Department of Electrical and Computer Engineering

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www.ece.cmu.edu (http://www.ece.cmu.edu)

The field of electrical and computer engineering encompasses a remarkably diverse and expanding set of technologies, including embedded systems, intelligent physical systems, real-time software, distributed computing, mobile computing, cloud computing, digital signal processing, integrated circuits and electronics, computer architecture, intelligent robotic systems, computer-based control systems, telecommunications, computer networking, wireless communication systems, signal and information processing, multimedia systems, solid state physics and devices, microelectromechanical systems (MEMS), electromagnetic and electromechanical systems, and data storage systems. The extraordinary advances in these technologies during the last fifty years have impacted nearly every aspect of society and human activity. These advances have created new products and markets such as “smart” cars, cell phones and mobile computing systems, video games, and advanced medical systems for imaging, diagnosis, testing, and monitoring. These systems and products have served to enhance our quality of life and have also fueled the global economy. In short, the field of electrical and computer engineering has become central to society as we know it.

The Department of Electrical and Computer Engineering at Carnegie Mellon is actively engaged in education and research at the forefront of the existing and emerging technologies. Because of the diverse and broad nature of the field and the significant growth in knowledge in each of its sub areas, it is no longer possible for any single individual to know all aspects of electrical and computer engineering. Nevertheless, it is important that all electrical and computer engineers have a solid knowledge of the fundamentals with sufficient depth and breadth. Society is placing increasing demands on our graduates to apply their skills in new contexts. It is also placing increasing value on engineers who can cross traditional boundaries between disciplines and who can intelligently evaluate the broader consequences of their actions. Our curriculum is designed to produce world-class engineers who can meet these challenges.

Educational Outcomes and Objectives

The B.S. in Electrical and Computer Engineering is a broad and highly flexible degree program structured to provide students with a rich and comprehensive view of the profession. Minimal curriculum constraints enable every student to construct their own unique program of study that fits their professional goals. Students are encouraged to explore multiple areas of theory and application. Our program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org (http://www.abet.org ). The Faculty of Electrical and Computer Engineering have adopted the following outcomes from ABET and have established the following objectives for the B.S. in Electrical and Computer Engineering curriculum:

Educational Outcomes

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. An ability to communicate effectively with a range of audiences
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

ECE Education Objectives

The ECE program objectives are shown below. They represent our vision for what our students will be doing in their engineering careers five years after they have graduated. The principal behaviors we seek to foster in our students are expertise, innovation and leadership. Our graduates will be:

Experts
- They will solve problems by applying ECE fundamentals
- Their solutions will reflect depth of understanding in their sophistication.
- Their solutions will reflect breadth of understanding by drawing on multiple disciplines.

Innovators
- They will demonstrate creativity in their engineering practice.
- They will consider holistic systems-oriented approaches in their designs.
- They will think strategically in their planning and execution.

Leaders
- They will take initiative, and demonstrate resourcefulness.
- They will collaborate in multidisciplinary teams.
- They will be leaders in their organizations, their profession and in society.

Three dimensions of objectives for our graduates.
Curriculum Overview

The B.S. in Electrical and Computer Engineering is a broad and highly flexible ABET-accredited (http://www.abet.org) degree program structured to provide students with the smallest set of constraints consistent with the rigor and comprehensiveness of the profession. Students are encouraged and stimulated to explore multiple areas of theory and application from across the 5 principal undergraduate areas (https://www.ece.cmu.edu/academics/bs-in-ece/academic-guide.html) of Electrical and Computer Engineering. The sample curriculum (http://coursecatalog.web.cmu.edu/schools-colleges/collegeofengineering/departmentofelectricalandcomputerengineering/#samplecurriculumtext) highlights the flexibility of our curriculum while meeting the requirements listed below.

