

**Supplemental Information
Course and Curriculum items
FS Academic Affairs Committee Review
September 1, 2015 Meeting**

Graduate Course changes (5-5-15) (Old Business)

Pages 2-3

College of Education (5-26-15)

Pages 4-11

Graduate course changes (5-5-15) Old Business – Tabled at 5-19-15 AAC meeting

HUMAN ECOLOGY - School of Family Studies and Human Services

Early Childhood Education

Course Add:
ECED 700: Problems in Early Childhood Education; Credits Variable: <u>(1-6)</u> Independent study of relevant aspects of early childhood development and education. When Offered: As needed and upon sufficient demand K-State 8: None Pre-Requisites: Consent of Instructor

Rationale: Given the rapidly changing field of early childhood development and education, the need for a special problems course in Early Childhood Education was identified by the faculty.

Note: The variable credits were changed from 1-18 credit to 1-6. This will reduce confusion by students and ensure they do not take more courses than allowed on the program of study.

IMPACT: NONE.

Effective: Fall 2015

Course Add:
ECED 704: Seminar in Early Childhood Education ; Credits Variable: <u>(1-6)</u> Interpretation and evaluation of information on varied topics relating to early childhood education and development. When Offered: As needed and upon sufficient demand K-State 8: None Pre-Requisites: Consent of Instructor

Rationale: Given the rapidly changing field of early childhood development and education, the need for a special seminar course in Early Childhood Education was identified by the faculty.

Note: The variable credits were changed from 1-18 credit to 1-6. This will reduce confusion by students and ensure they do not take more courses than allowed on the program of study.

IMPACT: NONE.

Effective: Fall 2015

Course Add:
ECED 708: Topics in Early Childhood Education ;Credits Variable: (1-3) Review of recent research and theory related to early childhood education and development. When Offered: As needed and upon sufficient demand K-State 8: None Pre-Requisites: Consent of Instructor

Rationale: Given the rapidly changing field of early childhood development and education, the need for a special seminar course in Early Childhood Education was identified by the faculty.

IMPACT: NONE.

Effective: Fall 2015

College of Education (5-26-15)

Non-Expedited Undergraduate New Courses - Curriculum and Instruction

#1 EDEL 520. Physical Education/Health Methods for PK-6 Schools. (3) II. The class includes both theoretical and practical guidelines for analysis and implementation of children's physical education/health. The course focuses on applications of the Kansas standards for elementary educators PK-6 grades. Pre-Requisite: Admission to Teacher Education and Co-Requisite: EDEEC 376, EDEL 521.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. When developing and teaching a quality physical education program, the goal is to enhance the student's lives beyond just the physical fitness level. The premise of physical education is to keep children healthy and improve their overall skill levels. According to the National Standards for Physical Education, there are six key components that are necessary to include in lesson plans when designing a physical education program at any level. The elements are: demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, and tactics as they apply to learning and performance; participate regularly in physical activities; achieves and maintain health-enhancing level of physical fitness; exhibits social and responsible behaviors that respects self and others in physical activity settings; and values physical activity for health, enjoyment, challenge, self-expression and/or social interaction (Source: *National Association for Sport and Physical Education (NASPE)*, Association of AAHPERD (www.aahperd.org/NASPE)). These are necessary elements of a quality physical education program.

EFFECTIVE DATE: Fall 2016

#2 EDEL 521. Physical Education/Health Practicum for PK-6 Schools. (1) II. This course will provide an opportunity for students to plan, teach, and evaluate Physical Education/Health lessons within a placement at the PK-6 school level. Co-Requisite: EDEL 520.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. Additionally, this is a companion to EDEL 520, which includes a field experience in a local elementary school. When developing and teaching a quality physical education program, the goal is to enhance the student's lives beyond just the physical fitness level. The premise of physical education is to keep children healthy and improve their overall skill levels. According to the National Standards for Physical Education, there are six key components that are necessary to include in lesson plans when designing a physical education program at any level. The elements are: demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, and tactics as they apply to learning and performance; participate regularly in physical activities; achieves and maintain health-enhancing level of physical fitness; exhibits social and responsible behaviors that respects self and others in physical activity settings; and values physical activity for health, enjoyment, challenge, self-expression and/or social interaction (Source: *National Association for Sport and Physical Education (NASPE)*, Association of AAHPERD (www.aahperd.org/NASPE)). These are necessary elements of a quality physical education program.

