Henley-Putnam University Course Syllabus Addendum

This addendum serves as a reference tool for students and faculty. It covers all policies relevant to this course, and links those course policies and activities to the larger program outcomes as well as the mission, vision, values, and institutional learning outcomes of the University. Student should use this Addendum along with the information in the Course Syllabus and University Catalog as the first point of reference for any questions concerning course and University procedures.

Mission of the University:

Our university’s mission is to serve professionals in the strategic security industry, especially within the law enforcement, military and the intelligence communities, by increasing their opportunities for advancement in the fields of intelligence management, counterterrorism studies, and strategic security and protection management. Our focus is on delivering user friendly, high quality, online programs with an emphasis on furthering knowledge in deterrence and prevention.

Vision:

Henley-Putnam University will be widely recognized for academic excellence, evidenced by student and faculty achievement, leadership development, commitment to national security, and global understanding.

Purpose:

Henley-Putnam University aspires to be the leader in providing instruction in the fields of intelligence management, counterterrorism studies, and strategic security and protection management. Our focus is on teaching “proactive” versus “reactive” methods. That is to say, we attempt to further the knowledge of prevention and deterrence over the instruction of reaction and response concepts as taught at many other institutions.

We offer three distinct programs within the Bachelors and Masters Degrees and one Doctoral Degree in order to meet the future challenges of this strategic security industry. Our Bachelors programs introduce the student to the concepts and increases the student’s knowledge in intelligence, counterterrorism and protection. Our programs emphasize professionalism, proactive strategies, a thorough understanding of the dynamics of the program area and a high-level development of skills in intelligence, counterterrorism and protection.

Core Values:

The core values that sustain Henley-Putnam today and in the future are a critical component of our culture and success.

Henley-Putnam University values integrity and ethical behavior in all matters.

Henley-Putnam University values improvement, continuously assessing undergraduate and graduate programs to meet global needs and professional expectations.
Henley-Putnam University values high quality online education and instruction in the learning and teaching process.

Henley-Putnam University encourages growth and development of all learners and those who facilitate these processes.

Henley-Putnam University values diversity, is dedicated to equality, and is committed to serving a diverse population including residents of the USA and the world.

Henley-Putnam University values helping individuals reach their full academic potential.

Henley-Putnam University values a collegial and interactive process in planning and decision making, promoting civility, understanding, and mutual concern.

Henley-Putnam University values both tradition and innovation.

Henley-Putnam University provides a professional and supportive work environment where our employees enjoy freedom of conscience and the right to refuse to engage in actions that violate ethical principles, professional standards, or provisions of law.

Henley-Putnam University values administrative and technological quality performed efficiently and effectively.

Henley-Putnam University values cost effective growth and return on investment.

Institutional Learning Outcomes:

The Programs offered at Henley-Putnam University are specifically focused in the area of strategic security.

The successful graduate of Henley-Putnam University will demonstrate the following attributes:

• Evidence of the ability to employ technological and research proficiency, integrating applicable skills of information literacy.

• Employment of conceptual skills to identify potential risks and assess options for preventive, alternative or deterrent actions.

• Demonstrated competency in strategic engagement of issues within the security industry.

• Evidence of Strategic Management leadership competencies effective in promoting professional security, counter-terrorism, intelligence, national protection and global understanding.

• Acquisition of skill sets that support effective communication, critical thinking, and analysis within the strategic security environment.
Program Learning Outcomes:

Program Learning Outcomes are distinct for each of the three degree levels and the General Education program at Henley-Putnam: General Education, Bachelor’s, Master’s, and Doctoral. In order to demonstrate the differences in rigor, learning, and outcomes between the degree levels, all four Program Learning Outcomes are listed here. Program Learning Outcomes are particularly important, since they translate the Institutional Learning Outcomes listed above into specific standards of achievement for the degree programs.