Minimum total units required for B.S. in Electrical and Computer Engineering 379

For detailed information and regulations of the curriculum along with the degree requirements and the most recent version of the ECE curriculum and course descriptions, please refer to the ECE Academic Guide (http://www.ece.cmu.edu/programs-admissions/bachelors/academic-guide/).

University Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>99-101 Computing @ Carnegie Mellon</td>
<td>3</td>
</tr>
</tbody>
</table>

CIT Requirements (see CIT section of the catalog for specifics (http://coursecatalog.web.cmu.edu/schools-colleges/collegeofengineering/)):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT General Education</td>
<td>72</td>
</tr>
<tr>
<td>21-120 Differential and Integral Calculus</td>
<td>10</td>
</tr>
<tr>
<td>21-122 Integration and Approximation</td>
<td>10</td>
</tr>
<tr>
<td>One other introductory engineering course (generally taken during the freshman year)</td>
<td>12</td>
</tr>
<tr>
<td>33-141 Physics I for Engineering Students</td>
<td>12</td>
</tr>
<tr>
<td>33-142 Physics II for Engineering and Physics Students</td>
<td>12</td>
</tr>
<tr>
<td>15-112 Fundamentals of Programming and Computer Science</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>140</td>
</tr>
</tbody>
</table>

GENERAL TECHNICAL REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Math/Science electives³</td>
<td>18</td>
</tr>
<tr>
<td>Probability Requirement</td>
<td></td>
</tr>
<tr>
<td>21-325 Probability</td>
<td>9</td>
</tr>
<tr>
<td>or 36-219 Probability Theory and Random Processes</td>
<td></td>
</tr>
<tr>
<td>18-202 Mathematical Foundations of Electrical Engineering²</td>
<td>12</td>
</tr>
<tr>
<td>21-127 Concepts of Mathematics³</td>
<td>12</td>
</tr>
<tr>
<td>or 21-128 Mathematical Concepts and Proofs</td>
<td></td>
</tr>
<tr>
<td>15-122 Principles of Imperative Computation</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>61</td>
</tr>
</tbody>
</table>

1 The Math/Science Electives may be satisfied by any course in the Mellon College of Science or the Department of Statistics except for: 100-level courses in Mathematics or Statistics, and courses designed for non-science or engineering majors, such as (but not limited to) 09-103, 09-104, 21-240, 21-257, 33-115, 33-120, 33-124, 36-201, 36-202, 36-203, 36-207, 36-208, 36-209, 36-210, 36-247, 36-309, 36-310, Mathematics courses of particular consistent with a rich and comprehensive curriculum. 21-241 Linear Algebra, 21-243 Matrices and Linear Transformations, 21-259 Calculus in Three Dimensions, 21-260 Differential Equations.

2 This course can also be substituted by a combination of two of the following courses: 21-254, 21-259, 21-260, 21-241, 21-242, 21-268. Note that the combined total will therefore be 18 units.

3 Effective Fall 2022. Prior to Fall 2022, 21-127 was 10 units.

ECE COURSE requirements:

For detailed information and regulations along with the degree requirements and the most recent version of the ECE curriculum and course descriptions, please refer to the ECE Academic Guide (https://www.ece.cmu.edu/academics/bs-in-ece/academic-guide.html).

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<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECE CORE COURSES</td>
<td></td>
</tr>
<tr>
<td>18-100 Introduction to Electrical and Computer Engineering</td>
<td>12</td>
</tr>
<tr>
<td>18-200 ECE Sophomore Seminar</td>
<td>1</td>
</tr>
<tr>
<td>18-213 Introduction to Computer Systems</td>
<td>12</td>
</tr>
<tr>
<td>18-220 Electronic Devices and Analog Circuits</td>
<td>12</td>
</tr>
<tr>
<td>18-240 Signals and Systems</td>
<td>12</td>
</tr>
<tr>
<td>ECE AREA COURSES</td>
<td></td>
</tr>
<tr>
<td>Two Area Courses from 1 of the 5 Areas within ECE</td>
<td>24</td>
</tr>
<tr>
<td>One additional Area Course from a second Area</td>
<td>12</td>
</tr>
<tr>
<td>ECE COVERAGE COURSES</td>
<td></td>
</tr>
<tr>
<td>One Coverage Course (any additional ECE course or Approved CS course as listed on the ECE web site)</td>
<td>12</td>
</tr>
<tr>
<td>ECE CAPSTONE DESIGN</td>
<td></td>
</tr>
<tr>
<td>Any 18-Sxx course</td>
<td>12</td>
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<td></td>
<td>121</td>
</tr>
</tbody>
</table>