EFFECTIVE DATE: Fall 2016

#3 EDSEC 360. Introduction to Physical Education/Health. (3) I. This course includes identification of competency-based, goal-oriented activities appropriate to PK-12 physical education/health. Emphasis on foundations of physical education/health including: exercise science, sport, careers, and challenges for the future. Co-Requisite: EDSEC 200.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK-12 teaching field in the College of Education. Physical education is a part of the total educational program that contributes, primarily through movement exercises, to the total growth and development of all children. Three outcomes of physical education are unique. The first outcome is the achievement of a personalized physical fitness level. Second is the development of competency in a variety of physical skills to assure that students can function effectively in selected physical activities. The third outcome demands that students acquire requisite knowledge related to motor skill performance and fitness maintenance.

EFFECTIVE DATE: Fall 2016

#4 EDSEC 380. Adaptive Physical Education. (2) II. Emphasizes the principles and practices involved in providing activities for individuals who have disabilities or temporary limitations and cannot participate in or benefit from the regular activity program. This course is designed to prepare physical education teachers to provide safe, appropriate, and individualized accommodations to children with disabilities who are included in general physical education programs. Pre-Requisite: EDSEC 360.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. In today's public schools, the number of children with disabilities continues to grow, it is important that children with disabilities are provided the same opportunities and quality educational experiences as their peer without disabilities. IDEA 2004 requires that students with disabilities are provided with physical education. School districts must provide physical education as part of the special education program, namely, many children with disabilities benefit from adaptive physical education. Physical education teachers need to learn how to develop and design achievement based programs (i.e., write or utilize adaptive physical education information to design individualized physical education, develop appropriate adaptive physical education IEP goals and objectives and monitor progress, and assist students in maintaining a healthy lifestyles and as they transition from school to post secondary placements or work). Adaptive physical education teachers should learn how to provide age-appropriate and meaningful physical activity, while understanding the importance of evaluating and assessing performance in physical education to determine strengths and needs of each student.

EFFECTIVE DATE: Fall 2016

#5 EDSEC 546. Physical Education/Health Methods for Secondary and Middle Schools. (3) I. This course provides students opportunities to study, discuss, organize, and practice instructional methods designed specifically for secondary and middle school physical education/health programs. Emphasis will be placed on understanding of the objectives, characteristics, and activities available to satisfy student growth and development. The course addresses

movement education, rhythm games of low organization, body manipulative, object manipulative, and specific sport skills. Pre-Requisite: EDSEC 376 and Co-Requisite: EDSEC 477, EDSEC 547.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. Physical education is a process that focuses on knowledge, attitudes and behaviors relative to physical activities. The increase of physical activity early in adolescent's lives leads to a healthy lifestyle. To increase healthy lifestyles, physical education contact in schools is necessary. Positive experiences in physical education classes can lead to healthy and active adults, and physical education gives students the skills they need to be active as adults, which also provides immediate and long term health benefits.

EFFECTIVE DATE: Fall 2016

#6 EDSEC 547. Physical Education/Health Practicum for Secondary and Middle Schools. (2) I. This course will provide an opportunity for students to plan, teach, and evaluate physical education/health lessons within a placement at the middle or secondary level. Co-Requisite: EDSEC 546.

IMPACT: This proposal has been vetted by and accepted by the Departments of Kinesiology, FSHS, and Human Nutrition in the College of Human Ecology. Personnel contacted include Dean Buckwalter, Dr. Craig Harms, Dr. Mark Haub, and Dr. Dottie Durband.

RATIONALE: This course is part of a new Physical Education/Health PK/12 teaching field in the College of Education. This is the companion course to EDSEC 546. This course contains a field experience placement in a local secondary school. Physical education is a process that focuses on knowledge, attitudes and behaviors relative to physical activities. The increase of physical activity early in adolescent's lives leads to a healthy lifestyle. To increase healthy lifestyles, physical education contact in schools is necessary. Positive experiences in physical education classes can lead to healthy and active adults, and physical education gives students the skills they need to be active as adults, which also provides immediate and long term health benefits.

