



January 28, 2026

Dr. Stephen Pruitt
Substantive Change Office
SACS Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Re: New Program Approval – Master of Science in Retail, Hospitality, and Tourism Management

Dear Dr. Pruitt,

The University of Tennessee, Knoxville's faculty in the College of Education, Health, and Human Sciences plan to offer an online, asynchronous Master of Science in Retail, Hospitality, and Tourism Management beginning August 17, 2026.

This new degree program will have 30 credit hours supplied by ten 3-credit courses. It will feature more than 50% new coursework, and current faculty members will teach the new program. Learning resources are more than sufficient to support students in the program, and the institution currently has sufficient facilities and library and learning resources to support the program. Lastly, the institution was approved to offer programs via distance learning on February 12, 1998.

Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Heather Hartman
SACSCOC Liaison

Cc: Donde Plowman, Chancellor
John Zomchick, Provost and Senior Vice Chancellor
Beth Avery Foster, Vice Provost for Academic Affairs
Ellen McIntyre, Dean, College of Education, Health, and Human Science

1. Provide Common Content A – Background and Context, relative to the proposed change.

1. A list of programs offered by the institution (excerpt from the catalog or a printout of a webpage is acceptable).

The University of Tennessee, Knoxville (UT Knoxville) is authorized to award baccalaureate, masters, educational specialist, and doctorate degrees. UT Knoxville is also authorized to offer distance education programs.

The department of Retail, Hospitality, and Tourism Management (RHTM) currently offers:

- PhD in Retail, Hospitality, and Tourism Management
 - Hospitality and Tourism Management major
 - Retail and Consumer Sciences major
- BS in Hospitality and Tourism Management
- BS in Retail and Merchandising Management

The catalog excerpts for programs offered by the department can be found in Appendix A.

2. Abstract (one page maximum)

a. Briefly describe the proposed change to include the intended implementation date.

Faculty in the College of Education, Health, and Human Sciences at UT Knoxville plan to offer an online, asynchronous Master of Science in Retail, Hospitality, and Tourism Management beginning fall 2026. This new degree program will consist of 30 credit hours of coursework with more than 50% new coursework.

b. Provide projected number of students, if applicable.

The Retail, Hospitality, and Tourism Management Master of Science program is anticipated to produce 32 graduates by year five, based on the results of student interest surveys and the 2024 Lightcast Report. According to the survey completed by professionals, 330 participants indicated they would apply to this program in one to two years, and another 169 participants reported that they would apply in three to four years.

Assuming 10% of these individuals apply, the program anticipates enrolling 30 new students in the first year, and this number will grow to 50 by year five. According to the 2024 Lightcast Report, the average number of graduates from an online master's program in retail, hospitality, and tourism management was 39 in the US in 2022.

c. Indicate the projected life of the change, as applicable: one-time/limited duration or ongoing).

The new program will be an ongoing program that will continue to be offered in subsequent years. The program will be offered starting fall 2026, with courses offered every fall, spring, and summer semester.

d. Describe the primary target audience or market.

According to a feasibility study, the program's primary target market is early-stage professionals (i.e., individuals who received a bachelor's degree in six years or less) in the retail, hospitality, and tourism industries in Tennessee and other states. The program's secondary target market is UT Knoxville undergraduate students with a major or minor in Retail and Merchandising Management or Hospitality and Tourism Management.

e. Describe the strengths of the institution to undertake the change.

The Department of Retail, Hospitality, and Tourism Management (RHTM) at UT Knoxville has strength and experience in graduate education and is fully equipped to provide a high-quality master's degree, having already been host to a doctoral program. The department currently offers two undergraduate and doctoral degrees as listed above.

There is a lack of retail, hospitality, and tourism management online master's programs in Tennessee statewide, particularly those offered asynchronously. Industry partners strongly advocate that combining a master's degree with practical work experience provides graduates with enhanced prospects for career advancement and increased earning potential. With this in mind, the institution will offer a fully online asynchronous program. This approach enables individuals to seamlessly balance their ongoing work (and other) commitments while enriching their expertise and attaining a master's degree.

While the University of Memphis and Middle Tennessee State University offer master's programs that contain tourism or hospitality as a component, their programs focus more on sport management. Undergraduate students and alumni have expressed interest in the institution hosting a master's degree in retail or hospitality.

3. Describe how the need for the change was determined and how the change was approved by the institution.

Two surveys were conducted to evaluate student interest—one with current undergraduate students and the other with retail, hospitality, and tourism professionals. The undergraduate student survey results showed the following:

1. Retail, Hospitality, and Tourism Management undergraduate students expressed a strong desire to pursue a master's degree, yet this aspiration remains unfulfilled. This issue is particularly pronounced among students from Tennessee, who lack access to fully online options within the state.
2. Retail, Hospitality, and Tourism Management students are very likely to be attracted by the proposed program, especially the 4+1 accelerated program option.
3. Students not enrolled in Retail and Merchandising Management or Hospitality and Tourism Management majors or minors showed reduced interest in Retail, Hospitality, and Tourism Management courses, even when available. Leveraging this insight will guide promotional efforts effectively as we introduce the new program on campus.

Results from the survey of professionals in the field show that they are enthusiastic about the online master's program proposed by the institution. Professionals appreciate having a master's degree tailored to their industry and are eager to apply. Per these results, young professionals who graduated from college less than five years ago should remain the main target audience.

Additionally, Tennessee has been the fastest-growing state in travel spending since 2018, rising from 14th to 11th in the nation. According to the Tennessee Department of Tourist Development's report on Tennessee visitor profiles, shopping ranked as the top activity for visitors. More specifically, 33% of the visitors chose shopping as part of their activities, seven percentage points higher than the national average. Therefore, offering retail with hospitality and tourism in one program is a holistic approach toward preparing leaders in related fields.

One of the state's largest leisure and hospitality employment markets is East Tennessee, where the University of Tennessee, Knoxville, main campus is located. The projected total employment in East Tennessee in leisure and hospitality is 92,732, with a 3.64% average annual growth rate from 2020 to 2030. A master's degree and work experience in the industry provides graduates with a distinct advantage when pursuing managerial positions and heavily analytical roles. Potential jobs for an individual with a master's degree concentrated in retail and consumer sciences include but are not limited to purchasing manager, marketing manager, online merchant, market research analyst, and marketing specialist.

