



# United States Navy Senior Enlisted Academy (SEA)

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## Getting Started

This syllabus describes the Senior Enlisted Academy (SEA) course for military senior enlisted leaders enrolled in a class. Each class is divided into smaller groups, with each group identified by a color. SEA Classes will have up to nine “color” groups (*Blue, Brown, Gold, Gray, Green, Khaki, Orange, Purple, and Red*) with dedicated Faculty Advisors (FAs) assigned to each color group.

For issues prior to starting the course in Blackboard, contact [CourseDirector.sea@usnwc.edu](mailto:CourseDirector.sea@usnwc.edu) or [Registration.sea@usnwc.edu](mailto:Registration.sea@usnwc.edu) as appropriate. **Once the class begins online, your primary points-of-contact for all matters related to the SEA are your Faculty Advisors.**

**Course Prerequisite.** Before registering for an Empower account, students must have completed an online PME course. *Either* Navy Primary Professional Military Education (PPME) on NKO *or* Senior Enlisted Joint Professional Military Education (must complete both SEJPME-I & SEJPME-II) on JKO meet this requirement. The PME prerequisite does not apply to International Students.

**Getting Started.** For orientation purposes, students gain access to the class in Blackboard (Bb) Wednesday before the class officially starts. To begin, students should log into Bb, select their class, and select “START HERE” from the left-hand menu. Here, students upload their **PME completion evidence**, their **SEA Acknowledgement Letter** (signed by their CMC, XO, and CO), and complete a **syllabus knowledge-check** to unlock the course material\*.

**\*Failure to complete these initial steps by Wednesday, 2359 ET of Week-1 may result in **automatic disenrollment** from the course.**

After completing the syllabus knowledge-check, students should watch the two orientation videos under the Orientation & Downloads tab.

**Weekly Format.** **Students can expect to spend 12-to-15-hours per week with this course.** Each week begins on Monday (0000 ET) and ends the following Sunday (2359 ET). There is a downloadable Weekly Checklist for each week in Bb covering all requirements for that week. Generally, complete the readings the weekend *prior* to for the upcoming week. The deadline for all major assignments is 2359 Eastern Time (ET). Essays are delivered via *Turnitin* in Bb.

**Major Assignments.** At least one major assignment is due **every Sunday at 2359 ET** throughout the DL phase. The table below is provided for planning purposes.

|  |  |
|--|--|
| Week-1: Class-up Survey                              | Week-5: <b>Midterm Exam</b>                                      |
| Week-2: Ethics Essay & Capstone Student Roles        | Week-6: Heritage Essay   |
| Week-3: Capstone Outline, Ref Page, and <b>Quiz1</b> | Week-7: Capstone Essay, Core Strengths Assessment, and DL Survey |
| Week-4: Problem Essay                                |  |

\*\*\* NOTE \*\*\*

APA Style, 6th edition, is required for all written assignments.

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**Discussion Boards.** Student answers to all posted discussion board (DB) questions are due each week on **Wednesday at 2359 Eastern Time (ET)**. Responses to posted questions are called *Primary Posts*. Additionally, each week students must respond to two different student posts by **Saturday at 2359 ET**. These responses to other student posts are called *Secondary Posts*. All DB posts are graded. See the Discussion Board **Rubric** in Bb for further detail. Pay particular attention to word limits and grading criteria.