EFFECTIVE DATE: Fall 2016

Non-Expedited
Undergraduate Curriculum Change
Curriculum and Instruction

FROM:

TO:

<p>Minimum of 126 credit hours required Licensure 6-12</p> <p>B.S. degree requirements for Secondary Education</p> <p>General Education requirements (33 credit hours minimum)</p> <p>Communications (8-9 credit hours) (A grade of C or better is required) COMM 105 – Public Speaking IA Credits: (2) Or COMM 106 – Public Speaking I Credits: (3) Or COMM 109 – Public Speaking 1A, Honors Credits: (3) ENGL 100 – Expository Writing 1 Credits: (3) ENGL 200 Expository Writing II Credits: (3)</p> <p>Humanities (6 credit hours)</p> <p>Literature Any department of English literature or Department of Modern Languages literature course Credits: (3)</p> <p>Fine arts appreciation Any nonperformance appreciation class in the Department of Art, Architecture, Modern Languages or School of Music, Theatre and Dance Credits: (3)</p> <p>Social Science (6 credit hours)</p> <p>Elective from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits: (3)</p> <p>Global Issues and Perspective course (tagged as meeting the K-State 8 requirements) from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits:(3)</p> <p>Natural Science (7 credit hours) One lab required.</p> <p>Quantitative sciences (6 credit hours) MATH 100 – College Algebra Credits (3) (or higher level math course) (Grade of C or better) STAT 325 – Introduction to Statistics Credit (3)</p>	<p>Minimum of 126 credit hours required Licensure 6-12</p> <p>B.S. degree requirements for Secondary Education</p> <p>General Education requirements (33 credit hours minimum)</p> <p>Communications (8-9 credit hours) (A grade of C or better is required) COMM 105 – Public Speaking IA Credits: (2) Or COMM 106 – Public Speaking I Credits: (3) Or COMM 109 – Public Speaking 1A, Honors Credits: (3) ENGL 100 – Expository Writing 1 Credits: (3) ENGL 200 Expository Writing II Credits: (3)</p> <p>Humanities (6 credit hours)</p> <p>Literature Any department of English literature or Department of Modern Languages literature course Credits: (3)</p> <p>Fine arts appreciation Any nonperformance appreciation class in the Department of Art, Architecture, Modern Languages or School of Music, Theatre and Dance Credits: (3)</p> <p>Social Science (6 credit hours)</p> <p>Elective from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits: (3)</p> <p>Global Issues and Perspective course (tagged as meeting the K-State 8 requirements) from Departments of AMETH, ANTH, ECON, GEOG, HIST, POLSC, PSYCH, SOCIO, WOMST Credits:(3)</p> <p>Natural Science (7 credit hours) One lab required.</p> <p>Quantitative sciences (6 credit hours) MATH 100 – College Algebra Credits (3) (or higher level math course) (Grade of C or better) STAT 325 – Introduction to Statistics Credit (3)</p>
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Teacher Education Courses (40 credit hours)

A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester.

Pre-Professional Component (8 Credit hours)

DED 075 - Orientation to Teacher Education at KSU Credits: (0)

EDSEC 200 - Teaching as a Career Credits: (1)

EDSEC 230 - Early Field Experience Credits: (1)

EDSEC 310 - Foundations of Education Credits: (3)

FSHS 110 - Introduction to Human Development Credits: (3)

Professional Component (32 credit hours)

Admission to teacher education required.

Non-blocked courses (Must be completed before student teaching)

DED 318 - Educational Technology for Teaching and Learning Credits: (1)

(Must be completed before Block II)

EDSEC 405 - Middle-Level Education Credits: (2)

(Not required for K-12 majors in art, modern languages, or music.)

Students receiving a grade of less than C in a Block 1 course will not be permitted to proceed to Block 2 until a grade of C or higher is recorded (i.e., must retake the Block 1 course first).

Block 1 (8 credit hours)

Courses must be taken concurrently and prior to Block II.

EDCEP 315 - Educational Psychology Credits: (3)

EDSEC 376 - Core Teaching Skills:

Secondary/Middle Credits: (3)

EDSP 323 - Exceptional Students in the Secondary School Credits: (2)

Block II (9 credit hours)

Courses must be taken concurrently and prior to Student Teaching.

