








Razor's Edge Research Minor

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 4501

Course Title: Field Experience

Prerequisite: RAZR 3502

**Nova Southeastern University
Abraham S. Fischler College of Education
RAZR 2501 Field Experience Syllabus**

I. COURSE NUMBER AND TITLE: RAZR 4501 Field Experience IV (1 credit)

II. INSTRUCTOR FOR THIS COURSE

Name: Steven A Hecht, Ph.D.
Email address: shecht@nova.edu
Telephone: 954-262-8468
Text: 561-271-8113
Office: Campus Support Building, 7500 SW 36th Street, Room 152K

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
Office: Campus Support Building, 7500 SW 36th Street, Room 152K

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 experiential learning component of the Razor's Edge Research Minor will provide students with hands-on training to increase competence in various fields, discover new interests and talents, and reflect upon potential graduate school and career paths. These experiences may take the form of **immersions** (during which a student is paired with a research professional and completes an agreed upon scholarly research review paper or proposal), **mentorships** (during which students spend one semester learning within the context of the paired mentor's research project as a co-researcher, completing various tasks as assigned), **internships** (functions much the same as a mentorship, but for a longer period of time), and **independent research studies** (during which students conduct a research study of their own design in collaboration with a mentor). Settings for these investigative experiences include but are not limited to labs, professional workspaces, clinics, and natural environments. Each placement is different, but all depend upon the ability to complete tasks as assigned by the faculty mentor. The students will document field placement experiences via a weekly log and artifacts recorded in a digital portfolio. Also, students will meet with

their cohort of Razor's Edge Research scholars to communicate their experiences in a classroom setting.

Prerequisites: Students must pass RAZR3000R with a B letter grade or better.

Course Rationale: This field experience course was developed as part of the Razor's Edge Research Scholars Program, and will enable authentic exposure to the research process through participation in an active research project under the guidance of a mentor.

IV. COURSE LEARNING OUTCOMES AND OBJECTIVES

A. LEARNING OUTCOMES

Upon completion of this course, students will:

- 1) Attend all meetings and research-related work on-time.
- 2) Wear appropriate professional attire for the research setting
- 3) Demonstrate mature and professional behavior that conforms to the norms and morays observed by others at the research site.
- 4) Perform tasks and scientific procedures in the research lab with a high level of fidelity.
- 5) Communicate interest in the research being studied in the lab by asking questions and taking appropriate initiative.
- 6) Cooperate effectively with other researchers and participants (if applicable) in a research setting.

B. OBJECTIVES FOR THE COURSE

- 1.0 To sharpen students' capacity to communicate research findings
 - 1.1 Students will create a technology-assisted presentation to communicate research in a class setting.
 - 1.2 Students will analyze and communicate in writing the significance, purpose, methods, main results, and conclusions from published research.
 - 1.3 Students will synthesize the results from reported research studies in order to produce a literature review or research proposal paper that supports the significance of the project that is part of the research experience.
- 2.0 To foster students' successful integration into the scientific community
 - 2.1 Students will work individual or collaboratively in a research lab setting.
 - 2.2 Students will obtain satisfactory performance ratings by research mentor.
 - 2.3 Students will effectively communicate their unique experiences that were obtained while working on a scientific project.
- 3.0 To develop student's time-management skills in a research setting by keeping records of research activity.
 - 3.1 Students will create a weekly research activity log that documents progress made each week while engaged in a research field setting.
 - 3.2 Students will put together a Digital Portfolio that summarizes all components of the research experience during the semester.

V. REQUIRED MATERIALS

A. Required Printed Textbook(s):

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

* Note: This book was a required supplemental text for RAZR2000R.

B. Required Supplemental Materials:

Student's mentor may require purchase of another scientific style manual (e.g., American Medical Association Manual of Style: A Guide for Authors and Editors).

- 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 access to PowerPoint presentation software and for online chats via GoTo Training. Students will need to obtain a rental version of SPSS.