**Table of Weekly Topics and Requirements.**

| Week | Topic   | Requirements   |
|------|---|--|
| 1    | <p>Monday, 0000 ET<br/>thru<br/>Sunday, 2359 ET</p> <p><b>Communicating and Writing, &amp; The Profession of Arms Week.</b></p> | <p><b>Required (all Study Guides and):</b></p> <ul style="list-style-type: none"> <li>• Effective Writing Sample Paper (5 pp.)</li> <li>• SCAN Reference material</li> <li>• 3-Part Comms Lecture (11 min.)</li> <li>• 3-Part Comms Tutorial (10 min.)</li> <li>• Word APA Setup (18 min.)</li> <li>• Effective Writing (33 min.)</li> <li>• America’s Military: A Profession of Arms (6 pp.)</li> </ul> <p><b>WED 2359 ET: Complete MANDATORY initial steps</b></p> <p><b>DB Posts:</b> 2 primary* + 2 secondary to <b>Group DB</b></p> <p><b>*Week-1 ONLY:</b> primary posts due NLT Saturday 2359 ET</p> <p><b>Post your Introduction in the Whole-class DB</b></p> <p><b>Submit</b> Class-up Survey (delivered separately via email)</p> |
| 2    | <p>Monday, 0000 ET<br/>thru<br/>Sunday, 2359 ET</p> <p><b>Thinking Strategically &amp; National Power Week</b></p>              | <p><b>Required (all Study Guides and):</b></p> <ul style="list-style-type: none"> <li>• The Dynamics of Doctrine (24 pp.)</li> <li>• Joint Pub 1 (2 pp.)</li> <li>• Thinking Strategically (41 min.)</li> <li>• Start with Why (18 min.)</li> <li>• Elements of National Power (16 min.)</li> <li>• National Security Strategy (22 pp.)</li> </ul> <p><b>DB Posts:</b> 2 primary + 2 secondary (<b>graded</b> per Rubric in Bb)</p> <p><b>Submit</b> Ethics Essay</p> <p><b>Submit</b> Capstone “<i>Student Roles</i>”</p>   |
| 3    | <p>Monday, 0000 ET<br/>thru<br/>Sunday, 2359 ET</p> <p><b>National Defense &amp; Risk Mitigation Week</b></p>                   | <p><b>Required (all Study Guides and):</b></p> <ul style="list-style-type: none"> <li>• National Defense Strategy (17 pp.)</li> <li>• National Military Strategy (18 pp.)</li> <li>• Command and Force Structure (5 pp.)</li> <li>• National Military Organization (27 min)</li> <li>• Risk Mitigation (9 pp.)</li> <li>• SAPR Narrated pptx (30 min)</li> </ul> <p><b>DB Posts:</b> 2 primary + 2 secondary (<b>graded</b> per Rubric in Bb)</p> <p><b>Submit</b> <i>Capstone Outline w/Reference Page,</i></p> <p><b>Submit</b> <i>Quiz-1</i></p>  |

| Week | Topic  | Requirements   |
|------|--|--|
| 4    | Monday, 0000 ET<br>thru<br>Sunday, 2359 ET<br><br><b>Navy Week &amp;<br/>           Commander's Intent</b> | <b>Required (all Study Guides and):</b> <ul style="list-style-type: none"> <li>• A Cooperative Strategy for 21st Century Seapower (18 pp.)</li> <li>• A Design for Maintaining Maritime Superiority (8 pp.)</li> <li>• CJCS Mission Command White Paper (5 pp.)</li> <li>• Navy Reserve Force (30 min)</li> </ul> <b>DB Posts:</b> 2 primary + 2 secondary ( <b>graded</b> per Rubric in Bb)<br><b>Submit Problem Essay*</b>   |
| 5    | Monday, 0000 ET<br>thru<br>Sunday, 2359 ET<br><br><b>Joint Force Week (Part-1)</b>                         | <b>Required (all Study Guides and):</b> <ul style="list-style-type: none"> <li>• Joint Operation Planning (27 pp.)</li> <li>• Red Star over the Pacific (13 pp)</li> <li>• NWC Lecture <i>Rise of Chinese Seapower</i> (53 min)</li> <li>• Putin's 'Potemkin-Plus' Navy (5 pp.)</li> <li>• USAF Service brief (21 min)</li> <li>• USMC Service brief (17 min)</li> </ul> <b>DB Posts:</b> 2 primary + 2 secondary ( <b>graded</b> per Rubric in Bb)<br><b>Submit Midterm Exam</b>  |
| 6    | Monday, 0000 ET<br>thru<br>Sunday, 2359 ET<br><br><b>Joint Force Week (Part-2)</b>                         | <b>Required (all Study Guides and):</b> <ul style="list-style-type: none"> <li>• North Korea after Kim Jong-il (6 pp.)</li> <li>• A Comparative Study (11 pp.)</li> <li>• Iran's Next Supreme Leader (11 pp.)</li> <li>• NWC Dr. Roehrig: <i>The Korean Peninsula</i> (105 min)</li> <li>• NWC Dr. Lane: <i>Iran</i> (55 min)</li> <li>• USN Service brief (8 min)</li> <li>• USCG Service brief (23 min)</li> </ul> <b>DB Posts:</b> 2 primary + 2 secondary ( <b>graded</b> per Rubric in Bb)<br><b>Submit Heritage Essay*</b> |
| 7    | Monday, 0000 ET<br>thru<br>Sunday, 2359 ET<br><br><b>Core Attributes Week</b>                              | <b>Required (all Study Guides and):</b> <ul style="list-style-type: none"> <li>• CPO MVGP PPT (3 pp)</li> <li>• A Design for Maintaining Maritime Superiority (1 pp.)</li> <li>• Navy Ethos (12 min.)</li> <li>• Sailors Creed (16 min.)</li> <li>• Humility in Leadership (61 min.)</li> <li>• Cherry-Halyburton (92 min)</li> </ul> <b>DB Posts:</b> 2 primary + 2 secondary ( <b>graded</b> per Rubric in Bb)<br><b>Submit Capstone Essay "Milestone-2"*</b><br><b>Complete Core Strengths assessment</b>                     |

