning activities provide opportunities for interaction that support active learning.
	5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.
	5.4 The requirements for learner interaction are clearly stated.
Course Technology	6.1 The tools used in the course support the learning objectives and competencies.
	6.2 Course tools promote learner engagement and active learning.
	6.3 Technologies required in the course are readily obtainable.
	6.4 The course technologies are current.
	6.5 Links are provided to privacy policies for all external tools required in the course.
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.
	7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.
	7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.
Accessibility and Usability	8.1 Course navigation facilitates ease of use.
	8.2 Information is provided about the accessibility of all technologies required in the course.
	8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
	8.4 The course design facilitates readability.
	8.5 Course multimedia facilitate ease of use.

Learning Objectives (Competencies)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

2.5 The learning objectives or competencies are suited to the level of the course.

ed or duplicated without written permission of QM Quality Matters.
The fully annotated Higher Education Rubric, Fifth Edition, 2014, is available only to institutions that subscribe to Quality Matters.

Course Content

Welcome to MAN4301: Human Resource Management

My name is ***Dr. Emmanuele Archange*** and I will be your instructor for this Hybrid course. I am excited about the opportunity to work with you this semester. Please take a moment to review the information below. When you are done, proceed to the appropriate module below.

1. Read about getting started in your online course.
2. Watch my welcome video (includes captions).
3. Read the Course Syllabus.
4. Proceed to the Discussion Board to introduce yourself to your collagues.

Quality Matters
Higher Education Program 2015

Module 1: *Understanding HRM*

1

In this module, you will be introduced to Human Resources Management (HRM) and your online class. It is a two-week module that broadly covers the field of Human Resources Management. Mandatory assignments include two discussion board activities.

Blackboard CATALYST AWARD

Module 2: *The Legal and Ethical Context of HRM*

2

In this module, you will learn about the legal and ethical context of HRM. This is a two-week module that covers pertinent laws, legislations, and court cases that impact HRM. The mandatory assignments are a case review assignment and a discussion board activity.

Module 5: *Maintaining High Performance*

Learning Objectives

After completing this module, you will be able to:

- Identify the three purposes of performance management systems and whom they serve.
- Explain why performance appraisals might be distorted.
- Define the goal of compensation administration.
- Discuss job evaluation and its three basic approaches.
- Discuss why executives' salaries are significantly higher than those of other employees.
- Evaluate employee wellness programs.

Week 9: October 18 – October 24

This week covers:

- *Chapter 10: Establishing the Performance Management System*

Week 10: October 25 – October 31

This week covers:

- *Chapter 11: Establishing Rewards and Pay Plans*

Clean, Intuitive Visual Design

QM Standard 1: Course Overview and

QM Standard 2: Learning Objectives

Week 9: October 18 – October 24

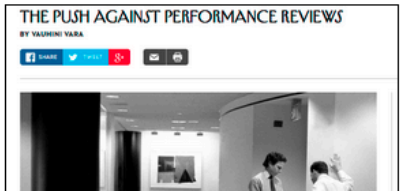
Directions

The following sequence of instructional events is required for successful mastery of this week's content:

1. Read Chapter 10 in the textbook and read the supplemental document.
2. Watch the *Awkward Performance Appraisal* video.
3. Watch the presentation for Chapters 10.
4. Proceed to the Discussion Board to complete this week's discussion board activity.
5. Complete the ungraded practice exercises for Chapters 10 located in the Practice Exercises area.

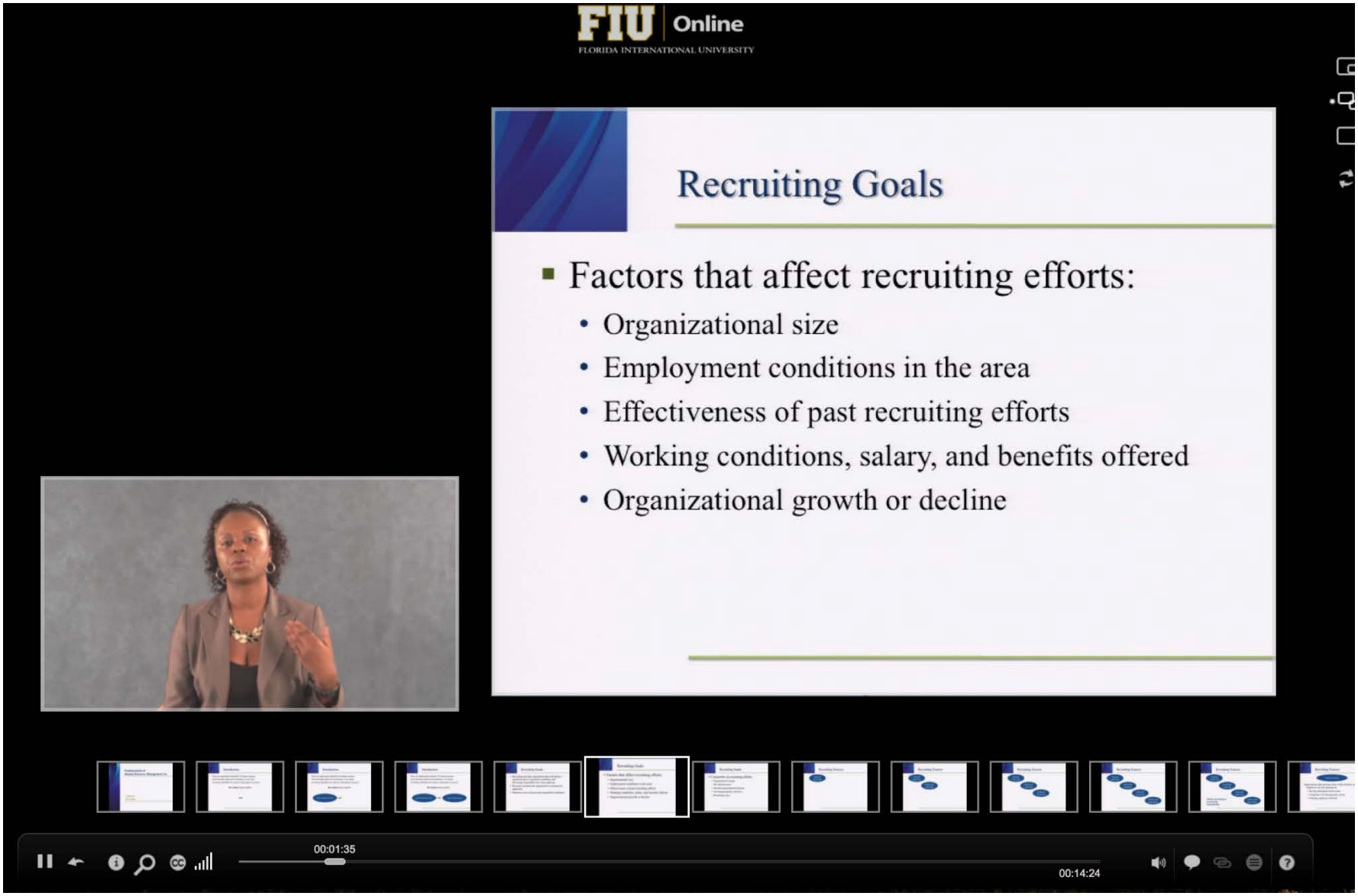
Resources

The Push Against Performance Reviews



Clean, Intuitive Visual Design

QM Standard 1: Course Overview and
QM Standard 2: Learning Objectives

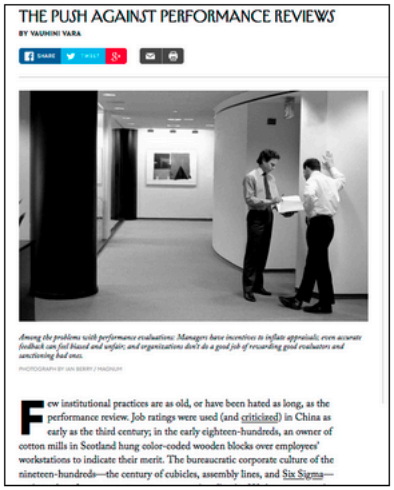


MediaSite Platform

QM Standard 4: Instructional Materials

Resources

The Push Against Performance Reviews


THE PUSH AGAINST PERFORMANCE REVIEWS

BY VAUHINI VARA

Among the problems with performance evaluations: Managers have incentives to inflate appraisals; even accurate feedback can feel biased and unfair; and organizations don't do a good job of rewarding good evaluators and sanctioning bad ones.

