Getting In
Tips for Students Applying to Graduate School
This guide was developed to answer the questions most frequently asked by prospective graduate students. It is meant to acquaint you with the importance of a graduate education, the nature of the graduate school experience, the application process, and to suggest options for financing your graduate education.

Knowing what to expect can help prepare you to get the most value for your graduate degree.
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What Is Graduate School?
Graduate schools award advanced academic degrees with the general requirement that students have earned an undergraduate (bachelor’s) degree.

Graduate schools offer academic degrees such as master’s and doctoral degrees, allowing you to specialize within a field. Degrees are offered in, but are not limited to, the fields of agriculture, business, engineering, geology, music, political science, psychology, public health, social work, and sociology. While often expanding on your undergraduate education, a graduate education can be tailored to your current goals.

How Long Do Graduate Programs Take to Complete?
A master’s degree will take you approximately two to three years to complete. The program entails coursework and exams, internship or other applied experience. Some programs require a written thesis, others offer an option between a thesis, team project and presentation, or comprehensive exam.

Dual degrees generally take three years to complete. For example, a dual degree in social work and law at Washington University in St. Louis takes about four years to complete. You will spend three semesters earning 48 credit hours in the social work program at Washington University’s Brown School, and five semesters earning 76 credit hours in the School of Law.

A dual degree in social work and public health at the Brown School generally takes about three years to complete. Many courses, particularly electives and practicum experiences, will count towards both degrees.

A doctoral degree is a more advanced degree. A PhD could take four to eight years to complete. PhD programs entail two to three years of coursework and a dissertation.

What Should I Expect in Graduate School?
Professors who teach graduate-level courses assume that you have been prepared for graduate school during your undergraduate program or from your internships and professional experiences.

Professors will expect you to:

- Write papers
- Lead discussions and participate in seminars
- Take good lecture notes
- Take part in practicum or internships
- Engage in research
- Ask questions & take initiative to get answers
- Read large quantities of material

Many students pursue a graduate degree that is entirely unrelated to their undergraduate degree.
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------ TIP ------

Many students pursue a graduate degree that is entirely unrelated to their undergraduate degree.
Is Graduate School Right for Me?

There is no easy answer to this question. The best way to start is by asking yourself, “Should I go to graduate school?” If you are not sure, then spend time doing some self-reflection and address your career goals.

You should go to graduate school if you want to:

- Add breadth and depth to your academic background.
- Specialize in a particular area of interest.
- Gain critical research techniques and writing skills.
- Position yourself for career advancement.
- Increase your earning power over time.
- Make a meaningful contribution to your field.

Reasons to reconsider a graduate degree:

- You are stalling on making a career decision.
- You are not ready to get a job.
- Everyone else is doing it.

Am I Ready for Graduate School?

- Do you welcome challenging papers and test questions?
- Can you concentrate on studies for a long period of time?
- Do you organize your time well?
- Are you prepared to live on a lower income while studying and postpone financial rewards?

Planning for Graduate Education as an Undergraduate Student

Junior Year:

- Meet with your college advisor at least once a semester.
- Establish a good GPA.
- Get help with academic setbacks.
- Start exploring financial aid resources.
- Research standardized exams needed for applications.
- Research graduate programs through the career library, Internet, or talking with graduate students or instructors.
- Secure an internship or job that is related to your interests or career goal.

Senior Year:

- Obtain fellowship applications. Be aware of application deadlines for fellowships and assistantships.
- Manage your time and create a checklist of activities and deadlines for each program to which you are applying.
- Speak with faculty members who are willing to write strong, positive letters of recommendation for you.
- Speak with the contact person in the department to which you are applying. Ask for advice on completing the application.
- Order academic transcripts as required.
- Complete required essays for each application.
- Complete your application by the deadline. Review both graduate division and department requirements.
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Graduate students have opportunities to educate others by participating in panel discussions. Amanda Blackhorse, Tawna Harrison, and Electa Hare Redcorn are seen presenting at the Schlafly Library in a Native Voices Panel Discussion.
Evaluating Programs

Graduate students have opportunities to educate others by participating in panel discussions. Amanda Blackhorse, Tawna Harrison, and Electa Hare Redcorn are seen presenting at the Schlafly Library in a Native Voices Panel Discussion.
How Do I Figure Out Which Graduate Program Is Right for Me?