This degree program was approved following our curricular process, including review and approval by the faculty in the College of Education, Health, and Human Sciences, and approval by the institution's Graduate Curriculum Committee on November 16, 2023, Graduate Council on November 30, 2023, and Faculty Senate on February 12, 2024 (Appendix B). Approval is being sought from the institution's Board of Trustees at its 2026 Winter Meeting February 26-27, 2026. Additionally, approval is being sought from the Tennessee Higher Education Commission at its spring quarterly meeting scheduled May 14, 2026.

4. Describe how the change is consistent with the mission and goals of the institution.

The overarching vision of UT Knoxville is "A world enriched by our ideas, improved through our action, and inspired by the Volunteer spirit of service and leadership" ([Strategic Vision published in 2021](#)). To fulfill this vision, UT Knoxville's mission is to be a diverse community with a shared commitment to discovery, creativity, and education by:

- Empowering learners of all ages and backgrounds to achieve their dreams through accessible and affordable education and state-of-the-art research training opportunities;
- Advancing the prosperity, well-being, and vitality of communities across Tennessee and around the world through our research, teaching, service, and engagement;
- Committing to excellence, equity, and inclusion within the university, across the state, and in all our global activities.

Specifically, the university identified five goals for achieving its mission:

1. Cultivating the volunteer experience: Demonstrate leadership in providing high-quality educational opportunities for people at every stage of life, whenever and wherever they

seek to learn.

2. Conducting research that improves lives: Advance the frontiers of knowledge to create a more just, prosperous, and sustainable future through world-class research, scholarship, and creative work.
3. Ensuring a culture where vol is a verb: Develop and sustain a nurturing university culture where diversity and community are enduring sources of strength.
4. Making ourselves agile & adaptable: Empower and sustain a culture of collaboration, agility, and innovation throughout the university.
5. Embodying the modern R1, land-grant university: Connect with every Tennessean and communities worldwide, inspiring future Volunteers to join our diverse community.

The proposed MS in Retail, Hospitality, and Tourism Management program can potentially contribute to all five of the university goals in the following ways:

- University Goal #1: The program directly contributes to this goal of providing high-quality educational opportunities for people at every stage of life, whenever and wherever they seek to learn. The degree program is intentionally designed for adult learners and professionals to advance their knowledge and skills. According to UT Digital Learning, the average age of UT Knoxville's online students is 32¹. The proposed degree program supports individuals entering retail, hospitality, and tourism management. It also allows industry leaders to transition from industry to academia to educate future professionals.
- University Goal #2: Adding this degree program will enhance the research productivity of the department. The graduate faculty in the RHTM department are active researchers and consistently publish in their respective fields in top journals. Master's students will bring more industry perspectives and ideas, strengthening the department's research contribution. Students can opt-in for a thesis track, which will prepare them for a doctoral degree. The department can recruit students from the well-trained master students to enhance its doctoral program and future research output.
- University Goal #3: An online asynchronous program allows for better accessibility and inclusivity. Adults who must work and care for children or older adults can continue their responsibilities while investing in their career development. We also plan to connect students with our industry partners in the East Tennessee area, providing opportunities for them to engage with local businesses and enabling businesses to hire our graduates.
- University Goal #4: Retail, hospitality, and tourism are industries that embrace innovation and change. The proposed program will equip students with critical skills to understand the ever-changing market dynamics and foster adaptability and resilience. Faculty in the Retail, Hospitality, and Tourism Management (RHTM) department are experts in entrepreneurship and diversity.
- University Goal #5: The proposed program curriculum is designed to prepare students for a globalized market. For example, they will have the opportunity to participate in international study tours or international internships to gain first-hand experiences in the

¹ Josh Steele on Who is the Online UT student?: <https://www.youtube.com/watch?v=RzPIe8E7bSw>

fields of retail, hospitality, or tourism in another country. Faculty in the RHTM department are experts in international education and global competence.

5. Provide documentation of faculty involvement in the planning and approval of the change.

Graduate faculty in the department were actively engaged in the planning and approval of the program. A master's program committee of five faculty was established in fall 2022 to discuss the development of a new program. The insights uncovered by the committee were used to inform a broader departmental discussion about key program attributes (e.g., modality, content, program name, program goals). Eight faculty volunteered to develop and produce new courses for the program. All graduate faculty reviewed the draft of the Tennessee Higher Education Commission (THEC) Letter of Notification and New Academic Program Proposal before their submission. The curriculum was approved by UT Knoxville's Graduate Council curriculum committee in fall 2023 and by the institution's Faculty Senate in February 2024 (Appendix B).

6. Provide evidence of legal authority for the change if approval is required by the governing board or the state.

Upon approval of the new curriculum for the MS program in Retail, Hospitality, and Tourism Management, the program director and the department head prepared the Letter of Notification to THEC, which was submitted on July 17, 2024, and was approved on August 2, 2024. Subsequently, a virtual site visit occurred November 18, 2024 and the New Academic Program Proposal was submitted on January 15, 2025.

The program is seeking approval from the UT Board of Trustees at their meeting on February 26-27, 2026. The program is seeking approval from THEC at their spring quarterly meeting on May 14, 2026.

2. Provide the curriculum for the program.

Students will have two options, coursework only and thesis. For the coursework-only option (Table 1, next page), the students are required to complete six courses, including four core courses, an industry experience (work or internship), and a research project. Additionally, the coursework-only option allows students to choose four of six courses as electives. For the thesis option (Table 2), the students are required to complete five required courses, including four core courses and a 6-credit hour thesis. Students who choose the thesis option will choose another four courses from a list of seven as their electives. In total, students will complete 30 credit hours.

