

**Handbook for
Preparation of
Curriculum Materials
For
University Curriculum Committee**



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Chair, 1994-95
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Murfreesboro, Tennessee**

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Handbook for Preparation of Curriculum Materials For University Curriculum Committee



How to Use This Handbook

The purpose of this Handbook is to assist MTSU faculty in preparing curriculum changes and obtaining the necessary approval(s) with a minimum of time, effort, and paperwork.

The Handbook is divided into sections according to the administrative level required for approval. Each section contains a description or list of curriculum changes, a list of required forms, and the required number of copies. Not all curriculum changes are specifically described, only those which are most frequently used. For a complete list of curriculum changes, see Appendix B.

Procedure for Approval of Curriculum Changes

- A. Follow Instructions for preparation of materials in relevant section(s) of Handbook.
- B. Make sure all required forms are complete with all necessary information and approval signatures. Incomplete packages will be returned to departments. Copies of forms may be found in Appendix A.
- C. **Do not put multiple proposals on one cover form.** Separate forms are required for each proposed item.
- D. **Prepare correct number of each required form.** If forms have more than one page, **they must be collated.** Pages should be numbered in case they become separated. It is the responsibility of the department to copy and collate forms. Proposals submitted without correct number of copies will be returned to the department.
- E. Send forms to chair of Curriculum Committee by deadline date (ten days prior to date of committee meeting). Reminders of deadline date will be announced in minutes of each meeting. Curriculum changes received after the deadline date will be considered at the next month's meeting. The last scheduled meeting for the academic year occurs in April, with a possibility of a May meeting if there are enough submissions after the April deadline.
- F. **Send a faculty representative who is knowledgeable about the curriculum change to the Curriculum Committee meeting to be available in case the committee has questions.**
- G. All committee actions will be noted in the minutes. However, any actions (Disapproval, deferral, etc.) which require additional information will be communicated by memo to the appropriate person from the committee chairperson.
- H. Carefully consider the effective date for a course change. Factors which affect timing of a course change include pre-registration and date that the change is reviewed by the Curriculum Committee. For example: a proposal to change the credit hours of a course "effective Spring 2012" will not occur unless the committee reviews and approves the proposal prior to pre-registrations in November 2011. For Summer/Fall effective date, it must be reviewed and approved by the committee prior to pre-registration in April. Proposed changes need to commence at the department level to allow sufficient time for Curriculum Committee approval, and also the Vice Provost for Academic Affairs, and TBR/THEC if applicable, several months prior to pre-registration for the effective term.
- I. Program/major/concentration/minor changes can only be made effective with a fall semester.

MTSU Curriculum Committee

Purpose

The university Curriculum Committee reviews undergraduate curriculum proposals (except those for the General Education core) made by academic departments, colleges, and administration. Academic quality, student demand, cost, and prevention of excessive duplication of offerings are considered in reviewing proposals. Committee recommendations are reported to the Provost and Vice Provost for Academic Affairs.

Membership

The Curriculum Committee is composed of two (2) faculty members from each undergraduate college and two (2) students. Academic deans are encouraged to attend meetings as non-voting, ex-officio committee members.

Officers

The election of a vice-chairperson and a secretary will be the first order of business at the first fall meeting. The vice chair will become the chair the following year.

Meetings

Regular meetings are held each month of the regular academic year at a time determined by the schedules of the members. Special meetings shall be called at the discretion of the committee chair.

An agenda is prepared and mailed one week prior to the regular meeting and posted to the Curriculum Committee website. Upcoming meeting times and deadlines will be announced at least one month in advance in the minutes of committee meetings and are also posted on the Curriculum Committee website. Website address is <http://frank.mtsu.edu/~ucc/>. The proposals submitted will be posted on the site at least two days before the meeting date.

Committee meetings are conducted according to the latest edition of Robert's Rules of Order. A quorum will consist of six (6) voting members.

Curriculum Changes Which May Be Approved At Departmental Level

The following curriculum changes can be made at the department level and do not require approval of the University Curriculum Committee:

- Changes in prerequisites for existing courses.
- Changes in course descriptions that do not involve major changes in course content.

Approvals Required:

- Department
- Academic Dean

Procedure:

Send changes either written on a copy of current catalog page(s) or on a separate sheet with a cover memo signed by the department head to the Scheduling Center, JUB 123 and to Publications & Graphics, Box 49. The cover memo should state that the changes were approved on (date) by the academic dean.