→ What is the program’s reputation?
→ What are the program’s alumni doing? What type of careers do they have? What type of positions do they hold?
→ How many faculty are full time? How many courses are taught by tenure-track faculty or adjuncts faculty?
→ Does the faculty research align with your interests?
  → Are there research or teaching assistantships available?

How Can I Finance My Education?

Several types of financial assistance are available to you including:

→ Tuition fee waivers
→ Teaching and research assistantships
→ Federal and private loans
→ Scholarships (departmental, minority, etc.)
→ Fellowships
→ Full or part-time jobs

At most institutions, an assessment of financial status is performed prior to allocating funds to students for academic support. Your financial status is determined based on information provided by you on the FAFSA (Free Application for Federal Student Aid). For additional information on financial assistance programs for graduate study, contact the financial aid offices of the schools to which you are applying.

BEFORE YOU START THE APPLICATION PROCESS

☐ Make a list of what is important to you in a graduate program (focus of program, financial assistance, faculty to student ratio, research facilities, recreation opportunities, support systems, etc.)

☐ Search the Internet, databases and other resources for programs that match these interests.

☐ Set a timeline for completing each part of the application process such as writing the statement of purpose, gathering transcripts, and asking for reference letters.

☐ Study for and take any required admissions tests (GMAT, GRE). A variety of study aids are available - preparatory courses, online trainings, books, cds, free trial tests, and specialized tutoring.

☐ Develop your resume and ask a faculty member or advisor to review it. A sample resume is included in the appendix.

☐ Contact potential reference writers. Ask if they are willing to give you a good, strong, supportive reference. DO NOT leave this to the last minute.

☐ Arrange to have all transcripts sent to the appropriate schools. Most schools require sealed transcripts sent directly from undergraduate institutions.
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The Application Process

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What Does the Application Procedure Involve?

The graduate school application generally consists of your transcript, admissions test score, letters of recommendation, and your statement of purpose. Some schools also require you to do an interview.

Transcript
Your transcript is typically considered the most important of the support documents. It provides a valuable indication of your ability to succeed in a specific field of study. However, it is important to note that some graduate programs consider your professional development, leadership and volunteer experience to be as important as your grades.

Admissions Tests
A commonly used admissions test is the GRE (Graduate Record Examination). The GRE consists of the General and the Subject tests. The General Test measures verbal and quantitative reasoning, critical thinking and analytical writing skills. The Subject Tests measure knowledge of a specific academic field.

Letters of Recommendation
One of the most devastating mistakes a you can make when applying is to submit weak letters of recommendation or letters from sources that are not credible. With this in mind, select three or four persons, such as professors, advisors, or supervisors, who know you well and will communicate positively about your work habits, your academic ability, and your character.

As soon as possible, provide your references with:

→ Your plans for graduate work
→ The schools to which you are applying
→ Background information
→ Resume and/or written statement of your plans
→ Forms, requests, and guidelines for the letters
→ Stamped envelopes pre-addressed to the appropriate schools and/or individuals

Request all recommendation letters at least one month in advance of the deadline and confirm that they have been mailed. You should follow up with a thank you note.

Statement of Purpose
The statement of purpose is an essay in which you should communicate to the admissions board your educational and professional goals and background that relate to your goals and commitment to pursue a graduate degree.

In developing your statement of purpose:

→ Summarize your experiences both in and out of the classroom which have had an impact on your life and career choices.
→ Describe factors which inspired you in your decision to pursue graduate study (including research, internships, interest in teaching, etc.).
→ Relate any personal or academic hardships which may have affected your undergraduate or professional work (illness, working to put yourself through school, etc.).
→ Map out your plans for graduate work.

--- TIP --- Seek outside assistance and criticism. The more eyes that read your work and offer positive suggestions, the stronger your final product will be.