| Week | Topic  | Requirements  |
|------|--|---|
| 8    | Monday, 0000 ET<br>thru<br>Sunday, 2359 ET<br><br>***For 2-week In-Residence Course ONLY***<br><br>Leadership Week | <b>Required (all Study Guides and):</b> <ul style="list-style-type: none"> <li>• Group Problem Solving (6 pp)</li> <li>• Group Problem Solving PPT (20 min)</li> <li>• Good Order &amp; Discipline (16pp)</li> <li>• Good Order &amp; Discipline PPT (8 min)</li> <li>• Power (17 pp)</li> <li>• Power PPT (18 min)</li> </ul> <b>DB Posts:</b> 2 primary + 2 secondary ( <b>graded</b> per Rubric in Bb) |

\* You will use the **outlines** from the *Problem Essay*, *Heritage Essay*, and *Capstone Essay* to produce **speeches** and the Capstone Executive-level brief when in-residence. Bring these papers and outlines to Newport.

### Distance Learning Assignments and Grade-Weights

| DL Phase Assignments   | % of Grade    |
|--|---------------|
| Ethics Essay   | Feedback Only |
| Problem Essay  | 10%           |
| Heritage Essay   | 12%           |
| Capstone Essay ( <i>Milestone-2</i> )                                      | 5%            |
| Quiz-1   | Feedback Only |
| Midterm Exam   | 5%            |
| Discussion Boards ( <i>Week-1</i> )  | Feedback Only |
| Discussion Boards ( <i>Weeks 2-7</i> ) ( <i>2-8 for 2-week IR course</i> ) | 10%           |
| <b>Total from DL Phase:</b>  | <b>42%</b>    |

NOTE: Essays, Quiz-1, and Midterm Exam assignments are mandatory, even Feedback Only assignments. *Unless previously arranged with your FA, late* assignments will result in an academic **failure**.

Quiz 1: 10 questions from material covered in Weeks 1-3 in Bb.

Midterm Exam: 20 questions from material covered in **Weeks 1-5** in Bb.

### Distance Learning Evaluation Standards

Written assignments are graded using the following criteria:

A “**Successful Paper**” is written effectively using APA-6 format, is neat, and shows attention to detail. The sentences are complete, clear, concise, and well-constructed following the “three-part communication model.” It adheres to the Rules of Grammar, word usage, and punctuation. Content should be comprehensive, accurate, and persuasive. The paper also

demonstrates an understanding of the relevant subject matter with citations per APA guidelines. The tone of the paper is appropriate to the audience, content, and assignment.

A “**Passing Paper**” may or may not use most of the traits described above. In general, the paper is balanced and the strengths are outweighing the weaknesses, with a small amount of revision necessary.

A “**Poor Paper**” has a bare beginning, the writing does not show control, and the need for revision outweighs the strengths. The paper is ineffective and lacks proper structure, format, and motivation.

\*\*\* NOTE \*\*\*

**Failure to submit an assignment(s) on the assigned date/time may result in administrative and/or disciplinary action(s).**

## Surveys

Here are the surveys you can expect during the Distanced Learning (DL) phase:

1. Class-up Survey (gathers demographics for official records)
2. DL Survey (covers Weeks 1-7)

Survey links are emailed at the beginning of the survey period so students can fill in the survey along the way rather than trying to recall everything at the end of the period. The links remain active until the “*Submit Survey*” button at the bottom of the last survey page is selected.

While In-Residence (IR), surveys are submitted weekly. A final Class Closeout survey is sent the week following graduation.

All surveys are due at the end of the period on Sunday, 2359 ET. For convenience, students receive a system-generated *Reminder* with the survey link on Friday, 0700 ET before a survey is due. Additionally, an *Overdue* notice is sent the day after a survey is due should the student fail to hit the “***Submit Survey***” button at the bottom of the last survey page by the survey due date.

