

Leaders.

Scholars.

Captains.

President's Leadership Program

CO-CURRICULAR HANDBOOK

2012-2013



CHRISTOPHER
NEWPORT
UNIVERSITY

President's Leadership Program Co-Curricular Handbook 2012-2013

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Welcome to the PLP!

Dear First-Year PLP students,

Welcome to the PLP! For us, it is like saying “Welcome to the family.” To those of us who have been here for some time, this is not just an educational program full of requirements but rather it is a community, a group of people who have come together with a determination to better understand ourselves and how we work with others. We believe there is a sense of purpose beyond what we see in our individual lives, that we fulfill a greater purpose. In reality, that is about a choice we make, or rather a lifetime of choices. Choosing to be a participant rather than a spectator. Choosing to see opportunities to bring about positive change in the world around us. Choosing to live a life of honor.

This handbook is a guidebook to your journey through the program. For those of you who like to see the “big picture,” it is here. For those of you who like to understand the “details,” those are also here. The staff of the PLP are here to serve as guides through your journey. Some of you will choose to utilize the guides; others of you prefer to venture out with your own map. This guidebook will serve you well in either instance. If something is unclear or you have a question, please do not hesitate to ask someone. It is our desire to clearly outline the opportunities and expectations we have of you.

I wish you well these next four years. This is your opportunity to add a dimension to your college experience that will aid you well in your life’s journey. Make the most of it!

Sincerely,

Brian Larson
Director

Mission and Values

Vision

To become the pre-eminent undergraduate program of leadership learning and development in the commonwealth, nation and world.

Mission

To prepare students for lives of leadership, service and civic responsibility through a distinctive program of leadership education that uniquely integrates academic study, experiential learning and personal development.

CNU Honor Code

"On my honor, I will maintain the highest standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust."

Core Values

Over four years, PLP students develop through three distinct Core Values:

Service, Leadership and Scholarship.

As a program we expect each PLP graduate will be:

1. An actively engaged citizen committed to enhancing their communities.
2. Of strong character and knowledge resulting from intentional preparation of skills and an emphasis on student success.
3. A community leader who can integrate leadership theory with practical real-world experience.

As members of the President's Leadership Program, students will participate in a structured and intentional set of leadership development opportunities that are grounded in the Core Values.

Developmental Framework

Experiential Learning (Experience). Leadership Development (Develop). Student Success (Succeed).

The President's Leadership Program utilizes a curriculum model that integrates values-based leadership and active learning through a developmental framework. The framework is an

Mission and Values

effective way to structure co-curricular learning objectives – Experience; Develop; Succeed – while meeting the students where they are developmentally.

Grounded in the social change and relational models of leadership development, our curriculum encourages students to own their own leadership development and facilitates opportunities for experience, development and success. By learning to manage responsibilities and receiving ongoing constructive feedback, students are able to gauge their progress and commitment in the different areas.

Social Change Model of Leadership Development (SCM)

Designed with college students as the focus, the SCM views leadership as a collaborative and values-based process founded in relationships and invoking positive social change. As a process for leadership development, SCM serves as a framework for continual exploration of self, others and the community through continuous reflection, active learning, involvement and action. Although the President's Leadership Program focuses on the Social Change Model of leadership, we also consider other leadership models.

Social Change Model Core Values:

Individual	Consciousness of self	Awareness of the beliefs, values, attitudes and emotions that motivate one to take action.
	Congruence	Thinking, feeling and behaving with consistency, genuineness, authenticity and honesty.
	Commitment	Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity and duration.
Group	Collaboration	Working with others in a common effort. It constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.
	Common Purpose	Working with shared aims and values. It facilitates the group's ability to engage in collective analysis of the issues at hand and the task to be undertaken.
	Controversy with Civility	Recognizes two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility.
Community	Citizenship	Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.

The SCM includes seven dimensions or values, referred to as the “7 Cs,” that synergistically become leadership for social change.¹ Similarly, PLP uses the “7 As,” which work together to accomplish the transcendent A of ACTION.