Curriculum Changes Which Require University Curriculum Committee Approval

A cover memo (see Appendix A) must accompany all curriculum changes, making separate cover memos for each proposed item.

New Course and Change Proposals

The New Course and Course Change Proposal Form (see Appendix A) should be followed for all new course proposals and for substantive changes in existing courses. Reactivating of courses requires full proposals only if course content has changed substantially since the last time the course was offered.

In order to avoid excess proliferation of course offerings, consideration should be given to inactivating those courses which are under enrolled and/or infrequently offered.

When selecting your course number, review Banner/RaiderNet to select a number that has never been previously used and that fits in the proper level/sequence to help guide students when it should be taken.

Send the following forms (after approvals by departments and colleges involved) with required number of copies to the chair of the Curriculum Committee.

Number of Copies	Name of Form
17 + original	Cover Memo for Proposed New Course
17 + original	New Course and Course Change Proposal Form Part I – Course Justification
17 + original	New Course and Course Change Proposal Form Part II – Course Outline
17 + original	Master Catalog Change Form

Other Curriculum Changes

- Course Number/Title Changes
- Changes in Credit Hours
- Cross-Listing of Courses
- Inactivation of Courses
- Reactivation of Courses
- Changes in Grading System
- Changes in Admission to Majors (also has to be approved by Admissions & Standards Committee and TBR)
- Non-Substantive Revision in the Curriculum of Existing Majors, Minors, and Concentrations

When requesting a course title change, if the course content is being significantly changed, this requires it to be submitted as a new course proposal.

If a proposal involves changes to a form, a copy of the old form must be submitted along with a new form showing the changes (e.g. Upper Division Form) requested.

Send the following forms (after approvals by department and colleges involved) with required number of copies to the chair of the Curriculum Committee.

Number of Copies	Name of Form
17 +original	Separate Cover Memo and separate sheet which describes the change for each proposed item (if not described on cover memo)
17 +original	Master Catalog Change Form (not required for Changes in Admissions to Majors or Non-Substantive Revision in the Curriculum of Existing Major, Minors, and Concentrations)

Curriculum Changes That Require Approval by University Curriculum Committee and Tennessee Board of Regents / Tennessee Higher Education Commission

Preliminary discussion with the Provost and Vice Provost is the first step for possible curricular actions that require TBR and THEC approval. For initial campus approval, all curricular actions that require TBR/THEC approval necessitate a Feasibility Study (see http://frank.mtsu.edu/~provost/feasibility_study.pdf). Some on campus curricular actions also require a feasibility study at the request of the University Provost (see Appendix B).

The proposed actions that must be sent to Tennessee Board of Regents and/or Tennessee Higher Education Commission require preparation of additional materials (forms). Guidelines and forms are found in the offices of each college dean and the Office of the University Provost website (Academic Affairs). Completion of the appropriate forms is **in addition** to forms required for University Curriculum Committee approval. For example, for establishment of a new academic degree, the package will consist of a cover memo indicating approvals at department and college levels, New Course and Course Change forms(s) if needed, and/or a description of other curriculum changes if needed with required number of copies. Depending on the academic action proposed, certain TBR forms are required (see chart Appendix B). All forms should also be sent electronically to the office of the Vice Provost for Academic Affairs.

Required Copies of Forms

Three copies of the appropriate forms must be sent along with all other materials described above to the chair of the Curriculum Committee. Once approved by the curriculum committee they are submitted for approval to the Vice Provost for Academic Affairs and the President. Forms are then submitted to Tennessee Board of Regents and/or Tennessee Higher Education Commission by the office of the University Provost.

Appendix A

Cover Memo for Proposed Curriculum Changes

on-campus memo: _____

TO: University Curriculum Committee

FROM: (Chair)
(Department)

RE: Proposed Curriculum Changes

DATE:

I request that the following item(s) be considered by the Committee:

- | | |
|---|--|
| <input type="checkbox"/> Proposed New Course | <input type="checkbox"/> Inactivation of Course |
| <input type="checkbox"/> Course Number/Title Change | <input type="checkbox"/> Reactivation of Course |
| <input type="checkbox"/> Changes in Credit Hours | <input type="checkbox"/> Changes in Grading System |
| <input type="checkbox"/> Cross Listing of Course | <input type="checkbox"/> Changes in Admission to Major |
| <input type="checkbox"/> Non-substantive Revisions in Curriculum of Existing Major, Minor, and Concentrations | <input type="checkbox"/> Other _____ |

For changes not listed above, see list of undergraduate curriculum changes on page B1.