Table 1 – Program Curriculum: Coursework-Only Option

Course Prefix, #, and Title	Credit Hours
Prerequisite Course(s): 3 Hours (If no Retail, Hospitality, and Tourism Management Background)	
HTM 102 - Introduction to Tourism and Travel	3
RMM 210 - Introduction to Retail Management	3
Core Courses: 12 Hours	
RHTM 515 - The Changing Landscape in Retail, Hospitality, and Tourism	3
RHTM 525 - Customer Experience Management	3
RHTM 504 - Qualitative Market Research	3
RHTM 516 - Quantitative Market Research	3
Elective Courses: 9-12 Hours (Select 3 or 4)	
RHTM 510 - Strategic Planning in Retail, Hospitality, and Tourism Management	3
RHTM 512 - Entrepreneurship & Small Business Management in Retail, Hospitality, and Tourism	3
RHTM 570 - Executive Leadership in Retail, Hospitality, and Tourism	3
RHTM 584 - International Study Tour in Retail, Hospitality, and Tourism Management	3
HTM 560 - Advanced Hospitality Analytics	3
HTM 584 - Critical Sustainable Tourism	3
Additional Requirements: 6-9 Hours	
RHTM 591 - Industry Experience in Retail, Hospitality, and Tourism	3-6
RHTM 592 - Industry Research Project in Retail, Hospitality, and Tourism	3

Table 2 – Program Curriculum: Thesis Option

Course Prefix, #, and Title	Credit Hours
Prerequisite Course(s): 3 Hours (If no Retail, Hospitality, and Tourism Management Background)	
HTM 102 - Introduction to Tourism and Travel	3
RMM 210 - Introduction to Retail Management	3
Core Classes: 12 Hours	
RHTM 515 - The Changing Landscape in Retail, Hospitality, and Tourism	3
RHTM 525 - Customer Experience Management	3
RHTM 504 - Qualitative Market Research	3
RHTM 516 - Quantitative Market Research	3
Elective Courses: 12 Hours (Select 4)	
RHTM 510 - Strategic Planning in Retail, Hospitality, and Tourism Management	3
RHTM 512 - Entrepreneurship & Small Business Management in Retail, Hospitality, and Tourism	3
RHTM 570 - Executive Leadership in Retail, Hospitality, and Tourism	3
RHTM 584 - International Study Tour in Retail, Hospitality, and Tourism Management	3
HTM 560 - Advanced Hospitality Analytics	3
HTM 584 - Critical Sustainable Tourism	3
RHTM 591 - Industry Experience in Retail, Hospitality, and Tourism	3
Additional Requirements: 6 Hours	
RHTM 500 - Thesis	6

3. Provide program-specific goals (objectives) and specific student learning outcomes for the program.

Program-specific goals for the MS in Retail, Hospitality, and Tourism Management program are to:

- Provide advanced education that equips professionals with the knowledge, skills, and competencies necessary to excel and lead in the retail, hospitality, and tourism sectors;
- Provide a high-quality, fully online asynchronous learning experience that allows students to balance academic pursuits with professional and personal commitments, encouraging lifelong learning and career development;
- Leverage the department's industry connections and expertise in graduate education to

- prepare students for enhanced career prospects; and
- Develop an outstanding program to support the current and future needs of the retail, hospitality, and tourism industries in Tennessee, the United States, and global society.

Student learning outcomes for the program are that students will be able to:

- Critically assess current trends and challenges in retail, hospitality, and tourism management;
- Develop comprehensive experience design strategies across multiple channels by effectively utilizing customer analytics and feedback;
- Utilize advanced analytical and critical thinking skills to address complex, real-world challenges encountered within the fields of retail, hospitality, and tourism management; and
- Demonstrate proficiency in effectively communicating project ideas, methodologies, and results through written and oral presentations.

4. Describe how the student learning outcomes for the program will be assessed.

The proposed MS in Retail, Hospitality, and Tourism Management program will be assessed in line with the institution's assessment cycle. The department will regularly prepare a program report for submission to Institutional Effectiveness, which details assessment methods and results, as well as any actions taken in response to result trends.

Data will be collected in five required courses at the end of each academic year:

- RHTM 515 The Changing Landscape in Retail, Hospitality, and Tourism
- RHTM 525 Customer Experience Management
- RHTM 504 Qualitative Market Research
- RHTM 516 Quantitative Market Research
- RHTM 592 Industry Research Project in Retail Hospitality and Tourism or RHTM 500 Thesis

The department expect at least 80% of students to achieve a mean score of 80% for each student learning outcome assessments. Rubrics for evaluating student learning outcomes are attached in Appendix C.

5. Provide course descriptions for all courses in the proposed program. Do not provide syllabi or catalogs (though course description excerpts from a catalog are acceptable).

Course Prefix, #, and Title	Course Catalog Description
Prerequisite Course(s) (If no Retail, Hospitality, and Tourism Management Background)	
HTM 102 - Introduction to Tourism and Travel	The class is a complete overview of the hospitality and travel industry. It will focus on the scope and pervasiveness of all facets of hospitality and tourism, and financial impacts.
RMM 210 - Introduction to Retail Management	Development and overview of retailing, related businesses and industries, and the activities involved in the delivery of goods and services to the consumer.
Core Classes	

