



United States Navy Senior Enlisted Academy (SEA)

This Syllabus v2.4 describes the Senior Enlisted Academy course for military senior enlisted leaders. Students should Register for an account in Empower and selected a specific class (e.g., SEA-200). Each class is broken into smaller groups, with each group identified by a color. SEA Classes will have up to nine “color” groups (Blue, Brown, Gold, Gray, Green, Orange, Khaki, Purple, and Red) with dedicated Faculty Advisors (**FAs**) assigned to each color group.

For issues prior to starting the course in Blackboard, please contact CourseDirector@usnwc.edu or Registration.sea@usnwc.edu as appropriate. However, once a class begins, students’ primary point of contact for all matters related to the SEA is through their Faculty Advisor(s).

Professional Military Education (PME) Course Prerequisite

To establish a common baseline for discussion, the SEA requires completion of **either** Navy Primary Professional Military Education (**PPME**) available on NKO **or** Senior Enlisted Joint Professional Military Education (**SEJPME-I/II**) available on JKO. E7s who choose to the Joint SEJPME option need only complete SEJPME-I. Further, SEJPME-I is *optional* for International Students regardless of rank.

For U.S. students only, proof of PME completion is required in the first week of class in Blackboard (Bb). See the [SEA website](#) for further details.

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*. (9th ed.) Upper Saddle River, NJ: Pearson Prentice Hall.
- Kayser, T. A. (1995). *Mining group gold: How to cash in on the collaborative brain power of a group*. (2nd 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.

Overview

The Navy Senior Enlisted Academy (SEA) provides senior enlisted leaders education in communication skills, leadership and management, national security affairs, Navy programs, and physical fitness. The SEA is the Navy's only Professional Military Education (**PME**) institute for our senior enlisted force. With a capacity of supporting 1,300 students annually, the SEA is attended by active duty and reserve personnel from the U.S. Navy, Air Force, Army, Army National Guard, Coast Guard, and Marine Corps, as well as International Service partners.

Navy values educated leaders. The SEA has been successful in preparing senior enlisted leaders for positions of greater responsibilities since 1981. Graduation from the SEA has long been a requirement before assuming the position of Command Master Chief or Chief of the Boat. Additionally, for E8s selected in 2016 (i.e., the selection boards for FY17) and beyond, graduation from a Service Senior Enlisted Academy is a prerequisite for promotion to E9.

Course Description

This course is comprised of 9-weeks of facilitated Distance Learning (**DL**) followed by 3-weeks of In-Residence (**IR**) education in Newport, RI. There is one non-academic week between the DL and IR phases, making the course 13 weeks from start to finish. During the DL phase students read, write papers, and interact with instructors and each other via the Naval War College's Blackboard (**Bb**) learning management system. Students can expect approximately **12 to 15 hours of academic work each week** during the 9-week DL phase. All students must attend the DL and IR phases consecutively. The two phases cannot be split up.

Desired Leader Attributes (Course Outcomes)

The intent of the SEA curriculum is to promote Senior Enlisted Leaders with the following leader attributes:

- (1) The ability to operate on commander's intent and can enable mission command at all levels.
- (2) The ability to make sound ethical decisions based on the values and standards of the profession of arms.
- (3) The ability to use available resources to enhance the discipline, readiness, resiliency, and health of the total force.
- (4) The ability to anticipate, communicate, and mitigate risks.
- (5) The ability to operate in joint, interagency, intergovernmental, and multinational environments.
- (6) The ability to think critically and develop agile, adaptive leaders.

Course Methodology

Teaching methods used over the 12-week course include Discussion Boards, whole-class presentations/discussions, case studies, team activities, and a Capstone Group Project.

Distance Learning (DL) Phase

During the DL phase, you will complete weekly reading assignments, view lecture materials, and offer key ideas via your Group Discussion Board on how the readings inform your professional experience. Additionally, you will complete several writing assignments in the DL phase. The outlines from these essays are integral to the speeches you will give while in-residence.

MANDATORY Six Steps to Getting Started:

***** STOP READ THIS PARAGRAPH FIRST *****

Generally, you will gain access to your class in Bb the Wednesday before your class actually starts. First log into Bb, then select your class, and then look for the left-hand menu tab labeled “*** START HERE ***.” This tab takes you to six steps you **MUST** complete to verify your enrollment in the course. These activities will give you an overview of the course in Bb and culminate with you **posting an acknowledgment** in your Group Discussion Board.