Description of proposed change (or attach separate sheet). If new course proposal, list title of course.

The proposed change(s) will be effective beginning: _____ semester _____ year

Complete if Applicable:

I certify that I (or department representative) have consulted with each department which may be affected by proposed new course.

Department Chair's signature _____

Chair's signature, Department Curriculum Comm.

Date approved by Department Curriculum Committee

Academic Dean's signature

Date approved by College Curriculum Committee

Chair's signature, University Curriculum Committee

Date approved by University Curriculum Committee

Vice-Provost's signature

Date approved by Vice-Provost for Academic Affairs

New Course and Course Change Proposal Form

This form consists of two parts. **Part I** is the Course Justification and **Part II** is the Course Outline. Required topics are in bold type; instructions for each topic follow.

Part 1 – Course Justification

Department	Course Prefix	Number	Title of Course	Credit
------------	---------------	--------	-----------------	--------

A. Course description and objectives:

1. Describe the course, including clinical, internship or other experiential components.
2. Discuss the general and specific objectives of the course.

B. Course Justification

1. Indicate the projected enrollment in the course and the probable source of students.
2. Justify the course in terms of its uniqueness or distinctiveness and in terms of student needs. Discuss the appropriateness of the course in relationship to the role and scope of the department.
3. Describe how the proposed course relates to other courses in the departmental curricula and to the total educational curricula of the university. Justify any duplication. When new courses could legitimately be offered by a different department, consult with that department in advance and try to reach consensus regarding the appropriateness of the course.
4. Indicate what contributions the course may make toward meeting service and research needs and to the overall efforts of the department, college, and university.
5. If the proposed course is dual listed, provide a brief rationale for offering the course at multiple levels (e.g. 4000/5000 or 6000/7000), providing a separate graduate syllabus. If approved for undergraduate level, the proposal must then be sent to the Graduate Council (contact the Dean of Graduate Studies). Also, be sure to include justification for graduate credit when a course is dual listed in the course outline described below.

C. Course Integrity

1. Describe any special admission and prerequisite requirements of the proposed new course. List programs presently being offered for which this course will be used to meet requirements. Indicate if the new course will be a service course for other programs.
2. Provide a list of faculty members who will teach the course and include pertinent information as to their qualifications. If anticipated growth during the remainder of the current year and for the next year require additional faculty, indicate the number and general qualifications of such new faculty.
3. Discuss any special physical facilities needed to support the proposed new course, including the adequacy of classrooms, laboratories, teaching and research equipment, and offices.
4. Indicate whether library collections and other learning resource materials are adequate to meet the needs of the course. If they are not, indicate what arrangements have been made to assure that these materials will be available when the new course is offered.
5. If the course is in an area in which professional certification is available, explain how the course will contribute to certification. If the institution plans to seek new certification, indicate the approximate date such certification will be sought.
6. Discuss the sources and extent of advice and consultation which have been used in formulating the course, including discussions with other departments and individual faculty members. Indicate whether any consultants have been contacted, especially those whose organizations enjoy widespread recognition in the field.

D. Course Costs

1. For costs in addition to the existing budget generated by this course, project the estimated expenditures for the remainder of the year, and for the following year. Projected costs should include facilities, faculty, administration, library, research and teaching supplies, internship and clinical expenses, travel expenses, secretarial and

technical assistance, computer assistance, and other related costs.

2. Identify the sources of revenue which will be used to meet course costs (if other than normal sources of revenue), including amounts which are available or are expected to be available. Describe any special grants which may be sought to support this course.

E. Comments

Space available for any other pertinent information not previously covered.