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<th>BS PLO</th>
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<td>Employ applied technological skill and information literacy</td>
<td>Demonstrate competency in and practical application of subject matter by developing recommendations and plans based on appropriate research and analysis</td>
<td>Evaluate and manage various information sources and their relevance to strategic security and translate that information into actionable outcomes</td>
<td>Formulate, conduct, and present quantitative and qualitative research at the tactical, operational, strategic, and theoretical levels</td>
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<td>Demonstrate comprehension and practical application of subject matter by analyzing, thinking critically, quantitative reasoning and problem solving</td>
<td>Analyze and evaluate people, assets, events, and systems for potential risks in order to assess and refine contingency planning to include appropriate consequence management</td>
<td>Perform sophisticated analysis and evaluations of possible threats through demonstrated technical expertise and application of conceptual skills.</td>
<td>Synthesize analytic, evaluative, and research inputs in the gathering of intelligence to prevent and forestall emerging threats.</td>
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<td>Comprehend and apply general education knowledge and skill sets into the subject matter areas</td>
<td>Integrate the general workings and issues of the Intelligence, Counterterrorism, and Security professions from collection and analysis to operations and application</td>
<td>Synthesize strategic leadership competencies specific to the program of study</td>
<td>Master the competencies necessary to be considered subject matter experts in the strategic security profession including professional security, counter-terrorism, intelligence management, and protection with a global perspective.</td>
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<td>Apply awareness of global cultures, civilizations, societies, and their political and belief systems to establish a foundation for effective management, leadership, and communication skills</td>
<td>Demonstrate the ability to lead and manage across multiple cultures and diverse settings in an ethical and professional manner</td>
<td>Operate and communicate effectively in all mediums, with the ability to work with stakeholders at the highest levels</td>
<td>Utilize effective communication strategies to demonstrate leadership competencies</td>
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<td>Communicate clearly and effectively</td>
<td>Effectively communicate demonstrated technical proficiency, critical analysis and information literacy competencies in the context of strategic security</td>
<td>Appraise and apply issues of policy, reform, and ethics, integrating information literacy competencies.</td>
<td>Strategically communicate key concepts and ideas to influence diverse audiences and decision-makers in strategic security</td>
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Grading:

The standard scale for final grades used by the University is:

98 to 100% = A+
97 to 94% = A
90 to 93% = A-
88 to 89% = B+
87 to 84% = B
83 to 80% = B-
79 to 78 % = C+
77 to 74% = C
73 to 70% = C-
69 to 68% = D+
67 to 64% = D
63 to 60% = D-
59% and below = F

Institutional Grading Policy: See Catalog
Institutional Academic Integrity Policy: See Catalog

Course Rigor:

Courses taught at Henley-Putnam reflect a consistent degree of rigor and difficulty across all courses of comparable levels. The rigor of a course maps to the learning outcomes for the course and its component modules. At Henley-Putnam, we emphasize the importance of incorporating clear, measurable learning outcomes by following the guidelines of Bloom’s taxonomy.

While primarily a tool for course development, understanding the progression of thinking Bloom's is an excellent tool for student self-reflection, and for allowing students to benchmark their personal progress throughout the levels of learning.

Benjamin Bloom's taxonomy of educational outcomes has been widely accepted since the 1950's. Teaching involves some combination of the six categories or levels of outcomes provided by Bloom. Each level builds on and incorporates the previous one.

Level 1) Recall and recognize information knowledge, committing information to memory. It is the most basic form of learning

Level 2) Comprehension and translation. To report back information learned through a different means (to explore the meaning of) more than just recall.
Level 3) Application. Knowledge, facts or methods learned in one context applied to a new situation to solve a problem, carrying over knowledge (to identify the correct/incorrect use of a device, approach or method given a set of circumstances).

Level 4) Analysis. Use of learned information to solve a problem (to differentiate between, calculate, test, compare and contrast, solve).

Level 5) Synthesis. This shows original thought and requires creativity. It is the process of working with elements, parts, etc. and combining in a new pattern or structure (to research, to organize a new system).

Level 6) Evaluation. Includes all other categories. Learners make judgments about the value and purpose of ideas, solutions, methods, materials, etc. Evaluation involves the use of criteria as well as standards for appraising effectiveness, satisfaction, etc.

In order to maintain the rigor of Henley-Putnam programs, all courses must demonstrate the acquisition of knowledge and skill through all six levels of learning for both required and elective courses.

In a 100-200 level class, students focus on learning basic information. Therefore, about 75% of the learning outcomes fall into the knowledge and comprehension levels. Approximately 20% of the learning outcomes fall into the application and analysis levels and 5% in the synthesis and evaluation levels.

At the Bachelor’s level, about 60% of the learning outcomes fall into the first two levels, 30% in the third and fourth levels and 10% in the highest two levels.

In Master’s level courses, the assumption is that much of the basic knowledge has already been learned and now the focus is on using that knowledge. The emphasis is then placed on the upper four levels. About 20% of the learning outcomes come from the first two levels, 40% from the third and fourth levels and 40% from the fifth and sixth levels.

Finally, at the Doctoral level, 10% of the learning outcomes come from the lower two levels, 25% from the third and fourth levels and 65% from the synthesis and evaluation levels.

These approximations presented as a guide. Faculty, as the content experts, decide how the material is best learned, in keeping with the degree level of the course, and how much critical thinking/problem solving is needed and what students should be able to do upon completion of the course.

**Writing Style:**

If you wish to be successful at Henley-Putnam, you will need to write well. Your writing style is a reflection of your thought processes; the tools of organized, critical thinking are the tools of good academic writing. Part of writing well is the proper use of “citation styles”, which in this case means a consistent format for citations in footnotes or endnotes, bibliography, and so on.

