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SEP 29 2016

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 3/30/2016

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Mark Abel

Email: mark.abel@uky.edu

Phone: 257-4091

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Spring 2017

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: KHP 690

2c. Full Title: Applied Foundations of High Performance

2d. Transcript Title: Foundations of Performance

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course evaluates physiological responses to exercise stimuli including a detailed examination of neuromuscular, metabolic and morphological skeletal muscle adaptations. In addition, factors that affect force production, advanced periodization, concurrent training, and recovery strategies are examined.

- 2k. Prerequisites, if any: Graduate course in Exercise Physiology or consent of instructor.
- 2l. Supplementary Teaching Component:
3. Will this course taught off campus? No
If YES, enter the off campus address:
4. Frequency of Course Offering: Spring,
Will the course be offered every year?: Yes
If No, explain:
5. Are facilities and personnel necessary for the proposed new course available?: Yes
If No, explain:
6. What enrollment (per section per semester) may reasonably be expected?: 7-12
7. Anticipated Student Demand
Will this course serve students primarily within the degree program?: Yes
Will it be of interest to a significant number of students outside the degree pgm?: Yes
If Yes, explain: It may be of interest to graduate students in allied health fields such as nutrition, rehabilitation sciences, physiology, etc.
8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,
If No, explain:
9. Course Relationship to Program(s).
a. Is this course part of a proposed new program?: Yes
If YES, name the proposed new program: Graduate Certificate in High Performance Coaching
b. Will this course be a new requirement for ANY program?: Yes
If YES, list affected programs: Graduate Certificate in High Performance Coaching
10. Information to be Placed on Syllabus.
a. Is the course 400G or 500?: No
b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BFJO225|Benjamin F Johnson|KHP 690 NEW Dept Review|20160330

SIGNATURE|MYRT|Myrt L Geoghegan|KHP 690 NEW College Review|20160907

SIGNATURE|ZNNIKO0|Roshan Nikou|KHP 690 NEW Graduate Council Review|20160929

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Attachments:

Browse: No file selected.

ID	Attachment
Delete 6583	2016 2 4 Faculty Meeting Minutes.pdf
Delete 6966	KHP 690-Applied Found. of Performance.pdf

First | 1 | Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: EDUCATION Submission Date: 3/30/2016
- b. * Department/Division: Kinesiology - Health Promotion
- c.
 - * Contact Person Name: Mark Abel Email: mark.abel@uky.edu Phone: 257-4091
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR * Specific Term/Year Spring 2017
- e.
 - Should this course be a UK Core Course? Yes * No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: KHP 690
- c. * Full Title: Applied Foundations of High Performance
- d. Transcript Title (if full title is more than 40 characters): Foundations of Performance
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

3 Lecture	Laboratory ¹	Recitation	Discussion
indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - * Graduate School Grade Scale
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes * No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

This course evaluates physiological responses to exercise stimuli including a detailed examination of neuromuscular, metabolic and morphological skeletal muscle adaptations. In addition, factors that affect force production, advanced periodization, concurrent training, and recovery strategies are examined.

k. Prerequisites, if any:

Graduate course in Exercise Physiology or consent of instructor.

I. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes * No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winterb. * Will the course be offered every year? * Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? * Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 7-12

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? * Yes Nob. * Will it be of interest to a significant number of students outside the degree pgm? * Yes No

If YES, explain:

It may be of interest to graduate students in allied health fields such as nutrition, rehabilitation sciences, physiology, etc.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? * Yes No

If YES, name the proposed new program:

Graduate Certificate in High Performance Coaching

b. * Will this course be a new requirement [§] for ANY program? * Yes NoIf YES [§], list affected programs::

Graduate Certificate in High Performance Coaching

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes * NoIf YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)b. [§] * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

¹¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹¹² The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹¹⁵ In order to change a program, a program change form must also be submitted.

Faculty Meeting Minutes

February 4, 2016

Present: Lucian Taylor, Justin Nichols, Ben Johnson, Heather Erwin, Aaron Beighle, Rosie LaCoe, Kristen Mark, Stephanie Bennett, Liz Fettrow, Haley Bergstrom, Brad Fleenor, Rob Shapiro, Lance Bollinger, Randy Crist, Jonell Pedesleaux, Mark Abel, Jody Clasey, Steve Parker, Melody Noland, Brian Wallace, Marc Cormier, Joaquin Fenollar, Jill Day, & Nick Trubee.

Absent: Mike Pohl

Approval of Minutes for November

- Minutes were approved as written from the November meeting.

Comments

- Dr. Trubee has accepted a new position in Cleveland, OH and he will be leaving at the end of the spring 2016 semester. We have several lecture open positions at this time.
- Lecturer positions will be advertised soon and committee's formed.
- Keri needs all syllabi for all classes soon.
- Look at the KHP website and give any suggestions or corrections to Beth.
- Budget cuts for this year and next year, according to the governor's budget cuts for higher education.