Part II – Course Outline

Department	Course Prefix	Number	Title of Course	Credit
A. Course Description and Objectives				
1. Describe the course, including clinical, internship, or other experiential components.				
2. Discuss the general and specific objectives of the course.				
B. Outline of Course Topics				
The outline should reflect a concise and sequential listing of the content and concepts to be treated in the course.				
C. Activities Required of Students				
All activities required of students should be listed. Activities might include readings, research or creative papers, class presentations, data collection, projects, creative products, interviews, field experiences, etc.				
D. Evaluation Procedures				
Evaluation procedures should be designed to assess the degree of student achievement of course competencies. The grading system used in the course should be explicitly described.				
E. References and Text				
If a text will be used, provide one or more examples of possible texts. If readings or other materials will be used, provide a representative listing. If no text or readings will be used, explain why.				
F. Justification for Graduate Credit When a Course Is Dual Listed for both Undergraduate and Graduate				
Course outlines must demonstrate a substantial difference between undergraduate and graduate components when courses are dual listed. This difference must involve more than a simple statement that extra work will be required to receive graduate credit. Graduate study must be at a level of complexity and generalization that extends the knowledge and intellectual maturity of the graduate student. Graduate students should be required to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. Graduate courses must afford the depth of education, the specialized skills, and the sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship. Graduate courses should be directly related to the purposes and goals of the institution and the degree awarded. Combined instruction of graduate and undergraduate students must be carefully controlled, so as to assure appropriate attention to both groups. A clear distinction must be made in the course outline between assignments and requirements for undergraduates and for graduate students, with separate syllabi for each. Decisions regarding graduate credit reside with the Graduate Council.				
G. Catalog Description				
Catalog descriptions should include the course prefix, course number and title, number of credits, prerequisites, and a brief description of the course content. The form of course descriptions in the current catalog should be followed. Catalog description must be on a separate page.				

Master Catalog Change Form
Undergraduate

Department _____ Subject _____ Course No. _____

Full title of course _____
(100 characters only)

Credit hours _____ Contact hours, if different _____ Course taught with: Standard Grading Pass/Fail

Can be taken multiple times without calculating as repeat? No Yes How many times _____ Total Hours _____

CIP code (go to http://aces.ed.gov/pubs2002/2002165_2.pdf) _____ Fees (if applicable) _____
(must be approved by TBR)

Schedule type _____ Instructional Method _____

EFFECTIVE TERM: _____

New course

Abbreviated Title: _____
(30 characters only)

Prescribed requirement (lower division courses only): Writing Reading Math

Course title change

Previous Abbreviated Title: _____

Course prefix/number change

Previous course prefix/number: _____

Credit hours change

Previous credit hours: _____

Grading system change

Change course to inactive status

Change course to active status

Cross-listing of existing course

Cross-list with: _____

Other course changes _____

Course prerequisites/co-requisites/restrictions:

(A course cannot require departmental permission AND prerequisites/restrictions)

Memo Notes for RaiderNet: _____

(i.e. At least junior classification, pass/fail grade only)

Does this change require a new catalog description? No Yes (attach new catalog description, if required)

APPROVED _____ Date _____
Vice Provost for Academic Affairs:

FOR RECORDS OFFICE USE ONLY				UCC Approved: _____	
Course	Equivalents	Beg	End	Attributes:	Records Entered: _____
1. _____					1. _____
2. _____					2. _____
3. _____					3. _____
4. _____					4. _____
5. _____					5. _____

Schedule Type*
(Choose One Only)

CLN - Clinical: participation in client or client-related services, usually outside the institution.

CLR - Clerkship: learning by practical, hands-on experience under direct supervision of clinical faculty.

DSR - Dissertation: formal treatise presenting results of study submitted in partial fulfillment of doctoral degree. **FLD - Field:** credit-bearing off-campus activity, possibly some classroom time also. **M - Independent Study:** individualized and often self-paced plan of study.

LAB - Laboratory: meets in defined physical setting (i.e. a lab) for the purpose of the application of methods and principles of a discipline, typically non-credit to supplement instruction of a traditional classroom section. **LEC = Lecture:** standard non-variable/fixed credit course.

LLB - Combined Lecture/Lab: instruction occurs in traditional classroom setting, consists of lecture and lab activities. **MST = Master's Thesis:** formal treatise presenting results of study submitted in partial fulfillment of advanced degree. **MUP - Musical Group Performance:** group demonstration/instruction with performance critique **PEA - Physical Education Activity:** practical application/activity in physical/athletic education

PRA - Practicum: supervised and practical application of previously studied theory in a setting outside the classroom. **PRL = Private Lesson:** individual instruction including one-to-one demonstration, performance critique. **RCT - Recitation:** designed solely for group discussion, typically non-credit bearing, linked to credit-bearing course.