PHOTOGRAPH BY IAN BERRY / MAGNUM

Few institutional practices are as old, or have been hated as long, as the performance review. Job ratings were used (and criticized) in China as early as the third century; in the early eighteen-hundreds, an owner of cotton mills in Scotland hung color-coded wooden blocks over employees' workstations to indicate their merit. The bureaucratic corporate culture of the nineteen-hundreds—the century of cubicles, assembly lines, and Six Sigma—

Read the "The Push Against Performance Reviews" article at *The New Yorker*. (opens in a new windo

1 of 4

Relevant, Timely External Resources

QM Standard 4: Instructional Materials

Interviews with Industry Leaders

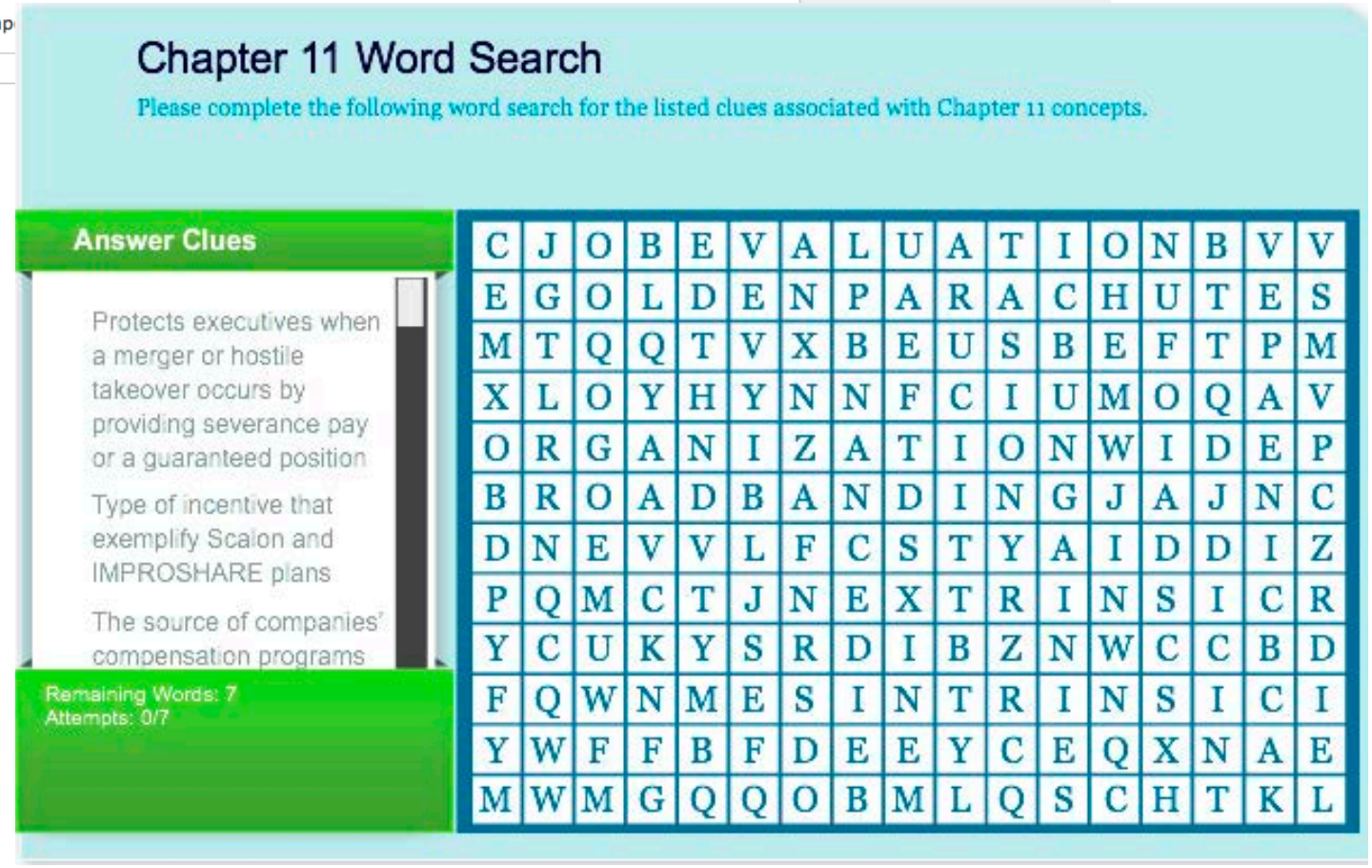
QM Standard 4: Instructional Materials and
QM Standard 5: Learner Activities and Interaction

QUESTION 1 — 10 points — Save Answer

Requires employers with 50 or more employees to allow up to 12 weeks of unpaid leave for family or medical reasons.