FREE ELECTIVES 54 units (typ)*

* For most students, the curriculum above will result in a remainder of 54 units of free electives to achieve the 379 required total units.

A Free Elective is defined as any graded course offered by any academic unit of the university (including research institutes such as the Robotics Institute (http://www.ri.cmu.edu/) and S (https://s3d.cmu.edu/)) and 5 (https://s3d.cmu.edu/)).

Up to 9 units of Student Taught Courses (StuCO) and Physical Education courses, or other courses taken as Pass/Fail, may also be used toward Free Electives.

Transfer of courses from other high-quality universities may be accepted through submission of the Transfer Credit Request form on the CIT web page (https://engineering.cmu.edu/education/academic-policies/undergraduate-policies/transfer_credit/). Please see the CIT website (https://engineering.cmu.edu/education/academic-policies/transfer-credit.html) for further information regarding the process.

The large number of units without categorical constraints provides the student, in consultation with their Advisor or Mentor, with the flexibility to design a rich educational program.

Sample Curriculum

The table below shows a possible roadmap through our broad and flexible curriculum. The ECE Academic Guide (https://www.ece.cmu.edu/academics/bs-in-ece/academic-guide.html) provides further alternatives.

For First-Year requirements, please see CIT section of the catalog for specifics (http://coursecatalog.web.cmu.edu/schools-colleges/collegeofengineering/#firstyearengineeringstudentstext).

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<td></td>
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Carnegie Mellon as freshmen and whose freshman grades cause the student will be permitted to Overload. An overload is defined as any schedule with more than 54 units in one semester. A student will only be permitted to overload by 12 units if she or he achieved an overall QPA of at least 3.5 out of 4.0. If the student’s overall QPA is below a 3.5, then the QPA of the previous semester for which he or she is registering will instead be utilized. If that QPA is at least a 3.5 then the student will be permitted to Overload.

Grade Policy for Math Courses
1. CIT states that all mathematics (21-xxx) courses required* for the engineering degree taken at Carnegie Mellon must have a minimum grade of C in order to be counted toward the graduation requirement for the BS engineering degree.
2. A minimum grade of C must be achieved in any required mathematics (21-xxx) course that is a prerequisite for the next higher level required mathematics (21-xxx) course.
3. In addition, ECE requires that 18-202 Mathematical Foundations of Electrical Engineering must be completed with a grade of C or better.

*Elective mathematics courses (like the math/science electives required for ECE) are not included in this policy

Pass/Fail policy
Up to 9 units of StuCo and/or Physical Education courses or other courses taken as Pass/Fail may be used toward Free Electives. ECE core courses may not be taken as pass/fail. ECE project-based courses (including capstone design courses) may not be taken pass/fail. No ECE requirements may be fulfilled using a pass/fail course (except for 99-10x and 18-200)

Other Graduation Requirements
To be eligible to graduate, undergraduate students must complete all course requirements for their program with a cumulative Quality Point Average of at least 2.0. For undergraduate students who enrolled at Carnegie Mellon as freshmen and whose freshman grades cause the cumulative QPA to fall below 2.0, this requirement is modified to be a cumulative QPA of at least 2.0 for all courses taken after the freshman year. Note, however, the cumulative QPA that appears on the student's final transcript will be calculated based on all grades in all courses taken, including freshman year. Students are encouraged to confirm all graduation requirements with their academic advisor.

