








Razor's Edge Research Scholarship Program

Nova Southeastern University provides:

-  Standards-based instructional and leadership programs that link theory to practice with the
-  Use of data for evaluation, ethical decision-making, and intervention for the
-  Needs and accommodations for diverse students who provide
-  Reflective and ethical practice based on meaningful field and clinical experiences as part of
-  Innovative and convenient postsecondary delivery systems with a
-  Shared responsibility for quality education programs and professional advocacy with stakeholders with an
-  Emphasis on technology and best practices for dynamic learning environments

This conceptual framework is reflected in the following course syllabus:

Course Number: RAZR 1000R

Course Title: Seminar in Research Design and Implementation I

**Nova Southeastern University
Abraham S. Fischler College of Education
RAZR 1000R Syllabus**

I. COURSE NUMBER AND TITLE: RAZR 1000R Seminar in Research Design and Implementation I (3 credits)

II. INSTRUCTOR FOR THIS COURSE

Name:
Email:
Telephone:
Fax:
Office Hours: By Appointment

NSU students should contact their on-site instructor for any questions regarding this course.

PROFESSOR RESPONSIBLE FOR SYLLABUS

Name: Steven A Hecht, Ph.D.
Email address: shecht@nova.edu
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Fax: (954) 262-3906
Office: 1750 NE 167th Street, North Miami Beach, FL, 33162, Fourth Floor

Instructors are invited to contact the professor above for questions about this syllabus.

NOTE: To ensure program consistency, all sections of each course in the Abraham S. Fischler College of Education, regardless of delivery format, follow the same course requirements as listed in this syllabus that is provided by the responsible professor. Instructors may modify readings, topics, or assignments in consultation with the responsible professor listed above.

III. COURSE DESCRIPTION

This seminar course is an introduction to the core philosophical underpinnings of research across multiple disciplines. We will explore foundational concepts concerning how scientific research can be used to study the world, including demarcation, the distinction between what science is and is not, hypothesis development, confirmation and falsification, and causation and explanation. Basic scientific paradigms will be described as well. Students will explore how these issues are applicable both for evaluating published research and planning new research. To that end, the course will employ guided discussions during weekly meetings focusing on published studies. Class presentations will be delivered by teams of selected students focused on demonstrating a clear understanding of the research design and results from published, timely and relevant articles within a chosen field of study. Also, students will design a university-based project. The University-based project will involve formulating

a research study that is consistent with core concepts of scientific integrity and ethical standards.

Course Rationale: This seminar course is the first part of a two-part series of courses designed to provide Razor's Edge Research Scholar Program participants with exposure to the core concepts in the scientific research process, evaluation of published research studies, and conceptualization of a new research project. Student participation in this course will provide the following competencies and experiences:

- Knowledge about foundational philosophical concepts that define good science
- Knowledge about key scientific paradigms: quantitative, qualitative, mixed methods, and single case design.
- Application of scientific principles for interpreting scientific findings
- Acquisition of a deeper understanding of published research through presentations and discussions of peer reviewed journal articles
- Critical reflection on scientific knowledge and discoveries in relation to the evidence and the scientific paradigm in which such knowledge is grounded.
- Development of presentation skills for communicating complex research studies
- Hands-on research experience

IV. COURSE LEARNING OUTCOMES AND OBJECTIVES

A. LEARNING OUTCOMES

Upon completion of this class, students will:

- 1) Describe the core elements of good scientific research.
- 2) Demonstrate understanding of published research by summarization and evaluation of same to a peer audience via technology assisted class presentation.
- 3) Design a University-based research project.

B. OBJECTIVES FOR THE COURSE

1.0 Students will acquire knowledge about foundational philosophical concepts of good science.

1.1 Students will read philosophy of science articles that delineate the core concepts of good science, and demonstrate understanding of these core concepts through class participation.

2.0 Students will develop research-related skills

2.1 Students will identify the major research paradigms for conducting research: quantitative, qualitative, mixed methods, and single-case design

2.2 Students will use technology assisted methods to communicate research in class.

2.3 Students will identify and communicate the significance, purpose, methods, main results, and conclusions from published peer reviewed research.

2.4 Students will critically reflect upon scientific knowledge and discoveries in relation to the evidence and the philosophical paradigm in which such knowledge is grounded.

2.5 Students will design a University-based research project that conforms to core concepts of good science.

V. REQUIRED MATERIALS

A. Required Printed Textbook(s):

Barry, J. M. (2004). *The great influenza: The epic story of the deadliest plague in history*. Penguin: New York.

*Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson.

*Crotty, M. (1998) *The foundations of social research: Meaning and perspective in the research process*. Sage: Thousand Oaks, CA.

*Godfrey-Smith, P. (2003). *Theory and reality: An introduction to the philosophy of science*. Chicago: University of Chicago Press.

* These texts will also be required for RAZR2000R

B. Required Supplemental Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Journal articles provided by the instructor in electronic form.

C. Required Technology: Each NSU student must acquire a working NSU email address for enrollment in all courses, whether instruction is live or online. To open an NSU email, go to <http://www.nova.edu/resources/nsuidentity.html>. Students will need a computer for online chats via GoTo Training.

VI. CALENDAR OF WEEKLY REQUIREMENTS

A. General Information

The primary methods of instruction used in this course are presentation and in-class discussions. Students will summarize a published research study in their area of specialization. The research article will be located by the student or student team and approved by the course instructor no later than the Thursday of week 6 by 11:59pm. Student or team must have research article approved by this date in order to obtain course credit for this presentation.

Each student will plan their own University-based research project. Your University-based research project must be approved by the course instructor no later than the Thursday of week 13 by 11:59pm in order to obtain course credit for this presentation. Review the syllabus carefully and have available in class in paper or electronic form. The course calendar is provided next.

Discussion board postings are due on the Sunday of the week that they are assigned by 11:59pm.

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
<p>Week 1 (8/22-8/28)</p> <p>1.1 Foundational philosophical concepts</p>	<p>Review syllabus.</p> <p>Topic: Demarcation: What is science, what is not science? What is systematic inquiry in the human services professions?</p> <p>Readings: Godfrey-Smith, Chs. 1 & 15</p> <p>Classroom activity: Lecture and group discussion</p> <p>Blackboard: Discussion board postings.</p>
<p>Week 2 (8/29-9/4)</p> <p>1.1 Foundational philosophical concepts</p>	<p>Topic: Scientific explanation: From snake oil to science in medicine, epidemiology, and public health</p> <p>Readings: Barry, pp. 229-463 and Godfrey-Smith, Ch. 13</p> <p>Sarnoff, S. K. (1999). "Sanctified snake oil": Ideology, junk science, and social work practice. <i>Families in Society</i>, 80(4), 396-408.</p> <p>Classroom activity: Lecture and group discussion</p> <p>Assignment: CITI Training Module and Certificate (<u>due week 5</u>); Discussion board postings.</p>
<p>Week 3 (9/5-9/11)</p> <p>1.1 Foundational philosophical concepts</p>	<p>Topic: Theories of causation: What does it mean to assert that "A" Caused "B?" **Can "B" cause "A?"</p> <p>Readings: Godfrey-Smith, Ch. 14</p> <p>Classroom activity: Lecture and group discussion</p> <p>Blackboard: Discussion board postings.</p>
<p>Week 4 (9/12-9/18)</p> <p>1.1 Foundational philosophical concepts</p>	<p>Topic: Hypothesis Testing, Confirmation, and falsification</p> <p>Readings: Godfrey-Smith, Ch. 3 and 4</p> <p>Classroom activity: Lecture and group discussion</p> <p>Blackboard: Discussion board postings.</p>

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 5 (9/19-9/25) 1.1 Foundational philosophical concepts	Topic: The four elements of the research process: The guiding role of theory Readings: Crotty, Ch. 1 Classroom activity: Lecture and group discussion Blackboard: Discussion board postings; CITI certificate due – copy to be provided to both Razor’s Edge Program office and instructor for this course.
Week 6 (9/26-10/2) 2.1 Major research paradigms	Topic: Quantitative research methods Readings: Creswell (2012) Chapters 10, 11, and 12 Classroom activity: Lecture and group discussion Blackboard: Discussion board postings
Week 7 (10/3-10/9) 2.1 Major research paradigms	Topic: Qualitative research methods Readings: Creswell (2012) Ch. 13-15 Classroom activity: Lecture and group discussion Blackboard: Discussion board postings Assignment: Get started with your group’s in-class presentation describing a published peer reviewed research article.
Week 8 (10/10-10/16) 2.1 Major research paradigms Note: This is midterm exam week – no class this week.	Topic: Mixed-methods designs Godfrey-Smith, Chs. 5, 6, & 13 and Duffy, M., & Chenail, R. J. (2008). Values in qualitative and quantitative research. <i>Counseling and Values</i> , 53, 22-38. Newman, I., & Hitchcock, J. (2011). Underlying Agreements Between Quantitative and Qualitative Research : The Short and Tall of It All. <i>Human Resource Development Review</i> , 10, 381-398 Creswell (2012) Ch. 16 Classroom activity: None – midterm exam week. Blackboard: None. Assignment: None

