

DOCUMENTS OF CURRICULUM OUTCOME BASE EDUCATION

**BACHELOR PROGRAM OF SPECIAL
EDUCATION**



**UNIVERSITAS NEGERI PADANG
2022**

A. STUDY PROGRAM IDENTITY

1	University	Universitas Negeri Padang
2	Faculty	Faculty of Education
3	Study Program	Education Special
4	Study Program Code	86202
5	Strata	S1
6	Degree Graduate	S.Pd.
7	Vision and Mission	<p>Vision: To become an excellent and dignified Special Education Study Program in Asia.</p> <p>Mission:</p> <ol style="list-style-type: none"> 1. To provide education for qualified prospective educators and education personnel in the field of Special. 2. Conducting research in the fields of science, technology, and art based on innovation in the scope of Special Education. 3. Organizing quality community service in the field of Special Education. 4. Disseminate the results of research and community service in the scope (local, national, international, in the field of Special Education). 5. Program governance studying in a credible, transparent, accountable, fair, and responsible manner. 6. Organizing cooperation with various parties at local, national, and levels.
8	Address	Campus IV UNP Limau Manis, Pauh District, Padang City
9	Telephone Number	
10	E-mail address	plb@fip.unp.ac.id
11	Website	https://plbfipunp.ac.id/
12	Years and Permit/SK Establishment and SK for last extension.	SK DIKTI No.241/DIKTI/KEP/1996 dated July 11, 1996
13	Years and Number of SK Accreditation of BAN PT and or LAM (last SK)	SK BAN-PT No. 6209/SK/BAN-PT/Akred/S/X/2020

14	Years and SK Accreditation/ International Certification	-
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B. IDENTITY OF THE CHAIRMAN OF STUDY PROGRAM

1	Name	Dr. Nurhastuti, S.Pd., M. Pd
2	Position	Lecturer Head
3	No. Decree	No. 603/UN35/KP/2019
4	Assignment Start Date	October 1, 2019
5	Assignment End Date	October 1, 2023
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A. Foundation for Curriculum Design and Development Curriculum

The Development of the curriculum for the Special Education Study Program at Universitas Negeri Padang based on the 1945 Constitution, UU no. 12 Tahun 2012, the National Standards for Higher Education as outlined in the Directorate General of Higher Education, Permendikbud No. 3 Tahun 2020, as well as other applicable provisions. The curriculum of the Special Education Study Program aims to make educators and teachers who master the science of Special Education skilled in transforming it through the Technological Pedagogical Content Knowledge (TPACK) approach, have a noble character, critical thinking, communicative, and collaborative, love the homeland, care for the environment, and master the application of innovative information and communication technology for the needs of learning, research, and community service in order to compete in the ASEAN Economic Community (AEC) and globally, attend professional education and or continuing education to a higher level in the field of science for children with special needs and in cognate sciences. A special educational technology developer who is able to design, produce, utilize, control, and evaluate information and communication technology-based media with a responsible attitude, have a noble character, critical thinking, communicative and collaborative, love the homeland, care about the environment so that they can compete locally, regionally and globally. The curriculum of the Physical Education

Study Program was developed based on philosophical, sociological, psychological, historical, and juridical foundations.

1. Philosophical Foundation

The philosophical foundation as a guide at the stage of designing, implementing, and improving the quality of special education examines knowledge to improve self-quality as a lifelong learner who continues to benefit from the knowledge possessed.

2. Sociological Foundation

In the sociological aspect, curriculum design, and development is an alternative in bridging the social life of society with the development of scientific and technological progress with elements of student cultural diversity that can produce learning outcomes with the ability to understand cultural diversity in society, resulting in a spirit of tolerance and mutual understanding to diversity. Students of the Special Education Study Program have cultural agility as a competency that must be possessed by prospective 21st-century special education personnel, with mastery of at least three competencies; (1) cultural minimization, it's mean the ability to self-control and adapt with standards, (2) cultural adaptation in working conditions at the international level, and (3) cultural integration (Caliguri, 2012).

3. Historical Foundation

It is the foundation for curriculum development to facilitate learners who are able to adapt to sustainable scientific developments. The PLB curriculum is able to transform cultural values according to the changes that occur so as to improve the quality of life in the development of era 5.0.