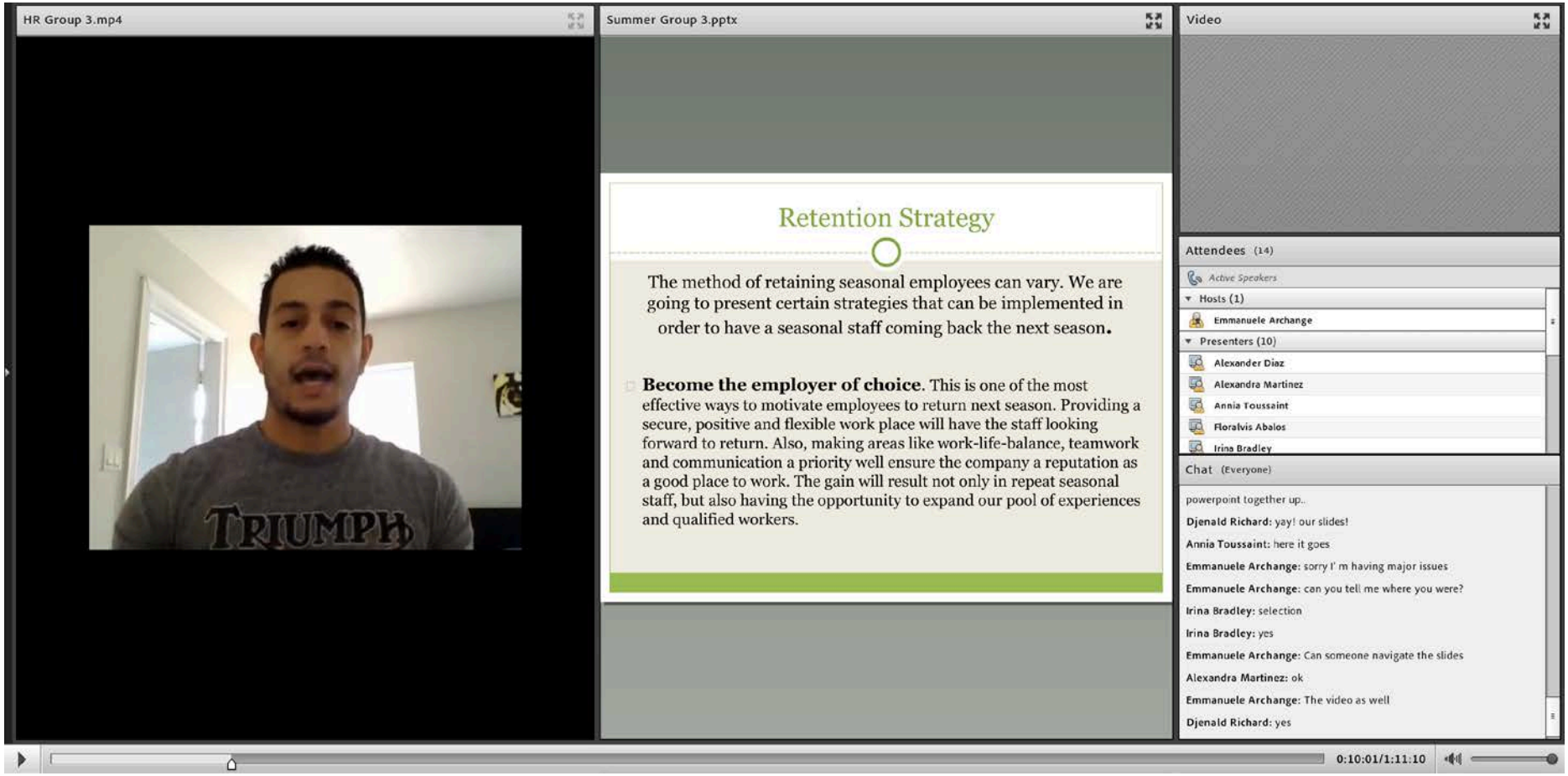
QUESTION 2 — 10 points — Save Answer

Benefits that pay expenses and/or comp



Ungraded Practice Exercises

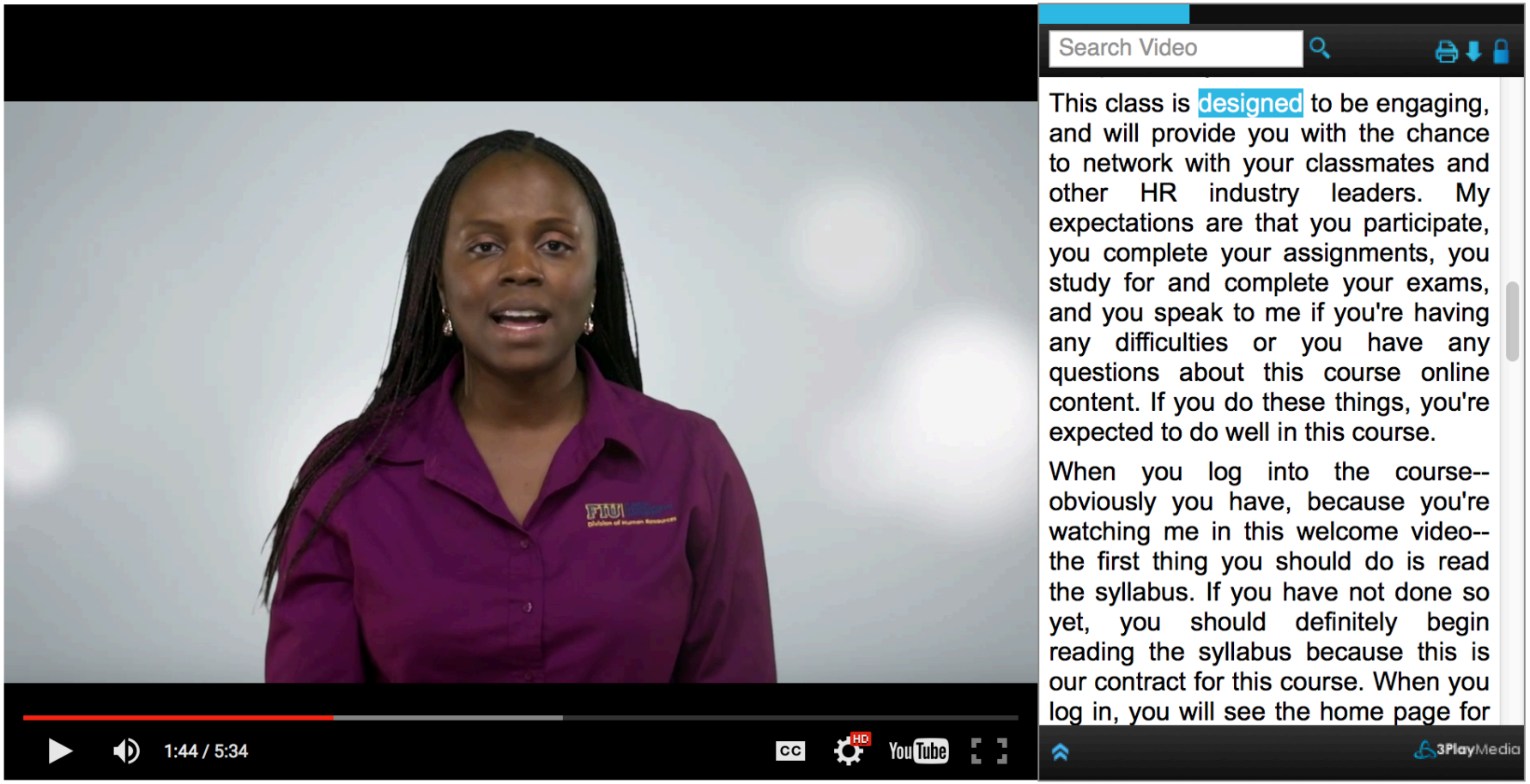
QM Standard 3: Assessment and Measurement and QM Standard 5: Learner Activities and Interaction



Virtual Group Presentations

QM Standard 5: Learner Activities and Interaction

FIU Online
Florida International University
Connect Confidently.



Videos with Captions for Accessibility

QM Standard 8: Accessibility

Questions?

Matt Acevedo, Senior Instructional Designer
mmaceve@fiu.edu

FIU | Online
FLORIDA INTERNATIONAL UNIVERSITY
Connect Confidently.

Quality: Goal 1 - The SUS will create a culture of quality for online education.

Strategy 1.1: Recognize the development of high quality online education.

Tactics:

1.1.1 In conjunction with the FCS, create a statewide award system for exceptional online courses.

1.1.2 Create a coding system in the FLVC course catalog that allows the identification of quality courses.

1.1.3 Ensure implementation of quality rubrics/processes for all universities offering online education.

1.1.4 Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.

Quality: Goal 1 - The SUS will create a culture of quality for online education *(continued)*

Strategy 1.2: Expand support for professional development.

Tactics:

1.2.1 Create a statewide professional development network for instructional designers.

1.2.2 Enhance professional development opportunities offered by FLVC for institutional leaders in online education.

1.2.3 Provide an online toolkit and annual workshops for staff who are responsible for faculty professional development.

Quality: Goal 1 - The SUS will create a culture of quality for online education *(continued)*

Strategy 1.2: Expand support for professional development. *(continued)*

Tactics:

1.2.4 Integrate quality rubrics into professional development processes.

1.2.5 Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.

Quality: Goal 2 - The SUS will provide a foundation for quality online education

Strategy 2.1: Conduct and share research about online education to improve quality.

Tactics:

2.1.1 Create a statewide online education research consortium.

2.1.2 Share research-based best practices.

Quality: Goal 2 - The SUS will provide a foundation for quality online education *(continued)*

Strategy 2.2: Provide the infrastructure needed to support the development and delivery of online education.

Tactics:

2.2.1 Ensure that each institution has the technology needed to provide quality online education.

2.2.2 Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.

2.2.3 Ensure universities review their infrastructure to confirm that students can easily access their online instruction.

Quality: Goal 2 - The SUS will provide a foundation for quality online education *(continued)*

Strategy 2.3: Ensure support services that promote student success are available for online students.

Tactic:

2.3.1 Ensure that universities confirm that online students have access to services equivalent to those used by campus-based students.

Quality

University of Florida

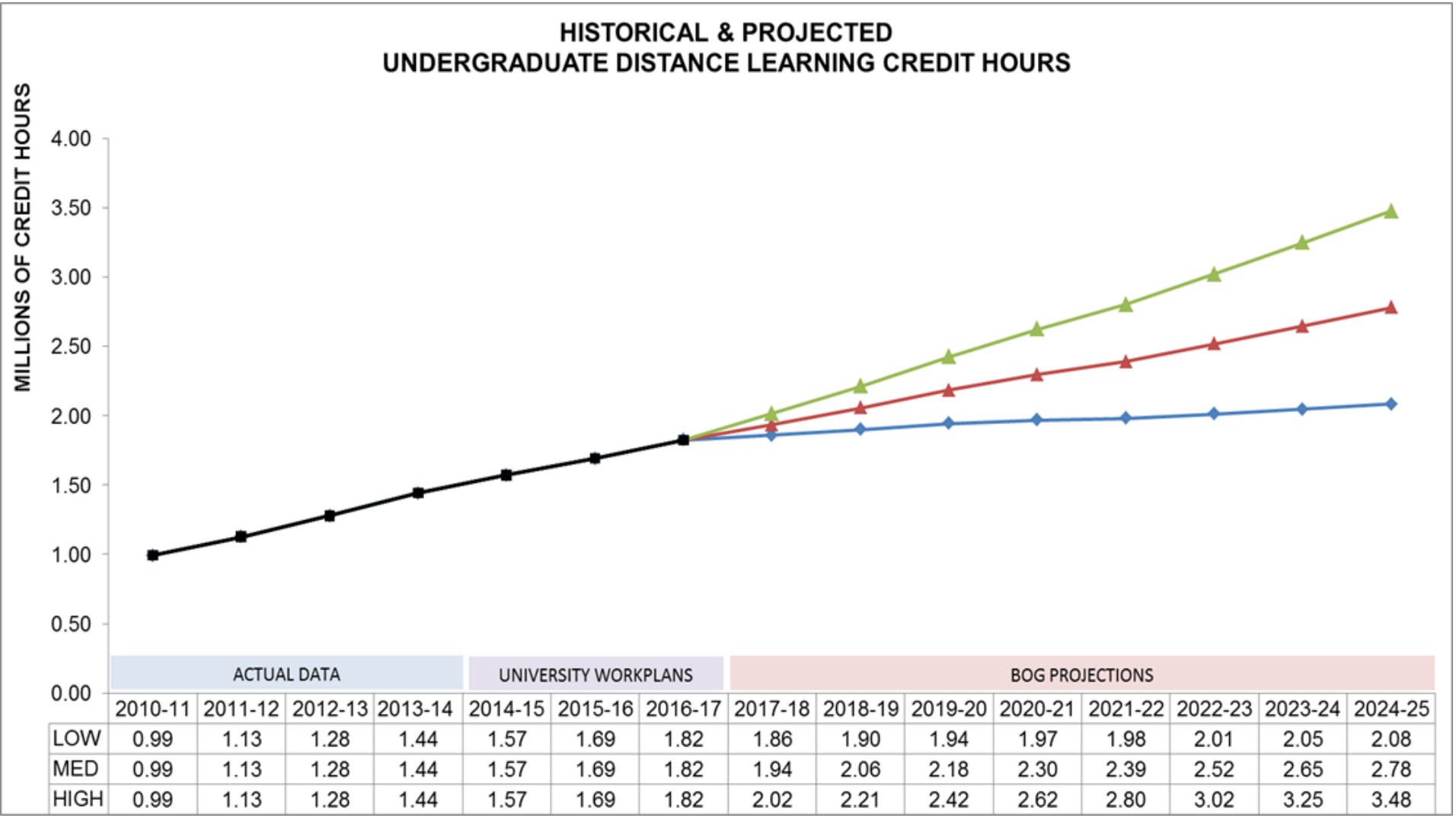
Counseling and Wellness Center

https://mediasite.video.ufl.edu/Mediasite/Play/36edb29e08334009addf4da43c53f8991d