¹ Susan R. Komives, Wendy Wagner and Associates. Leadership for a Better World: Understanding the Social Change Model of Leadership Development. (Jossey-Bass, 2009)

The 7 As – Key Values for Active Leadership Development

Acquaintance

Acquaintance is defined by Webster's as a person's knowledge or experience of something. Think about acquaintance as it relates to your leadership development. How have you become acquainted with self, with others, with your community? How do you take an active role in getting acquainted with your world?

Awareness

As a leadership scholar and engaged member of your community, what sort of new ideas, theories, discoveries, etc. have you become aware of? What new elements of your own skill set have you discovered? How do your experiences and reflection influence your awareness of self, others and your community?

Authenticity

A transformative leader is one who is genuine in his or her action and words and embodies his or her true self at all times. What are the conditions that allow your true self to come through? How may your authentic self-influence and transform others and your community?

Adversity

Adversity will play a role in the life of everyone at one time or another. Adversity can be overcoming an internal or external source of strife. What types of adversity must leaders work through on an individual or group level? What is the role of leadership to overcome adversity on a community, national or global scale?

Application

The application of knowledge, experience and purposeful intent has the potential to enhance any position, organization and society. How do you actively implement elements of knowledge, experience and purpose into your current roles as scholar, campus leader and active citizen?

Accountability

With commitment and responsibility comes accountability. It is an essential component to ensure progress and maintain integrity with set values. How does accountability influence your decisions? What is the responsibility of leaders to account for their personal values, the values of the groups in which they lead, and the values of the communities in which they live? What is the role of accountability in your leadership development?

Appreciation

It is essential to appreciate individuals around you in any shared experience. Additionally it is important for individuals to appreciate the present situation they are in. How have you intentionally appreciated those you are working with or sharing this experience with in another way? How have you taken time to show compassion for those around you? How can we be more intentional in appreciating one another?

Experience

Experience Philosophy:

An experience is defined as the process of personally observing, encountering or undergoing something. In the President's Leadership Program your experiences will lead you to take an active role in learning, serving and engaging in your campus and local communities. Having meaningful experiences will provide you ample opportunities to both observe leadership as well as continue to craft your own leadership style. Chinese philosopher Confucius wrote "I hear and I forget. I see and I remember. I do and I understand." It is the active participation in experiences that will start you on the path to a deeper understanding of leadership and the role it plays in your life.

Required Experience Expectations

CNU Engage

The President's Leadership Program derives much of our leadership philosophy from the work of Robert Greenleaf and his model of servant leadership. Greenleaf defined servant leaders as individuals who focus on meeting the needs of those they lead, develop all individuals to bring out the best in them, coach others and encourage their self-expression, facilitate personal growth in all who work with them, and listen well to build a sense of community and joint ownership. In an effort to promote positive community change and embody the spirit of servant leadership we require all PLP students to perform service within the Newport News community. For the purposes of the President Leadership Program service-hour requirement, service has been defined as follows:

PLP service is:

- Unpaid work that benefits university-recognized community partners
- Conducted within the Newport News community unless completed during a university-sponsored alternative break program
- Approved community engagement opportunities including PLP Recruiters, Pathfinders and CSI Navigators
- Volunteer work completed through service-based organizations (e.g., APO)
- Assisting CNU community initiatives as approved by the director of the President's Leadership Program

Experience

PLP service is **NOT**:

- Performed outside of the Newport News community
- Tutoring your fellows Captains
- Completed over summer vacation or winter break
- Compensated with financial benefit
- Philanthropic endeavors conducted by campus organizations
- Tabling in the DSU
- Mandatory campus service sanctioned by the Center for Honor Enrichment and Community Standards
- Political engagement for the benefit or promotion of specific candidates or ballot initiatives
- Religious-based engagement that serves the express purpose of the promotion of a particular faith or denomination

This definition should be used as a guideline when exploring potential service opportunities. For further clarification on any specific guideline, please contact the PLP staff.

Campus Engagement

Being engaged in one's community is an essential element of servant leadership. Therefore in the PLP we place a high value in your being an active member of our campus community. All students in the program must make a long-term commitment to at least one campus club, athletic team, Greek organization or university employment opportunity.