***** NOTE *****

Failure to complete these six steps by 0700 ET, Friday of Week-1 (i.e. 5 days after the course begins) may result in automatic disenrollment from the course.

Weekly Schedule (DL Phase)

Each Blackboard Week begins on **Monday (0000)** and ends the following **Sunday (2359)**. Generally, try to use the weekend *prior* to complete the readings for the upcoming week. The **TIME** for ALL deliverables is **0700 Eastern Time (ET)**. All essays are delivered via *SafeAssign* in Blackboard. Lastly, you will find a downloadable Weekly Requirements Checklist for each week in Bb.

***** NOTE *****

Blackboard Calendar is the primary source for individual class assignment due dates.

Assignment Battle Rhythm: Other than the ‘Six-Steps Acknowledgement’ **beginning Week-2, something is due every Monday at 0700 ET** for the remainder of the DL phase. Also, remember to submit the outlines for your essays per your FA’s guidance. The table below is provided for general and quick planning purposes.

Week-2: Class-up Survey	Week-6: Problem Essay
Week-3: Ethics Essay & Capstone Roles	Week-7: Quiz-2
Week-4: Quiz-1	Week-8: Capstone Milestone-2 (<i>Essay</i>)
Week-5: Capstone Milestone-1 (<i>Outline</i>)	Week-9: Heritage Essay

***** NOTE *****

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

Discussion Board (DB) posts: Your answers to all posted discussion board questions—are due each week on **Thursday at 0700 Eastern Time (ET)**. Additionally, each week you must respond to two different student posts by **Sunday at 0700 ET**. See the Discussion Board **Rubric** in Bb for further detail (including word limits and grading criteria).

Week	Topic	Requirements
0	***START HERE***	Complete “*** START HERE *** <i>Six Steps to Getting Started.</i> ” Optional: Download Course Content.
1	3-Part Communication; Effective Writing; Ethos, Sailors Creed.	Videos (1 hr. 38 min). <ul style="list-style-type: none"> • 3-Part Comms Outline (10 min.) • 3-Part Comms Lecture (11 min.) • Effective Writing (32 min.) • Word Setup (17 min.) • Ethos (12 min.) • Sailors Creed (16 min.) Readings (5 pp.): <ul style="list-style-type: none"> • Effective Writing Sample Paper (5 pp.) • SCAN Reference material DB Posts: 2 primary* + 2 secondary *Week-1 ONLY: primary posts due NLT Sunday 0700 ET Post your Introduction in the <u>Whole-class DB</u> <u>FRI 0700 ET:</u> Post your Six-Steps Acknowledgement to <u>Group DB</u> Work on Class-up Survey (delivered SEPCOR via email) Work on Capstone “Student Roles”
2	Thinking Strategically; Elements of National Power (DIME).	MON 0700 ET: Mandatory Class-up Survey due Videos (1 hr. 15 min). <ul style="list-style-type: none"> • Thinking Strategically (41 min.) • Start with Why (18 min.) • Elements of National Power (16 min.) Readings (26 pp.): <ul style="list-style-type: none"> • The Dynamics of Doctrine (24 pp.) • Joint Pub 1 (2pp.) DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb) Wrap up Capstone “Student Roles”

Week	Topic	Requirements
3	National Security Affairs; The Profession of Arms.	<p>MON 0700 ET: Ethics Essay (1-2 pp) due MON 0700 ET: Capstone “Student Roles” due Videos (2 hrs. 29 min).</p> <ul style="list-style-type: none"> • National Security Affairs 1&2 (88 min.) • Humility in Leadership (61 min.) <p>Readings (31 pp.):</p> <ul style="list-style-type: none"> • National Security Strategy (7 pp.) • America’s Military - A Profession of Arms (5 pp.) <p>DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb)</p>
4	National Defense; Force Structure; Critical Thinking.	<p>MON 0700 ET: Quiz-1 due Videos (2 hrs. 45 min).</p> <ul style="list-style-type: none"> • Prof. Jim Cook (96 min) • National Military Organization (27 min) • Critical Thinking (41 min) • Can You Tell the Difference (1 min) <p>Readings (52 pp.):</p> <ul style="list-style-type: none"> • National Military Strategy (18 pp.) • Command and Force Structure (5 pp.) • Critical Thinking Ch-2&3 (29 pp.) <p>DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb)</p>
5	JOPES-APEX; Facilitating Groups; Capstone <i>Milestone-1</i> .	<p>MON 0700 ET: Capstone “Milestone-1” due* Videos (1 hrs. 44 min).</p> <ul style="list-style-type: none"> • Prof Fred Horne Part 1 (37 min) • Prof Fred Horne Part 2 (25 min) • Facilitating Groups Narrated PPT (42 min) <p>Readings (139 pp. – heavy reading load):</p> <ul style="list-style-type: none"> • Joint Operation Planning (27 pp.) • Mining Group Gold (112 pp.) <p>DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb)</p>