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
<p>Week 9 (10/17-10/23)</p> <p>2.1</p> <p>Major research paradigms</p>	<p>Topic: Single case designs</p> <p>Readings: Shadish, W., Hedges, L., Horner, R., Odom, S. (2015). The role of between-case effect size in conducting, interpreting, and summarizing single-case research. Institute of Education Sciences.</p> <p>Classroom activity: Lecture and group discussion</p> <p>Blackboard: Discussion board postings</p> <p>Assignment: Turn in brief description of proposed University-Based Project.</p>
<p>Week 10 (10/24-10/30)</p> <p>2.2, 2.3</p> <p>Student presentation</p>	<p>Topic: In-Class Presentation and discussion of published research.</p> <p>Readings: TBD</p> <p>Classroom activity: Student-led technology-assisted presentations and group discussion</p> <p>Assignment: Prepare your in-class presentation that describes your proposed University-based research project.</p>
<p>Week 11 (10/31-11/6)</p> <p>2.2, 2.3</p> <p>Student presentation</p>	<p>Topic: In-Class Presentation and discussion of published research.</p> <p>Readings: TBD</p> <p>Classroom activity: Student-led technology-assisted presentations and group discussion</p> <p>Assignment: Prepare your in-class presentation that describes your proposed University-based research project.</p>

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
<p>Week 12 (11/7-11/13)</p> <p>2.2, 2.3</p> <p>Student presentation</p>	<p>Topic: In-Class Presentation and discussion of published research.</p> <p>Readings: TBD</p> <p>Classroom activity: Student-led technology-assisted presentations and group discussion</p> <p>Assignment: Prepare your in-class presentation that describes your proposed University-based research project.</p>
<p>Week 13 (11/14-11/20)</p> <p>2.2, 2.4, 2.5</p> <p>Student presentation</p>	<p>Topic: In-Class discussion of proposed University-based research project.</p> <p>Readings: None</p> <p>Classroom activity: Brief technology-assisted presentation of proposed University-based research project.</p> <p>Assignment: Prepare your in-class presentation that describes your proposed University-based research project.</p> <p>Assignments: Prepare your in-class presentation that describes your proposed University-based research project.</p> <p><u>Final take-home exam</u> available this week.</p>
<p>Week 14 (11/21-11/27)</p>	<p>Thanksgiving break – No class</p>
<p>Week 15 11/28-12/4</p> <p>2.2, 2.4, 2.5</p> <p>Student presentation</p>	<p>Topic: In-Class discussion of proposed University-based research project.</p> <p>Readings: None</p> <p>Classroom activity: Brief technology-assisted presentation of proposed University-based research projects.</p> <p>Assignment: Prepare your in-class presentation that describes your proposed University-based research project (if you haven't already presented).</p>

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 16 (12/5-12/11) 2.2, 2.4, 2.5 Student presentation	Topic: In-Class discussion of proposed University-based research project. Readings: None Classroom activity: Brief technology-assisted presentation of proposed University-based research projects: TBD Assignment: Turn in your Final take-home exam

VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Understanding research involves both careful study and communication with peers. Participants will be expected to engage in the material, complete assigned research articles, and be actively engaged during class. The grade for this course will be based upon the following:

Class Attendance and Participation: Students will be expected to attend class regularly and be actively engaged in both discussion board postings and discussion with peers during in-classroom presentations of published research. In the event of nonattendance, points will be deducted at the discretion of instructor based on reason for nonattendance. Note: there are only 9 discussion board postings.