4. Juridical Foundation

- a. UU RI nomor 14 tahun 2005 tentang guru dan dosen
- b. UU RI nomor 12 tahun 2012 tentang pendidikan tinggi
- c. Peraturan Presiden RI nomor 8 tahun 2012 tentang kerangka kualifikasi Nasional Indonesia (KKNI)
- d. Permendikbud RI Nomor 73 tahun 2013 tentang penerapan kkni bidang perguruan tinggi
- e. Permenristekdikti nomor 62 tahun 2016 tentang sistem penjaminan mutu pendidikan tinggi
- f. Permendikbud RI nomor 3 tahun 2020 tentang standar nasional pendidikan tinggi
- g. Permendikbud RI Nomor 5 tahun 2020 tentang akreditasi program studi dan perguruan tinggi
- h. Permendikbud RI Nomor 7 tahun 2020 tentang pendirian perubahan pembubaran perguruan tinggi negeri dan pendirian perubahan pencabutan izin perguruan tinggi swasta
- i. Permendikbud RI nomor 22 tahun 2020 tentang rencana strategis

- Kementerian Pendidikan dan Kebudayaan
- j. Rencana strategis Universitas Negeri Padang
 - k. Rencana strategis Fakultas Ilmu Pendidikan Universitas Negeri Padang
 - l. Rencana strategis Prodi Pendidikan Luar Biasa Fakultas Ilmu Pendidikan Universitas Negeri Padang

B. Vision, Mission, Objectives, Strategy, and University Value

- (1) Vision of the Special Education Study Program Faculty of Education Universitas Negeri Padang: To become an excellent and dignified Special Education Study Program in Asia
- (2) Mission of the Special Education Study Program Faculty of Education, Universitas Negeri Padang:
 - a. Organizing education for qualified prospective educators and education personnel in the field of Special Education.
 - b. Conducting research in the fields of science, technology, and art based on innovation in the scope of Special Education.
 - c. Organizing quality community service in the field of Special Education.
 - d. Disseminate the results of research and community service in the scope (local, national, international, in the field of Special Education).
 - e. Implementing effective and efficient study program governance in a credible, transparent, accountable, fair, and responsible manner.
 - f. Organizing cooperation with various parties at the local, national and international levels.
- (3) Objectives of the Special Education Study Program, Faculty of Education, Universitas Negeri Padang
 - a. To produce educational graduates and professional education personnel in the field of special education.
 - b. Produce research in the fields of science, technology, and art based on innovation in the scope of special education.
 - c. Contribute to the development of special education science and technology.
 - d. Realizing quality community service in the field of special education.
 - e. Dissemination of research results through seminars, publications, and workshops.
 - f. Increase the publication of quality scientific works in the field of special education.
 - g. Improving the quality of resources in scientific writing.
 - h. Improving the governance of study programs that are transparent, accountable, responsible, and fair.
 - i. Implementing cooperation with various parties at local, national, and international levels.
- (4) Strategy for Special Education Study Program, Faculty of Education, Universitas Negeri Padang
 - a. Organizing and improving the quality of education by implementing

- international standard quality assurance.
- b. Development of resources through education, research, service supported by qualified facilities and infrastructure.
 - c. Expanding the implementation of collaboration across scientific fields to strengthen the existence of the

(5) *University Value*

Alam Takambang Jadi Guru

Universitas Negeri Padang is a higher education institution developed with an educational philosophy of Pancasila which contains scientific and religious values. These values were developed and became the basis for the entire academic community to perform Tri Dharma or Three Pillars of Higher Education. The vision of Universitas Negeri Padang which is to become a reputable and world-class university becomes a reference and benchmark for all higher education performances. Universitas Negeri Padang has now changed its status from State Higher Education Institution of Public Service Agency (PTN BLU) to State Higher Education Institution of Incorporated Legal Entity (PTH BH). Based on PP Number 114 on Higher Education Institution of Incorporated Legal Entity of Universitas Negeri Padang, it is stated that the university value of Universitas Negeri Padang is “Alam Takambang Jadi Guru”. The meaning that can be inferred from this value is that the educational process can take place in all conditions and contexts. Padang State University as a producer of teachers and education personnel has a role to put these values into practice in the scope of its professional work.

