# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDA 7935</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Completion of 5 semesters</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Dissertation Proposal Seminar</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 hours</td>
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<tr>
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<td>3</td>
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<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership &amp; Human Services</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Warren C. Hope</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Summer 2010</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>GEC-B, Room 101</td>
</tr>
<tr>
<td>Office Location:</td>
<td>GEC-A, Room 305</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-599-3173, 599-3191</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:warren.hope@famu.edu">warren.hope@famu.edu</a></td>
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## Course Description

EDA 7935 Seminar: Research Proposal provides experiences to obtain competencies in all aspects of developing research proposals in education.

## Course Purpose

This course is designed to familiarize candidates with the elements of the dissertation prospectus and the dissertation. Instruction leads candidates to begin the process of becoming a researcher and to write a dissertation prospectus.

## Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

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<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday</th>
<th>Tuesday 10 am- 2 pm</th>
<th>Wednesday</th>
<th>Thursday 10 am- 2 pm</th>
<th>Friday</th>
<th>Saturday Before 8 am &amp; After 2:15 pm</th>
</tr>
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</table>
CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
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</thead>
<tbody>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
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</table>

**Academic Learning Compact**

**Standards Crosswalk**

<table>
<thead>
<tr>
<th>CF/Program Standards</th>
<th>Course Assignment</th>
<th>SAS</th>
<th>CKS</th>
<th>GLS</th>
<th>HOTS</th>
<th>APAWS</th>
<th>TAS</th>
<th>AW</th>
<th>AP</th>
<th>AG</th>
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</thead>
<tbody>
<tr>
<td>CF 4.5(S) 2. Communication, 7. Research &amp; Data Analysis, 9. Collaboration, 10. Ethics</td>
<td>Chapter 1</td>
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<td>25%</td>
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<tr>
<td>CF 4.5(S) 2. Communication, 7.</td>
<td>Chapter 3</td>
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Overall Goals of the Course

This course is designed to provide candidates with a comparative view of the exercise of leadership in diverse educational environments. Candidates will explore leadership, issues, and trends as they relate to urban, suburban, and rural school settings.

Specific Behavioral Objectives

Candidates will be able to:
1. Identify prevailing research paradigms, strategies, and techniques used in educational research.
2. Identify the key components required in a dissertation prospectus.
3. Conduct a literature review in a topical knowledge base specific to Educational Leadership.
4. Determine why and when to use certain research techniques.
5. Use the APA writing style in constructing the prospectus.
6. Construct appropriate analysis of data for a research project.
7. Select a type of research and explain why that research is most conducive to the research project.

National and State Standards Addressed in the Course

2. Communication: Demonstrate ability to communicate effectively in oral and written forms.
7. Research and Data Analysis: Demonstrate an understanding of research methodology and how to collect, analyze, interpret, and communicate results of analyses to various audiences.
9. Collaboration: Demonstrate the ability to form partnerships with individuals and various entities to accomplish goals.
10. Ethics: Demonstrate the ability to act with integrity, fairness, and honesty and in accordance with state and federal constitutional provisions and statutory standards.

Topical Outline

Dissertation Prospectus
Prospectus Abstract
Chapter 1 Introduction
Chapter 2 Review of Related Literature
Chapter 2 Methods

1. PROSPECTUS ABSTRACT - The abstract for the Prospectus is a concise overview (summary) of the research that will be conducted. The Abstract should be written in 300 words or less. Depending on the Research Approach, Quantitative, Qualitative, or Mixed, the Abstract may or may not contain all of the items listed. It is recommended that you discuss with the Major Professor the inclusion of the specific items, as some of the listed items are associated more with Quantitative or Qualitative research. Invariably, Quantitative Research uses an Instrument(s) while Qualitative research relies upon the researcher.

   1. Introduction
   2. Problem
   3. Purpose
   4. Significance
   5. Hypothesis(es) and/or Research Question(s)
   6. Methodology
      a. Type of Research
         - Statistical Test(s) [Quantitative]
Research Technique(s) [Qualitative]

b. Population
c. Sample
d. Sampling
e. Procedures
f. Setting
g. Instrument(s)

7. Data Collection
8. Data Analysis
9. Conceptual Framework

For Qualitative Research the Abstract may have narrative related to Participants, Control of Researcher Bias, and Anticipated Ethical Problems. Often in Qualitative Research the researcher is the Data Collection instrument. However, if other instruments are used then Reliability and Validity need to be established.