Attendance and Participation –

(6 points per week (attendance and participation) X 16 weeks = 96 pts + 27 points (discussion board postings) = 123 Total)

Rubric:

Expectations	Not Met (0 points)	Met (1-2 points)	Exceeds (3 points)
Timely Attendance 1 point <u>per class</u> possible / 3 points	Did not attend class session or did not attend class session on time.		Attended class session on time
Active Participation 3 points <u>per class</u> possible (note: for the first week, 3 points will be awarded if student attends class) / 3 points	Chose not to participate in discussions and in-class activities	Some participation in class discussions and in-class activities	Engaged participation in class activities, asked questions, significant contribution to discussion

Discussion Board Posting 3 points <u>per posting</u> possible _____/ 3 points	Discussion board posting provides very little detail or off topic or submitted late.	Discussion board posting provides insufficient detail or one or more parts of the entire assignment are omitted.	Discussion board posting is sufficiently detailed and complete.
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Class technology-assisted presentation of research article: Students will be expected to present part or the entire presentation of a published peer reviewed research article during the week that the student is assigned to present. If students work in groups, it is expected that all members of the group will contribute their fair share to the formulation and presentation of the research article.

(3 points per expectation X 1 (presentation) = 6 pts Total)

Rubric:

Expectations	Not Met (0 points)	Met (1 to 2 points)	Exceeds (3 points)
PowerPoint presentation 3 points possible _____/ 3 points	Student did not present or contribute to PowerPoint presentation.	Student contributed fair share to both formulation and presentation of PowerPoint presentation.	Student demonstrates deep understanding of article contents.
Quality of PowerPoint Presentation 3 points possible _____/ 3 points	PowerPoint presentation does <u>not</u> include or inadequately describes more than one of these sections: a) background and significance, b) methods, c) results, d) conclusions, e) limitations and future directions.	PowerPoint presentation adequately describes at least four of these sections: a) background and significance, b) methods, c) results, d) conclusions, e) limitations and future directions.	PowerPoint presentation adequately describes all of these sections a) background and significance, b) methods, c) results, d) conclusions, e) limitations and future directions.

Class technology assisted presentation of plans for proposed university-based project: Students will be expected to present a brief PowerPoint (10 minute) presentation of their proposed University-based research project. Students will be expected to describe the general purpose, research questions, hypotheses, planned procedure, empirical paradigm, and expected findings.

(3 points per expectation X 1 (presentation) = 6 pts Total)

Rubric:

Expectations	Not Met (0 points)	Met (1 to 2 points)	Exceeds (3 points)
PowerPoint presentation 3 points possible _____/ 3 points	Student did not present, or contribute to group, PowerPoint presentation.	Student described the general purpose, research questions, hypotheses, planned procedure, empirical paradigm, and expected findings. However, one or more elements seems unclear or not feasible.	Student described the general purpose, research questions, hypotheses, planned procedure, empirical paradigm, and expected findings. All elements are clear and seem feasible.
Quality of PowerPoint presentation 3 points possible _____/ 3 points	PowerPoint presentation does <u>not</u> include or inadequately describes more than one of these sections: a) research questions, b) hypotheses, c) planned procedure, d) empirical paradigm, and e) expected findings.	PowerPoint presentation adequately describes at least four of these sections: a) general purpose, b) research questions, c) hypotheses, d) planned procedure, e) empirical paradigm, and f) expected findings.	PowerPoint presentation adequately describes all of these sections a) general purpose, b) research questions, c) hypotheses, d) planned procedure, e) empirical paradigm, and f) expected findings.

IX. CLASS POLICIES

Refer to the class policies attached to this syllabus. Additional specific requirements for this course follow.

X. GRADING CRITERIA

A. Guidelines – The requirements for each assignment are outlined in detail in this syllabus and attachments. Please follow the guidelines carefully in order to receive full credit.

B. American Standard English (ASE) – All written work must be submitted in professional form. American Standard English grammar and mechanics is required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be submitted using Microsoft Word, be error free, and grammatically correct.

C. American Psychological Association Manual – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association*

(APA). Please pay close attention to the format for the spacing, margins, title page, header, numbering of pages, headings, and references pages. Be sure to cite or quote all reference material, using the correct format. (See the APA Manual pages 207-214 for citations and pages 117-122 for quotations.)

D. Grading of Assignments – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form using ASE and APA style standards.

E. Assignments Not Meeting Standards – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments to meet ASE and APA standards to the Office of Academic Services for remediation. For critical tasks/key assessments that do not meet standards, the instructor works directly with the teacher candidate to remediate the work.

F. Synchronous Online Sessions – Students enrolled in online course sections are required to attend all Go To sessions conducted by the instructor.