Internship

All students in the President's Leadership Program are required to complete an internship for the leadership minor. You will need to enroll in the Leadership (LDSP) 491 course upon completion of the internship. The internship provides students with an opportunity to link theory and practice in the study of leadership. Because the LDSP minor is a strong complement to any major at CNU, you are encouraged (but not required) to pick an internship or practicum related to your major field of study. This is a chance for you to make strong connections between LDSP and your major field. Check with your major advisor or department for assistance in locating a relevant internship that will help you with regard to a career or graduate study in your major.

Experience

Experiential Opportunities for PLP

PLP Recruiters

The President's Leadership Program stands resolute in the belief that current PLP students should be involved in the admissions process for PLP applicants. Therefore the PLP recruiter position was created to help assess and evaluate each prospective student. PLP recruiters will interview current high school seniors for admission to the PLP. In addition PLP recruiters agree to host one student overnight prior to his or her interview to show what daily life at CNU is really like. PLP recruiters serve as ambassadors for the program and help build strong future classes.

Community Service Initiative (CSI)

CSI is a group of PLP students trained to lead change by examining the issues facing the community. They are a collaborative team that works closely with the PLP staff and the CNU community to engage students in leading change in their local communities and beyond. The group will organize multiple service events during the academic year to expose fellow PLP students to new opportunities.

Study Abroad

The President's Leadership Program offers study abroad scholarships for eligible students and eligible trips. We do this because we believe that as part of your liberal learning you should have the opportunity to travel to other countries and experience their culture and ways of thinking. To receive funding students must be in good standing with the program as well as reside on campus.

Develop

Development Philosophy:

Development refers to the growth that you experience on an individual level, the expansion of your perspective and understanding of the world around you, and your ability to see yourself as part of a larger community. Within PLP development also refers to your expanded knowledge of leadership theory and practical application, and your ability to recognize the skills you possess to facilitate positive social change in your community, nation and world. Leadership development aims to increase your awareness of leadership patterns in your life, and how to engage in effective followership – an important part of the leadership process. The three major areas through which development occurs are: (1) application of knowledge gained through the leadership minor, (2) intentional reflection and (3) incorporating feedback.

Integrating and Applying Learning from the Minor

Your learning in the leadership studies minor provides an important framework for understanding the practical application of leadership skills, as well as identifying leadership theory in action. By actively attempting to make connections between what you are learning in class, what you experience through PLP and what you see in the world, you will strengthen your own learning and application of leadership skills and theories. Critical and creative thinking are important pieces in this process.

Reflection

It is our expectation that you will engage in active and intentional reflection on your experiences as a member of this program. Critical reflection – the practice of challenging one's underlying assumptions related to one's experiences – can be utilized to integrate theory and practice, gain insight, and stimulate self-exploration. Effective reflection can lead to increased self-awareness, self-confidence and feeling empowered to engage one's own leadership capacity. Reflection also cultivates happiness and gratitude for our experiences.

Although you will have formal opportunities for reflection during your time in the program, we encourage you to make reflection a regular practice. These informal reflections can include keeping a journal, speaking to your classmates, drawing, meditating or listening to music. Whatever form it takes, we encourage you to make time for reflection. It is our philosophy that you learn not just by doing, but by thinking about what you do. *Because working with one's*

Develop

experience and taking ownership of the learning process may be challenging, especially at first, we have provided several suggestions and models for reflection in the Appendix (A-4).

Feedback

Feedback is the process of assessing individual performance, acknowledging achievement, and identifying areas for development and improvement. Feedback cultivates greater self-awareness and self-understanding, which are essential to leadership. It also provides an opportunity to see oneself from multiple perspectives and identify one's unique strengths and skills. Effective feedback is free of judgment and value, and focuses more on what was done and not done, achieved or unfulfilled. Receiving critical feedback can sometimes be difficult, but how you accept it is up to you: You can dismiss critical feedback and risk repeating mistakes, or take it as an opportunity to develop or improve a particular skill. Likewise, you can accept positive feedback blindly and overlook areas for improvement, or accept it with humility and build upon it.