Finally, to verify that a survey has been submitted, click on the survey link again. If the survey has been submitted, students will get a message stating, “*You have already submitted a response to this survey.*” Otherwise, clicking on the link take you back to where you left off.

## Student Academic Action Matrix

To set clear expectations, the matrix below identifies the action one can expect should assignments not be delivered on time.

| ITEM                             | FAILURE                  | ACTION REQUIRED                  | AUTHORITY       | REMEDATION             | GRADE SHEET/RESULT                            |
|----------------------------------|--------------------------|----------------------------------|-----------------|------------------------|---|
| <b>GENERAL GUIDANCE</b>          |                          |                                  |                 |                        |   |
| 1st Failure                      | Failure                  | Written Counseling               | Military FA     | As Directed            |   |
| 2nd Failure                      | Failure                  | Written Counseling and ARB       | Deputy Director | As Directed            |   |
| 3rd Failure                      | Failure                  | Refer to Director                | Director        | As Directed            |   |
| <b>IN RESIDENCE CHECK-IN</b>     |                          |                                  |                 |                        |   |
| BCA                              | Failure                  | Counseling with Director         | Director        | N/A                    | Disenrollment                                 |
| <b>ACADEMICS</b>                 |                          |                                  |                 |                        |   |
| Ethics Essay (Feedback)          | Late                     | Written Counseling               | Military FA     | As Directed            | 1st Failure                                   |
| Essay (Graded)                   | < 70%                    | Written Counseling               | Military FA     | As Directed            | Failure and Pass Remediation (max 70%)        |
| Essay (Graded)                   | Late                     | Written Counseling               | Military FA     | As Directed            | Failure (max 70%)                             |
| Capstone Essay                   | < 70%                    | Verbal Counseling                | Military FA     | As Directed            | Pass Remediation (max 70%)                    |
| Disciplinary Review Board        | Performance              | Written Counseling and DRB       | Director        | As Directed            | Possible Disenrollment                        |
| Quiz 1 (Feedback)                | Late                     | Written Counseling               | Military FA     | None                   | Failure                                       |
| Quiz 1 (Feedback)                | Incomplete               | Written Counseling               | Military FA     | None                   | Failure                                       |
| Midterm Exam (Graded)            | < 70%                    | Written Counseling               | Military FA     | As Directed            | Pass Remediation (max 70%)                    |
| Midterm Exam Remediation         | <70%                     | Written Counseling               | Military FA     | None                   | Failure (Grade applied to final average)      |
| Speech (Graded)                  | < 70%                    | Written Counseling               | Military FA     | As Directed            | Failure and Pass Remediation (max 70%)        |
| Capstone Presentation            | < 70%                    | Verbal Counseling                | Military FA     | As Directed            | Pass Remediation (max 70%)                    |
| Final Exam                       | < 70%                    | Written Counseling               | Director        | Determined by Director | Pass Remediation (max 70%)                    |
| Final Exam Remediation           | < 70%                    | N/A                              | Director        | None                   | Disenrollment                                 |
| <b>DISCUSSION BOARD</b>          |                          |                                  |                 |                        |   |
| Required Primary/Secondary Posts | First Time Late or <70%  | Verbal counseling                | Military FA     | As Directed            | Performance Documented                        |
| Required Primary/Secondary Posts | Second Time Late or <70% | Written counseling               | Military FA     | As Directed            | Performance Documented                        |
| Required Primary/Secondary Posts | Third Time Late or <70%  | Failure/ Academic counseling     | Military FA     | As Directed            | Performance Documented                        |
| Required Primary/Secondary Posts | Any further Late or <70% | Failure/ Academic counseling/ARB | Military FA     | As Directed            | Performance Documented/Possible Disenrollment |



## In-Residence (IR) Phase

The IR phase builds on the material covered in the DL phase. For example, the **outlines** from the *Problem Essay*, *Heritage Essay*, and *Capstone Essay* are used to produce **speeches** during the In-Residence phase of the course. The IR methodology includes lectures, seminars, group activities, and physical conditioning. During check-in, students participate in a Body Composition Assessment (BCA) as outlined in OPNAVINST 6110.1(series).

\*\*\* NOTE \*\*\*

**Failure to meet Navy BCA standards will result in immediate disenrollment.**

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**Student Handbook.** The student handbook is available on Blackboard (Bb) and on the SEA webpage. It includes course-related rules, policies, and procedures (e.g., travel, uniforms, etc.) while in Newport, RI. It is your responsibility to become familiar with the material in the student handbook.