***Note:** You will use the **outlines** from the *Problem Essay*, *Capstone Essay*, and *Heritage Essay* to produce individual **speeches** and the Capstone Executive-level brief during the In-Residence phase of the course.

Week	Topic	Requirements
6	Navy Policy & Strategy; Organizational Decision Making.	<p>MON 0700 ET: <i>Problem Essay</i> due (2-3 pp.) *</p> <p>MON 0700 ET: <i>DL Part-1 Survey (Weeks 1-5)</i> due</p> <p>Videos (1 hr. 35 min).</p> <ul style="list-style-type: none"> • Prof Fred Horne (56 min) • Org DM Narrated PPT (39 min) <p>Readings (24 pp.):</p> <ul style="list-style-type: none"> • A Cooperative Strategy for 21st Century Seapower (18 pp.) • Communicating for Results (2 pp.) • Management of Org Behavior (4 pp.) <p>DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb)</p>
7	The Rise of Chinese Sea Power; A Design for Maintaining Maritime Superiority.	<p>MON 0700 ET: <i>Quiz-2</i> due</p> <p>Videos (53 min).</p> <ul style="list-style-type: none"> • Rise of Chinese Seapower (53 min) <p>Readings (21 pp.):</p> <ul style="list-style-type: none"> • Red Star over the Pacific (13 pp) • A Design for Maintaining Maritime Superiority (8pp.) <p>DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb)</p>
8	North Korea; A Design for Maintaining Maritime Superiority.	<p>MON 0700 ET: <i>Capstone “Milestone-2”</i> due (8-12 pp) *</p> <p>MON 0700 ET: <i>P-Type Survey</i> due</p> <p>Videos (1 hrs. 45 min).</p> <ul style="list-style-type: none"> • Dr. Terry Roehrig Part 1 (48 min) • Dr. Terry Roehrig Part 2 (57 min) <p>Readings (14 pp.):</p> <ul style="list-style-type: none"> • North Korea after Kim Jong-il (6 pp) • A Design for Maintaining Maritime Superiority (8pp.) <p>DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb)</p>
9	Cherry-Halyburton POW; CAPSTONE Discussion.	<p>MON 0700 ET: <i>Heritage Essay</i> due (3-5 pp) *</p> <p>Videos (1 hr. 32 min).</p> <ul style="list-style-type: none"> • Cherry-Halyburton (92 min) <p>Readings (3 pp.):</p> <ul style="list-style-type: none"> • CPO MVGP PPT (3 pp) <p>DB Posts: 2 primary + 2 secondary (graded per Rubric in Bb)</p>

***Note:** You will use the **outlines** from the *Problem Essay*, *Capstone Essay*, and *Heritage Essay* to produce individual **speeches** and the Capstone Executive-level brief during the In-Residence phase of the course.

Assignments and Grading/Evaluation Standards

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
Quiz-2	5%
Discussion Boards (<i>Week-1</i>)	Feedback Only
Discussion Boards (<i>Weeks 2-9</i>)	10%
Total from DL Phase:	42%

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%
Total from IR Phase:	58%

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

Quiz 2: 20 questions from material covered in Weeks 4-6 in Blackboard.

Final Exam: 30 Questions: 25 questions from Bb Weeks-7/8/9 topics, all In-Residence group room topics, plus 5 questions from Leadership Hall **READINGS**.

*** NOTE ***

Additional information on all assignments will be provided on Blackboard.

Grading/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).

Student Academic Action Matrix

As senior leaders we are responsible for our actions. To set clear expectations, the following matrix identifies the action one can expect should assignments not be delivered on time.