You will experience feedback as a member of PLP through Success Meetings, one-on-one and group meetings, the Mid-Year Progress Report and End of the Year Report, and reflection opportunities. Feedback in these contexts may be based on both your achievement of program expectations and attainment of goals you have set for yourself. You will undoubtedly experience feedback in your academic pursuits as well: grades, comments on assignments, and relationships with your professors are all opportunities to better understand your performance and achievement. Coupled with introspective reflection, feedback is an invaluable leadership development opportunity.

Required Development Expectations

PLP Development Expectations are opportunities for you to apply your learning from your Leadership and American Studies (LAMS) coursework, engage in reflection, and seek out feedback. Development Expectations are targeted toward specific leadership contexts and provide another medium through which to apply and experience leadership.

Develop

Passport Program

The Passport Program is a chance to create your own path of leadership development. Passport destinations are opportunities along your journey to apply your learning and leadership development to a wide range of out-of-class experiences, lectures and workshops, and discover leadership opportunities across campus. Passport destinations represent leadership across majors, sectors and contexts, with the aim of bringing leadership to life.

Passport destinations are grouped by themes to provide you with a range of options and the opportunity to see leadership from a variety of perspectives. Destinations often hit on multiple themes, providing a multidimensional perspective. Passport themes are denoted on online student resources.

Passport Destination Themes:*

1. Leadership and Professional Development:**

These destinations provide the opportunity to explore the ins and outs of working in the professional world. Resume reviews and career exploration are the types of destinations provided within this category. **Classroom Connection:** LDSP 220

2. Scholarship in Action:

These destinations provide the opportunity to hear from leadership scholars and practitioners, explore academics beyond the classroom, and conference opportunities. **Classroom Connection:** All apply!

3. Cultural Crossroads: Culture, Diversity and Awareness:

These destinations focus on learning about different cultures, understanding diversity and navigating the differences that make us all unique as individuals in order to effectively work together. **Classroom Connection:** LDSP 320, 330, 286

4. Self-Exploration:

These destinations provide opportunities to grow as a leader and follower and learn about who you are in both of these roles. Destinations that look into your personality, teach you team-building activities, and sessions that assist with successfully getting through college all contribute to developing oneself.

Classroom Connection: LDSP 210, 220, 286

Develop

5. Cultivating Community & Citizenship: Local, National and International:

These destinations explore our communities so that we can better understand the places where we live, work, and serve. Learning about how to better serve and build community on local, national, and international levels, and understanding effective citizenship, are the goals of these destinations. **Classroom Connection:** LDSP 330, 384

6. PLP in the World:

These destinations highlight the experiences of current and former PLP students as they have applied their learning and development beyond CNU. The coffeehouse series and alumni events are two examples of this type of destination. **Classroom Connection:** LDSP 491W

**All first-year students are required to attend the “Foundations of PLP” Passport Destination during their first semester at CNU.*

***All first year students are **required**, and all other students are encouraged, to attend one Professional Development destination offered by the Center for Career Planning per year.*

President’s Speaker Series

Past and present leaders have much to teach us about the practical application of leadership theory and the skills and tools needed to be an effective leader. In acknowledgement of this, students will attend formal presentations from renowned local, state, national and global community leaders selected by our university president. Past speakers have included: Dr. Ralph Waller, Principal of Harris Manchester College at Oxford; Virginia Governor Bob McDonnell; Lisa Bobbie Schreiber Hughes, Ambassador to Suriname; and Jo Ann Falletta, Music Director of the Virginia Symphony Orchestra. Students are challenged to think critically about the material presented as it relates to their own experiences and learning in the leadership minor. *Business attire is required at these formal presentations.*

Developmental Opportunities for PLP

Passport Agents/Passport Agent Coordinators (PA/PAC)

This position presents a dynamic opportunity for students who want to become more involved with the Passport Program to develop program planning and facilitation skills. Student PAs

Develop

and PACs are integral in coordinating, developing and facilitating relevant passport destinations. In addition they will learn the skills necessary to facilitate meaningful reflective activities for students. PAs and PACs serve as student ambassadors for the program and help to strengthen the experiences of their peers.