CIT has the following requirement for graduation. “Students must complete the requirements for their specified degrees with a cumulative quality point average of 2.00 or higher for all courses taken after the freshman year (this is the CIT QPA on the Academic Audit). In addition, a student is expected to achieve a cumulative quality point average of 2.00 in a series of core departmental courses.” In ECE, this means that the student must complete 18-100 Introduction to Electrical and Computer Engineering, ECE Core, Area Courses, Coverage, and Capstone Design courses with a minimum QPA of 2.0 to graduate. When more than one possibility exists for meeting a specific requirement (e.g., Area and/or Course), the courses used for calculating the ECE QPA will be chosen so as to maximize the QPA. Similarly, when an ECE course is retaken, the better grade will be used in the computation of the minimum QPA for the ECE QPA requirement to graduate.

Other Opportunities in ECE

ECE Cooperative Education Program
Our Cooperative Education Program invites students to gain valuable experience in employment that relates directly to their major and career goals. At the same time, it provides employers with opportunities to evaluate students as potential full-time employees, while having them complete meaningful projects. Participation in this program is voluntary, and obtaining a cooperative education assignment is competitive.

Due to federal restrictions on student work experiences, international students are not eligible for co-ops. Please visit the ECE CPT page (http://www.ece.cmu.edu/programs-admissions/bachelors/cpt.html) for information regarding international student internships.

The co-op experience
We require a minimum of eight months of co-op experience to identify the work experience as a co-op. Students must have completed their sophomore year to qualify for application to a co-op and should connect with their Academic Advisor for information on how to apply. While on co-op assignment, students are participating in a recognized CIT educational program, retaining their full-time student status, akin to our students who study abroad in established exchange programs (such as EPELI) for one or two semesters. The Cooperative Education Program agreement may be discontinued if the employers do not provide the students with career-related work experience or if the students do not meet the accepted level of performance as defined by the employers. Upon returning to Carnegie Mellon, the students are required to submit for approval the following two documents to the ECE Undergraduate Office: a three to five page technical report of the Co-Op work, and a one page assessment and evaluation of the Co-Op experience. Students may obtain more detailed information through the ECE department (http://www.ece.cmu.edu/programs-admissions/bachelors/cooperative-education-program.html) or the Career and Professional Development Center (http://www.cmu.edu/career/)

Teaching Assistantships
Teaching Assistants are a vital part of successful ECE course delivery. All ECE students will receive an email each semester when applications open for the upcoming semester, typically around the date the Schedule of Classes is published. Students are encouraged to communicate with the faculty of any course(s) they are interested in supporting, who can discuss the course expectations and staffing needs. Please see the ECE Teaching Assistantship website (https://www.ece.cmu.edu/inside/teaching-opportunities.html) for further information regarding these opportunities and how to apply.

Integrated M.S./B.S. Degrees Program
The Integrated Master’s/Bachelor’s program (http://www.ece.cmu.edu/programs-admissions/integrated/) (otherwise known as the IMB program) is an exciting opportunity for students who excel academically to achieve not just a Bachelor’s degree in ECE, but also a Master’s degree through our Professional MS degree program-without needing to apply separately. This means no application fee, and no need to take the GRE (Graduate Record Exam). In order to be awarded the MS degree in the IMB program, the student must also earn their BS degree, either simultaneously with the MS degree or at least one semester prior to the awarding of the MS degree. If a course is eligible for the MS degree but must be used to complete the BS degree, the BS degree takes priority over the MS degree.

If a student is at least a 2nd semester junior, has completed at least 270 units and has at least an overall 3.00 QPA, he or she is eligible for admission into the Professional MS degree in ECE through the IMB program. To be officially admitted, the student must complete the IMB Program form. If a student does not meet the exact overall 3.00 QPA requirement, he or she is eligible to petition for his or her admission into the IMB program.
during his or her senior year. Students may obtain the petition forms through a meeting with their assigned academic advisor.