Quality – Performance Indicators

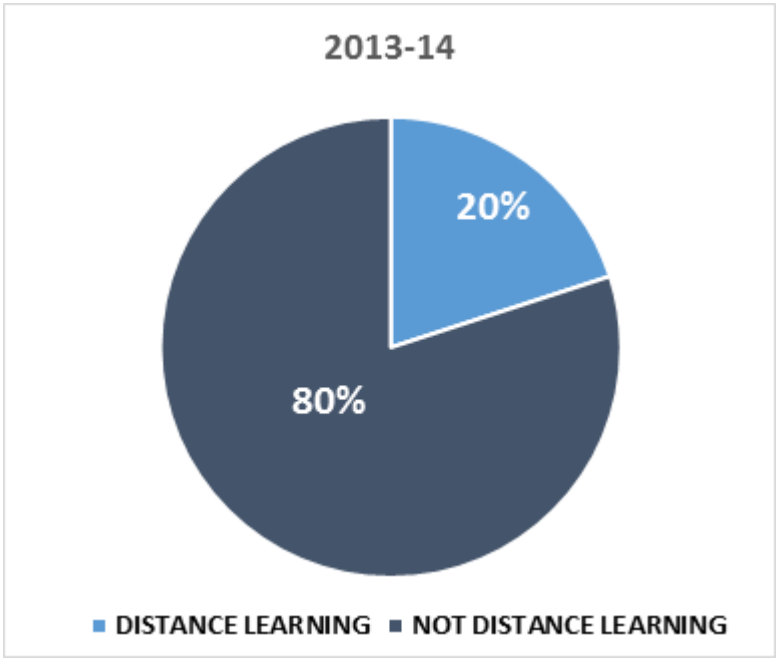
Performance Indicators	2025 Goals
Number of annual SUS Chancellor Awards for high-quality courses	8 Chancellor Awards presented annually at the state level
Percent of SUS courses bearing a "high-quality" rating in the FLVC online catalog	90% of SUS courses in the FLVC catalog rated high quality
Percentage of faculty participating in professional development	15% of faculty from SUS institutions offering online education participate in yearly professional development activities
Number of institutions sharing research in online education	75% of SUS institutions participate in the online education research consortium
Online student success (receiving a course grade of A, B, or C)	Online student success rate equals or exceeds the rate for comparable face-to-face courses
Online student withdrawal rate	Online student course withdrawal rate is no higher than for comparable face-to-face courses
Student satisfaction with online education	Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses

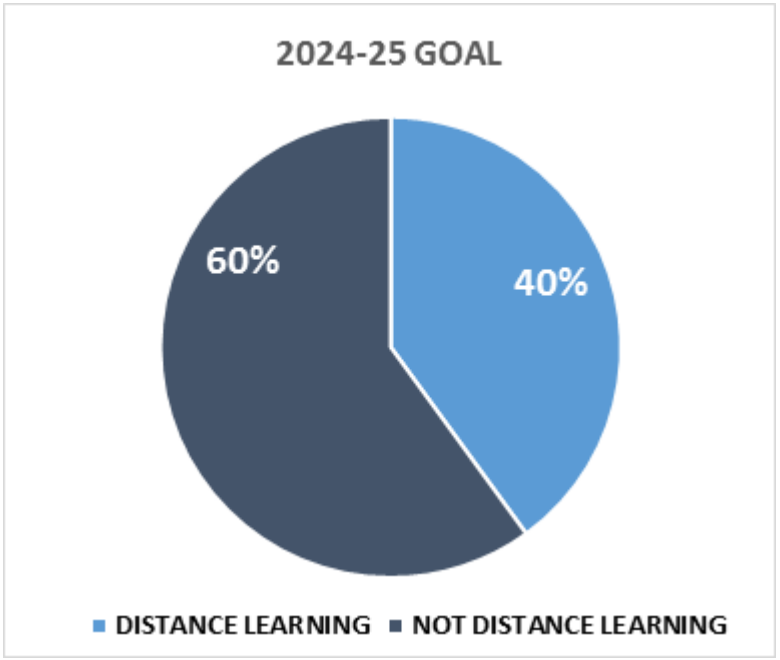
Access: Undergraduate Historical and Projected Distance Learning Credit Hours



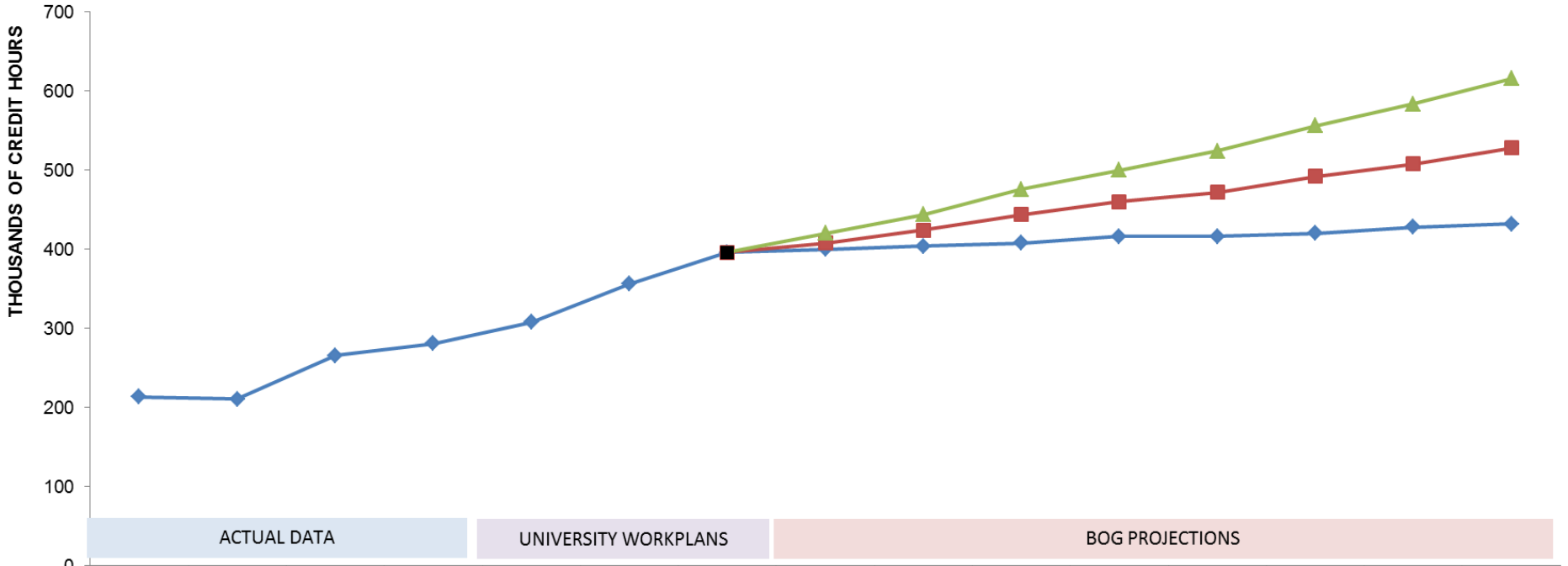
	ACTUAL DATA				UNIVERSITY WORKPLANS			BOG PROJECTIONS							
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOW	0.99	1.13	1.28	1.44	1.57	1.69	1.82	1.86	1.90	1.94	1.97	1.98	2.01	2.05	2.08
MED	0.99	1.13	1.28	1.44	1.57	1.69	1.82	1.94	2.06	2.18	2.30	2.39	2.52	2.65	2.78
HIGH	0.99	1.13	1.28	1.44	1.57	1.69	1.82	2.02	2.21	2.42	2.62	2.80	3.02	3.25	3.48