ITEM	FAILURE	ACTION REQUIRED	AUTHORITY	REMEDIATION	GRADE SHEET/RESULT
GENERAL GUIDANCE					
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	
IN RESIDENCE CHECK-IN					
BCA	Failure	Counseling with Director	Director	N/A	Disenrollment
ACADEMICS					
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 (70%)
Essay (Graded)	Late	Written Counseling	Military FA	As Directed	Failure
Discussion Post	Incomplete	Verbal Counseling	Military FA	As Directed	Performance Documented / Possible DRB
Discussion Post	Late	Verbal Counseling	Military FA	N/A	Performance Documented / Possible DRB
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
Quiz 2 (Graded)	< 70%	Written Counseling	Military FA	None	Failure (Grade applied to final GPA)
Speech (Graded)	< 70%	Written Counseling	Military FA	As Directed	Failure and Pass Remediation (70%)
Final Exam	< 70%	Written Counseling	Director	Determined by Director	Pass Remediation (70%)
Final Exam Remediation	< 70%	N/A	Director	None	Disenrollment

In-Residence (IR) Phase

The **In-Residence (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 you will participate in a Body Composition Assessment (BCA) as outlined in OPNAVINST 6110.1(series).

*** NOTE ***

Failure to meet Navy BCA standards results in immediate disenrollment.

Student Handbook

The student handbook is available on Blackboard 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 (IR Phase)

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.

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

Weekly Schedule (IR Phase)

The in-residence schedule includes multiple guest speakers (e.g., President Naval War College, MCPON, and other guests and dignitaries) whose individual calendars drive the weekly academic schedule. Those weekly schedules will be posted in Blackboard once you arrive in Newport, RI. Additionally, you will gain access to all of the in-residence readings via Blackboard during the last two weeks of your DL phase.

Academic Code of Conduct

The SEA views academic dishonesty as one of the most serious and egregious 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 intertextual note.
- ***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., *SafeAssign*) 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 Academic Integrity Review Committee’s recommended action.

Students who are unsure whether a certain conduct would constitute plagiarism, cheating, or misrepresentation shall seek the guidance of 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 the student's behalf. If there is substantial evidence, the Director and Deputy Director of the Navy Senior Enlisted Academy will be notified and the Faculty Advisor will refer the matter to the Academic Integrity Review Committee.

- The Academic Integrity Review Committee will be composed of the Deputy Director and two Faculty Advisors. The Academic Integrity Review Committee 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.

- No adverse action based on a violation of this code may be taken without first advising the individual concerned of the nature of the violation and the information that supports the violation, and allowing the individual to submit information on his/her behalf.

- The Navy Senior Enlisted Academy reserves the right to contact the Naval War College Staff Judge Advocate for advice and to obtain the appropriate rights advisement to use in questioning the student suspected of the academic honor code violation prior to requesting any statement from any individual suspected of a violation.

Surveys

Surveys are an important means of feedback. They allow for continuous improvement and provide students with a voice to the SEA Director. Surveys are distributed via an online service using the Associate Director's email address and are sent when needed. There are four surveys during the 9-week Distanced Learning phase.

1. Class-up Survey (gathers demographics for official records)
2. DL Part-1 Survey (Weeks 1-5)
3. P-Type Survey (supports in-resident lesson)
4. DL Part-2 (Weeks 6-9)

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

Consistent with the SEA Battle Rhythm, all surveys are due on a Monday, 0700 ET. For convenience, a system-generated *reminder* is sent on the Friday before a survey is due. Additionally, an *overdue* notice is sent on the day a survey is due should the student fail to hit the “*Submit Survey*” button at the bottom of the last survey page before 0700 ET on the due date.

Finally, to verify that a survey has been submitted, students should click on the survey link again. They will then get a message stating, "You have already submitted a response to this survey."

SEA Points of Contact

Should you have any questions and/or need additional information not provided in this syllabus, please feel free to reach out to any of the contacts below:

Director: director.sea@usnwc.edu Office (401) 841-2912 DSN 841-2912	Deputy Director: depdirector.sea@usnwc.edu Office (401) 841-4946 DSN 841-4946
Course Director: coursedirector.sea@usnwc.edu Office (401) 841-4944 DSN 841-4944	Associate Director: associatedirector.sea@usnwc.edu Office (401) 841-2344 DSN 841-4227
Admin/Front Office: administration.sea@usnwc.edu Office (401) 841-4221/2 DSN 841-4221/2	Travel/DTS Coordinator: seadtscoordinator@usnwc.edu Office (401) 841-4222 DSN 841-4222