All Henley-Putnam University courses, which include written papers, require students to use the Publication Manual of the American Psychological Association which is an easy to use guide. Please check with our Virtual Library under section “University Style Manual” for resources to assist you with this writing style.

It is a book that will be used throughout your entire time at Henley-Putnam University and the minimal cost for a paper bound version is well worth it. (It may be ordered through the MBS bookstore or through other traditional or online book sellers.) Publication Manual of the American Psychological Association, 6th Edition, (2nd printing) Washington, DC: Author, 2010. ISBN: 9781433805615.
Information Literacy Objectives:

One of the most critical elements of writing, and writing well, is to master information literacy, including proper research methods. Henley-Putnam has a set of information literacy objectives to help students mark their progress through this particularly important skill:

1. Students know how information in all formats – electronic, print, audio, and video - is organized and how to locate it within various mediums, both traditional and emerging.
2. Students know how to define and refine a topic, and how to search for and organize information related to that topic.
3. Students know how to evaluate information and its sources, distinguishing between various degrees of quality, utility, and reliability.
4. Students use information responsibly and ethically.

Due Dates:

Classes at Henley-Putnam University are divided into "modules;" as few as four or as many as ten, mostly they average five. These modules contain assignments and projects, readings, exams, etc. and are usually spaced evenly throughout the ten week period that makes up a quarter. A five module course is broken down into 2 week increments. Module 1 is due by the end of week two (end of day of the 14th, since courses always start on the 1st). Therefore, Module 2 is due by the end of week four (end of day of the 30th or 31st), Module 3 is due by the end of week six (end of day of the 14th in month two), etc. The end of class is always on the 15th of the third month from start. For example, if you start January 1st, last day of class is March 15th.

Pay special attention to when assignments and projects are due, as well as when exams are given. If you have questions or if anything is unclear, contact your instructor and ask for clarification.

Students are encouraged to immediately speak with their instructor if they are unable to meet the due dates and deadlines for assignments. Students also will need to discuss penalties regarding late submissions unless the students have prior approval from their instructor.

Resubmit Policy:

The University recognizes there may be times when a student would like to re-take a quiz or re-submit a paper for a final grade. It shall be University's policy that the decision for that rests with the individual faculty instructor for that particular course. Since there is no schedule for taking the exams, and the student needs to request the exams only when they feel ready to take them. This being the case there will be no retaking exams.

Academic Honesty:

The policy of this course is that all students should adhere to the highest standards of integrity and academic honesty. Cheating on quizzes and exams will not be tolerated. Plagiarism (using the work of someone else without attribution and claiming it as your own) is likewise forbidden. Students found to be cheating or plagiarizing will receive an automatic Failure for the course and will face possible expulsion from the University.
Plagiarism:

Plagiarism is defined as either intentionally or unintentionally using another person’s words and ideas without giving the person formal credit for those ideas by citing the author in the text or in a footnote and by including the author (and publication information) on a reference page.

Plagiarism occurs when the following happens:
• When you use a person’s words or ideas and do not give them credit for them in in-text citations and in a formal reference page that includes the author’s name and publication information
• When you use a person’s exact words and do not place them inside quotation marks
• When you change a person’s ideas into your own words and do not give them credit for those original ideas by including in-text citations and a reference page that includes the author’s name and publication information
• When you do not use in-text citations after ideas or words that are not your own
• When you do not include a reference page in papers that include other people’s words and ideas
• When you copy and paste ideas from the internet or resource without using quotation marks, paraphrasing, citing, and referencing the original source
• When you turn in the same paper for more than one course

Intentional plagiarism: occurs when a person knowingly presents another person’s ideas or words as his or her own without giving the person credit for his or her original words and ideas.

Unintentional plagiarism: occurs when a person unknowingly or without malicious intent presents another person’s ideas or words as his or her own or fails to give the person credit for those words and ideas by using an in-text citation and reference page.

Self-plagiarism: occurs when you write a paper for one course and submit it as an assignment in another course as well without notifying the professor; some professors will accept this, some will accept it with modification, and others will require a new assignment to be written.

Quoting: using a person’s exact wording, ideas, and sentence structure and placing them within quotation marks; quoting requires the use of in-text citations and inclusion of the person’s name and publication information on a formal reference page.

Paraphrasing: using a person’s original words and ideas, putting them into your own words and restructuring the original sentence; paraphrasing requires the use of in-text citations and a formal reference page that includes the author’s name and publication information.

Plagiarism can be avoided by the following actions:

1) Place a person’s exact words or ideas inside quotation marks within your paper, if you wish to use them.
   a. Be sure to include quotation marks.
   b. Be sure the words, sentence structure, capitalization, and punctuation are exactly the same as in the original source.
   c. Follow the quote with an in-text citation using APA formatting or include a footnote that gives the author credit for his or her words or ideas.
   d. Include the author and publication information on an APA formatted reference page at the end of the paper.