Access: Historical and Projected Undergraduate Student Credit Hours



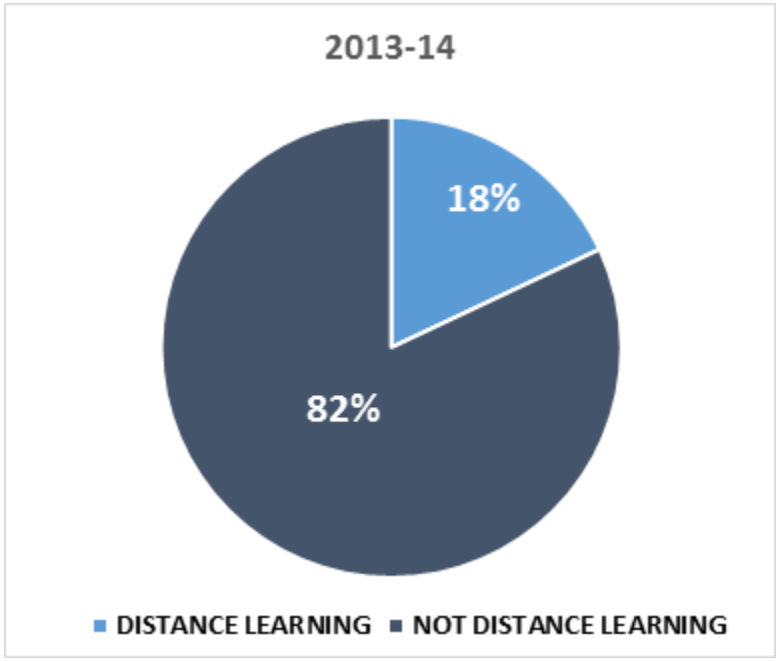


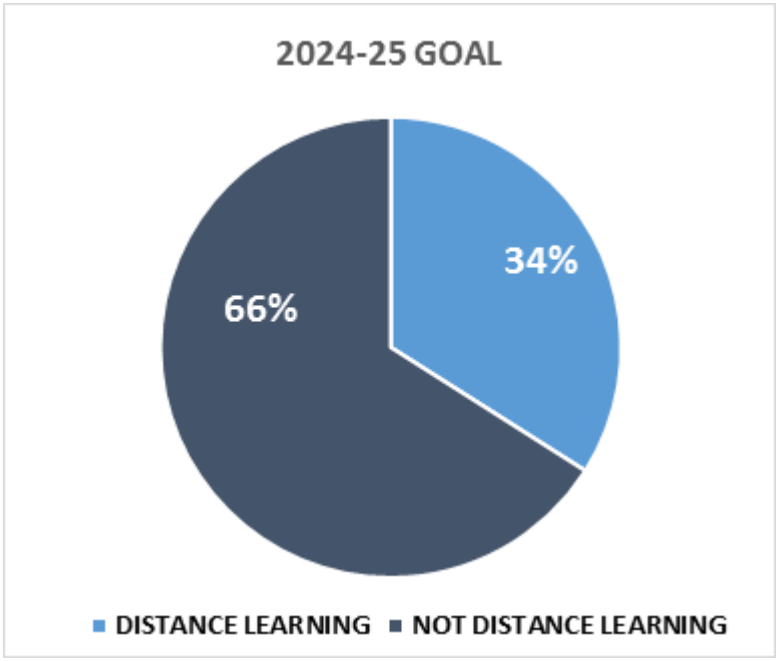
Access: Historical and Projected Graduate Distance Learning Credit Hours



	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
LOW	213	211	266	281	308	356	396	400	404	408	416	416	420	428	432
MID							396	408	424	444	460	472	492	508	528
HIGH							396	420	444	476	500	524	556	584	616

Access Historical and Projected Graduate Student Credit Hours





Access: Goal 1 - The SUS will increase access to and participation in online education

Strategy 1.1: Increase enrollments in online education.

Tactics:

1.1.1 Establish and maintain an inventory of SUS fully online and primarily online programs, as well as online courses.

1.1.2 Offer a broad range of fully online degree programs.

1.1.3 Increase 2+2 collaboration.

1.1.4 Support the development and delivery of affordable, high quality, fully online baccalaureate programs by UF Online

1.1.5 Provide a statewide marketing campaign.

Access: Goal 1 - The SUS will increase access to and participation in online education *(continued)*

Strategy 1.1: Increase enrollments in online education *(continued)*

Tactics:

1.1.6 Retain fully online students by implementing best practices such as academic coaches, success coaches, analytics, and early alert interventions.

1.1.7 Provide multiple, accelerated terms.

1.1.8 Provide a robust set of student support services to support the delivery of multiple, accelerated models.

Access: Goal 2 - The SUS will create an environment favorable to the growth of online education

Strategy 2.1: Secure the funding necessary to continue expansion of online education.

Tactics:

2.1.1 Determine means to optimize use of the distance learning fee.

2.1.2 Obtain funding for statewide marketing and recruiting.

2.1.3 Seek incentive funding to encourage innovations in online education.

2.1.4 Secure student support resources to ensure students have access to technology required for online education.

Access: Goal 2 - The SUS will create an environment favorable to the growth of online education *(continued)*

Strategy 2.2: Pursue changes to the regulatory environment to enable continued growth in online education.

Tactics:

2.2.1 Clarify that the requirement in Board Regulation 6.016 for taking nine credit hours during the summer may be fulfilled by taking such courses online.

2.2.2 Amend Board Regulation 7.006 to exclude enrollments in online degree programs from the limitation on the percentage of non-resident students in the system.

Access: Goal 2 - The SUS will create an environment favorable to the growth of online education *(continued)*

Strategy 2.2: Pursue changes to the regulatory environment to enable continued growth in online education *(continued)*

Tactics:

2.2.3 Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.

2.2.4 Review and modify as necessary regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students.

Access: Goal 3 - The SUS will harness the power of online education to help meet the economic development needs of the state.

Strategy 3.1: In collaboration with the Florida College System, meet the educational needs of employers in the state.

Tactics:

3.1.1 Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.

3.1.2 Ensure universities are using need and demand data when considering programs for online delivery.

Access – Performance Indicators

Performance Indicators	2025 Goals
Number of undergraduate student credit hours in online education	3.48 million
Number of undergraduate FTE enrolled in online courses	86,900
Number of graduate student credit hours in online education	616,000
Number of graduate FTE enrolled in online courses	19,250
Percentage of SUS undergraduate students enrolling in one or more online course each year	75%
Percentage of SUS graduate students enrolling in one or more online course each year	50%
Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online.	60%

UNIVERSITY *of* WEST FLORIDA

INNOVATION INSTITUTE

FL VC FLORIDA VIRTUAL CAMPUS

FloridaShines

Dr. Pam Northrup, Associate Provost
University of West Florida

Florida Virtual Campus

Student Success

Students will use educational services to improve abilities to navigate through education to career

People and Partners

Provide a high quality work & shared environment so that everyone can achieve at the highest level.

Innovation

Foster strategic partner collaboration to solve critical higher education challenges.

Shared Services

Provide a high quality value-added service culture and infrastructure to all partners, students and institutions in Florida.

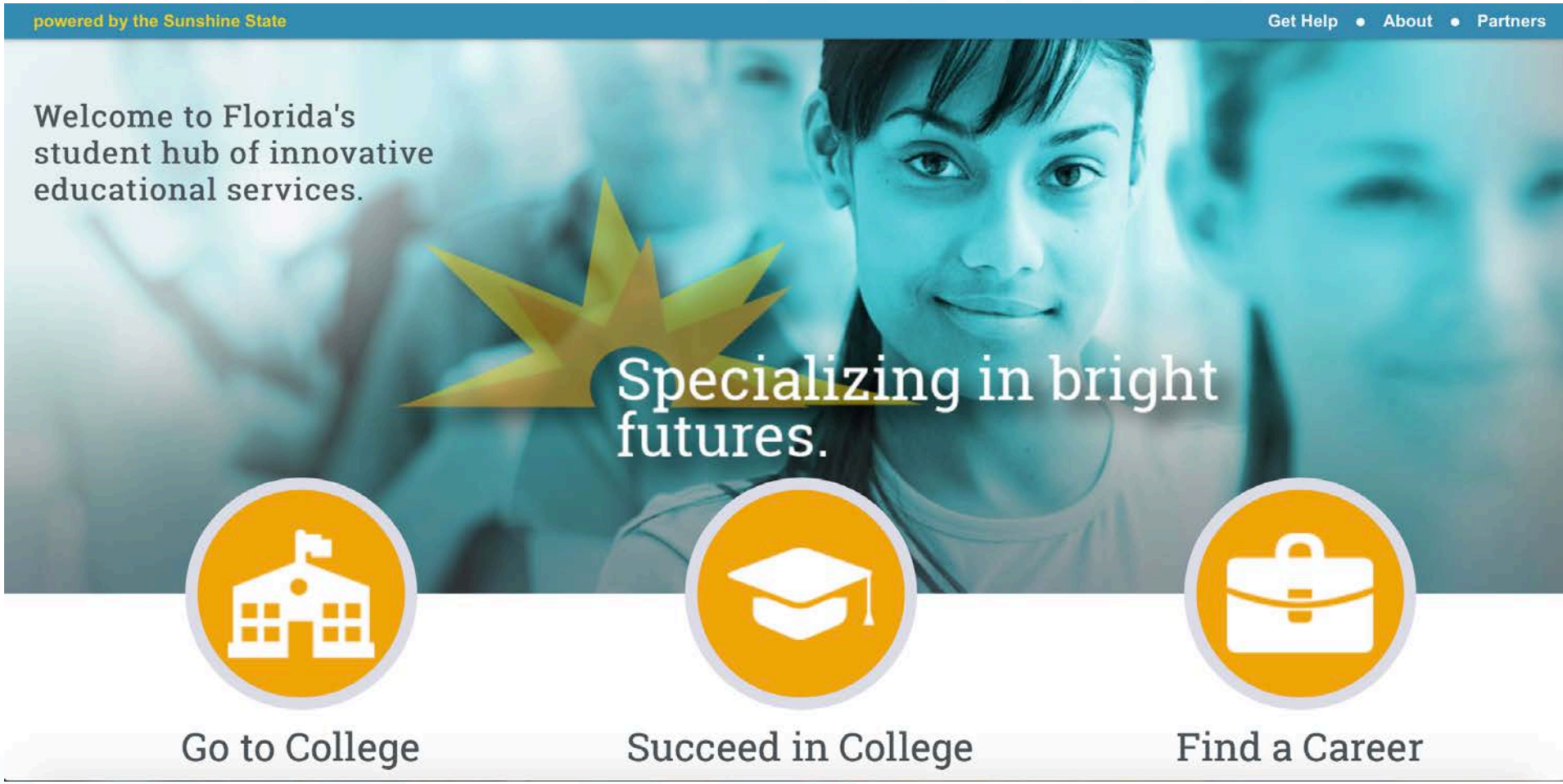
Finance

Use value-added approaches to support lower costs of instructional delivery through shared services and innovation.