--- TIP --- Plan, write, edit, rewrite, and CAREFULLY proof your essays. Besides being well-written, your essay should offer insight to your goals and interests.
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Define your career objectives and how they relate to graduate school.

Conclude your statement by describing your reasons for applying to the particular school or program. This is your chance to communicate to the admissions board that your goals are a match for their program and that you will be an asset to their school.

Interview
Some graduate programs require the applicant to visit with the department chair or members of the faculty for a personal interview. Here are some tips for making a great impression:

- Research and enhance your knowledge of the program, university, and faculty prior to the interview.
- Prepare questions in advance.
- Dress professionally, as though for a job interview.

What if I am Returning to Graduate School After a Long Hiatus?
If you are a prospective student who is married with a family, is over the age of 35, or plans to continue to work while attending graduate school, you will have to make additional considerations when making the choice of schools to attend.

Colleges appreciate the diversity that students with more work and life experience bring to the classroom. Many admissions boards recognize that older students have proven to be particularly successful graduate students with exceptionally strong commitments to their education. Many graduate schools, particularly business schools, want people with at least 5 years of work experience.

You should distinguish your applications by sharing unique experiences and abilities through professional references, the statement of purpose, and interviews.

Professional References and Letters of Recommendation
Academic letters of recommendation may be hard to come by if you haven’t recently been in school. Whether or not you have held jobs in your area of graduate school interest, professional references and letters of recommendation can highlight your potential for success in graduate school. Transferable skills and positive attributes demonstrated on the job can greatly influence an admissions committee toward accepting you.

What if I Don’t Meet All of the School’s Requirements?
If a low GPA or admissions test score is not a true indicator of your potential, use other parts of your application to correct the false impression. Here are some ways you can accomplish this:

- Request additional letters from faculty or supervisors to stress your academic abilities and other professional attributes.
- Build your research skills.
- Seek out professional development opportunities related to your field of interest.

Skills and attributes you should include in a strong letter of recommendation are:

- Responsibility, dependability, & character
- Overcoming difficult situations
- Strong communication skills (i.e. writing, public speaking)
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- Responsibility, dependability, & character
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→ Specific management or leadership roles
→ Specific performance measures
→ Ability to function under pressure
→ Ability to work with others effectively

Statement of Purpose
A clear, well-organized statement of purpose should:
→ Outline strengths in your educational and professional background.
→ Define your educational and professional goals.
→ Explain how and why you came to set these goals.
→ Describe how the goals will fit into your family and professional life.
→ Draw from life experiences and professional experiences that are significant in your decision to return to school.

Formal Interviews
This is the venue where you really have a chance to stand out from the rest of the admissions pool. Life experiences, which the traditional undergraduate may not have had, can work to your advantage. In answering the interviewers’ questions, keep in mind and draw from experiences such as:

→ Supporting yourself in and out of school
→ Raising a family
→ Traveling to different places
→ Observing and learning from the world

How is the Application Processed?
→ Your file is created.
→ Your file is reviewed by the school when all materials have been received.

→ Your file is sent to a specific department.
→ Your application is reviewed by the department.
→ The department makes a recommendation to the admissions board regarding your admission.

Checklist of Activities
Creating checklists may be the most important step of your application process. The process of applying to graduate school can be up to two years full of requirements and deadlines, during which your checklist and calendar will be indispensable.

CALENDAR CHECKLIST

- [ ] Written application deadline
- [ ] Letter of recommendation deadline
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Graduate students often present research and team projects to fellow classmates and the community. Here, Jennifer Downs, is pictured presenting her work with Native Americans to Buder Center scholars.
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What Steps Do I Take Once I Am Accepted?

Make an informed decision about whether or not you are still considering the particular school. As a successful applicant, you will be given a set time period to notify the school as to whether or not you will be attending. This may be a difficult choice, since you may not have yet heard from a more preferred institution. Sometimes it is possible to ask a school for an extension if you’re still waiting to hear from other schools.