RHTM 515 - The Changing Landscape in Retail, Hospitality, and Tourism	This course will guide students through exploring the current issues and trends pertinent to the field of retail, hospitality, and tourism management. Specific topics include trend analysis, diversity, equity, and inclusion, sustainable business management, and sustainable consumer behaviors.
RHTM 525 - Customer Experience Management	This course aims to provide students with a comprehensive understanding of the principles, strategies, and technologies involved in creating exceptional consumer experiences across various stages of the customer journey. Through theoretical insights, practical assignments, and real-world case studies, students will develop the skills and knowledge necessary to design, implement, and manage customer-centric strategies that drive business success and foster lasting customer relationships.
RHTM 504 - Qualitative Market Research	This course introduces students to qualitative research methods for social science inquiry and market research. Students will be introduced to a basic set of qualitative research tools including in-depth interviews, focus groups, and creative elicitation techniques. Students will also engage in preliminary analytical practices, including coding and thematic analysis, which will culminate in a mini-qualitative project report. While the course has a specific focus on retail, hospitality and tourism management, its premises are highly transferable across the social sciences.
RHTM 516 - Quantitative Market Research	This course is designed to equip students with an understanding of the key concepts and methods of consumer market research, and help students apply the knowledge and skill they gained to solve real-life retail problems.
Elective Courses	
RHTM 510 - Strategic Planning in Retail, Hospitality, and Tourism Management	Retail, hospitality, and tourism management from a strategic planning perspective. Development and implementation of retail strategy from financial, operational, and customer orientation.
RHTM 512 - Entrepreneurship & Small Business Management in Retail, Hospitality, and Tourism	Concepts of entrepreneurship within single ownership and other retail and hospitality business organizations, development of a business plan, management of small businesses, including current issues and problems.
RHTM 570 - Executive Leadership in Retail, Hospitality, and Tourism	This executive leadership course is designed to inspire business leaders and prospective leaders to expand their curiosity and leadership traits to their optimal levels. This inspirational leadership philosophy will incite leaders to seek excellence in all aspects of their leadership pursuits. Individuals will learn to become effective leaders in their personal and professional lives. This transformational learning experience will provide entry-level, mid-level, and executive-level managers with concepts, theories, and practical data and anecdotes to enhance their leadership prowess.

RHTM 584 - International Study Tour in Retail, Hospitality, and Tourism Management	This is a group study tour involving academic research and field investigation. Through this study tour, students will undertake an individual original research project that analyzed international consumption patterns and retailing and hospitality systems in a rapidly changing global market. In this course, students will make cross-cultural comparisons between international consumer markets and understand importing and exporting systems and procedures regarding retailing consumer products and hospitality services.
HTM 560 - Advanced Hospitality Analytics	This course delves into the fundamental principles of financial accounting and their application within the hospitality industry. Through a comprehensive exploration of financial statements, accounting cycles, and advanced analysis techniques, students will develop the skills necessary to make informed financial decisions in the hospitality sector.
HTM 584 - Critical Sustainable Tourism	Explores the historic and current socio-cultural impacts of tourism on the environment, community, and government. Understand the complexities of tourism relationships from the host community and tourist perspective. Explain how tourism influences culture, communities, and societies through forces of racial/ethnic identity, class, gender, sex tourism, and the politicization of tourism. Identifying the power dynamics within tourism planning and development of a tourism destination. Emphasis on the study of both historic and current socio-cultural impacts of tourism on family, community, culture, government, and the environment, as well as other current issues.
Additional Requirements	
RHTM 500 - Thesis	This course gives students an opportunity to develop and defend a thesis under the supervision of a faculty member in the field of retail, hospitality, and tourism management. Students will carry out a research project on a topic of their interest using critical thinking and analytical skills. Students will present the thesis both in a written form and verbally.
RHTM 591 - Industry Experience in Retail, Hospitality, and Tourism	Supervised education experiences in a selected company in retail, hospitality, and tourism management.
RHTM 592 - Industry Research Project in Retail, Hospitality, and Tourism	Application of analytics skills to solve business issues identified in real-world settings in retail, hospitality, and tourism areas to develop professional presentations, both written and oral.

6. Describe admissions and graduation requirements for the program.

The Master Program Admission Committee in the department of Retail, Hospitality, and Tourism Management discusses and votes on each applicant's application for admission. Admission recommendations are forwarded to the Director of Graduate Studies and then to the Graduate School for final action. Aligning with UT Graduate School admission requirements (Appendix D), applicants

to the proposed program must meet the following requirements for admission:

- Applicants must have obtained a bachelor's degree from a college or university accredited by the appropriate regional accrediting agency, recognized by the Council for Higher Education Accreditation (CHEA). A non-U.S. degree must be equivalent to a bachelor's degree from the United States and must be granted by a recognized or accredited foreign institution.
- United States degree holders must have earned a minimum of 2.7 out of a possible 4.0 or a minimum of 3.0 during the senior year of undergraduate study. If you have completed previous graduate coursework, you must have earned a minimum of 3.0 out of a possible 4.0.
- Applicants with non-U.S. degrees must have earned a minimum of 3.0 on a 4.0 scale or other equivalent to a 'B' average. If you have completed previous graduate coursework, you must have earned a minimum of 3.3 out of a possible 4.0 or other equivalent to a 'B+' average.
- If English is not an official language in the applicant's country of citizenship, nor is English the primary language of instruction at the institution where the applicant received an undergraduate, English certification will be needed. The minimum score is 80 for the Test of English as a Foreign Language (TOEFL) and 6.5 for the International English Language Testing System (IELTS).
- Domestic applicants may apply up to two weeks before the beginning of the desired entry term.
- All international applicants must follow the deadlines below. (Note: International students will not be eligible for an F visa.)
 - Term: Fall. Online submission: February 1. File Completion: May 15.
 - Term: Spring. Online submission: June 15. File Completion: Oct 1.

Program-specific requirements for admission to the MS in Retail, Hospitality, and Tourism Management degree program:

- Hold an undergraduate degree in retail, hospitality, tourism, or event management-related areas from an accredited institution. Or has worked in retail, hospitality, tourism, or event management-related industries. Applications with no related educational or industry experiences will be reviewed on an individual basis. They may be required to complete additional coursework such as HTM 102 Introduction to Tourism and Travel or RMM 210 Introduction to Retail Management.
- Reporting of GRE or GMAT scores is not required but recommended. We will not establish a minimum score required for admissions purposes but use such scores as a reference for the reviewing process.

Current UT Knoxville undergraduate students applying for the 4+1 accelerated program must adhere to the policies for "Seniors Requesting Graduate Credit" (Appendix E).

To be eligible for graduation from the MS in Retail, Hospitality, and Tourism Management degree program, students must:

- Complete the curriculum plan per UTK Graduate School policies
- Have a 3.00 graduate cumulative GPA

7. Provide the planned method(s) of delivery, as defined in policy, of the program.

The MS in Retail, Hospitality, and Tourism Management will be offered asynchronously fully online. UT Knoxville was approved to offer programs via distance learning on February 12, 1998.