**Weekly Lessons.** The following table lists the topics covered during the IR phase. Due to the dynamic nature of the IR schedule, these topics are grouped academically and do not reflect the order in which they will be taught.

| <b>Lessons</b>                               | <b>Lessons (cont.)</b>                      |
|--|---|
| <b>Communications Skills</b>                 | <b>Military Studies/Operations</b>          |
| 2.03 Extemporaneous Speaking (1.5 hrs.)      | 5.11 CNO Design (1.5 hrs.)                  |
| 2.03a Impromptu Speaking (1.5 hrs.)          | <b>Military Professionalism</b>             |
| 2.04 Feedback Skills (2 hrs.)                | 6.06 USS CONSTITUTION Trip (3 hrs.)         |
| 2.05 Coaching, Counseling, Mentoring (1 hr.) | 6.09 Values and Ethics (lecture) (1 hr.)    |
| <b>Leadership</b>                            | 6.10 Values and Ethics (activity) (1 hr.)   |
| 3.01 Human Behavior & Organization (2 hrs.)  | 6.13 USS Excellence Case Study (1 hr.)      |
| 3.02 Power (2 hrs.)                          | 6.12 USS Go Navy Case Study (1 hr.)         |
| 3.04 Good Order & Discipline (2 hrs.)        | 6.17 USS Integrity Case Study (1 hr.)       |
| 3.06 Conflict and Controversy (3 hrs.)       |   |
| 3.10 Leader Development Planning             | <b>Student Speeches/Briefs</b>              |
| 3.11 Personal Development Planning           | Duties & Responsibilities Speech            |
| 3.13 Core Strengths (6.5 hrs.)               | Staff Briefs                                |
| <b>Organizational Behavior</b>               | Guest Speaker Speech                        |
| 4.02 Org. Communications (3 hrs.)            | Military Heritage Speech                    |
| 4.03 Group Dynamics (2 hrs.)                 | Capstone Executive-level Brief (Team)       |
| 4.04 Group Problem Solving (2 hrs.)          | German Navy Brief (1 hr.)                   |
| 4.05 Organizational Decision Making (2 hrs.) | International Partner Navy Brief(s) (1 hr.) |
| 4.06 Facilitation of Groups (2 hrs.)         |   |



**Weekly Schedule.** The in-residence schedule includes multiple guest speakers (e.g., Flag speakers, MCPON, and other guests and dignitaries) whose individual calendars drive the weekly academic schedule. Those weekly schedules will be posted in Bb once students arrive in Newport, RI. Finally, students gain access to all in-residence readings via Bb at the beginning of Week-7 in the DL phase should they desire to get ahead.

### In-Residence Assignments and Grade-Weights

| IR Phase Assignments                                      | % of Grade    |
|---|---------------|
| Duties & Responsibilities Brief                           | Feedback Only |
| Staff Brief ( <i>use outline from Problem essay</i> )     | 10%           |
| Guest Speaker Brief                                       | 10%           |
| Heritage Brief ( <i>use outline from Heritage essay</i> ) | 12%           |
| Capstone Brief ( <i>Milestone-3</i> )                     | 5%            |
| Final Exam  | 15%           |
| Classroom Participation ( <i>2% per Week</i> )            | 6%            |
| <b>Total from IR Phase:</b>                               | <b>58%</b>    |

**Final Exam:** 30 Questions: 25 questions from Bb Weeks 6-7 (Weeks 6-8 for the SELRES 2-week In-Residence Course ONLY) and all in-residence group room topics, plus 5 questions from Leadership Hall readings.

### Academic Code of Conduct (applies to both DL & IR)

The SEA views academic dishonesty as one of the most serious offenses that a student can commit and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, it provides examples of what our Faculty Advisors look for when grading assignments.

- ***Cheating*** – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include the use of unauthorized aids (notes, texts) or copying from another student’s exam, paper, computer disk, etc.
- ***Fabrication*** – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- ***Plagiarism*** – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation of the source by way of a footnote, endnote, or in-text citation.
- ***Self-Plagiarism*** – intentionally representing one’s previously submitted work as new material. Do not recycle papers from one class into the next without citing the previous work. Plagiarism detection software (e.g., *Turnitin*) will catch it every time. At the SEA, recycling previous work is not authorized. See APA Sec 6.02 for further discussion on self-plagiarism.