RES = Research: conduct undergraduate/graduate independent research or writing/submitting an undergraduate thesis. **SEM - Seminar:** more interactive and smaller course forum than lecture.

STU - Studio: demonstration and application of design and theory in a defined physical setting (i.e. a studio). **WSP - Workshop:** may have irregular start/end dates, especially graduate level; specific hours of actual work completed, evaluated, and revised to earn course credit; guest artists and experts may serve as instructors.

*Laboratory classes may be scheduled in the department's restricted access rooms at non-standard meeting times without approval. All other types of classes must have approval. To obtain an exception for a non-laboratory class, the department must email a request to the appropriate dean. If approved by the dean, the request is sent to the Vice Provost in Academic Affairs for approval. The request should include the term(s), room assignment, course number and section, proposed meeting time (days and hours), and reason for exception. The Senior Vice Provost will consider the type of course and the effects on student course schedules (including final exams) in determining approval. The Vice Provost will forward a response to the academic department, college dean, and Scheduling Coordinator.

Instructional Method
(Choose One Only)

.CIM :Computer-Based Interactive Media: uses interactive computer software as the means by which to deliver instruction; the student completes computer "packages" in order to progress through the course.

CLN - Clinical: meeting at a clinical site, such as a hospital; not used for labs.

CON - Conventional Methodology: taught in the most conventional "chalk and talk" way. Sections are generally considered group instruction either for lecture, discussion group, and/or other traditional instructional medium, also physical education activities, science laboratory, and remedial and developmental sections.

DIS Dissertation: specific courses which are, in fact, dissertation courses; used for only doctoral level courses which are designated as dissertation.

HYB - Hybrid (Online/On Campus): mix of instructional methods where no one instructional method equals over 90 percent of the content delivery.

IND - Independent Study: designated as independent study or for which students are enrolled on an independent study basis.

NCM = Other Non-conventional Methodology: used in circumstances where courses do not fit any of the other mediums of instruction; includes studio art, and applied music

.PRA - Student teaching/field supervision/co-op: apply to internships, cooperative experiences, field experience, intern teaching or student teaching type courses.

RDP = RODP Regents Online Degree: delivered on-line under the Regents On-line Degree program by the delivery institution.

SLF - Distance Learning: Correspondence: primarily self-instructional, self-paced methods of instruction: i.e. computer assisted, computer managed, or other non-traditional audio-visual instructional medium, correspondence courses

THS - Thesis: both masters and specialists thesis-type courses.

TWY = Distance Learning: Videoconference: course sections where the course is broadcast to other locations.

WEB 7. **Distance Learning: Online:** access to the course is through Internet, Web Based, or a commercial on-line service computer.

Appendix B

Undergraduate Curricular Changes

**Preliminary discussion with the Provost and Vice Provost is the first step for possible curricular actions that require TBR and THEC approval. For initial campus approval, all curricular actions that require TBR/THEC approval necessitate a Feasibility Study
(see http://www.mtsu.edu/provost/forms/Feasibility_Study_and_Letter_of_Intent_guidelines.pdf).**

		Approval Required				Information Only		Forms Required		
Proposed Action	Feasibility Study	UCC/Vice Provost	Provost/President	TBR	THEC	TBR	THEC	Course Proposal Outlines (MTSU Form)	Master Catalog Form (MTSU Form)	TBR Forms
Establish a New Academic Degree	X	X		X	X					COV, SUM, PS, PJ, SE, FP, **LOI
Establish a New Certificate Program	X	X		X			X			COV, SUM, PS, PJ, SE, FP
Establish a New Concentration		X		X			X			COV, SUM, PS, PJ, SE, FP
Consolidate an Existing Academic Program		X		X			X			COV, SUM, PC (will require multiple actions/proposals)
Substantive Curriculum Modification (affecting 18 credit hours or more since last TBR approval to increase required hours for a degree to more than 60/120)		X		X			X			COV, SUM, PC, ***
Termination, Inactivation, or Reactivation of a Degree, Certificate Program, or Concentration		X		X			X			COV, SUM, PC
Extending an Academic Degree to an Off-Campus Site	X	X		X			X			COV, SUM, OCS, (also include forms PJ, SE, and FP if new costs are created by the extension)
Establishment of minors		X		X (VC)						M (MTSU Form) if no cost involved
Modification of the title of an academic degree program or concentration and of the name of an existing name of an existing academic unit		X		X (VC)			X			Name/Title Change Form
Chart continued below										