8. Provide the planned location(s) at which the program will be delivered, i.e., on-campus and/or at specific off-campus instructional site(s). (Providing this information does not replace submitting a notification or prospectus for approval, if necessary, of an off-campus instructional site as required by policy.)

The MS in Retail, Hospitality, and Tourism Management degree program will be offered fully online. The faculty and administrative staff have their office and workspace on the Knoxville main campus.

9. Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the Principles of Accreditation.

The degree program will have 30 credit hours supplied by ten 3-credit courses over four terms. For classes that are taught online in a traditional lecture-based format over the course of a semester with 14 weeks of instruction, one credit represents 50 minutes per week of direct faculty instruction in a face-to-face classroom setting and a minimum of 100 minutes per week, outside the classroom setting, during which a student engages actively with the course content. Each class will provide at least 700 lecture hours of instruction per credit hour, per the institution's credit hour definition.

10. Describe administrative oversight to ensure the quality of the program.

Dr. Junehee Kwon, Professor and the Department Head, received her PhD from Iowa State University in 1999 and served as graduate program director in the Department of Hospitality Management at Kansas State University. She joined UT Knoxville in 2022 and has coordinated the assessment for the doctoral program.

Dr. Hongping Zhang, Clinical Assistant Professor in the department, received her PhD from the University of Florida in 2020 and has worked at UT Knoxville since 2020. Dr. Zhang will serve as the program director for the proposed degree program and will collect the information for the assessment of the program.

11. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.

While the courses for the MS in Retail, Hospitality, and Tourism Management degree program are offered over seven weeks, the total workload in terms of active engagement hours remains consistent at 35 hours per credit. This condensed format allows prospective students (i.e., industry professionals) to concentrate on fewer subjects each week, enhancing their focus and learning experience. Each student will complete an independent research project so that faculty can examine their level of knowledge and analytical skills comprehensively as a master-level student.

12. Provide Common Content B – Faculty Qualifications, relative to the proposed change.

- 1. Provide a completed Faculty Roster Form to include faculty members scheduled to teach in the proposed substantive change (program, site, arrangement, etc.). Follow the Faculty Roster Form Instructions which require the institution to demonstrate the qualifications of each faculty member to teach the courses assigned (refer to Standard 6.2a (faculty qualifications) of the Principles of Accreditation). Use the standard Faculty Roster Form and instructions; do not create a new form or format:**
 - a. Faculty Roster Form [DOCX]**
 - b. Faculty Roster Form Instruction [PDF]**
- 2. Include on the Faculty Roster Form all faculty members for the courses to be taught; do not include historical teaching assignments unless they are also to be taught in the proposed change.**
 - a. For a program: list the faculty members for all courses in the curriculum; exclude general education courses, if applicable, unless the general education curriculum is the substantive change being submitted for review.**
 - b. For an off-campus instructional site: list the faculty members for all courses to be taught at the site for the first 12 months of operation.**

The Faculty Roster Form for the program can be found in Appendix F.

- 3. Do not submit faculty curricula vitae or transcripts.**
- 4. Referring to Standard 6.2a (faculty qualifications):**
 - a. For a program: demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and/or teach in the program.**
 - b. For a site: demonstrate the institution has at least one faculty member qualified in the discipline to teach at the site.**

The Faculty Roster Form provided in Appendix F includes faculty who will be teaching the courses listed as part of the program curriculum. As demonstrated, there are several faculty members qualified in the discipline teaching in the program. Eight full-time faculty members in the department are planning to offer courses for the new program. Three additional faculty members who hold a PhD in a related discipline will also be available to support teaching program and guide student research.

All faculty teaching in the program have earned terminal degrees in a related field of study, have demonstrable expertise for the instruction of course content, and have been appointed by the institution as faculty with status as a tenure-track professor, associate professor, assistant professor, or non-tenure track adjunct or lecturer.

- 5. Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the proposed change. In addition to at least one faculty member qualified in the discipline, include any to-be-hired faculty members, if applicable, on the Faculty Roster Form (e.g., “To-be-hired #1,” “To-be-hired #2,” etc.) with the expected qualifications for teaching the courses assigned. Describe the impact on faculty workload of the proposed change.**

Eight full-time faculty members in the department are planning to offer courses for the MS in Retail, Hospitality, and Tourism Management. The department has three full-time faculty members who hold doctoral degrees and can develop new courses or supplement with teaching if needed. Two additional faculty will be hired starting in fall 2026 (search in progress). Everyone can also guide students' research projects (RHTM 592) or master's theses (RHTM 500). Hence, the number of full-time faculty members will be adequate to support the proposed change.

A current faculty member in the department will assume responsibilities as the Graduate Program Director, who will manage the program, including recruiting, advising, and organizing the program throughout the year. The annual cost for the Online Master's Program Director (OMPD) will be \$4,000 as a yearly stipend. In addition, the OMPD will be given a summer salary equivalent to one month of base salary to cover administrative activities during summer.

At least nine courses will be developed to support the program in the early years. The faculty will continue developing new courses as enrollment and program capacity increase. A grant from UT Knoxville's Digital Learning unit has been secured in the summer of 2024 (\$20,000) to develop the first four courses. Additional opportunities will be pursued to compensate instructional faculty for developing quality courses. We also secured \$25,000 to develop five additional courses prior to offering the degree program in fall 2026.

6. **For a graduate program,**
 - a. **demonstrate scholarship and research capability of faculty members teaching in the program and**
 - b. **if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).**

Dr. Stefanie Benjamin is the Co-Director of Tourism RESET, Co-Founder of CODE (Collaborating on Dialogue & Equity), and Associate Professor at UT Knoxville. Her research seeks to challenge existing paradigms and traditional perspectives, offering fresh insights and transformative perspectives to the tourism field. With an extensive publication record, she has published numerous academic journal articles amplifying counter-narratives and disseminating this research within popular press pieces inclusive of *AFAR Travel Magazine*, *The Conversation*, and *Conde Nast Traveler*. She won the 2018 Travel and Tourism Research Association Best Research Paper and has participated in projects supported by \$424,466 in grant funding.