Once you have made your decision:

→ Immediately notify your chosen school in writing that you will be attending that particular institution.
→ Notify schools you have decided not to attend, so they can fill your space with another applicant.
→ Research the area where your school is located to find housing and employment opportunities near the campus.
→ Solidify financial aid arrangements.

What Does it Mean if I’m Put on a Wait List?

If you are “wait-listed”, the college has not yet made a decision regarding your admissions status. Sometimes, admissions boards are expecting more applications. Also, schools sometimes accept more students than they have room for with the expectation that some students will choose to attend different schools. After as many spaces as possible are filled with students from the “accepted” list, they will begin opening up spaces for the “wait-listed” students.

What Do I Do if I am Not Admitted?

If you are not admitted to graduate school, it does not mean that you are not suitable for graduate level work. The schools may have had an overwhelming number of qualified applicants. Here is what you can do if you are not admitted to graduate school.

→ Ask admissions staff members what you can do to strengthen your application.
→ Improve references, test scores, and essays.
→ Gain work experience in a related field.
→ Apply to different schools or reapply to your current choices the following year.

What are the Most Common Reasons for Non-Admission?

→ Failure to meet minimum requirements
→ Failure to complete the application process
→ Limited space in graduate department
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Cate Doe
X Portland, ME 55555
555.555.5555/doe.cate@gmail.com

EDUCATION
Bachelor of Arts Degree, Government /Spanish                   May 2006, James College

EXPERIENCE
(include work experiences and internships)
Social Services for State of Maine, Portland, ME
* Case Worker, July. 2006-Present
  • Performed intake surveys for elderly clients to determine eligibility of services
  • Assisted clients in recertification of their social services to ensure access to programs

Washington Internships for Native Students, USDA/Washington, D.C.
* Program Assistant Intern, June 2005-July 2005
  • Analyzed and catalogued comments on proposed regulations for a program to assist with writing the final draft of the regulations
  • Facilitated grant review panels for two federal grants to determine which organizations would receive funding for infrastructure improvements.

Center for Research, James College
* Research Assistant, September 2005-August 2006
  • Co-administered a survey to determine the ease of accessibility to social services in five rural communities in Maine
  • Assisted in the statistical analysis of the quantitative data to yield a general hypothesis for study
  • Compiled the qualitative data and assisted in categorizing the comments to determine themes

LEADERSHIP
Native American Student Association, James College/Anywhere, ME
* Co-chair, August-May 2004-2006
  • Co-developed and managed three fundraisers raising $5,000 for local pow wow
  • Co-organized several school-wide events to spread awareness in the college and local community about Native American culture and issues in Indian Country

James College, Anywhere, ME
* Community Advisor, August -May 2004-2006
  • Provided support for more than fifty college freshman in a residential setting
  • Planned floor events to create cohesion and to educate the freshmen on topics such as stress management and sexual health

Tribal Leadership Development Program, Location
* Housing Intern, June 2003-August 2003
  • Processed housing applications and inputted data regarding client attributes into the database
  • Interviewed potential renters for qualifications
  • Participated in tribal language classes to gain necessary conversation skills

COMMUNITY SERVICE AND CIVIC ENGAGEMENT
(include volunteer work)
* Sky, Anywhere, ME
  • Mentor, September 2006-Present
  • Tutor a Native children in academics and ribbon work once a week

* James Outdoor Club, Anywhere, ME
  • Trip Leader, August 2002-May 2006
  • Participated in numerous outdoor excursions to build community with other students
  • Lead pre-orientation trips for incoming freshmen to teach them about outdoor living skills and ecology

* Salud Major, Xalapa, Veracruz, Mexico
  • Mentor, February 2004-May 2004
  • Volunteered and mentored formerly homeless indigenous, adolescent girls on a weekly basis with school work and reading skills

PUBLICATIONS
(include any published works)

PRESENTATIONS
(include any presentations made at professional events such as conferences)

HONORS AND AWARDS
Selected James Scholar for leadership (full scholarship) 2002-2006
Selected as a recipient for the Tribal Scholarship for academics 2002-2006
Recipient of Raymond Award for Community Service, Bowdoin College, 2006
Selected to study at Universidad Veracruzana in Xalapa, Veracruz, Mexico, 2004

