NOVA SOUTHEASTERN UNIVERSITY

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Razor's Edge Research Scholars 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 3000R
Course Title: Quantitative Research Design and Statistical Analysis

Nova Southeastern University
Abraham S. Fischler College of Education
RAZR 3000R Syllabus

I. COURSE NUMBER AND TITLE: RAZR 3000R Quantitative Research Design and Statistical Analysis (3 credits)

II. INSTRUCTOR FOR THIS COURSE
Name: Steven A. Hecht, Ph.D.
Email: shecht@nova.edu
Telephone: (561) 271-8113
Fax: (954) 262-3906
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
Telephone: 561-271-8113
Fax: (954) 262-3906
Office: Campus Support Building, 3301 College Avenue, Ft. Lauderdale, FL 33314

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 course provides an introduction to basic ideas in statistical analysis and the application of statistical concepts to find answers to research questions. There are four primary units for this course: foundational concepts for statistical thinking, analysis of experimental/quasi-experimental designs, analysis of correlational designs, and analysis of epidemiological designs.   Related concepts for statistical decision making include Type I and Type II error rate, statistical power, and effect size estimation. Students will learn the statistical procedures that are routinely used for experimental, correlational, and epidemiological designs. Statistical procedures will be illustrated using both examples provided by the instructor and published research. Students will also use statistical analysis software to conduct various statistical analyses.
Prerequisites: Students must pass RAZR2000R with a B letter grade or better. Frequency: Every Fall

Course Rationale: This course is a required course designed for Razor's Edge Research Scholars Program participants to further develop emerging skills in research design and statistical analysis and data management, which all the essential elements of skilled quantitative research. Although students generally have had some statistics as a result of their prior studies, this course will provide a more focused approach to understanding descriptive and inferential descriptive statistics for the purpose of answering research questions. Participation in this course will provide the following competencies and experiences:

    a) Develop formal conceptual and procedural knowledge about basic descriptive and inferential statistics
    b) Further develop the ability to conduct common statistical tests using statistical analysis software
    c) Demonstrate the ability to estimate statistical power and ideal minimum sample size using G*Power software.

IV. COURSE LEARNING OUTCOMES AND OBJECTIVES
A. LEARNING OUTCOMES
Upon completion of this class, students will:

    1) Apply the basic hypothesis testing procedures to provide evidence for data-driven conclusions.
    2) Select the appropriate descriptive or inferential statistic for answering a research question.
    3) Describe or analyze data using statistical analysis software.
    4) Conduct power analyses for determination of ideal sample size using G*Power.
    5) Evaluate strength of evidence from estimates of statistical significance, power, and effect size.
    6) Demonstrate understanding of published research by summarization and evaluation of same to a peer audience via class presentation.
    7) Engage student peers who are otherwise not engaged in research in the research process

B. OBJECTIVES FOR THE COURSE
1.0 To develop research-related thinking skills
    1.1 Students will use technology to communicate findings from statistical analyses.
    1.2 Students will obtain the appropriate descriptive statistics to answer specific questions about the nature of a sample.
    1.3 Students will accurately follow the basic steps of statistical hypothesis testing.
    1.4 Students will critically reflect upon the strength of evidence obtained from statistical tests in relation to answering specific research questions.
2.0 To develop proper use of statistical analysis software for conducting statistical analyses
    2.1 Students will produce descriptive and inferential statistical results using statistical analysis software.
    2.2 Students will estimate the power and ideal sample sample size for various experimental and quasi-experimental and correlational analyses using G*Power software.

V. REQUIRED MATERIALS
A. Required Textbooks

Centers for Disease Control. (2015). *Principles of Epidemiology in Public Health*

Practice, *3rd Ed*. Course Number: SS1978. Retrieved from:

http://www.cdc.gov/ophss/csels/dsepd/ss1978/ss1978.pdf

Green, S. B., & Salkind, N. J. (2017). *Using SPSS for Windows and Macintosh:*

Analyzing and understanding data (8th ed.). Upper Saddle River, NJ: Pearson.