Dr. Jason Carpenter is an Assistant Professor of Practice and has published numerous articles examining consumer demographics and shopping behaviors. In 2009 he received the Emerald Literati Highly Commended Paper Award for a paper titled "Intergenerational perceptions of market cues among US apparel consumers" published in the *Journal of Fashion Marketing & Management*.

Dr. Michelle Childs' primary research interests are brand extension, brand collaboration, and international retailing. She has conducted research on various brand extension strategies of fashion apparel brands and its impact on brand image. This includes brand collaborations such as brand and retailer collaborations and brand and cause collaborations and its impact on brand image. She also examines topics related to international retailing, such as economical and psychological factors that impact internationalization strategies. She has published extensively in discipline-specific journals and has received over \$500,000 in research grants since 2021.

Dr. Sejin Ha's primary research interests lie in retail technology, service management, and consumer behavior in association with a variety of retail and service marketing contexts. Her current research focuses on topics including consumer adoption and use of technology-driven consumption environments (e- and m-commerce) for goods and services shopping, consumer identity and its role in consumer decision-making and buying behavior, and socially responsible consumer behavior. Out of a total of 55 publications, 30 have been published in journals with SSCI and SCI science citations at the time of publication.

Dr. Youn-Kyung Kim's research focuses on consumer experiences in the contexts of branding, sustainable consumption, digital and social media consumption, cultural and ethnic influences, and tourist shopping. She has published extensively in discipline-specific journals.

Dr. Junehee Kwon is a professor and the Department Head for Retail, Hospitality, and Tourism Management in the College of Education, Health, and Human Sciences at the institution. Dr. Kwon was a professor and graduate program director in the Department of Hospitality Management at Kansas State University and an assistant/associate professor and the director of the didactic program in dietetics in the Department of Nutrition and Food Sciences at Texas Woman's University. She earned a bachelor's degree in Food Science and Human Nutrition in 1991 from Seoul National University, Korea, and master's and PhD degrees in Hotel, Restaurant, and Institution Management from Iowa State University in 1995 and 1999, respectively. Before joining academia, she worked as an administrative dietitian (foodservice management) for an acute care hospital in Seoul, Korea, assistant manager at an Iowa State University residence hall, and night and weekend manager for the Iowa State Memorial Union. She has taught courses including principles of food production management, cost controls in hospitality operations, financial management, advanced hospitality strategic management, and grantsmanship and publication. Dr. Kwon researched various food and beverage management topics, including food safety, food allergy, sustainability, food security, and consumer behaviors, and published over 50 articles in multiple journals. She is passionate about mentoring graduate students and faculty for research and grantsmanship, and she and her team have received federal and private grants totaling over \$5.2 million. Dr. Kwon's previously funded projects include developing food safety training for foodservice staff, volunteers at faith-based organizations, and consumers; developing a food allergy curriculum for hospitality management and dietetics programs; and evaluating school foodservice reimbursement procedures.

Dr. Kai-Sean Lee is an assistant professor who previously pursued a career in pastry, culinary, and specialty coffee. His research interests lie in the intersection among aesthetics, gastronomy, and culinary narratives. Known primarily as a qualitative methodologist, Dr. Lee specializes in interpretivist and impressionist qualitative methodologies including autoethnography, narrative inquiries, conceptual inquiry, and non-positivist research designs. He has published extensively in discipline-specific journals.

Dr. Heejin Lim's primary research interest is consumer behavior in the computer-mediated environment. She studies consumer behavior and consumer culture to understand who we are and how the marketplace and its offerings can influence the quality of our lives. Her current research involves information processing and consumer-brand relationships through digital space (e.g., social media platforms), consumption communities, and the consumer movement. She has published extensively in discipline-specific journals and has received over \$650,000 in research

grants since 2021.

Dr. Swechchha Subedi is an Assistant Professor who studies the impact of crisis on hospitality industries and has produced publications on the COVID-19 pandemic's effects on hotel performance, as well as an industry report for the Department of Commerce's Economic Development Administration (EDA). She has received over \$200,000 in research grants.

Dr. James Williams' primary research interests are leadership, soft skills, youth sports impact on leadership, and traits of hospitality business leaders. He has conducted qualitative and quantitative research exploring the impact of youth sports experiences on transformational leadership, soft skills, and decision-making in high-pressure situations. Dr. Williams has over 15 years of leadership experiences in manufacturing, sales, military (medical), education (public and higher education), professional acting and football, banking, motivational speaking and training business leaders, and as an entrepreneur (UnmaskYTP LLC). He has published extensively in discipline-specific journals.

Dr. Hongping Zhang's research centers around the nexus of transformative experiences and tourist memory. Currently, she focuses on their manifestation within education abroad, encompassing short-term study abroad programs, international internships, and international students. Dr. Zhang examines how experiences gained through travel and learning abroad contribute to the development of sustainable behavior, global citizenship, intercultural competency, and identity formation. She uses mixed methods and specializes in grounded theory. Her research interests stem from her work and personal experiences. In the summer of 2017-2019, she co-led study abroad programs to Australia and Fiji. She worked at Yellowstone National Park through the Work & Travel USA program. Additionally, she has published many articles in discipline-specific journals and received \$750,000 in research grants since 2024.

13. Provide Common Content C – Resource, relative to the proposed change.

Library and Learning/Information Resources

- 1. List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.).**

No new library resources will be needed to serve the MS in Retail, Hospitality, and Tourism Management students. UT Libraries offer a broad collection of resources that support students' learning and course activities. The library has subject librarians and specialists. Sarah McCarter is currently the librarian who supports research in the discipline. The library curated resources specifically for Hospitality and Tourism as well as Retail-related topics including:

- Popular Hospitality & Tourism Resources and Popular News Sources (Appendix G)
- Popular Hospitality & Tourism Journals and Research Databases (Appendix H)
- Hospitality & Tourism Government Agencies & Trade Associations (Appendix I)
- Consumer Lifestyles & Attitudes (Appendix J)

- Consumer Demographics & Expenditures (Appendix K)
- Entrepreneurship & Small Business (Appendix L)

2. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.