VI. CALENDAR OF WEEKLY REQUIREMENTS

A. General Information

The primary methods of instruction used in this course will be individualized immersions, mentorships, internships, or independent research studies. Students will meet on-line via Goto Training during week one to go over the syllabus and requirements for the course. Students will submit all assignments in Blackboard. Students will also meet as a group for one classroom session on Saturday of week 15, from 9am to 4pm for showcasing their research setting and experiences via a 15 to 20 minute PowerPoint or Prezi presentation. Please review the syllabus carefully.

B. Calendar

Date/ Course Objective	Topics/ Readings/Classroom activity/Assignments/Blackboard
Week 1	Topic: Review syllabus, including overview of structure of the Course, student assignments and responsibilities, & Mentor-Student Agreement Form. Classroom activity: None; class will meet online via GotoTraining. Assignments: Return completed Project Commitment Form (see Appendix B).

Week 2	<p>Topic: Research Dialogue Meeting: Active discussion and presentations about ongoing research-field experiences, with an opportunity for group feedback</p> <p>Assignments: Individual 15-Minute technology-assisted presentation showing research setting and describing research project. Submit Research Activity Log in Blackboard by Friday noon.</p>
Weeks 3-5	<p>No scheduled classes.</p> <p>Assignments: Submit Research Activity Log in Blackboard by Friday noon each week.</p>
Week 6	<p>Topic: Research Dialogue Meeting: Active discussion and presentations about ongoing research-field experiences, with an opportunity for group feedback</p> <p>Assignments: Individual 15-Minute technology-assisted presentation showing research setting and describing research project. Submit Research Activity Log in Blackboard by Friday noon.</p>
Weeks 7-9	<p>No scheduled classes.</p> <p>Assignments: Submit Research Activity Log in Blackboard by Friday noon each week.</p>
Week 10	<p>Topic: Research Dialogue Meeting: Active discussion and presentations about ongoing research-field experiences, with an opportunity for group feedback</p> <p>Assignments: Individual 15-Minute technology-assisted presentation showing research setting and describing research project. Submit Research Activity Log in Blackboard by Friday noon.</p>
Weeks 11-13	<p>No scheduled classes.</p> <p>Assignments: Submit Research Activity Log in Blackboard by Friday noon each week.</p>
Week 14	<p>Topic: Research Dialogue Meeting: Active discussion and presentations about ongoing research-field experiences, with an opportunity for group feedback</p>

Formatted Table

Formatted Table

	Assignments: Individual 15-Minute technology-assisted presentation showing research setting and describing research project. Submit Research Activity Log in Blackboard by Friday noon.
--	---

Week 15	<p>Topic: Field Experience Dialogue Meeting: Student-led technology-assisted presentations and group discussion. Individual presentations showcasing research setting and project topic.</p> <p>Assignments: Individual 15-Minute technology-assisted presentation showing research setting and describing research project. Submit Research Activity Log in Blackboard by Friday noon each week. Submit Short Research Review Paper and Digital Portfolio.</p>
Week 16	<p>No scheduled classes.</p> <p>Assignments: Submit Research Activity Log in Blackboard by Friday noon. Submit last Research Activity Log. Finally, submit completed Mentee Evaluation Form (see Appendix C).</p>

VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Understanding research involves both careful study and communication with peers. Participants will be expected to engage with their peers during in class discussions and to be actively engaged as a reliability and competent member of a research team or mentor-mentee collaboration. The grade for this course will be based upon all of the following for students engaged in research in a mentorship, internship, or independent research study. For students engaged in experiential learning in the form of an immersion, only the class attendance, Mentor-Student Agreement Form, Weekly Activity Log, Short Research Review Paper, and Mentor Evaluation Form will count toward successful completion of this field experience course.