- ***Unauthorized collaboration*** – Students, each claiming sole authorship, submit separate reports, which are substantially similar to one another. While several students may have the same source material, the analysis, interpretation, and reporting of the data must be completed by each individual.
- ***Participation in academically dishonest activities*** – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alteration, theft, forgery, or destruction of the academic work of others.
- ***Facilitating academic dishonesty*** – Examples may include inaccurately listing someone as co-author of the paper who did not contribute, sharing a take-home exam, taking an exam or writing a paper for another student.

A specific intent to deceive does not have to be demonstrated to substantiate instances of plagiarism. Failure to properly credit another's work through inattention to detail, negligence, ignorance, computer difficulties, or other inadvertent acts does not excuse plagiarism, but may mitigate the outcome.

Students who are unsure whether a certain conduct would constitute plagiarism, cheating, or misrepresentation shall seek guidance from their Faculty Advisor prior to submitting the assignment or taking the test involved. If written work is submitted which appears to violate this academic code of conduct, the following procedures apply:

- A Faculty Advisor will investigate the matter to determine whether there is substantial evidence of a violation. If warranted, the Faculty Advisor shall present the student with information that supports the alleged violation and allow the individual an opportunity to comment and/or submit information on his or her behalf. If there is substantial evidence, the Director and Deputy Director will be notified, and the Faculty Advisor will refer the matter to an Academic Integrity Review Board.
- The Academic Integrity Review Board will be composed of the Deputy Director and two Faculty Advisors. The Academic Integrity Review Board will thoroughly review the case, make findings of fact, and recommend appropriate action to the SEA Director. This action may include any or all of the following:
  - a) Lowering of grades on the affected work,
  - b) Inclusion of remarks in Performance Information Memorandum,
  - c) Letters to appropriate branches of the Service, or governments,
  - d) Dismissal from the Navy Senior Enlisted Academy, or
  - e) Referral for disciplinary action under the Uniform Code of Military Justice.
- Violations discovered after graduation will be processed similarly and may result in referral of the matter to the current command concerned and, if appropriate, revocation of the Navy Senior Enlisted Academy diploma.

- The SEA reserves the right to contact a Staff Judge Advocate to obtain the appropriate rights-advisement to use in questioning students suspected of violating the academic honor code prior to requesting statements from said individuals.

### **SEA Points of Contact**

Students with questions or who need additional information not provided in this syllabus should reach out to any of the contacts below:

|  |  |
|--|--|
| Director: <a href="mailto:director.sea@usnwc.edu">director.sea@usnwc.edu</a><br>Office (401) 841-2912<br>DSN 841-2912                          | Deputy Director: <a href="mailto:depdirector.sea@usnwc.edu">depdirector.sea@usnwc.edu</a><br>Office (401) 841-4946<br>DSN 841-4946                   |
| Course Director:<br><a href="mailto:coursedirector.sea@usnwc.edu">coursedirector.sea@usnwc.edu</a><br>Office (401) 841-4944<br>DSN 841-4944    | Associate Director:<br><a href="mailto:associatedirector.sea@usnwc.edu">associatedirector.sea@usnwc.edu</a><br>Office (401) 841-2344<br>DSN 841-2344 |
| Admin/Front Office:<br><a href="mailto:administration.sea@usnwc.edu">administration.sea@usnwc.edu</a><br>Office (401) 841-4776<br>DSN 841-4776 | Travel/DTS Coordinator:<br><a href="mailto:seadtscoordinator@usnwc.edu">seadtscoordinator@usnwc.edu</a><br>Office (401) 841-4469<br>DSN 841-4469     |

#### **Textbooks (Provided by the SEA when Needed):**

- Hamilton, C. (2011). *Communicating for results: A guide for business and the professions* (9th ed.). Boston, MA: Wadsworth.
- Hersey, Paul., Blanchard, Kenneth H., Johnson, Dewey E. (2008). *Management of organizational behavior: Leading human resources*. (9<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson Prentice Hall.
- Kayser, T. A. (2011). *Mining group gold: How to cash in on the collaborative brain power of a team for innovation and results*. (3rd ed.). New York, NY: McGraw-Hill.
- Locke, E. A. (1999). *The essence of leadership: The four keys to leading successfully*. New York, NY: Lexington Books.
- Maxwell, J. C. (2005). *The 360° leader: Developing your influence from anywhere in the organization*. Nashville, TN: Nelson Business.
- Paul, R. W., & Elder, L. (2002). *Critical thinking: Tools for taking charge of your professional and personal life*. Upper Saddle River, NJ: Pearson Education.
- Publication Manual of the American Psychological Association* (6th ed.). (2009). Washington, DC: American Psychological Association.