FL VC FLORIDA VIRTUAL CAMPUS

UNIVERSITY of WEST FLORIDA INNOVATION INSTITUTE

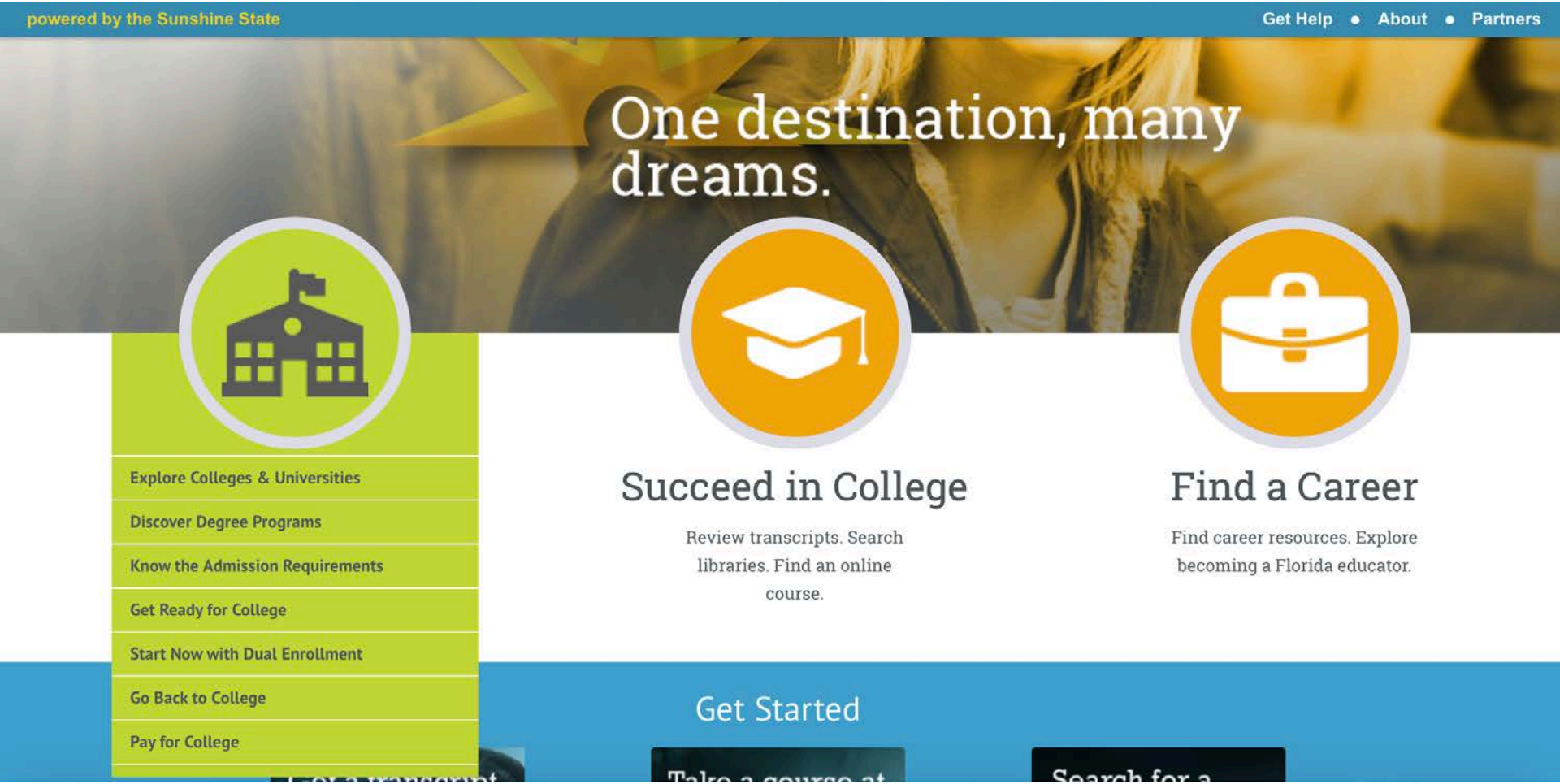
FloridaShines



FLORIDA VIRTUAL CAMPUS

https://www.floridashines.org

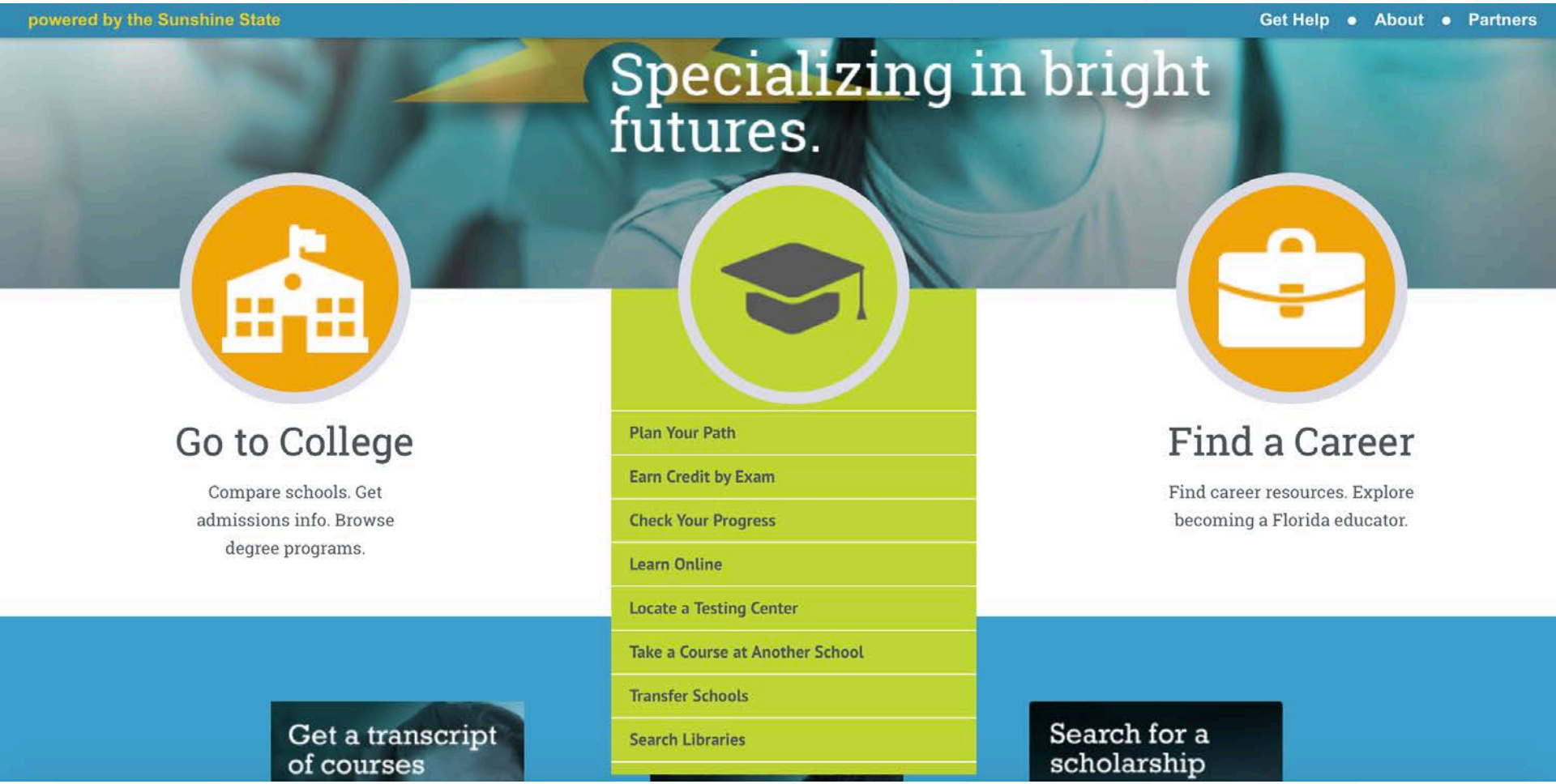
UNIVERSITY of WEST FLORIDA INNOVATION INSTITUTE