Class Attendance and Participation: Students are expected to attend class sessions consistently and be actively engaged in discussion with peers during in-classroom presentations. In the event of nonattendance, points will be awarded at the discretion of instructor based on reason for nonattendance. Class attendance and participation will include research dialogue meetings with Dr. Barbara Packer-Muti, which will be held during weeks 2, 6, 10, & 14. These research dialogue meetings will entail active discussion and presentations about ongoing research-field experiences, with an opportunity for group feedback and will serve to stimulate ideas for current and future professional development. Class attendance and participation will also include one Saturday field experience dialogue meeting with Drs. Barbara Packer-Muti and Steven Hecht, to present a technology-assisted presentation (see below).

Attendance and Participation –
(6 points per class session X 5 class sessions = 30 pts Total)

Rubric:

Expectations	Not Met (0 points)	Met (1-2 points)	Exceeds (3 points)
Timely Attendance 1 point <u>per class</u> possible	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	Chose not to participate in discussions.	Some participation in class discussions	Engaged participation; asked questions, significant contribution to discussion.

Mentor-Student Agreement Form: Students are expected to turn in the mentor-student agreement form by the end of the first week of the semester. **This form must be returned to the instructor by the first week of the current semester or the student will be dropped from this course.**

Mentor-Student Agreement Form –
(1 point Total)

Weekly Activity Log: Students will be expected to upload in Blackboard a Weekly Activity Log on the Friday of each week of the semester, by 11:59pm. The activity log must show the student hours, including dates and times in an hour-by-hour log, and a brief description of what was done during those times. The student will also provide thorough explanations of the activities that were listed in the Weekly Activity Log. The student will explain in detail the duties, steps, procedures, and other activities were done that week. It is advisable that the student get the mentor to comment on these log entries. This will provide the student with feedback on the accuracy of the log entries, and help the mentor to monitor the student's progress. In the event of unavoidable lateness, points will be awarded at the discretion of instructor based on reason for the late submission.

Weekly Activity Log –
(9 pt. per week X 16 weeks = 144 pts Total)

Rubric:

Expectations	Not Met (0 points)	Met (1-2 points)	Exceeds (3 points)
Timely submission of Weekly Activity Log	Did not submit Weekly Activity Log by the end of the day, Friday at 11:59pm.		Submitted Weekly Activity Log by the end of the day, Friday at 11:59pm.

Hour-by-hour log	Student did not indicate the research activities that occurred on an hour-to-hour basis each day of the week.	Student indicated the research activities that occurred on an hour-to-hour basis, but some log entries were ambiguous or times and days were not always indicated.	Student clearly indicated the activities that occurred each day of the week on an hour-to-hour basis.
Weekly Activity Log shows student engaged in research project	Did not participate in research project.	Participated in research project, but did not sufficiently describe what was done that week or student did not accomplish a reasonable amount of research activity.	Participated in research activity and described activity thoroughly and clearly spent a reasonable amount of time engaged in research activity.

Digital Portfolio: All components of the experiential learning will be included in a Digital Portfolio which will be turned in during the second to last week of the semester. The following items should be included:

- a. **Weekly Journal Entries:** Each week, students will record narrative concerning reflections, findings, or lessons learned (including dates). Entries should note obstacles, challenges, meaningful activities, and encounters in a written discussion-like format. Journal entries might also include interesting facts or procedures that were learned (e.g., a procedure to isolate a particular protein). Journal entries for the semester are expected to require at least 10 double-spaced pages (12 point Times font).
- b. **Photographs, or other visual information.** At least 5 visual depictions of processes or apparatuses or other visual findings should be included. Line drawings are acceptable as long as they are neat and provide effective communication.
- c. **Letters of recommendation.** At least one letter from the mentor or work-related connection (e.g., graduate student or fellow student working in the lab) as related to the project or research process.
- d. **Supplemental Material: Notes, papers, flyers, charts, figures, statistical analyses.** Whatever has been collected and/or created in connection with the project or research process. At least 10 pages of supplemental material are required.