The Faculty of Education, which is currently the faculty that manages the Educational Technology Study Program, has the vision to produce professional teachers and education personnel who have faith and devotion to God Almighty. Referring to this vision, in the Bachelor Program of Special Education, the values of faith and devotion are embedded as the basis for producing creative and innovative graduates who are excellent in accordance with the study program’s vision and mission. In relation to this, it is necessary to develop a curriculum in the Bachelor Program of Special Education which is used as a guideline for shaping graduates who can master the field of Special Education and also have faith and devotion to God Almighty, have a noble character, honesty, independence, creativity, innovation, and good responsibility.

C. Graduate

Graduate profile is *Program Educational Objective* (PEO) that characterizes graduates. The profile formulation is accompanied by a description of the roles that can be performed by graduates in certain areas of expertise or work fields. Each PEO formulation is structured in one clear and measurable sentence and is oriented towards the performance of graduates, namely (1) being able to

continue their studies, (2) being able to work at certain institutions according to their expertise, and or (3) being able to become entrepreneurs (Kepmendikbud Nomor 754/P/2020 tentang Indikator Kinerja Utama (IKU) Perguruan Tinggi Negeri dan Lembaga Layanan Pendidikan Tinggi di Lingkungan Kementerian Pendidikan dan Kebudayaan Tahun 2020. The PEO formula ranges from 3-5 points and is adjusted to the scope of Indikator Kinerja Utama Perguruan Tinggi.

"Profile of graduates Special Education is an expert in the field of Special Education with PEO details as follows:

Profile of Graduates	Description
Prospective teachers who are excellent and developers of learning technology in the field of education for children with special needs	Educators and teachers who master the science of Special Education, skilled in transforming it through a Technological Pedagogical Content Knowledge approach (TPACK), have a noble character, thinks critically, communicatively, and collaboratively, loves the homeland, cares about the environment, and masters the application of innovative information and communication technology for the needs of learning, research, and community service so that he can compete in the ASEAN Economic Community (AEC) and globally, following professional education and/or continuing higher education levels in the field of science for children with special needs and allied sciences. A Special Educational technology developer who is able to design, produce, utilize, control, and evaluate information and communication technology-based media with a responsible attitude, have a noble character, critical thinking, communicative and collaborative, love the homeland, care about the environment so that they can compete locally, regionally and globally.

Table 1. Descriptive of *Program Educational Objective (PEO)*

who	are
PEO-1	Graduates who are able to continue their education at leading universities both in Indonesia or abroad in the field of special education and equivalent scientific fields.
PEO -2	Graduates who are able to develop themselves as professional teachers and become a source of reference in the field of special education.

PEO -3	Graduates who are able to take advantage of advances in technology and information in solving problems for children with special needs creatively and innovatively
PEO -4	Graduates who are able to create various business opportunities and employment opportunities in the field of special education and other businesses.

Furthermore, each PEO is described with a number of indicators in the following table: Table 2. Indicator of *Program Educational Objective* (PEO)

PEO	Indicator
PEO-1	<ol style="list-style-type: none"> 1. Continuing education in Magister Program of Special Education or cognate fields 2. Get opportunities to obtain continuing scholarships for higher education from national and international institutions
PEO-2	<ol style="list-style-type: none"> 1. Working as a practitioner in the field of Special Education. 2. Obtaining a professional certificate as a Special Education educator. 3. Able to communicate research results at regional, national and international scientific forums that are relevant to the science of Special Education. 4. Occupy leadership positions in organizations both in government and non-government in accordance with the field of Special Education.
PEO-3	<ol style="list-style-type: none"> 1. Creating technology prototypes that can help overcome the problems of children with special needs 2. Develop and/or modify the design of learning media according to the needs and characteristics of children with special needs 3. Become a professional who is able to apply adaptive and assistive technology
PEO -4	<ol style="list-style-type: none"> 1. Become the founder of special schools and/or therapeutic institutions for children with special needs. 2. Become managers of foundations or schools for children with special needs.

D. Program Learning Outcomes (PLO)

Program Learning Outcomes (PLO), which consists of aspects Attitudes, Knowledge, General Skills, and Specific Skills. The formulation of attitude and general skill aspects presents from decree of Minister of Education. Knowledge and Special Skills are formulated by Association of Special Education Indonesia, referring to the IQF descriptor according to the level.