Professional MS Degree Requirements:
Please see the ECE web site for the requirements for the Professional MS degree (http://www.ece.cmu.edu/programs-admissions/masters/ms-requirements.html). For students in the ECE IMB program, all requirements for the Professional MS degree are in addition to the requirements for the BS in ECE. No requirements for the MS degree may be used in any way toward the BS degree, including minors, additional majors or dual degrees.

Residency requirements and financial impacts:
Once a student in the IMB program has completed all of the requirements for the BS degree and it is certified, the student will officially graduate with the BS degree and the student will be in graduate status for the subsequent term of enrollment. Once a student’s undergraduate degree has been certified, no more courses may then be applied toward the BS degree. This includes courses toward minors and additional majors, although students pursuing an undergraduate dual degree with another department may still continue to apply additional coursework toward that second degree.

Students should consult with Enrollment Services to understand how entering graduate status will affect financial aid, and with their academic advisor to determine a course schedule. If a student takes more than 8 semesters to complete both the BS and MS degrees, then he or she must be in graduate status for at least one semester before graduating with the MS degree.

Faculty

GEORGE AMVROSIADIS, Assistant Research Professor of Electrical and Computer Engineering – Ph.D., University of Toronto, Canada; Carnegie Mellon, 2018–

JIM BAIN, Associate Department Head for Academic Affairs and Professor of Electrical and Computer Engineering and Materials Science Engineering; Associate Director, DSSC – Ph.D., Stanford University; Carnegie Mellon, 1993–

LUJO BAUER, Professor of Electrical and Computer Engineering – Ph.D., Princeton University; Carnegie Mellon, 2005–

THEO BENSON, Professor of Electrical and Computer Engineering – Ph.D., University of Wisconsin-Madison; Carnegie Mellon, 2022–

VIJAYAKUMAR BHAGAVATULA, U.A. and Helen Witaker Professor of Electrical and Computer Engineering, Affiliated Faculty, DSSC – Ph.D., Carnegie Mellon University; Carnegie Mellon, 1982–

SHAWN BLANTON, Associate Department Head for Research; Joseph F. and Nancy Keithley Professor of Electrical and Computer Engineering - Ph.D., University of Michigan; Carnegie Mellon, 1995–

DAVID BRUMLEY, Professor of Electrical and Computer Engineering - Ph.D., Carnegie Mellon University; Carnegie Mellon, 2008–

MARK BUDNIK, Teaching Professor of Electrical and Computer Engineering - Ph.D., Purdue University; Carnegie Mellon, 2021–

L. RICHARD CARLEY, Professor of Electrical and Computer Engineering; Affiliated Faculty, DSSC – Ph.D., Massachusetts Institute of Technology; Carnegie Mellon, 1984–

MAYSAHAM CHAMANZAR, Dr. William D. and Nancy W. Strecker Career Development Associates Professor, Electrical and Computer Engineering - Ph.D., Georgia Institute of Technology; Carnegie Mellon, 2015–

VANESSA CHEN, Assistant Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2019–

YUEJIE CHI, Professor of Electrical and Computer Engineering – Ph.D., Princeton University; Carnegie Mellon, 2018–

MARC DANDIN, Assistant Professor of Electrical and Computer Engineering – Ph.D., University of Maryland, College Park; Carnegie Mellon, 2019–

HAKAN EROOGMUS, Teaching Professor of Electrical and Computer Engineering; Carnegie Mellon University Silicon Valley – Ph.D., Université du Québec; Carnegie Mellon, 2014–

GIULIA FANTI, Assistant Professor of Electrical and Computer Engineering – Ph.D., University of California at Berkeley; Carnegie Mellon, 2017–