Digital Portfolio –
(100 Points Total)

Rubric:

Expectations	Not Met (0 points)	Met (1-10 points)	Exceeds (11-20 points)
Weekly Journal Entries	Journal entries are incomplete or otherwise show very little effort or description of research activities and no self-reflection. Journal entries do not cover each week of the semester.	Journal entries provide some details, but some weekly entries are incomplete or not well-described.	Journal entries are highly detailed and provide a thorough description of research activities that were done each week.
Photographs or other visual Information	There are not at least five visual artifacts present and the visual artifacts are not informative	There are five visual artifacts present, but at least one of the artifacts is not informative.	All five visual artifacts are present and provide informative depiction of the research setting.
Letter/s of Recommendation	There are no letters of recommendation.		There is at least one letter of recommendation from the mentor.
Supplemental Material	Supplemental material are difficult to interpret or there are less than 10 pages of supplemental material.	At least 10 pages of supplemental material are present, but some of these pages seem incomplete are difficult to interpret.	At least 10 pages of supplemental material are present and are clearly interpretable and show considerable thought and in-depth research activity.

Technology-assisted Presentation: Students will individually present to the class a 15 to 20 minute PowerPoint or Prezi presentation that describes the research setting, research topic, and research questions as pertaining to the research project/s that the student is involved in. This class will be held during the 15th week of the semester on a Saturday, from 8:00am to 4pm. These presentations should be organized much like a review of article presentation in terms of presenting the audience with the appropriate amount of background information for evaluating the significance of the research topic. The presentation should also include visual depictions of the research setting as applicable so that the audience can form a coherent mental image of the sort of experiences that the student gained from the field experience. At least 5 slides are required.

Technology-based presentation –
(40 Points Total)

Rubric:

Expectations	Not Met (0 points)	Met (1-10 points)	Exceeds (11-20 points)
PowerPoint Presentation	Student did not present PowerPoint presentation.	Student presented PowerPoint presentation; however, there were less than 5 slides	Student presented PowerPoint presentation with at least 5 slides.
Quality of PowerPoint Presentation	PowerPoint presentation did <u>not</u> include at least 5 slides and/or inadequately describes the research setting, research topic, research questions, and relevant findings or lessons learned.	There were at least 5 slides, but some of the parts of the presentation were unclear. Presentation overall did not provide a thorough depiction of the research experiences that the student received during the semester.	There were at least 5 slides, the slides were clear and well-presented, and the presentation overall provided a thorough depiction of the research experiences that the student received.

Formatted Table

Short Research Review Paper or Proposal: Student's mentor will read, critique, and grade this deliverable. The grading criteria will be at the mentor's discretion. Mentors will be informed that students will not receive any credit for this assignment unless the following minimal requirements are met. Students will compose a short review paper or proposal that focuses on a research topic that is being studied in the experiential learning setting, with at least 15 peer-reviewed articles cited in order to receive credit for this assignment. The review paper or research proposal should be at least 30 pages for students receiving an immersion format experience, with at least 60 peer-reviewed articles cited in order to receive credit for this assignment.

Short Research Review Paper or Proposal –
(4 points total)

Rubric:

The mentor will assign a grade of A (4 points) B (3 points) C (2 points) D (1 point) or F (0 points) at her/his discretion. Mentors will be informed that students will not receive any credit for this assignment unless the minimal requirements as stated above are met.

Mentee Lab Performance Evaluation Form: Students will be evaluated using a 12-item rating scale by their mentor on the following dimensions: punctuality, professional attire and behavior, competence, work ethic, interest in research, and cooperation with others (see Appendix C).

Rubric:

The mentor will rate student at her/his discretion. Student will receive an A if at least 10 of the ratings are a 3 and no ratings fall below a 2. Student will receive a B if at least 8 of the ratings are a 3 and no ratings fall below a 2. Student will receive an F in lab performance if at least 8 of the ratings are not a 3 or if there are any 1 ratings.