Huck, S. W. (2012). *Reading statistics and research* (6th ed.). Boston: Pearson

Education Inc. Companion Website - http://www.readingstats.com/fifth/index.htm

B. Required Software

IBM SPSS 25.0 Statistics Standard GradPack. (Versions 22.0 thru 24.0 are

acceptable; Rent it here: https://www.onthehub.com/spss/

C. Required Supplemental Resources

American Psychological Association. (2010). *Publication manual of the American*

Psychological Association (6th ed.). Washington, DC: Author.

D. Recommended Supplemental Resources

Cohen, J. (1994). The earth is round (*p* < .05). *American Psychologist, 49,* 997-1003.

Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words:*

Reporting statistical results for the social sciences. Boston, MA: Allyn &

Bacon.

Trochim, W. (2000). The Research Methods Knowledge Base, 2nd Edition. Atomic

Dog Publishing, Cincinnati, OH. Retrieved from:

http://www.socialresearchmethods.net/kb/index.php

Morgan, S. E., Reichert, T., & Harrison, T. R. (2002). *From numbers to words:*

Reporting statistical results for the social sciences. Boston, MA: Allyn &

Bacon.

VI. CALENDAR OF WEEKLY REQUIREMENTS

A. General Information

The primary methods of instruction used in this course are lecture presentations by the instructor, in-class discussion, completion of homework assignments, data analysis projects, and exams. Review the syllabus carefully and have available in each class session in paper or electronic form.

B. Calendar

Units	Weeks	Readings	Topic	Class Activity	Assignments/SLO's
Foundations for using statistics and SPSS	Week 1 (8/20-8/26)	Huck, Chapter 1 Green & Salkind, Lessons 1-15	Statistics as part of the research report SPSS Demonstration	Lecture	
	Week 2 (8/27-9/2)	Huck, Chapters 2 and 3 Green & Salkind, Lessons 16-21)	Descriptive Statistics Bivariate Correlation SPSS Demonstration Go Over Group Presentation Assignment 1	Lecture	Text & Statistical Software Assignment 1 (Guide sheet provided) **(Due 9/13)** (SLO 2,3) Group Presentation Assignment 1 (Guide sheet provided) **(Due 9/13 in Class)** (SLO 1,2,3,6,7)

Units	Weeks	Readings	Topic	Class Activity	Assignments/SLO's
	Week 3 (9/3-9/9)	Huck, Chapter 5, 6, and 7	Foundations of Inferential Statistics Estimation Hypothesis Testing	Lecture	
	Week 4 (9/10-9/16)	Group Presentations 1		Student Led Presentation	
Using Basic Statistical Procedures	Week 5 (9/17-9/23)	Huck, Chapters 8 and 9 Green & Salkind, Lessons 31-32)	Effect Size and Power Analysis Statistical Inference for Correlation G*Power	Lecture	Text and Statistical Software Assignment 2 (Guide sheet provided) **(due 10/14)** (SLO 1,2,3,4,5) Group Presentation Assignment 2 (Guide sheet provided) **(Due 10/25 in Class)** (SLO 1,2,3,4,5,6)
	Week 6 (9/24-9/30)	Huck, Chapter 10 Green & Salkind, Lessons 22-24)	One Sample Designs Two Sample Designs	Lecture	
	Week 7 (10/1-10/7)	Huck, Chapters 11, 12, 13 Green & Salkind, Lesson 25, 26, 27)	Three or More Sample Designs Comparisons Two or More Independent Variable Designs Analysis of Covariance	Lecture	
	Week 8 (10/8-10/14)		10/11 – midterm at 6pm (same room)		