FLVC FLORIDA VIRTUAL CAMPUS

https://www.floridashines.org

UNIVERSITY of WEST FLORIDA INNOVATION INSTITUTE



FLORIDA VIRTUAL CAMPUS

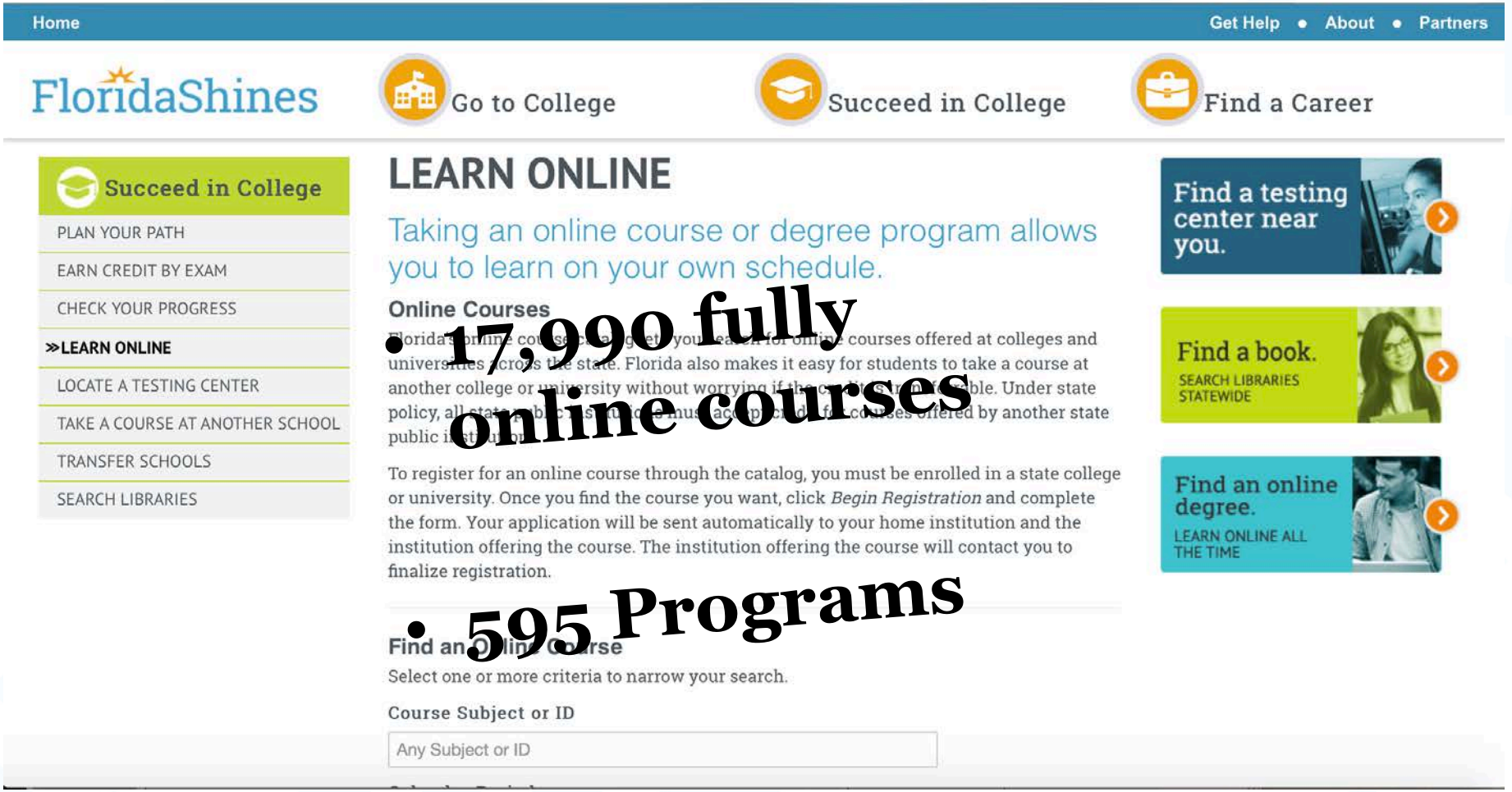
https://www.floridashines.org

UNIVERSITY of WEST FLORIDA INNOVATION INSTITUTE

FloridaShines

Online Catalog

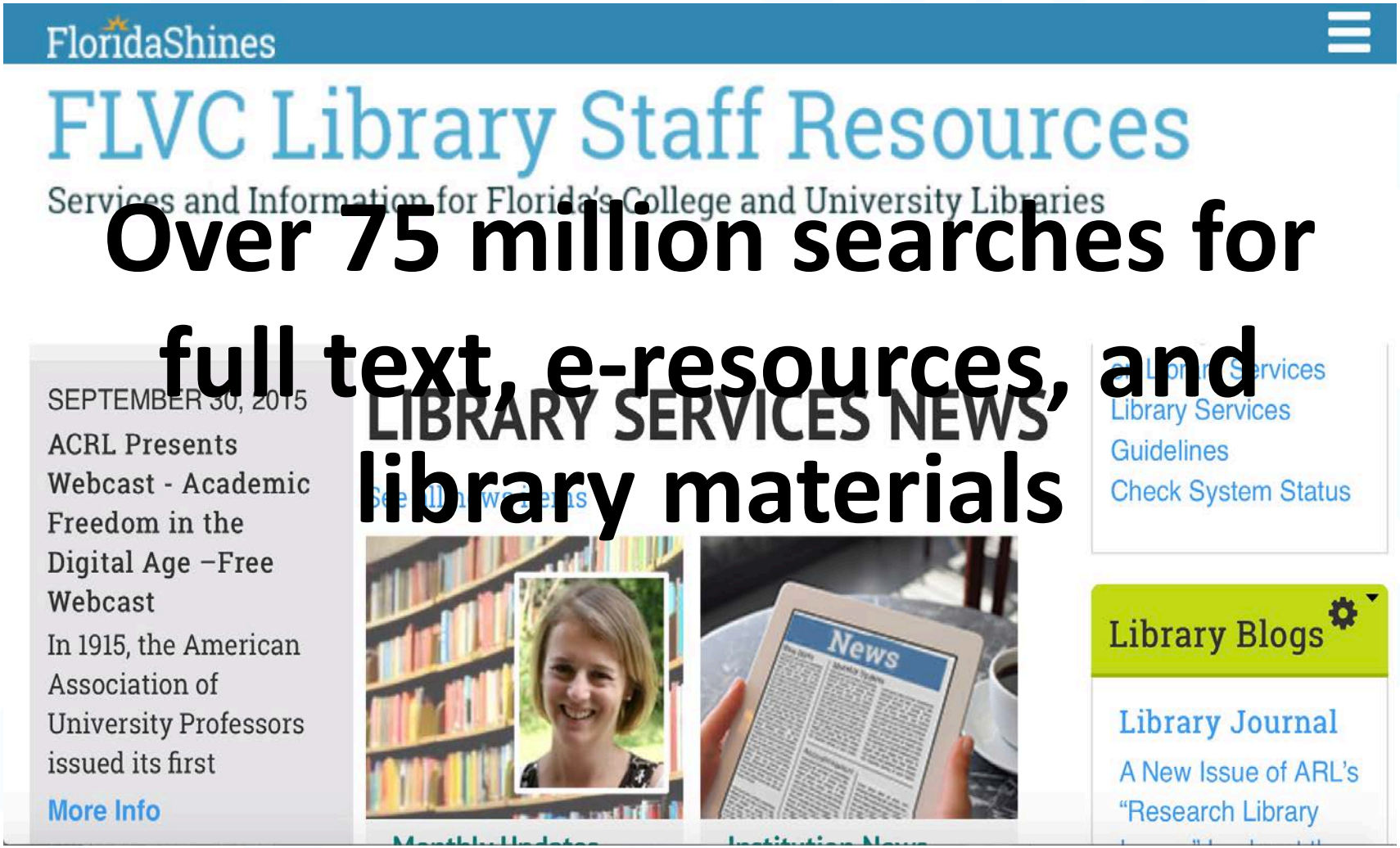
Fall 2015



- 17,990 fully online courses
- 595 Programs

UNIVERSITY of WEST FLORIDA
INNOVATION INSTITUTE

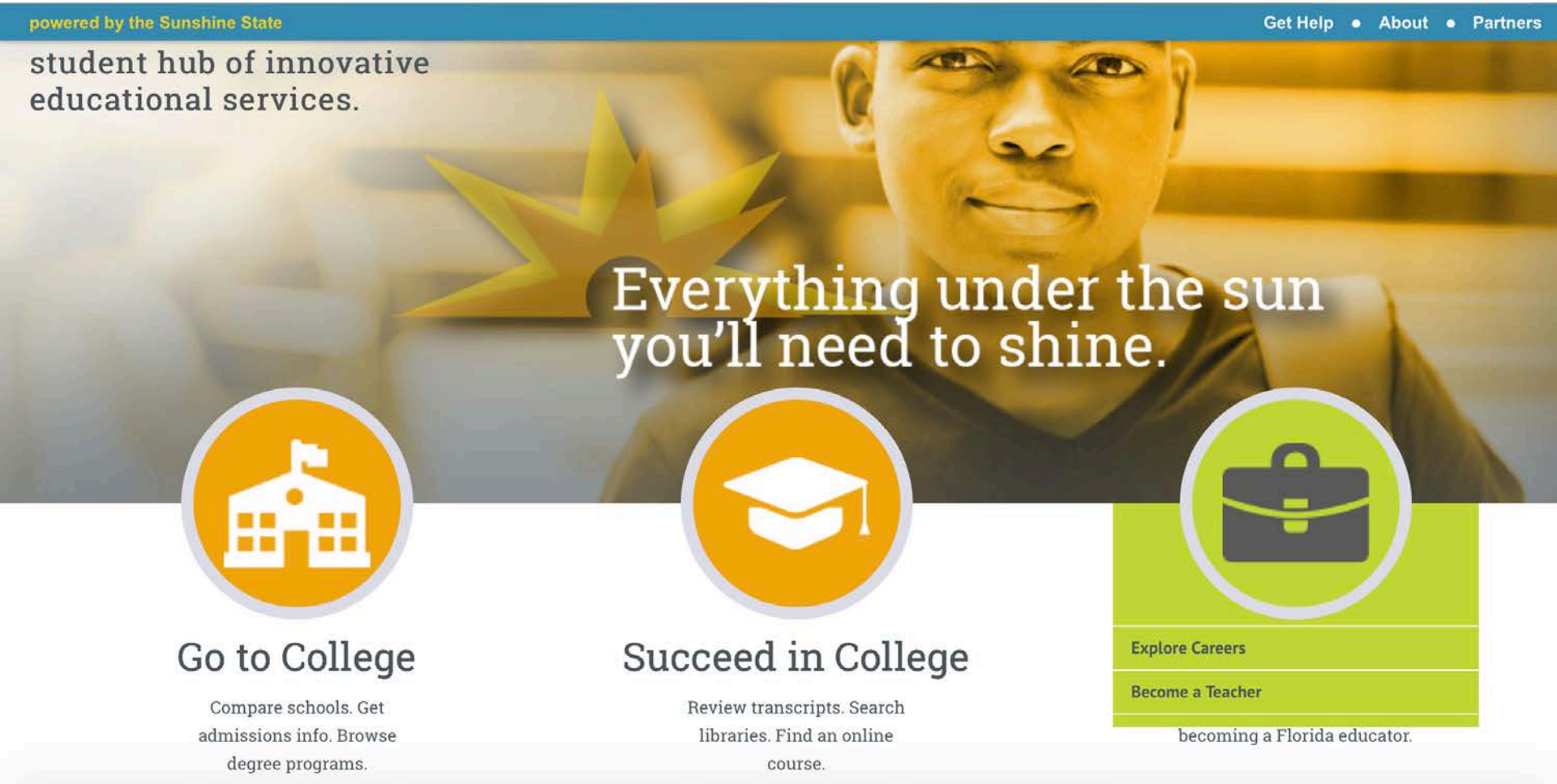
Florida Academic Libraries Services Cooperative



Over 75 million searches for full text, e-resources, and library materials

FLORIDA VIRTUAL CAMPUS

UNIVERSITY of WEST FLORIDA INNOVATION INSTITUTE



FLVC FLORIDA VIRTUAL CAMPUS

https://www.floridashines.org

UNIVERSITY of WEST FLORIDA INNOVATION INSTITUTE

MyCareerShines

A service of FloridaShines

A career readiness and assessment tool for Florida

Elementary
Fall 2016

Middle/Secondary
September 2015

College Student
October 2015

A comprehensive, K-20 education and career planning system that will help students and adults succeed in the increasingly competitive global economy.

UNIVERSITY of WEST FLORIDA
INNOVATION INSTITUTE

MyCareerShines
A service of FloridaShines

- Facilitates **career development planning** for all adult populations (aligns with the WIOA).
- Supports reliable **major or program selection** which leads to successful completion.
- Guides **workforce preparation** for seamless transitions into the world of work.

UNIVERSITY of WEST FLORIDA
INNOVATION INSTITUTE

Xxx Xxxx
6th Grade

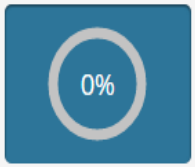
- **Home**
- Things to Do
- Take an Assessment
- Explore Occupations
- My Portfolio Items
- My Assessments
- My Favorites

Welcome to Kuder Navigator®

Kuder Navigator® is an online education and career planning system that gives you the tools you need to build a foundation for lifelong career success. You will learn what your interests and skills are and how to apply them to a career plan for your future.

Begin by Taking Assessments

Your assessment results will help us tailor your experience throughout the site.



Kuder® Career Interests Checklist

Connect your top interests with career paths

Choose what activity you like to do the most, the next most, and the least. When you're finished, your highest interests will be matched with careers that you may enjoy.

Begin →

Review My Assessments

Assessment	Completed
You have not yet completed the interests checklist	

Recommended Links

Links	Recommended By
You do not currently have any recommended links	

Completed Tasks

My Next Steps

- ☐ Begin to think about your interests
- ☐ Learn how education determines the kind of work you can do
- ☐ Explore occupations
- ☐ Update your grade level at the end of school year

Historical Tasks Future Tasks

Take Notes

UNIVERSITY of WEST FLORIDA
INNOVATION INSTITUTE

Xxx Xxxx
6th Grade

- Home
- Things to Do
- Take an Assessment
- **Explore Occupations**
  - Occupations by Six Groups
  - Occupations by Title
- My Portfolio Items
- My Assessments
- My Favorites

Occupations Suggested by Six National Career Fields

Careers that share common characteristics can be grouped into six career fields. To learn more about each field and the careers that belong to it, click on any of the six icons below.

Industrial, Manufacturing and Engineering Systems

Save to my favorite career fields

People who work in this group have jobs such as machine operators, engineers, scientists, architects, and aircraft mechanics. These people design products and structures, make them, and deliver them for others to buy.

Related Occupations for Industrial, Manufacturing and Engineering Systems

- High School Completion
- High School Completion & Two Years Beyond
- Four-Year Degree and Beyond

How are the 16 National career clusters related to the 6 career fields?

Information about each of the 16 National career clusters, their pathways, and the titles of their related occupations and majors is provided by the National Association of Career Technical Education Consortium (NASDCTEc), with support from the National Career Technical Education Foundation (NCTEF) to support the National Career Clusters™ Framework. Information included in this database is updated as soon as refinements are made by this organization. The last review of this information was completed July 2012.