G. Late Assignments – Late assignments are NOT accepted.

H. Grading Rubrics – Rubrics for all assignments are located in the Appendixes.

I. Grading Scale – A list of the course requirements and the grade scale follow.

Letter Grade	Percentage	Letter Grade	Percentage
A	94-100	C	73 -76
A-	90 -93	C-	70 -72
B+	87 -89	D+	67 -69
B	83 -86	D	60 -66
B-	80 -82	F	0 -59
C+	77 -79		

J. Course Assignments and Their Percentage of the Final Grade

Course Requirements	Percentage of Total Grade
Class attendance and participation	25%
Class presentation of research article	25%
Class presentation of plans for proposed university-based project	25%
Midterm Exam	10%
Final Exam	15%

XI. LIST OF SUGGESTED RESOURCES

A. Books:

Leedy, P. D., & Ormrod, J. E. (2013). *Practical Research: Planning and Design*.

New York, NY: Pearson.

Anderson, L. W., Krathwohl, D. R. & Bloom, B. S. (Eds.). (2000). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives, complete edition*. Upper Saddle River, NJ: Longman.

Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham: Open University Press.

B. Websites:

American Psychological Association. (2009). *APA online*. Retrieved from <http://www.apastyle.org/>

E B Communications. (1996-2001). *The APA wizard*. Retrieved from <http://www.stylewizard.com/apa/apawiz.html>

Warlick, D./The Landmark Project. (2006). *Landmarks citation machine*. Retrieved from <http://citationmachine.net/>

Note: As internet addresses tend to change overtime, we cannot guarantee the viability of the links listed.

XII. APPENDIXES

Appendix A Academic Policies

A. Academic Misconduct

Please refer to the Undergraduate Students Catalog for information on Conduct, Academic Honesty, and Integrity. In particular, teacher candidates must tend to the following.

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards.

1. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards.

1. Original Work

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

2. Referencing the Works of another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in

their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) is considered plagiarism at Nova Southeastern University.

3. Tendering of Information

All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited

Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following.

- Plagiarism
- Any form of cheating
- Conspiracy to commit academic dishonesty
- Misrepresentation
- Bribery in an attempt to gain an academic advantage
- Forging or altering documents or credentials
- Knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

5. Additional Matters of Ethical Concern

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

Writing Remediation

While it is the teacher candidate's responsible to demonstrate professional command of the English language, both spoken and written, it is the responsibility of the instructor to score assignments based on both content and writing skills and refer students lacking skills for remediation. For any teacher candidate who demonstrates weaknesses in writing, the instructor recommends that the candidate make an appointment at the Office of Academic Services to receive assistance in strengthening the area of weakness. It is the teacher candidate's responsibility to follow up on the recommendation from the instructor, make the appointment at the Office of Academic Services, remediate whatever area(s) need to be strengthened, and report back to the instructor of the course about how the remediation is progressing.

B. Americans with Disabilities Act

Please refer to the Undergraduate Student Catalog for information on this topic.

C. Last Day to Withdraw from Course

Students/teacher candidates may initiate a withdrawal from a course after the first two weeks from the start of the course. Students may withdraw from a course with no financial refund or credit up until the end of the week following the halfway point of the semester or term, depending on the course length. For example, students may withdraw up until the end of the fifth week of a term for an 8-week course or up until the end of the ninth week of a semester for a 16-

week course. For exact dates, please refer to the *Academic Calendars* section of the Undergraduate Student Catalog. For further assistance, contact your Academic Advisor.

D. Course/Instructor Evaluation

Course evaluations facilitate the collection of feedback from students/teacher candidates about their classes—how they feel about course content, instructors’ effectiveness, appropriateness of textbook selection, and other aspects. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online. Students must have an NSU email account to access the course evaluation website. Students/teacher candidates may fill out online course evaluations beginning 14 days prior to the start of the session, term, or semester’s exam week. Evaluations remain open to students for seven days.

E. Attendance – VERY IMPORTANT

Due to the fact that RAZR series of courses are directly tied to the goals and purpose of the Razor’s Edge Program, attendance is critical to your success in both the class and the Program. With that in mind, students who miss more than one class, unexcused, will automatically receive a loss of one letter grade in addition to other points deducted for regular assignments. Every additional two unexcused absences will result in an additional loss of letter grade. PLEASE NOTE: Arriving LATE to class (as defined by arriving after the instructor officially starting the class) will also be deemed an unexcused absence. Recall that Razor’s Edge students must earn a “B” or better in all RAZR series courses in order to maintain good standing in the Program and subsequent scholarship support. It is up to the discretion of the instructor in terms of what does or does not constitute an excused absence.