CERTIFICATIONS/AFFILIATIONS
Tribe’s Women Society
Wilderness First Aid
First Aid/CPR
Fluent in Spanish
Cate Doe
X Portland, ME 55555
555.555.5555/doe.cate@gmail.com

EDUCATION
Bachelor of Arts Degree, Government /Spanish                   May 2006, James College

EXPERIENCE

Social Services for State of Maine, Portland, ME
Case Worker, July, 2006-Present
• Performed intake surveys for elderly clients to determine eligibility of services
• Assisted clients in recertification of their social services to ensure access to programs

Washington Internships for Native Students, USDA/Washington, D.C.
Program Assistant Intern, June 2005-July 2005
• Analyzed and catalogued comments on proposed regulations for a program to assist with writing the final draft of the regulations
• Facilitated grant review panels for two federal grants to determine which organizations would receive funding for infrastructure improvements.

Center for Research, James College
Research Assistant, September 2005-August 2006
• Co-administered a survey to determine the ease of accessibility to social services in five rural communities in Maine
• Assisted in the statistical analysis of the quantitative data to yield a general hypothesis for study
• Compiled the qualitative data and assisted in categorizing the comments to determine themes

James College, Anywhere, ME
Community Advisor, August -May 2004-2006
• Provided support for more than fifty college freshman in a residential setting
• Planned floor events to create cohesion and to educate the freshmen on topics such as stress management and sexual health

LEADERSHIP
Native American Student Association, James College/Anywhere, ME
Co-chair, August-May 2004-2006
• Co-developed and managed three fundraisers raising $5,000 for local pow wow
• Co-organized several school-wide events to spread awareness in the college and local community about Native American culture and issues in Indian Country

James Outdoor Club, Anywhere, ME
Trip Leader, August 2002-May 2006
• Participated in numerous outdoor excursions to build community with other students
• Lead pre-orientation trips for incoming freshmen to teach them about outdoor living skills and ecology

Salud Major, Xalapa, Veracruz, Mexico
Mentor, February 2004-May 2004
• Volunteer and mentored formerly homeless indigenous, adolescent girls on a weekly basis with school work and reading skills

COMMUNITY SERVICE AND CIVIC ENGAGEMENT
(include volunteer work)

SKY, Anywhere, ME
Mentor, September 2006-Present
• Tutor a Native children in academics and ribbon work once a week

James Outdoor Club, Anywhere, ME
Mentor, August 2002-May 2006
• Participated in numerous outdoor excursions to build community with other students
• Lead pre-orientation trips for incoming freshmen to teach them about outdoor living skills and ecology

Salud Major, Xalapa, Veracruz, Mexico
Mentor, February 2004-May 2004
• Volunteer and mentored formerly homeless indigenous, adolescent girls on a weekly basis with school work and reading skills

PUBLICATIONS
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PRESENTATIONS
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CERTIFICATIONS/ AFFILIATIONS
Tribe’s Women Society
Wilderness First Aid
First Aid/CPR
Fluent in Spanish
Sample Statement of Purpose

My work, school, and research experience that I gained while earning my Bachelor of Science in psychology at CJ University has prepared me to achieve success not only in graduate school, but also in my future career as a clinical social worker with an emphasis in child welfare. I am particularly attracted to MB University due to the large number of faculty who are interested in children in the welfare system. During my undergraduate work, I was presented with the opportunity to participate in a research study about the success of children aging out of the foster care system in mainstream society. While in graduate school at MB University, I would like to continue my research on developing best practices for children aging out of the foster care system. After I graduate, I would like to work with either a county or state agency with the eventual goal of becoming a policy advocate at the national level. My research, and experience, in this area will make me an asset to your program.

My interest in children aging out of the welfare system stems from a year-long internship that I had several years ago with ABC Foster Care Agency. This opportunity led me to a full-time position as a mental health technician during my senior year. The experience that I gained from these positions demonstrated three things to me: the first is that I can effectively evaluate a large and complex social service agency; the second is that I am able to engage the children in a way that is both beneficial to the them and the agency’s goals; and the third is a greater understanding of the national, state, and county policies that affect this population. By attending MB University, I hope not only to strengthen my skill set but to also increase my passion for this particular population.