Units	Weeks	Readings	Topic	Class Activity/SLO	Assignments
	Week 9 (10/15-10/21)	Huck, Chapter 14 Green & Salkind, Lesson 29 and 30)	Repeated Measures Designs		Text and Statistical Software Assignment 3 (Guide sheet provided) **(Due 11/4)** (SLO 1,2,3,4,5)
	Week 10 (10/22-10/28)	Group Presentations 2		Student Led Presentation	
Using Advanced Statistical Procedures	Week 11 (10/29-11/4)	Huck, Chapter 16	OLS Regression and Logistic Regression, Part I	Lecture	Text and Statistical Software Assignment 4 (Guide sheet provided) **(Due 12/2)** (SLO 1,2,3,4,5) Recorded Presentation University Based Research Project and Discussion Board Critiques **(Due 12/2)** (SLO 1,2,3,4,5,6,7)
	Week 12 (11/5-11/11)	Green & Salkind, Lessons 33-34)	Regression Part II	Lecture	
	Week 13 (11/12-11/18)	CDC Lesson 1 & 2	What is Epidemiology Basic Descriptive Statistics Used in Epidemiology	Lecture	Text and Statistical Software Assignment 5 (Guide sheet provided) **(Due 12/6)** (SLO 1,2,3,4,5)
	Week 14 (11/19-11/25)	None	Thanksgiving	No Class	
	Week 15 11/26 – 12/02	CDC Lesson 3	Risk ratio & Odds ratio	Lecture	

Units	Weeks	Readings	Topic	Class Activity	Assignments
	Week 16 12/3 – 12- 9	None	12/6 Cumulative Final Exam at 6pm (same room)		**12/6 is Last Day to Hand In Late Assignments**

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 assignments, perform well on two exams, and be actively engaged during class. The grade for this course will be based upon the following:

A. Class Attendance and Participation: Students will be expected to attend class on-time and be actively engaged in discussion with peers during in-classroom presentations of published research. In the event of nonattendance, points will be awarded at the discretion of instructor based on reason for nonattendance. Active participation points will be automatically awarded during the midterm exam and final exam class sessions.

(.75 points per class X 16 classes = 12 percentage points Total)

Rubric:

Expectations	Not Met (0 points)	Exceeds (.375 points)
Timely Attendance 1 point <u>per class</u> possible _____ / .375 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 _____ / .375 points	Chose not to participate in discussions and in-class activities	Engaged participation in class activities, asked questions, significant contribution to discussion

B. **Text and Statistical Software Assignments:** There will be five Text and Statistical Software assignments. The concepts and techniques that are introduced in class materials and in the textbooks are practiced in the text and statistical software assignments. Applied statistical analysis is particularly incremental and an important part of the learners' development comes from completing independently what we initially study collectively. The text and statistical software assignments are a key means by which you will be assessed for mastery of material covered in the textbooks and lectures.

All questions will be provided to you in a Guide Sheet during the week that the assignment is listed in the course calendar. The Guide Sheet will be provided to you in Canvas assignments area.

Each of these assignments will have two parts. The first part will involve answering questions from the Huck text. Questions along with answers are provided in the back of the Huck textbook. I will modify these questions so that you will not have all answers provided in the book.   The second part of the assignment will involve statistical analysis questions. You will provide analytical results using statistical analysis software, and interpret findings in context and summarize in a "results" section format. Full details and data files for the data analysis projects are included in the Blackboard content area. Each data analysis project is worth a maximum of 10 percentage points toward your grade.

(4 points per assignment X 5 assignments = 20 percentage points total)

Grading Rubric for Part 1: Huck Text Questions

Points	Characteristics of Text Assignment
(Exceeds) From 1 to 2	1. Written expression and presentation of ideas in the narrative are well-written and clearly demonstrate conceptual understanding of the results where appropriate. 2. APA format is properly used to report descriptive or inferential statistical results. 3. All statistical analysis software output is provided and is correct. 4. Correct numbers are reported from statistical analysis software output and included in clearly written sentences. 5. Correct interpretation of statistical analysis software output provided in clearly written sentences. 6. APA format is properly used to report descriptive or inferential statistical results. 7. All parts of the assignment are submitted on time or submitted late with approval.
From 0 up to .9	1. One point will be deducted for each question that is incorrectly answered. 2. One point will be deducted for each question with unclear written expression and representation of ideas. 3. One-half of a point will be deducted if sentences used to report descriptive or inferential statistics are written in a way that is inconsistent with APA format. 4. One half point will be deducted for each day that the assignment is handed in late. For example, one point will be deducted for an assignment that is handed in two days late.
(Unmet) No Credit	Does not meet any of the above standards for obtaining points.