Table 3. Program Learning Outcomes (PLO)

Attitude	Demonstrate scientific, educative, responsible, independent and religious attitudes and behavior to improve the
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	quality of life in society, nation and state based on academic norms and ethics
Knowledge	
K1	Mastering concepts, theories, principles, philosophy, foundations and facts about education for children with special needs to become lifelong learners.
K2	Mastering the concepts, theories, principles, and procedures of research methodology, identification and assessment as well as curriculum development, implementation of information and communication technology-based learning
K3	Mastering the concepts, theories, philosophies, principles, procedures, and management of special education management and inclusive education for children with special needs
General Skills	
GS 1	Able to demonstrate independent, quality, and measurable performance, apply logical, critical, systematic, and innovative thinking, implement science, information and communication technology, and examine the implications of developing science, information and communication technology.
GS 2	Able to perform research/study in the development and implementation of science, information and communication technology as well as compiling scientific descriptions of study results whose validity is guaranteed in the form of scientific thesis and articles by paying attention to and applying humanities values in accordance with their field of expertise.

GS 3	Able to be responsible, supervise and evaluate the achievement of group work results under their responsibility and ability to establish, maintain and develop cooperative networks with other agencies.
Special Skills	
SS 1	Able to identify and assess children with special needs, develop and manage curriculum for the benefit of planning, implementing, and evaluating academic learning and compensatory services for children with special needs by applying information and communication technology to create an inclusive learning environment as part of a lifelong learning process.
SS 2	Able to conduct research, assessment, assessment or development of innovative work and disseminated to improve the quality of learning and the development of special education.
SS 3	Able to design, pioneer, manage and develop educational institutions for children with special needs as well as carry out continuous collaboration with parents, other professions and various related stakeholders

Table 4. Map of PEO with Program Learning Outcomes (PLO)

NO	PROGRAM EDUCATIONAL OUTCOMES (PEO)	Learning Outcomes Graduates									
		ATTITUDE	KNOWLEDGE			GENERAL SKILLS			SPECIFIC SKILLS		
		S1	P1	P2	P3	KU.1	KU 2	KU 3	KK 1	KK 2	KK 3
1	PEO 1	v	v	v		v	v		v	v	
2	PEO 2	v	v	v		v	v	v	v	v	v
3	PEO 3	v	v	v		v	v	v	v	v	

4	PEO 4	v	v	v	v	v		v	v	v	v
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E. Determination of Study Materials

Determination of materials referring to the PLO and/or using *Body of Knowledge* of the Study Program. Study materials are used for the formation of new courses and/or evaluating and reconstructing old or ongoing courses. Determination of study materials is a statement of competence needed in the world of work. To make it easier, it can also refer to study materials from scientific fields that are adapted to the competencies of the world of work.

Table 5. Study Materials

No	Code	Study Materials
1	Study Material -1	General Course
2	Study Material -2	Pedagogical Course
3	Study Material -3	Special Education Content
4	Study Material -4	Integrated Special Education Content
5	Study Material -5	Research

Table 6. Matrix of Relationships between PLO with Study Materials

NO	STUDY MATERIALS	Program Learning Outcomes of Graduates									
		ATTITUDE	KNOWLEDGE			GENERAL SKILLS			SPECIFIC SKILLS		
			S1	P1	P2	P3	KU.1	KU 2	KU 3	KK 1	KK 2
1	General Course	12									
2	Pedagogical Course	3	1	1	1	3	0	0	1	0	1
3	Special Education Content	37	37	24	2	37	6	3	36	4	5
4	Integrated Special Education Content	2	1	1	1	2	1	2	1	1	1
5	Research	4	3	3	1	3	4	1	1	4	1