GARY FEDDER, Howard M. Wilkoff Professor of Electrical and Computer Engineering; Co-Director MEMS, Affiliated Faculty DSSC – Ph.D., University of California at Berkeley; Carnegie Mellon, 1994–

FRANZ FRANCHETTI, Kavčić-Moura Professor of Electrical and Computer Engineering; Associate Dean for Research, College of Engineering, Director Engineering Research Accelerator – Ph.D., Vienna University of Technology; Carnegie Mellon, 2001–

GREGORY R. GANGER, Jatras Professor of Electrical and Computer Engineering; Director Parallel Data Lab – Ph.D., University of Michigan; Carnegie Mellon, 1997–

PHILLIP GIBBONS, Professor of Electrical and Computer Engineering and Computer Science – Ph.D., University of California at Berkeley; Carnegie Mellon, 2015–

VIRGIL GLIGOR, Professor of Electrical and Computer Engineering; Co-Director CyLab – Ph.D., University of California at Berkeley; Carnegie Mellon, 2008–

PULKIT GROVER, Angel Jordan Professor of Electrical and Computer Engineering – Ph.D., University of California at Berkeley; Carnegie Mellon, 2013–

ASSANE GUEYE, Assistant Teaching Faculty Professor of Electrical and Computer Engineering; Carnegie Mellon University Africia – Ph.D., University of California at Berkeley; Carnegie Mellon, 2020–

JAMES HOE, Professor of Electrical and Computer Engineering – Ph.D., Massachusetts Institute of Technology; Carnegie Mellon, 2000–

LIMIN JIA, Associate Research Professor of Electrical and Computer Engineering; Affiliated Faculty CyLab – Ph.D., Princeton University; Carnegie Mellon, 2013–

CARLEE JOE-WONG, Robert E. Doherty Career Development Professor of Electrical and Computer Engineering – Ph.D., Princeton University; Carnegie Mellon, 2016–

GAIURU JOSHI, Associate Professor of Electrical and Computer Engineering – Ph.D., Massachusetts Institute of Technology; Carnegie Mellon, 2017–

SOUMIMYA KAR, Professor of Electrical and Computer Engineering – Ph.D., Carnegie Mellon University; Carnegie Mellon, 2011–

GREGORY KESDEN, Teaching Professor of Electrical and Computer Engineering – MCS, Clemson University; Carnegie Mellon, 2017–

HYONG S. KIM, Drew D. Perkins Professor of Electrical and Computer Engineering; Director CMU-Thailand – Ph.D., University of Tokyo; Carnegie Mellon, 1990–

PHILIP J. KOOPMAN, Associate Professor of Electrical and Computer Engineering and Computer Science – Ph.D., Carnegie Mellon University; Carnegie Mellon, 1989–

SWARUN S. KUMAR, Associate Professor of Electrical and Computer Engineering – Ph.D., Massachusetts Institute of Technology; Carnegie Mellon, 2015–

QING LI, Associate Professor of Electrical and Computer Engineering – Ph.D., Georgia Institute of Technology; Carnegie Mellon, 2018–

TZE MENG LOW, Associate Research Professor of Electrical and Computer Engineering – Ph.D., University of Texas at Austin; Carnegie Mellon, 2013–

BRANDON LUCIA, Hathaway Family Foundation Career Development Professor of Electrical and Computer Engineering – Ph.D., University of Washington; Carnegie Mellon, 2014–

KEN MAI, Principal Systems Scientist of Electrical and Computer Engineering – Ph.D., Stanford University; Carnegie Mellon, 2005–

 CRAIG MILLER, Research Professor of Electrical and Computer Engineering – Ph.D., University of Michigan; Carnegie Mellon, 2020–

 M. GRANGER MORGAN, Professor of Electrical and Computer Engineering; Hamerschlag University Professor of Engineering and Public Policy – Ph.D., University of California at San Diego; Carnegie Mellon, 1974–

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