Grading Rubric for Part 2: Statistical Analysis Questions

Points	Characteristics of Data Analysis Project
(Exceeds) From 1 to 2	1. Written expression and presentation of ideas in the narrative are well-written and clearly demonstrates conceptual understanding of the results where appropriate. 2. APA format is properly used to report descriptive or inferential statistical results. 3. All statistical analysis output is provided and is correct. 4. Correct numbers are reported from statistical analysis output, and included in clearly written sentences. 5. Correct interpretation of statistical analysis output provided in clearly written sentences. 6. All parts of the assignment are submitted on time, or submitted late with approval.
From 0 up to .9	1. One point will be deducted for each question that is incorrectly answered. 2. One point will be deducted for each question with unclear written expression. 3. One-half of a point will be deducted if sentences used to report descriptive or inferential statistics are written in a way that is inconsistent with APA format. 4. One half point will be deducted for each day that the assignment is handed in late. For example, one point will be deducted for an assignment that is handed in two days late.
(Unmet) No Credit	Does not meet any of the above standards for obtaining points.

C. **Group Presentation:** There will be two group presentations. Students will work in groups of two and deliver a presentation that includes two parts. The first part will include a detailed description of a research study that employed the relevant descriptive or inferential statistic. The second part will involve students designing a research study and collecting data from NSU student peers such that an interesting research question is answered using a descriptive or inferential statistic. A minimum of five students who are not involved in research at NSU must participate in each group presentation assignment to receive credit. A Guidance Document will describe the specific elements to be included in each group presentation assignment.

(10 points per group presentation X 2 group presentations = 20 percentage points total)

Rubric:

Expectations	Not Met (0 points)	Met (1 points)	Exceeds (2 points)
Student Contribution 3.33 points possible _____ / 3.33 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 3.33 points possible _____ / 3.33 points	PowerPoint presentation does not include or inadequately describe the results.	PowerPoint presentation adequately covers most elements included in guidance document.	PowerPoint presentation adequately describes all elements of the guidance document.
Five NSU Peers Not Involved In Research 3.33 points possible _____ / 3.33 points	There were not five documented students who served as participants for the assignment	<Left blank intentionally>	Five documented students served as participants for the assignment

D. **Recorded Presentation of University Based Research Project and Discussion Board Critiques:** Students will record a group presentation of the results obtained from their University Based Research Project and post the presentation in YouTube. Students will also critique three other presentations and post these critiques in a discussion board forum for credit. Students will be provided a guidance document that will describe the specific elements to include in this presentation.

Rubric:

Expectations	Not Met (0 points)	Met (1 to 2 points)	Exceeds (3 – 5.33 points)
PowerPoint presentation 5.33 points possible _____ / 5.33 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 5.33 points possible _____ / 5.33 points	PowerPoint presentation does not include or inadequately describe the results.	PowerPoint presentation adequately describes results and at least three of these sections: a) background and significance, b) methods, c) conclusions, d)	PowerPoint presentation adequately describes all of these sections a) background and significance, b)

	limitations and future directions.		methods, c) results, d) conclusions, e) limitations and future directions.
Quality of Discussion Board Critique 5.33 points possible _____/ 5.33 points	Critique did not cover any of the elements included in the Guidance Document or was poorly written	Critique covered some of the elements included in the Guidance Document	Critique covered all of the elements included in the Guidance Document

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 – Teacher candidates enrolled in online course sections are required to attend a minimum of one Go To session 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	12%
Text and Statistical Software Assignments	20%
Group Presentations (In Class)	20%
Recorded Presentation University Based Research Project and Discussion Board Critiques	16%
Midterm Exam	16%
Cumulative End of Course Final exam	16%

XI. LIST OF SUGGESTED RESOURCES

A. Books:

Kranzler, J. H. (2011). Statistics for the Terrified. Upper Saddle River, NJ: Prentice Hall.

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

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.

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.