My Next Steps

- [ ] Begin to think about your interests
- [ ] Learn how education determines the kind of work you can do
- [ ] Explore occupations
- [ ] Update your grade level at the end of school year

Historical Tasks Future Tasks

For additional questions, contact:

Dr. Pam Northrup
pnorthru@uwf.edu

UNIVERSITY of WEST FLORIDA
INNOVATION INSTITUTE

Affordability: Goal 1 - The SUS will enhance shared services to support online program development and delivery costs.

Strategy 1.1: Enhance shared support services for online students.

Tactics:

1.1.1 Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers.

1.1.2 Explore additional items for potential sharing.

Affordability: Goal 1 - The SUS will enhance shared services to support online program development and delivery costs *(continued)*

Strategy 1.2: Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience.

Tactics:

1.2.1 Either co-develop a rubric to measure course quality or invest in state-level licensing agreements for a quality rubric to measure course quality for the system.

1.2.2 Develop or co-develop shared master courses that would be available, but not required, for use in specific high-demand areas.

Affordability: Goal 1 - The SUS will enhance shared services to support online program development and delivery costs *(continued)*

Strategy 1.2: Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience. *(continued)*

Tactics:

1.2.3 Review and recommend data analytic tools and methods to predict student success in online education.

1.2.4 Develop means to collect data to create predictive analytics tools and interventions to increase student persistence and completion.

1.2.5 Encourage institutions to opt into the selected common Learning Management System.

Affordability: Goal 2 – The SUS will reduce the costs of educational materials for students.

Strategy 2.1: Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.

Tactics:

2.1.1 Determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students.

2.1.2 Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials.

Affordability: Goal 3 - The SUS will adopt innovative instructional models to create instructional efficiencies.

Strategy 3.1: Implement innovative instructional models.

Tactics:

3.1.1 Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand.

3.1.2 Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand.

3.1.3 Implement a model to assess prior learning for the award of academic credit.

3.1.4 Develop a series of experimental incubation pilot projects to support new and emerging online education innovations.

Affordability: Goal 4 - The SUS will determine the costs of online education campus-by-campus.

Strategy 4.1: Update system-wide definitions of online education terms.

Tactic:

4.1.1 Review and recommend revisions to current system-wide terms and definitions.

Affordability: Goal 4 - The SUS will determine the costs of online education campus-by-campus *(cont.)*

Strategy 4.2: Develop a model that captures each institution's online education revenues and expenditures.

Tactics:

4.2.1 Determine and define the elements that should be captured for the model.

4.2.2 Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.

Affordability – Performance Indicators

Performance Indicators	2025 Goals
Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)	Annual increase in the percentage of online courses using electronic textbooks or open educational resources
SUS and FCS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources
SUS institutions collaborate on course design and development	50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources
Competency-based and adaptive learning approaches reduce time-to-degree and associated cost	50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree

BOARD of GOVERNORS

State University System of Florida

www.flbog.edu

Rev. 2014