The Prospectus is comprised of the first three Chapters of the Dissertation, Chapter 1 Introduction, Chapter 2 Literature Review, and Chapter 3 Method

Teaching Methods

Lecture Discussion
Group Activities
Student Presentations
Computer Presentations
Cooperative Learning Groups
Demonstrations
Projects

Course Evaluation

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:

1. Chapter 1  25%  Introduction
2. Chapter 2  25%  Literature Review
3. Chapter 3  25%  Methods
4. Proposal Presentation  20%  Chapters 1-3
5. CITI Training Module  5%  At 80% Level or Above

Chapters 1, 2, and 3 are to be uploaded into TaskStream. The rubrics for these course requirements are located in TaskStream and available for candidates to review and print.

a. An Abstract,
b. A Problem statement for a research project,
c. A Purpose statement for the research project,
d. A Significance statement for the research project,
e. Research questions or Hypothesis(es) or both for the research project,
f. A thorough literature review for the research project,
g. A Methods section to include (research paradigm, sample, setting, procedures, Instrumentation (inclusive of validity and reliability statements), data collection, data analysis techniques, anticipated results),

Class Attendance: Candidates are permitted one class absence. Two class absences will result in a letter grade reduction for the course. A conference with the professors needs to be scheduled if a candidate misses more than two classes. Absence from class on an assignment’s due date is NOT an acceptable excuse for late work. Any assignment turned in after collection of the assignment at the beginning of the class on the specified due date will receive a letter grade reduction. The assigned grade may be reduced one letter grade per day late.
Candidates must meet with the professor at least twice during the semester. However, students are encouraged to meet with the professor as often as necessary for assistance. Candidates should submit a draft of their work one week in advance of the designated meeting time so that the professor has adequate time to prepare comments and suggestions.

**Reading Assignments**: Candidates will be given specific reading assignments for which they will be responsible for the content.

**Research**: A set amount of time in this course will be devoted to students in order to engage in research and writing (library visitation, online document retrieval).

**Proposal**: Candidates will submit a completed proposal for consideration in this course.

**Evaluation Criteria**

Assignments are subject to the following evaluation: The extent to which the submitted product met the details emphasized. The degree of Human, Technical, and Conceptual Understanding applied to the assignment. The Degree of Analysis, Synthesis, and Evaluation applied to the Assignment. The degree of scholarship applied to the assignment. The ability to apply APA writing style and use language.

**Outside reading and papers**: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). It is recommended that extensive reading in applicable journals be an ongoing activity.

**Oral reports**: Yes. Class Readings, written and oral reports

**Laboratory/Field Experiences**: Yes

**Grading**

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance. **Grades in the course are based on satisfactory performance on several assessment measures. Your work should always reflect a substantial investment of time and reflection. It should be of superior quality.** A final grade in this course will be based on the following assignments:

**Grading Scale**: A=90-100, B=80-89 C=70-79 D=60-69 F=Below 60

**Grading Rubric**

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word
selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Course Policies**

All assignments submitted for consideration of a grade are to be word processed and are due on the date and time specified in the syllabus or by course professor. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date and time. Plagiarism is unethical and unacceptable. Essays, papers, tests and other similar requirements must be the work of the candidate submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged. Plagiarism can be the bases for a candidate’s dismissal from the Ph. D. in Educational Leadership program. Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Candidates are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

**Advanced Level**

**Candidate’s Name:** ___________________  **Student ID:** ____________  **Program Area:** ______________

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance. (89-80%)</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance. (79-70%)</td>
<td>The candidate <strong>rarely or never and inappropriately or superficially</strong> demonstrates indicators of performance. (60-69%)</td>
<td></td>
</tr>
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</table>

**Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior** (Please use a √ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>U</th>
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<tr>
<td>(4)</td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
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</table>
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

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Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

<table>
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Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a ✓ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

<table>
<thead>
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Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.

Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. Is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. presents oneself in a professional manner both in demeanor and appearance.
   d. handles feelings appropriately (emotional management)
   e. maintains integrity and high professional standards.
   f. works in a reliable, dependable manner, utilizing initiative.
   g. seeks opportunities for professional development and actively participates in professional organizations.
   h. demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices
   a. is curious, willing to experiment with new ideas and techniques, and is receptive to change.
   b. analyzes and evaluates concepts and clinical practices.
   c. experiments, evaluates, and initiates innovative practices.
   d. demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
   e. recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
   f. is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.
   g. continually deepens knowledge of practice and student learning.
   h. understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication
   a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
   b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
   c. is willing to share information and ideas in a mutually respectful manner.
   d. utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking
   a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
   b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
   c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
   d. conducts self assessment through reflection in problem solving.

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct-Regulation 2.012 section, beginning on page 55-56.
1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar


Week 3 May 29 Chapter 1 Components/Writing
Week 4 June 5 Chapter 1 Components/Writing
Week 5 June 12 Chapter 1 Complete/Review
Week 6 June 19 Chapter 2 Components/Writing
Week 7 June 26 Chapter 2 Components/Writing
Week 8 July 3 Chapter 2 Complete/Review
Week 9    July 10    Chapter 3 Components/Writing
Week 10   July 17    Chapter 3 Components/Writing
Week 11   July 24    Chapter 3 Complete/Review
Week 12   July 31    Prospectus Presentations
Week 13   August 7   Prospectus Presentations/CITI Completed

**Note:** The tentative course calendar and elements of the syllabus are subject to change. The course Professor will in such instances provide as much advance notification as possible.

**References**