F. Formation of Courses (MK) and Determination of Credit Weights

Table 7. Formation of Courses and the weight of credits

No	Study Material Course	Name *)	MK code **)	Number of credits
1.	General Course	Citizenship Education	UNP1.60.1403	2
		Indonesian	UNP1.60.1404	2
		English	UNP1.60.1405	2
		Introduction to Entrepreneurship	UNP1.60.2101	
		Introduction to Coding	UNP1.60.2102	3
		Religion Education	UNP1.60.2401	3
		Pancasila Education	UNP1.60.2402	2
		Educational Psychology	UNP1.61.1101	2
		Fundamental of Education	UNP1.61.2104	2
		Guidance and counseling	UNP1.61.3201	2
		Administration and Education Supervision	UNP1.61.3103	2
		Japanese Language	UNP2.60.4101	2
		Chinese Language	UNP2.60.4102	
Arabic Language	UNP2.60.4401			
2.	Pedagogic Courses	Educational Philosophy	FIP1.61.1201	2
		Inclusive Education	FIP1.61.4401	2
		Pedagogy	FIP2.61.5201	2
		Community Education	FIP2.61.5401	
3.	Special Education Course	Anatomy of Genetic Physiology and Neurology	PLB1.61.1106	3
		Perspective of Education and Learning for Children with Visual Impairment	PLB1.61.1107	3
		Children with Gifted and Talented	PLB1.61.1108	2
		Orthopoedagogic	PLB1.61.1201	2
		Perspective Education and Learning of Children with Hearing Impairment	PLB1.61.2109	3
		Perspective Education and Learning of Children with Intellectual	PLB1.61.2110	3

	Disabilities		
	Perspective of Education and Learning of Children with Emotional Disorder	PLB1.61.2113	2
	Assessment Children with Special Needs	PLB1.61.2114	3
	Children with Learning Disabilities	PLB1. 61.3106	3
	Children with Autism	PLB1.61.3108	3
	Building of Communication, Sound and Rhythm Perception	PLB1.61.3109	3
	Perspective Education and Learning of Children with Physical Impairment	PLB1.61.3111	3
	Braille	PLB1.61.3112	3
	Activity Daily Living	PLB1.61.3113	2
	Phsychology of Children with Special Needs	PLB1.61.4108	2
	Child Development	PLB1.61.4109	3
	Education of Adaptive Physically	PLB1.61.4201	3
	Learning of Language for Children with Special Needs	PLB1.61.4202	3
	Developmental of Special Education Curriculum	PLB1.61.4308	3
	Management of Special Education	PLB1.61.4309	2
	Children with ADHD	PLB1.61.5104	2
	Learning for Children with Learning Difficulty	PLB1.61.5106	2
	Learning for Autism	PLB1.61.5107	2
	Building of Movement	PLB1.61.5108	2
	Personal and Social Construction	PLB1.61.5109	2
	Building of Speak	PLB1.61.5110	2
	Learning of Civics for Children with Special Needs	PLB1.61.5207	3
	Learning of Mathematics for Children with Special Needs	PLB1. 61.5305	3

		Orientation and Mobility	PLB1.61.6102	3
		Stimulation of Talent and Creativity	PLB1.61.6103	2
		Learning of Scientific for Children with Special Needs	PLB1.61.6201	3
		Learning of Social Science for Children with Special Needs	PLB1.61.6202	3
		Learning of vocational and Art of Culture for Children with Special Needs	PLB1.61.6203	3
		Laboratory Technique of Special Education	PLB1.61.6205	3
		Adaptive and Assistive Technology	PLB2.61.6104	3
		Augmentative and Alternative Communication	PLB2.61.6105	3
		Individualized Educational Program	PLB2.61.6106	3
4.	Supporting Courses	EducationalField Practice	UNP1.61.7102	4
		Community Service Program	UNP1.60.7401	2
5.	Research	Scientific Write	PLB1.61.1202	2
		Statistic of Education	PLB1.61.4203	3
		Research Methods in Special Education	PLB1.61.3301	3
		Thesis	PLB1.61.7301	6

11	Administration and Education Supervision	V									
12	a. Japanese Language b. Chinese Language c. Arabic Language	V									
13	Educational Philosophy	V				V					
14	Inclusive Education	V	V	V	V	V			V		V
15	a. Pedagogy b. Community Education	V				V					
16	Anatomy of Genetic Physiology and Neurology	V	V		V	V			V		
17	Perspective of Education and Learning for Children with Visual Impairment	V	V			V			V		
18	Children with Gifted and	V	V			V					

	Talented										
19	Orthopoedagogic	v	v			v			v		
20	Perspective Education and Learning of Children with Hearing Impairment	v	v	v		v			v		
21	Perspective of Education and Learning of Children with Intellectual Disabilities	v	v	v		v	v		v		
22	Perspective of Education and Learning of Children with Emotional Disorder	v	v	v		v			v		
23	Assessment Children with Special Needs	v	v	v		v			v		
24	Children with Learning Disabilities	v	v			v			v		