Although my grades are not poor (B average), I believe that my work and research experience better reflects my ability to contribute and excel in graduate school. Also, it is important to note that my grades improved over time. I have held professional positions that required responsibility for meeting project deadlines and adhering to agency care standards. Many times I managed my duties without supervision and maintained patient safety.

I have developed a strong work ethic along with the ability to interact well with others. I believe that these skills are necessary to become an effective social worker.

As a student at CJ University, I was involved in a number of community and campus organizations including the American Indian Student Association, Psi Chi, and the CJ Honor Society. For my junior and senior year I was vice president of the CJ Honor Society. As vice president, I helped organize events to benefit the community surrounding the university, recruited students of high academic standing to be part of the society, and, in collaboration with a local elementary school, helped to establish a peer tutoring group.

When I started CJ University, I attended the monthly colloquia hosted by Psi Chi, the national honor society of psychology. After being inducted as a sophomore, I served as chapter president of Psi Chi during my senior year. As president, I conducted and managed the affairs of the local chapter and organized monthly colloquia. My involvement in extracurricular activities provided me with the opportunity to build necessary organizational, facilitation, and leadership skills. These skills will assist me as a student at MB University and as a social worker.

I believe that my goals, skill set, and strong work ethic will help me successfully complete the social work program at MB University. My strong experiences in psychology, the foster care system, and my ability to work well with others will be beneficial to your program. Additionally, with the guidance of your excellent faculty, I will be able to cultivate my research and clinical skills.

Thank you for your time and consideration. Please let me know if I can provide any additional information.
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Graduate Program Locators & Rankings

Braintrack: College and University Directory
braintrack.com/us-colleges-by-state
This website lists all U.S. universities organized by state. It includes basic information and links to each institution.

PhDs.org
phds.org/rankings
This site allows the user to indicate the importance of a variety of factors and rank programs according to those criteria. This site also includes articles about applying to graduate school.

Gradschools.com
Gradschools.com offers many articles about graduate education and tips about the graduate admissions process. The site includes a search function for identifying graduate programs by discipline.

Diverse Issues in Higher Education
Diverseeducation.com/top100/
Diverse Issues in Higher Education ranks graduate programs in each discipline by minority student participation.

Petersons.com
Petersons.com guides you through the education planning process with its personalized resources.

US News & World Report Rankings
colleges.usnews.rankingsandreviews.com

Additional Resources

→ Lingua Franca’s Real Guide to Graduate School
→ Getting What You Came For: The Smart Student’s Guide to Earning an M.A. or a Ph.D. by Robert Peters
→ Finaid.org
→ 1-800-GRE-CALL (1-800-473-2255) or www.ets.org/gre/
→ FAFSA: Free Application for Federal Student Aid (http://www.fafsa.ed.gov/)

References


**Graduate Program Locators & Rankings**

**Braintrack: College and University Directory**
braintrack.com/us-colleges-by-state
This website lists all U.S. universities organized by state. It includes basic information and links to each institution.

**PhDs.org**
phds.org/rankings
This site allows the user to indicate the importance of a variety of factors and rank programs according to those criteria. This site also includes articles about applying to graduate school.

**Gradschools.com**
Gradschools.com offers many articles about graduate education and tips about the graduate admissions process. The site includes a search function for identifying graduate programs by discipline.

**Diverse Issues in Higher Education**
Diverseeducation.com/top100/
Diverse Issues in Higher Education ranks graduate programs in each discipline by minority student participation.

**Petersons.com**
Petersons.com guides you through the education planning process with its personalized resources.

**US News & World Report Rankings**
colleges.usnews.rankingsandreviews.com

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- Finaid.org
- 1-800-GRE-CALL (1-800-473-2255) or www.ets.org/gre/
- FAFSA: Free Application for Federal Student Aid (http://www.fafsa.ed.gov/)

**References**