2) Every time you use a person’s ideas—even if you change the wording and sentence structure (this is called paraphrasing), you still need to give the person credit for his or her original ideas.
   a. Follow paraphrases with an in-text citation using APA formatting or include a footnote that gives the author credit for his or her original ideas.
   b. Include the author and publication information on an APA formatted reference page
at the end of the paper.

3) Use the APA Style Guide to help you to understand how to correctly cite others’ words and ideas in your writings, how to use in-text citations, how to correctly format papers, and how to create a reference page to help you to avoid plagiarism.

The University provides a Writing Workshop in Moodlerooms under Student Academic Resources that contains resources that clearly define plagiarism and explain how to avoid it: see Module 2 of the Writing Workshop for plagiarism overview, video, and guide.

Services for Students:

The University provides a variety of co-curricular support services to assist students throughout their studies. Quick and easy links to these resources are available in the HPU 411 Student Orientation course, to which all students have access.

Mentoring

Mentoring services are provided by the University to allow bachelor’s and master’s students the opportunity to seek guidance and advice from veteran professionals in their fields. This service is included in the cost of the course and is predicated on the important need of offering students a factual insight into their chosen field of endeavor. All Henley-Putnam mentors assist students on a volunteer basis. Additionally, this program will provide potential career contacts and help to establish vital networks.

Our mentors come from our faculty and from outside experts in our professional fields such as federal and local law enforcement, the intelligence community, the military establishment and the corporate security arena. Mentors are matched with every student matriculating through Henley-Putnam University.

The use of a mentor is optional for all degree students. Students interested in working with a mentor can complete a mentoring questionnaire and submit it with a request for a mentor. Mentoring questionnaires may be downloaded from the Student Resource Library in Moodle. Academic Advising reviews the results and begins a dialogue with the student. Based on the dialogue, Academic Advising selects a mentor for the student and begins the mentoring process as requested.

Library Resources

The Henley-Putnam online library is located in the eClassroom and features a main online library page from which you have access to all our licensed databases and library of single title ebooks. The databases contain thousands of peer-reviewed academic journals, newspapers, trade publications, eBooks, encyclopedias, data, audio and video clips and magazines chosen to support research in the programs at Henley-Putnam. A list of annotated weblinks to open source or grey literature is also maintained. New resources and tools are being added regularly. Click on the Virtual Library online for more information, including a quick-start guide and customized Subject Research Guides for individual programs. Students may email for reference assistance at any time, 7 days a week to thevirtuallibrarian@henley-putnam.edu. Reference assistance is provided by email within minutes, or hours, but never more than 24 hours. Assistance may include attachments, short demonstration videos, search strategies, screen captures, articles and trusted weblinks. Library services are only provided to enrolled students.

Learning Assistance

Degree students who experience difficulty during their coursework may be provided additional learning assistance. Program Assistants are available to students to provide tutoring services. If a student would like tutoring assistance, first contact your instructor. The instructor will work with you on an as needed basis. If
you’d like additional learning assistance, you can be assigned a Program Assistant to work with you. In addition, students on Academic Warning or Academic Probation may be assigned specific assistance.

Students may also get additional tutoring from SMARTHINKING. SMARTHINKING is an online tutoring service for math, science and writing/composition at the high school and college level. The online tutors are graduate students or high school teachers and college professors. They must pass a rigorous training program and are periodically reviewed. Students may subscribe to these services individually. The cost is $35 per hour which is pre-paid and good for four months. Then, when the student needs help with writing an essay or even a resume, it is as simple as logging in to their account. When the signal is heard, an instructor is ready to assist as the student begins typing. Questions submitted may be answered within 24 hours or with a scheduled private session with a tutor in the Writing Lab. With their own account, a real time tutor may assist students in basic math through calculus, chemistry, biology, physics, accounting and other subjects. Instructors are certified instructors and 80% have a Master's or Ph.D. in their field.

**Academic Advisement**
Each entering student will review program requirements with Admissions personnel as a component of the initial enrollment process. Academic Advisement is provided throughout the course of the students’ enrollment.

**Orientation Course and Workshops**
All new students are required to attend the HPU 411 Student Orientation Course which houses a variety of resources on everything from information literacy to work/study/life time management. All current students remain enrolled in HPU 411 for continued reference. The University also has specialized Writing Workshops that deal with specific communication and information literacy challenges, along with strategies, techniques, and resources to overcome those challenges.

**Student Interaction**
Students will, when possible, be linked to other students via the eClassroom as well as HPU 411 where they can discuss student areas of concern, seek peer-to-peer support and assistance, and engage in academic as well as co-curricular discussions.