Possible DOE Equity Document Changes

- Dr. Erwin & Dr. Abel - Faculty council needs feedback on DOE class credit percentage (12.5% vs 10%), online classes and low enrollment. Fifty hour work week comments are needed and they will take these to faculty council. Faculty should not get the same percentage on a 1 hr. credit class as he or she would receive for a 3 hr. credit class.
- Dr. Cormier- LLC - KHP will be combined with the wellness focus. LLC is already up to 50 students.
- Dr. Parker stated that KHP 101 will be required for all students that will be attending UK. Arts and Sciences are going in the direction of block scheduling. KHP may look into block scheduling also.
- Dr. Johnson advised that retention is one of the topics that the university is working on. A proposal to aid in retention of students was discussed and put forth by the Deans of Education, Communications and Business that will eventually lead to an undergraduate major (with tracks in each college) in Sport Management.

High Performance Certificate

- Dr. Abel gave information regarding the certificate. Pending the requested revisions, a motion was unanimously carried to modify the new course as a Distance Learning section of KHP 691- Analytics in High Performance as part of the curriculum in the proposed Graduate Certificate in High Performance Coaching. Dr. Nichols also stated that minor changes requested to update SACS-COC learning targets and assessments table, replace Jake Karnes name in DRC and religious liaison contact information, and change "Course Objectives" to "Student Learning Outcomes". Also, contact information for eLearning to be moved to the beginning of the syllabus.

- A motion was unanimously carried to convert KHP 781 – Physiological Foundations in High Performance to KHP 690 – Applied Foundations in High Performance. Justification will be provided to Courses and Curricula for the conversion.

Health Promotion

- Dr. Ickes stated that the Health Promotion faculty is proposing to breakout the option in Health Promotion within the existing Kinesiology degree to ensure that this program area is noted in the student's transcript and on their diploma. 1) list multiple stats classes that will better fulfill our students 2) require KHP 577 – practicum/internship experience for those not doing a thesis (Plan A) 3) increase total required hours to 33 for Plan A and Plan B. A motion was proposed to formalize a Health Promotion option within the existing MS Department of Health and Kinesiology degree. All were voted on and approved unanimously.

Coaching Minor

- Dr. Erwin gave information on the coaching minor. The motion was approved for the KHP proposed coaching minor with amendments of adding KHP 573/473 and KHP 350, as possible electives and the possible inclusion of KMA/KHSAA Safety Certification for credit. The new proposed course KHP 280: Intro to Coaching. Both were voted on and approved unanimously.

Study Abroad Approvals

- Dr. Nichols advised that study abroad classes must be approved each year by Course and Curriculum. Summer classes do not have to be approved, but any full semester classes must be approved for coverage and internal approval.

Seaton Beautification

- Dr. Noland stated that Jeannine Schaefer is giving ideas on updating Seaton. She has some items to give that would update the building, such as furniture, floor lamps, wooden hall benches, easel white boards, chairs, and etc. Some pictures will be hung and some ceiling tiles will be replaced. Several updates will be added in different areas.

Proposals to Provost

- Dr. Johnson gave information on some proposals that he produced at the request of the Dean for her meeting with the Provost. He noted that the only way KHP will be able to make major renovations/additions to Seaton Center is if the Provost provides the money. Dr. Johnson prepared the proposal and shared it with the Chair's Advisory Committee for feedback prior to submitting it to Dean O'Hair. The proposal highlighted the significant challenges presented by the exceptionally large number of KHP majors and the limited number of full-time faculty and classroom/lab facilities we have. These are only proposals at this point. Once feedback is received from the Provost and if/when funding is available, we will formally decide on facility renovation priorities.

Other Announcements

- Dr. Johnson made the announcement that a Childhood Obesity Grant is available, if someone acts immediately. Dr. Fettrow has shown interest and if anyone else is, let Dr. Johnson know.

University of Kentucky
KHP 690: Applied Foundations of High Performance

Instructor: Mark Abel, Ph.D., CSCS*D, TSAC-F*D, USAW
Office: 217 Seaton Center
E-mail: mark.abel@uky.edu
Phone: 257-4091

Office Hours: Tuesday & Thursday: 2:00-4:00pm (or by appointment)

Term: Spring 2017: Wednesday, 3:00-5:30pm
Classroom: Seaton Building, Rm. 119

Required Materials: No Textbook required

Recommended Texts: High Performance Training for Sports. Joyce, Lewindon, Human Kinetics, 2014. ISBN: 1-4504-4482-2

Prerequisite: Graduate level Exercise Physiology course or consent of the instructor.

Research and Reflection for Learning and Leading. This is the theme of the conceptual framework for the College of Education and reflects how the College and this course approach the preparation of graduate students in exercise science. This course will review **research** that supports the concepts instrumental to athletic and occupational performance. You will be required to review scientific literature and **reflect** upon the results of experiments. Proper **reflection** will lead to **learning** physiological concepts relevant to human performance in diverse populations. This knowledge base will prepare you for **leading** and training others to promote desired outcomes.

Course Objectives

This course evaluates physiological responses to exercise stimuli including a detailed examination of neuromuscular, metabolic and morphological skeletal muscle adaptations. In addition, factors that affect force production, advanced periodization, concurrent training, and recovery strategies are examined. Finally, applied training strategies and evaluations are discussed and performed.