EDCEP 525 - Interpersonal Relations in the Schools Credit: (1)

EDSEC 455 - Teaching in a Multicultural Society Credit: (1)

EDSEC 477 - Content Area Literacies and Diverse Learners Credits: (2)

Choose one of the following that corresponds to your teaching field:

EDSEC 530 - Art Methods for Secondary and Middle Schools Credits: (3)

Teacher Education Courses (40 credit hours)

A grade of C or higher is required in all Teacher Education courses and practica. A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester.

Pre-Professional Component (8 Credit hours)

DED 075 - Orientation to Teacher Education at KSU Credits: (0)

EDSEC 200 - Teaching as a Career Credits: (1)

EDSEC 230 - Early Field Experience Credits: (1)

EDSEC 310 - Foundations of Education Credits: (3)

FSHS 110 - Introduction to Human Development Credits: (3)

Professional Component (32 credit hours)

Admission to teacher education required.

Non-blocked courses (Must be completed before student teaching)

DED 318 - Educational Technology for Teaching and Learning Credits: (1)

(Must be completed before Block II)

EDSEC 405 - Middle-Level Education Credits: (2)

(Not required for K-12 majors in art, modern languages, music, or physical education/health)

Students receiving a grade of less than C in a Block 1 course will not be permitted to proceed to Block 2 until a grade of C or higher is recorded (i.e., must retake the Block 1 course first).

Block 1 (8 credit hours)

Courses must be taken concurrently and prior to Block II.

EDCEP 315 - Educational Psychology Credits: (3)

EDSEC 376 - Core Teaching Skills:

Secondary/Middle Credits: (3)

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Block II (9 credit hours)

Courses must be taken concurrently and prior to Student Teaching.

EDCEP 525 - Interpersonal Relations in the Schools Credit: (1)

EDSEC 455 - Teaching in a Multicultural Society Credit: (1)

EDSEC 477 - Content Area Literacies and Diverse Learners Credits: (2)

Choose one of the following that corresponds to your teaching field:

EDSEC 530 - Art Methods for Secondary and Middle Schools Credits: (3)

<p>EDSEC 532 - Business Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 534 - Family and Consumer Science Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 536 - Language Arts Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 538 - Mathematics Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 540 - Modern Language Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 542 - Science Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 544 - Social Studies Methods for Secondary and Middle Schools Credits: (3)</p> <p>Choose one of the following that corresponds to your teaching field:</p> <p>EDSEC 531 - Art Methods Practicum Credits: (2)</p> <p>EDSEC 533 - Business Methods Practicum Credits: (2)</p> <p>EDSEC 535 - Family and Consumer Science Methods Practicum Credits: (2)</p> <p>EDSEC 537 - Language Arts Methods Practicum Credits: (2)</p> <p>EDSEC 539 - Mathematics Methods Practicum Credits: (2)</p> <p>EDSEC 541 - Modern Language Methods Practicum Credits: (2)</p> <p>EDSEC 543 - Science Methods Practicum Credits: (2)</p> <p>EDSEC 545 - Social Studies Methods Practicum Credits: (2)</p> <p>Professional Semester (12 credit hours) A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester</p> <p>EDSEC 586 - Teaching Internship in Secondary Schools Credits: (Variable 1-12)</p> <p>Teaching Field (One of the following areas must be selected) Art (47 credits) Biology (68-69 credits) Business (55 credits)</p>	<p>EDSEC 532 - Business Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 534 - Family and Consumer Science Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 536 - Language Arts Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 538 - Mathematics Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 540 - Modern Language Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 542 - Science Methods for Secondary and Middle Schools Credits: (3)</p> <p>EDSEC 544 - Social Studies Methods for Secondary and Middle Schools Credits: (3)</p> <p><u>EDSEC 546 – Physical Education/Health Methods for Secondary and Middle Schools Credits: (3)</u></p> <p>Choose one of the following that corresponds to your teaching field:</p> <p>EDSEC 531 - Art Methods Practicum Credits: (2)</p> <p>EDSEC 533 - Business Methods Practicum Credits: (2)</p> <p>EDSEC 535 - Family and Consumer Science Methods Practicum Credits: (2)</p> <p>EDSEC 537 - Language Arts Methods Practicum Credits: (2)</p> <p>EDSEC 539 - Mathematics Methods Practicum Credits: (2)</p> <p>EDSEC 541 - Modern Language Methods Practicum Credits: (2)</p> <p>EDSEC 543 - Science Methods Practicum Credits: (2)</p> <p>EDSEC 545 - Social Studies Methods Practicum Credits: (2)</p> <p><u>EDSEC 547 – Physical Education/Health Practicum for Secondary and Middle Schools Credits: (2)</u></p> <p>Professional Semester (12 credit hours) A 3.0 or higher grade point average in Teacher Education courses and practica is needed before the Professional Semester</p> <p>EDSEC 586 - Teaching Internship in Secondary Schools Credits: (Variable 1-12)</p> <p><u>Internship requirements may vary by teaching field. The following courses may also be used to complete the 12 credit minimum.</u></p> <p><u>EDSEC 582 – Teaching Internship in Physical Education (variable 6- 12)</u></p> <p><u>EDEL 585 – Teaching Internship in Elementary Schools (variable 1- 15)</u></p> <p>Teaching Field (One of the following areas must be selected) Art (47 credits) Biology (68-69 credits) Business (55 credits)</p>
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Chemistry (58 credits) Earth and Space Science (64 credits) English (39 credits) English and Journalism (48 credits) Journalism (33 credits) Mathematics (40 credits) Modern Languages (34-36 credits) Physics (65 credits) Speech (42 credits) Social Studies (64 credits) Total hours required for graduation (126)	Chemistry (58 credits) Earth and Space Science (64 credits) English (39 credits) English and Journalism (48 credits) Journalism (33 credits) Mathematics (40 credits) Modern Languages (34-36 credits) <u>Physical Education/Health (53 credits)</u> Physics (65 credits) Speech (42 credits) Social Studies (64 credits) Total hours required for graduation (126)
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IMPACT: In collaboration with the College of Human Ecology, Dean Buckwalter, the unit heads in the Departments of Kinesiology, Craig Harms, Human Nutrition chair, Mark Haub, and the School of Family Studies, chair, Dottie Durband have agreed that the Physical Education/Health degree program, in the College of Education, will use selected courses from each unit and are in agreement with this venture.