Coffeehouse Series

Moving beyond initial reflection, students are encouraged to develop their skills in capturing and articulating what they have learned and gained through their experiences in an informal coffeehouse speaking environment. The Coffeehouse Series features upper-class students who submit applications, prepare presentations, and are selected to present to peers, faculty and staff as guests in the coffeehouse series.

Mid-Atlantic Leadership Review and Conference

In accordance with our value of liberal learning, scholarship and application, students are provided the rare opportunity to submit and publish scholarly undergraduate work in the field of leadership studies to CNU's own peer-reviewed *Mid-Atlantic Leadership Review*.

Professional Organizations/Conferences

Professional organizations exist in every field of study represented here at CNU. Be proactive in researching these organizations and consider joining one to further your understanding of your field of study, career opportunities and trends within the field. Many of these organizations put on annual conferences that you may consider attending, or even applying to present. If you need assistance finding such organizations, talk to your advisor or faculty members in your major, or stop by the PLP office to discuss how you can begin your search.

- **International Leadership Association (ILA)**

ILA is a professional organization for leadership students, practitioners and scholars. This organization represents leadership from a number of fields and brings together a diverse group of scholars and practitioners at its annual conference, and every two years the conference is held abroad. Talk to faculty in LAMS about the possibility of getting involved with ILA, and consider submitting a proposal to attend a conference.

Succeed

Success Philosophy:

Our vision for success is your becoming who you want to be. While we work to hold you accountable to our programmatic values, we also want you to share with us your personal vision for success so we can offer support along the way. Our philosophy for success within PLP is ultimately that “you” define what success looks like in relation to your values, goals and the desired impact you want to make with your life.

Inherent in our philosophy for success is our value of relationships and communication. As such, we are committed to establishing relationship and clear communication with you toward providing clear expectations and optimum support for your success.

Required Success Expectations

Our expectation is that you would actively engage in considering who you are, what you are interested in, and how our program aligns with your vision for becoming who you want to be and developing your leadership. This includes taking an active role in achieving the academic, experiential, and developmental benchmarks that you have agreed to value as a part of the program. This often results in learning the importance of self-accountability and interdependence as you acknowledge and seek necessary support toward your personal vision for success.

Fall Info Form Submissions

Each fall you will be asked to update your contact and campus engagement information so we can effectively communicate with you throughout the academic year.

First-Year Staff Guides

Staff guides provide first-year students with a specific contact and connection point to a PLP staff member. Through these relationships first-year students receive support in navigating the first-year experience and fulfilling program expectations, as well as a personal one-on-one meeting, which serves as a forum for reflection, goal setting and developmental inquiry toward identifying and seeking relevant support.

Succeed

One-on-One First- and Second-Year Success Meetings

First- and second-year success meetings are checkpoints for students to reflect and share in a one-on-one setting with a PLP staff member who is dedicated to helping them identify and achieve their vision for success. Students are asked to reflect and respond in a natural conversation setting informed by developmental intentionality.

Third-Year Reflective Group Meetings

Third-year reflective meetings serve as the group version of the experiential and developmental checkpoint for students to reflect and share on what they have been learning and how they have been (or need to be) challenged and supported in growing as a leader.

Fourth-Year Celebration

Fourth-year students are also invited to celebrate their growth and success through PLP community events throughout the year, culminating in their Senior Celebration, which marks their completion of the program prior to their undergraduate commencement ceremony.

Annual Reports and Reviews

Grade Reviews: Student GPAs are reviewed at semester midterms, mid-academic year and end-of-academic year to ensure success in accordance with scholarship level and identify any support needed.

In the vision of instilling disciplined learning, excellent scholarship and lifelong curiosity, students are expected to achieve an average GPA in correspondence with their designated scholarship level, as well as a grade of C or above in their first two consecutive courses in the leadership minor. In support of this goal, our office works in conjunction with the Center for Academic Success to proactively identify student needs and offer connections and support with relevant resources.

Co-curricular Expectation Reviews: Students are asked to report on their fulfillment of their leadership development benchmark expectations at the midyear and end-of-the-year points. We encourage and expect our students to develop a healthy and responsible understanding of accountability. As such, we not only provide official accountability measures but also encourage students toward self-accountability.