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
P	83-100

F	<83
---	-----

A minimum grade of B or 83% of the maximum points possible must be earned for each course assignment, unless otherwise indicated below. If student does not earn at least the points required to pass any course assignment, then student fails the course.

J. Course Assignments

Course Assignment	Max Points Possible	Points Required to Pass This Course
Class attendance and participation	40	35
Mentor-Student Agreement Form	1	1
Weekly Activity Log	144	120
Digital Portfolio	100	83
Technology-based Presentation	40	34
Short Research Review Paper or Proposal	4	3
Mentor Lab Performance Evaluation Form	32	27

Note: Mentor-Student agreement form must be returned to the instructor by the first week of the current semester or the student will be dropped from this course.

XI. LIST OF SUGGESTED RESOURCES

A. Books:

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.

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

Yockey, R.D. (2011). *SPSS Demystified: A step-by-step guide to successful data analysis*. Boston: Prentice Hall.

D. 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.

B. 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.

C. 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.

D. Americans with Disabilities Act

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

E. 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.

F. 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.

G. 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.

Appendix B.
Mentoring Agreement Form
for Razor's Edge Research Minor, Field Experience (RAZR 4501)

Instructions: Please fill out this form and give to student who will provide to Dr. Steven Hecht.

We are both voluntarily entering into this mentor-mentee agreement:

1. The mentoring relationship will last for the _____ semester.
2. We will meet at least once every _____ weeks to discuss your field experience progress. Meeting times, once agreed, will not be cancelled unless this is unavoidable.
3. The aim of the partnership is to engage the student in the following type of field experience (circle one):
 - a) Immersion – student will complete an agreed upon scholarly research review paper or proposal
 - b) Mentorship – student will spend one semester learning within the context of the paired mentor's research project as a co-researcher, completing various tasks as assigned.
 - c) Internship – functions the same as a mentorship, except the duration will last longer than one semester.
 - d) Independent Research Study – student will conduct a research study of their own design in collaboration with the mentor.
4. We agree that the role of the mentor is to:

5. We agree that the role of the mentee is to:

6. The mentor agrees to provide constructive feedback to the mentee. The mentee agrees to be immediately responsive to the feedback.

Date: _____

Mentor's Name _____ Mentor's Signature _____

Mentee's Name _____ Mentee's Signature _____

Appendix C.

Mentee Lab Performance Evaluation Form

Mentor's name _____ Mentee's name _____

Mentor should fill out this form and email to shecht@nova.edu by Thursday of finals week. This form will count as 40% of the mentee's letter grade in this Field Experience course.

How Often?

Please circle how often for each item below:	Always	Almost Always	Rarely	Not applicable
My mentee arrived to meetings on time	③	②	①	N/A
My mentee contacted me on a timely basis when needed	③	②	①	N/A
My mentee dressed appropriately	③	②	①	N/A
My mentee behaved in a professional and courteous manner	③	②	①	N/A
My mentee was concerned about carrying out steps or procedures and/or assignments in an accurate way	③	②	①	N/A
My mentee's adherence to research protocols and/or written work was of high quality	③	②	①	N/A
My mentee showed enthusiasm for learning more about the research topics covered in my lab	③	②	①	N/A
My mentee demonstrated a reasonable interest/concern towards the research process	③	②	①	N/A
My mentee was a hard worker	③	②	①	N/A
My mentee participated in all requested activities through completion	③	②	①	N/A
My mentee gets along well with others in my lab	③	②	①	N/A
My mentee communicates effectively with others in my lab	③	②	①	N/A

Note: Student receives a passing grade if at least 8 of the ratings as a 3 and no ratings fall below a 2.

I would like to request continuing to work with this mentee	Circle: Yes or No
---	-------------------

My mentee's grade on her/his literature review paper (or research proposal) was (circle one) – A passing grade of A or B or a failing grade of C or D or F. This grade is based on the following criteria:

Please provide comments concerning your mentee's performance in your lab. Please reflect on both the student's relative strengths and weaknesses (use back of page if you need more room).

Formatted Table