RATIONALE: This is a proposal for a new teaching PK-12 teaching licensure field. According to the Kansas State Department of Education, there is a definite need for physical education/health teachers and the College of Education is looking to fulfill this need with this program. An additional reason for the program is the interest of students who want to pursue a degree in this field.

EFFECTIVE DATE: Fall 2016

Non-Expedited
Undergraduate New Teaching Field
Curriculum and Instruction

FROM:

TO:

This is a new teaching field for B.S. in Secondary Education.	B.S. in Secondary Education - New Teaching Field <u>Physical Education/Health (EDPEH) Teacher Licensure Program (53 credit hours)</u> <u>BIOL 198 Principles of Biology Credits: (4)</u> <u>EDEL 520 Physical Education/Health Methods for PK-6 Schools Credits: (3)</u> <u>EDEL 521 Physical Education/Health Practicum for PK-6 Schools Credits: (1)</u> <u>EDSEC 360 Introduction to Physical Education/Health Credits (3)</u> <u>EDSEC 380 Adaptive Physical Education Credits: (2)</u> <u>FSHS 302 Intro to Human Sexuality Credits: (3)</u> <u>HN 110 Intro Public Health Credits: (3)</u> <u>HN 132 Basic Nutrition Credits: (3)</u> <u>HN 320 Care & Prevention of Athletic Injuries Credits: (3)</u> <u>HN 352 Personal Wellness Credits: (3)</u>
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	KIN 220 Biobehavioral Bases of Physical Activity Credits: (4) KIN 320 Motor Learning and Development Credits: (3) KIN 330 Biomechanics Credits: (3) KIN 335 Physiology of Exercise Credits: (4) KIN 360 Anatomy and Physiology Credits: (8) PSYCH 110 General Psychology Credits: (3) Total: 53 credits
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IMPACT: In collaboration with the College of Human Ecology, Dean Buckwalter, the unit heads in the Departments of Kinesiology, Craig Harms, Human Nutrition chair, Mark Haub, and the School of Family Studies, chair, Dottie Durband have agreed that the Physical Education/Health degree program, in the College of Education, will use selected courses from each unit and are in agreement with this venture.

RATIONALE: This is a proposal for a new teaching PK-12 teaching licensure field. According to the Kansas State Department of Education, there is a definite need for physical education/health teachers and the College of Education is looking to fulfill this need with this program. An additional reason for the program is the interest of students who want to pursue a degree in this field.

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