		Approval Required				Information Only		Forms Required		
Proposed Action	Feasibility Study	UCC/Vice Provost	Provost/President	TBR	THEC	TBR	THEC	Course Proposal Outlines (MTSU Form)	Master Catalog Form (MTSU Form)	TBR Forms
Establishment of organizational units including campuses, schools, divisions, departments, on-and-off campuses, centers, bureaus, and institutes	X		X	X			X			COV, SUM, PC (FP if additional cost), College organizational chart showing where new department/unit will be housed
Reorganization or consolidation of existing organizational units		X		X			X			
Termination of existing organizational units		X		X			X			
New courses		X						X	X	
Change in course number		X							X	
Change in course title		X							X	
Change in credit hours		X							X	
Cross-listing of courses		X							X	
Inactivation of courses		X							X	
Reactivation of courses		X							X	
Changes in grading system		X							X	
Non-substantive revision of the curriculum of existing major / minor/ concentration		X								
Substantive revision of course content		X						X		
Changes in admission to majors (also requires Admissions & Standards approval)		X		X			X			

COVER MEMO IS REQUIRED FOR ALL PROPOSAL TYPES

Add Form CL for all proposed collaborative programs.

**LOI=Letter of Intent required

***=No Letter of Intent, but inform Vice Chancellor and forms sent to TBR

All proposals must be approved by the applicable department faculty and the chair, the applicable undergraduate dean, the University Curriculum Committee, the Vice Provost for Academic Affairs, and the President (if applicable).

All proposals must be accompanied by a proposed undergraduate Curriculum Change Form.

Dual listed (e.g. 4000/5000 or 6000/7000) courses must also be approved by the Graduate Curriculum Council.

University Curriculum Committee can only recommend approval of the undergraduate portion.

Revised August 2011

Appendix C

TBR FORMS

1. COVER – *Required for all proposals.* Provides the President’s signature indicating that the proposal is supported and has been approved through the institution’s curriculum review process.
2. SUM (Summary) – *Required for all proposals.* The summary should be no more than two (2) pages, excluding attachments.
3. PS (Program Structure)
4. PJ (Performance and Justification)
5. SE (Student Enrollment Projections)
6. FP (Financial Projection)
7. CL (Collaborative Programs)
8. PC (Program Change)
9. OCS (Extension of an existing degree program to an Off Campus Site)
10. Name/Title Change Form

All TBR/THEC forms can be accessed at the below link:

http://www.tbr.edu/offices/academicaffairs.aspx?id=500&ekmense1=e2f22c9a_608_724_btnlink

Distribution List and Number of Copies Needed

Distributed to	Agenda (Electronic)	Minutes (Electronic)	Cover Memo	New Course and Course Change Form Part I	New Course and Course Change Form Part II	Other Curriculum Changes	Master Catalog Change Form
Committee Members	14	14	14	14	14	14	14
Academic Deans	7	7	0	0	0	0	0
Department Chairs	36	36	0	0	0	0	0
Academic Provost/Vice Provost							
Brad Bartel	1	1	0	0	0	0	0
John Omachonu	1	1	1	1	1	1	1
Graduate Dean	1	1	0	0	0	0	0
Director of Enrollment Tech. Serv. (Teresa Thomas)	1	1	1	1	1	1	1
Facilities Coordinator	1	1	0	0	0	0	0
Library Representative (Suzanne Mangrum)	1	1	1	1	1	1	1
Curriculum Specialist (Ex-officio) (Mitzi Brandon)	1	1	1	1	1	1	1
Aging Studies	1	1	0	0	0	0	0
Global Studies	1	1	0	0	0	0	0
Women's and Gender Studies	1	1	0	0	0	0	0
African-American Studies	1	1	0	0	0	0	0
Center for Health and Human Sciences	1	1	0	0	0	0	0
Scheduling Department Ex-Officio	1	1	0	0	0	0	0
TOTAL	68	68	18	18	18	18	18