Student Learning Outcomes:

1. Describe basic muscle architecture and function.
2. Describe the neural interaction with skeletal muscle.
3. Describe factors that affect force production and apply these principles to training.
4. Describe physiological and neurological adaptations to training stimuli.
5. Describe functional systems theory.
6. Describe concurrent training and the interference effect.
7. Describe several periodization strategies for athletes and determine which are appropriate.
8. Describe alternative methods for training athletes.
9. Describe muscular fatigue, soreness and effective regeneration strategies.
10. Demonstrate the ability to communicate and interpret data.

Learner Outcomes	Assessment	Standards
1-9) Demonstrate the ability to understand advanced concepts and interpret data and scientific literature for a variety of performance outcomes.	Exams / Seminars / Literature Review	NASPE: 1,2,5,6,7,8,9,10
10) Demonstrate the ability to communicate and interpret data.	Literature review / Exams / Seminars	NASPE: 1,2,5,6,7,8,9

Criteria for Evaluation

- 1. Written exams.** There will be 3 exams for this course. The final exam will be comprehensive.
- 2. Seminars.** Each student will be responsible for providing a Power Point presentation and facilitating a discussion on a given topic for 2 of the seminars listed on the course schedule. Students will be graded on the quality of the content, the degree of preparation, mechanics of the presentation, quality of the discussion, and quality of article selected for discussion. In general, the presentation and discussion should be about 30-45 minutes per seminar. *Students must email a copy of the slides to the instructor at least 24 hours before the class. In addition, each student will select 1 peer-reviewed journal article for the class to read. The article needs to be approved to the instructor at least 2 weeks before the seminar, for approval.*
- 3. Literature Review.** (Due: 4/8/15) Provide a 20 page (double-spaced) review of the current literature on a topic of your choice related to performance. An abstract of less than 300 words should also be included. Cite a minimum of 15 references from peer-reviewed scholarly journals in the literature review. Use APA formatting for the manuscript, in-text references, and the references cited section.
Abstracts: (1 pt) Email a copy of the *abstracts* of each article cited within the manuscript to the instructor prior to class on 4/8/15.
Outline: (2 pt) An outline of the topics to be covered in the literature review is to be typed and turned in to class on **March 11th**.
- 4. Participation.** You are expected to read the assigned material and be prepared to actively participate and contribute to class discussions. Note, additional articles will be posted on Blackboard that you are expected to review. I reserve the right to give pop-quizzes if I feel students are not prepared for class.

Grading Scale

- A: 90-100%
- B: 80-89%
- C: 70-79%
- E: ≤ 69%

Evaluation

<u>Item</u>	<u>Course Points</u>
Exam 1	18
Exam 2	18
Exam 3	20
Literature review	20
Seminar (10 pt ea)	20
<u>Participation</u>	<u>4</u>
Total	100

Tentative Course Schedule

Date	Topic	Reading
1/14	Introduction / Muscle architecture and fiber anatomy The motoneuron / The neuromuscular junction / Neuromuscular transmission / Muscle receptors Motor Units / Motor unit recruitment / Muscle contraction / Post-activation potentiation-Complex training	SM: Ch. 1 Azizi et al., 2008 SM: Ch. 2, 3, 10, 4 SM: Ch. 12 & 13 Monti et al., 2001 SM: Ch. 11 Tillin & Bishop, 2009 Wilson et al., 2013
1/21	Resistance/Power Training Adaptations	
1/28	Olympic Lifts	
2/4	Functional Movement (FMS)	
2/11	EXAM 1	
2/18	Factors affecting force production / Training for Power – Optimal Loads	Cormie et al., P1 Cormie et al., P2
2/25	Training Adaptations / Supercompensation Theory (Articles due for the Concurrent Training Seminar)	SM: Ch. 20 HP: Ch. 6, 18, 22
3/4	Seminar: Concurrent Training & Minimizing the Interference Effect (3 presenters) (Literature Review Outline Due)	Baar (2006) Garcia-Pallares, 2011 Wilson et al., 2012
3/11 March 9: Midterm	<i>Spring Break</i> (Articles due for the Periodization Seminar)	
3/18	Utilization of GPS Tracking Systems for Athletes (3:00- 4:15PM) Exam 2 (4:15-5:30PM)	Guest speaker: Chris Ronald
3/25	Seminar: Periodization Strategies (4 presenters) (Articles due for the Training Methods Seminar)	Issurin, 2008 Issurin, 2010 Ch. 19-HP Text
4/1	Alternative Training Methods (bands / chains) RT - Bar Velocity (Literature Review Due)	
4/8	Seminar: Training Methods for Performance Outcomes (3 presenters) (Articles due for the Recovery Strategies Seminar)	HP: Ch. 8-17
4/15	Central and Peripheral Fatigue / Delayed onset of muscle soreness	SM: Ch. 15, 21 Articles TBD

4/22	Sleep: Role in Recovery	
4/29	Seminar: Regeneration strategies (4 presenters)	HP: Ch. 24

*HP: High Performance Training for Sports textbook.

Final Exam (Comprehensive): Scheduled for 3:30pm on Monday, May 4th in Seaton Rm. 119.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.