25	Children with Autism	V	V			V			V		
26	Building of Communication, Sound and Rhythm Perception	V	V	V		V			V	V	
27	Perspective Education and Learning of Children with Physical Impairment	V	V	V		V			V		
28	Braille	V	V	V		V	V		V		V
29	Activity Daily Living	V	V	V		V			V	V	
30	Psychology of Children with Special Needs	V	V			V	V		V		
31	Child Development	V	V			V			V		
32	Education of Adaptive Physically	V	V	V		V			V		
33	Learning of Language for Children with Special Needs	V	V	V		V			V		

34	Developmental of Special Education Curriculum	V	V			V			V		
35	Management of Special Education	V	V	V	V	V			V		
36	Children with ADHD	V	V			V			V		
37	Learning for Children with Learning Difficulty	V	V	V		V			V		
38	Learning for Autism	V	V	V		V	V		V		
39	Building of Movement	V	V	V		V		V	V		V
40	Personal and Social Construction	V	V			V			V		
41	Building of Speak	V	V	V		V		V	V		V
42	Learning of Civics for Children with Special Needs	V	V	V		V			V		
43	Learning of Mathematics for Children with Special Needs	V	V	V		V			V		

44	Orientation and Mobility	V	V			V			V		
45	Stimulation of Talent and Creativity	V	V			V			V		
46	Learning of Scientific for Children with Special Needs	V	V	V		V	V		V	V	V
47	Learning of Social Science for Children with Special Needs	V	V	V		V			V		
48	Learning of vocational and Art of Culture for Children with Special Needs	V	V	V		V			V		
49	Laboratory Technique of Special Education	V	V	V		V		V	V		V
50	Adaptive and Assistive Technology	V	V	V		V			V	V	
51	Augmentative and Alternative	V	V	V		V			V		

G. Curriculum Structure

Table of curriculum structure based on subject groups, credit weights and distribution / Semester

Category	SEMESTER						
	1 st Year		2 nd Year		3 rd Year		4 th Year
	1	2	3	4	5	6	7
General Course	Citizenship Education	Fundamental of Education	Guidance and counseling	Arabic Language/ Japanese Language/ Chinese Language*			
	Bahasa Indonesia	Religion Education	Administration and Education Supervision				

	English	Pancasila Education					
	Educational Psychology	Introduction to Coding					
		Introduction to Entrepreneurship					
Pedagogical Course	Educational Philosophy (2 sks)			Inclusive Education (2 sks)		Pedagogy/ community Education (2 sks)	
Special Education Content	Anatomy of Genetic Physiology and	Perspective Education and Learning of Children with	Children with Learning Disabilities	Psychology of Children with Special Needs	Children with ADHD	Orientation and Mobility	

	Neurology	Hearing Impairment					
	Perspective of Education and Learning for Children with Visual Impairment	Perspective Education and Learning of Children with Intellectual Disabilities	Children with Autism	Child Development	Learning for Children with Learning Difficulty	Stimulation of Talent and Creativity	
	Children with Gifted and Talented	Perspective of Education and Learning of Children with Emotional Disorder	Building of Communication, Sound and Rhythm Perception	Education of Adaptive Physically	Learning for Autism	Learning of Scientific for Children with Special Needs	
	Orthopedagogue	Assessment Children With Special Needs	Perspective Education and Learning of Children with Physical Impairment	Learning of Bahasa for Children with Special Needs	Building of Movement	Learning of Social Science for Children with Special Needs	

			Braille	Developmental of Special Education Curriculum	Personal and Social Construction	Learning of vocational and Art of Culture for Children with Special Needs	
			Activity Daily Living	Management of Special Education	Building of Speak	Laboratory Technique of Special Education	
					Learning of Civics for Children with Special Needs	Adaptive and Assisstive Technology*	

					Learning of Mathematics for Children with Special Needs	Individulized Educational Program*	
						Augmentative and Alternative Communication*	
Integrated Course							Community Service Program
							Educational Field Practice
Research	Scientific Write		Research Methods in Special Education	Statistic of Education			Thesis

Total sks	22 sks	23 sks	22 sks	23 sks	20 sks	23 sks	12 sks
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