Students are able to utilize OneSearch to search journals by category on the UT Libraries website. UT Libraries offer students and faculty access to a wide range of discipline-specific refereed journals. Top-tier journals in each discipline that are often utilized include:

- Retail: *Journal of Retailing*, *Journal of Retailing and Consumer Services*, *International Journal of Retail and Distribution Management*
- Hospitality: *International Journal of Hospitality Management*, *Journal of Hospitality and Tourism Research*, *International Journal of Contemporary Hospitality Management*
- Tourism: *Tourism Management*, *Journal of Travel Research*, *Annals of Tourism Research*

Further, OneSearch provides students with access to e-journals available through BrowZine. Students may also utilize Resource Sharing to borrow materials not available at UT Libraries.

3. Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning/information resources.

All library resources identified in previous responses are made available online to students in the MS program with a valid NetID and password. Distance education students are also supported by software provided by the Office of Innovative Technologies (OIT). Software available through OIT, and likely to be used by a student in this program includes the Microsoft Office suite and Statistical Package for the Social Sciences (SPSS) and NVivo for qualitative data analysis.

4. Describe how students are made aware of library and learning/information resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.

Library resources and other online resources such as LinkedIn Learning and how to access these resources will be introduced during a program orientation. A subject librarian will provide more information on the services and resources available at UT Libraries. Library resources and other learning resources used in each course specifically will also be introduced by the instructors. Such information is commonly posted on the course syllabi and Canvas site.

5. Describe resources to support students in access to and use of library and learning/information resources.

As described above, students will access the library and other learning resources digitally. The resources will be introduced at the graduate school orientation, department orientation, and

through each course by the instructors. Students are provided with access to library guides and a specialized librarian who can guide students on accessing library materials and information sources. Further, students have access to UT Libraries digital databases and AskUsNow, where they can chat with a librarian or get information on how to otherwise connect with a librarian. They can also request materials through Resource Sharing.

Student Support Services

- 1. Describe specific programs, services, and activities which will support students enrolled in the new program and / or enrolled at a new off-campus site /additional location and / or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change.**

Academic and student support activities, programs, and services at UT Knoxville are offered in both a centralized and decentralized format. Decentralized support varies and is provided at the college, department, and program level. Centralized support is provided by a variety of offices including the Division of Enrollment Management, Division of Student Life, Division of Access & Engagement, Athletics, the Office of Research, Innovation, & Economic Development (ORIED) and the Office of the Provost.

Advising will be provided internally by the department of Retail, Hospitality, and Tourism Management. The Master Program Director offers academic advising for the master's students such as course selection and internship. Graduate faculty will work with students one-on-one to direct their research projects. The Graduate Administrative Assistant offers administrative aid such as admission documents and class registration.

UT Knoxville Student Disability Services (SDS) is committed to partnering with the UT Knoxville community to ensure an accessible university experience for students with disabilities by removing or minimizing barriers. SDS engages in disability education, advances the concepts of universal design, and promotes disability as a component of diversity to increase inclusion on campus.

The Division of Student Success at UT Knoxville works to engage and maximize each scholar's academic experience by supporting their unique strengths and understanding how these strengths contribute to their academic dreams, career paths, and personal well-being.

The Center for Career Development & Academic Exploration empowers scholars to create and achieve career goals by providing comprehensive career education. Bukky Abdul, Senior Career Coach, specializes in career development in Arts, Architecture, Communications, Media, Retail, Hospitality, and Sport Management is also on the department's advisory board and works closely with faculty and students.

The Graduate and Professional Student Professional Development organization is a cross-campus initiative to empower students to pursue their own career pathway, help students develop a flexible view of career options, assist in the building of mentoring networks, advocate for graduate professional development among the campus community, and provide access to tools and training to strengthen skills in teaching, research and career.

Physical Resources

1. Describe the adequacy of physical facilities which will support the change.

The proposed program is a 100% online program. Therefore, there is no need for equipment other than what is now available for faculty to use when establishing their online classes. Once developed, faculty may teach using only their computers. No classroom or computer facilities are needed for off-campus, 100% online students. The Department of Retail, Hospitality, and Tourism Management is housed in the Jessie Harris Building (JHB), which houses administrative offices and all graduate faculty and staff.

In addition to OIT and UT Libraries, UT Digital Learning provides the facilities needed and technicians to support online course design and video production. UT Digital Learning has Instructional Designers who help faculty design engaging, effective, and inclusive learning experiences online. UT Digital Learning also has Video Production Specialists to assist faculty with video production technology to make the course videos look professional and high quality.

The Culinary Institute and Creamery (CIC), formerly the UT Visitors Center, houses the UT Culinary Institute and UT Creamery. The building has classrooms, conference rooms, and a kitchen providing both culinary art education and event space. The facility allows students hands-on experiences with food service through courses and other opportunities, including Ready for the World Café and Food4Vols (a food recovery/repurposing program). The UT Creamery offers premium ice cream and a selection of UT Creamery and Rocky Top-themed merchandise. Student experiences include modern ice cream production methods, manufacturing, logistics, product development, retail business management and analytics, marketing, merchandising, event planning, customer service, and direct-to-customer sales.

2. Describe equipment which will be available for a new program or available at a new site.

The department has numerous technology-enhanced classrooms, conference rooms, and student meeting spaces. Each faculty member is provided with a new laptop every five years, which is sufficient for teaching fully online. For professional online course production, we will also use the equipment such as multimedia studios provided by Digital Learning.

Digital Learning offers multimedia studios, including but not limited to lecture recording studios, a media studio, lightboard studios, drone videography, 360° video capture, and motion design. The lecture recording studios have professional lighting, two to three camera angles, and direct connections to the campus Panopto recording platform. It produces better sound and picture quality than recording in a faculty's home or office. The Online Learning Media Studio includes a 1,200-square-foot production studio with cinema-quality lighting and a professional cyclorama. The video team can support every step of video production, from storyboarding to final production, and can also support on-location filming when necessary. The Online Learning Media Studio team has experience working on everything from live events with the Nashville Predators to projects for Food Network, Travel Channel, & Knoxville-headquartered HGTV. This space can be used to record interviews with industry leaders for the proposed curriculum.

3. Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

The proposed program is offered 100% online. All facilities, equipment, and services that are needed for the new course and program development are available through Digital Learning. Faculty members are aware and have been using the available facilities and equipment at UT Knoxville. The Retail, Hospitality, and Tourism Management department has adequate space for faculty and staff; so no new facilities or equipment is required for the proposed program.

Financial Resources

1. Describe in narrative the financial resources needed to initiate and provide on-going support of the proposed change.

To implement the proposed change, \$74,903 is required for the planning year (\$46,000 one-time expenditures + \$28,903 recurring expenditures) and \$58,260 is allocated for salaries, marketing, and travel in Year 1. Department leadership will seek grant funds to compensate instructional staff who develop new courses beyond their assigned workload.

Based on current administrative staff salaries in the department (~\$50,000, \$25,000 [50% FTE], and \$12,500 [25% FTE]) are estimated. During the planning year, the department will utilize the Career Gateway System to supplement 10 hours a week (25% FTE) for 6 months without benefit calculations. Once the program is launched (fall 2026), the 50% FTE staff compensation will include appropriate benefits, according to the fringe benefit rate for staff, 41.51%. The department will hire either part-time staff specifically for the program or full-time staff with additional administrative duties (50%) and administrative support for the program. After Year 1, an incremental 3% increase in staff salary is included.

The program is anticipated to spend \$8,000 each year on marketing and no anticipated additional spending on facilities. To promote the program, we plan to spend \$3,000 per year traveling throughout Tennessee and surrounding states to attend professional association conferences and rent booths. As we anticipate inflation to these expenses, the travel budget is increased by \$500 every two years.

2. Provide a budget for the first year of the proposed change.

Projected One-Time Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff	\$45,000					
Non-Instructional Staff						
Graduate Assistants						
Accreditation						
Consultants	\$1,000					
Equipment						
Information Technology						
Library resources						
Marketing						
Facilities						
Travel						
Other						
Total One-Time Expenditures	\$46,000	\$0	\$0	\$0	\$0	\$0
Projected Recurring Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Instructional Staff	\$11,653	\$11,883	\$12,671	\$12,931	\$120,619	\$124,118
Non-Instructional Staff	\$6,250	\$35,378	\$36,439	\$37,532	\$38,658	\$39,818
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Accreditation	\$0	\$0	\$0	\$0	\$0	\$0
Consultants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Information Technology	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0
Marketing	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Travel	\$3,000	\$3,000	\$3,500	\$3,500	\$4,000	\$4,000
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Recurring Expenditures	\$28,903	\$58,260	\$60,610	\$61,963	\$171,277	\$175,936
Grand Total (One-Time and Recurring)	\$74,903	\$58,260	\$60,610	\$61,963	\$171,277	\$175,936

3. Include in the budget resources to be directed to institutions or organizations for contractual or support services for the proposed change.

N/A, as all support or contractual services are already in place for the MS in Retail, Hospitality, and Tourism Management degree program.

4. Include projected revenues and expenditures and cash flow for the proposed change.

Projected Revenue						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Tuition	\$0	\$229,500	\$367,200	\$436,050	\$466,650	\$515,100
Grants	\$45,000	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$45,000	\$229,500	\$367,200	\$436,050	\$466,650	\$515,100

The tuition allocated to the department is projected to grow from \$229,500 in Year 1 to \$515,100

by Year 5 (See Table 3). The projection was based on the following assumptions: (1) 2-year students will take 18 credits in their first year and 12 credits in their second year; (2) 4+1 accelerated program students will take 24 credits and complete the program in one year; (3) in-state tuition (\$425 per credit) is used for the prediction to counter attrition and credit awarding.

Table 3 – Projected Tuition Revenue by Academic Year

Academic Year	Incoming 2-year Students	Fall and Spring 18 Credits	Continuing 2-year Students	Fall 12 Credits	4+1 Students	4+1 24 Credits	Total Annual Tuition
2026-27	30	\$229,500	0	\$0	0	\$0	\$229,500
2027-28	30	\$229,500	27	\$137,700	0	\$0	\$367,200
2028-29	35	\$267,750	27	\$137,700	3	\$30,600	\$436,050
2029-30	35	\$267,750	31	\$158,100	4	\$40,800	\$466,650
2030-31	40	\$306,000	31	\$158,100	5	\$51,000	\$515,100

UT Digital Learning will provide course development funding (\$5,000 per course). Nine new courses will involve heavy video production and online setup, requiring course development funding. UT Digital Learning anticipates providing \$45,000 to support course development and production. In summer 2024, the department received \$20,000 from Digital Learning to develop four online courses. The department received additional funding to develop five courses in 2025, to be fully prepared for offering the program in fall 2026.

5. Include a contingency plan should expected revenue does not materialize or should costs exceed estimates.

The program needs to recruit five students each year to reach the breakeven point, which is quite attainable. Therefore, the department does not anticipate a revenue shortfall. If it fails to achieve expected enrollments, the department will re-evaluate and adjust its marketing strategy. If at any point costs per student exceed expectations, spending will be modified, as appropriate.

14. Provide Common Content D – Institutional Evaluation and Assessment Processes, relative to the proposed change.

1. Provide a brief description of institutional assessment processes.

Student learning outcomes for the MS in Retail, Hospitality, and Tourism Management are included in the annual program assessment process. Data are collected and reported annually, then analyzed by department faculty and reported formally every three years. The analysis and reporting requirements are focused on seeking improvement in student learning.

Student assessment of all academic courses and instructors is accomplished through the use of online end of course evaluations. Course evaluations address topics such as quality of instruction, adequacy of facilities, adequacy of library resources, technology, and faculty availability (outside of class time). The evaluation instrument is the same for all locations and methods of delivery. Course evaluation results are also shared with the administration.

2. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

The institution's annual program assessment of student learning outcomes is coordinated through Institutional Effectiveness, where staff members work with program faculty to develop appropriate outcomes, assessment methods. They then are available to help faculty members interpret results for continued program improvement. The institution, through the Assessment Steering Committee, utilizes faculty members to assist in conducting an annual meta-assessment review and prepares a summary report, which is shared with faculty and the administration.