Succeed

Program Status: Following these reviews, student statuses are evaluated based on level of fulfillment and assigned status levels of “good,” “probation,” “suspension,” “dismissal” or “withdraw.” In addition, university conduct violations can result in the change of a student’s status at any point.

Success Opportunities for PLP

Success Checklists: Checklists are provided to detail expectations and provide ideas, suggestions and opportunities to assist you in fulfilling the program requirements and developing your leadership.

Pathfinders: Pathfinders is an on-call mentorship program that provides a channel for underclassmen to seek wise council from experienced upperclassmen in areas of academics, engagement, opportunities and resources. On-call mentors are trained on campus success resources and mentoring strategies. Underclassmen fill out a brief intake form from which they are matched with an upperclassman. Upon meeting, the on-call mentor works with the student to identify the best avenue to meet their needs.

University Resources: CNU’s commitment to your success is reflected in many ways, including the following resources. Don’t hesitate to use them.

- Center for Academic Success
- Office of Engagement
- Office of Student Activities
- Residence Life (Learning Communities, RAs, etc.)
- Center for Career Planning
- Center for Community Engagement
- Academic Advising (Core Advisors)
- University Fellows
- Counseling and Health Services
- Center for Honor Enrichment and Community Standards
- Learning Accommodations (Dean of Students Office)
- Tutoring and Writing Center

Appendix

- Appendix 1:** PLP Class of 2016 Contract
- Appendix 2:** The Minor in Leadership Studies
- Appendix 3:** Community Service vs. Philanthropy
- Appendix 4:** Reflection Resources and Models
- Appendix 5:** Passport Framing Model and Themes
- Appendix 6:** Success Checklists (Years 1-4)

Appendix 1: PLP Class of 2016 Contract

The President's Leadership Program
Student Member Contract
CLASS OF 2016**Authorized By:**_____
(PLP Staff Name - PRINT)

Student _____

Scholarship _____

Cell Phone _____

Email _____

CO-CURRICULAR PARTICIPATION AGREEMENT**EXPERIENTIAL LEARNING**

The scope of the "Experience" section is to outline mandatory participation of student members in the realm of community engagement/service and campus involvement. These events are designated Experiential Learning opportunities and should be reported as such. Those whose participation levels do not meet the standards set below will be cause for re-evaluation of membership and scholarship.

YEAR 1

- ☐ Attend Volunteer Fair
- ☐ Create Service Profile for CNU Engage
- ☐ Minimum 30 logged hours of CNU Engage service
- ☐ Exploration of campus engagement opportunities
- ☐ Commitment to at least one campus activity

YEAR 2

- ☐ Minimum 25 logged hours of CNU Engage service
- ☐ Continued commitment to at least one campus activity

YEAR 3

- ☐ Minimum 25 logged hours of CNU Engage service
- ☐ Continued commitment to at least one campus activity

YEAR 4

- ☐ Minimum 20 logged hours of CNU Engage service
- ☐ Must serve and log at least 100 hours to graduate
- ☐ Continued commitment to at least one campus activity

LEADERSHIP DEVELOPMENT

The scope of the "Develop" section is to outline mandatory participation of student members in the realm of active learning and self-reflection. These events are designated Leadership Development opportunities and should be reported as such. Those whose participation levels do not meet the standards set below will be cause for re-evaluation of membership and scholarship.

YEAR 1

- ☐ Minimum four Passport Destinations:
 - (1) Foundations of PLP Session (Required Destination)
 - (1) Center for Career Planning Session (Required Destination)
 - (2) Destinations of Choice
- ☐ Attend President's Speaker Series events

YEAR 2

- ☐ Minimum four Passport Destinations
- ☐ Attend President's Speaker Series events

YEAR 3

- ☐ Minimum four Passport Destinations
- ☐ Attend President's Speaker Series events

YEAR 4

- ☐ Attend President's Speaker Series events
- ☐ Must attend at least 12 Passport Destinations to graduate

STUDENT SUCCESS

The scope of the "Success" section is to outline mandatory participation of student members in the realm of student support and accountability. These events are designated Student Success opportunities and should be reported as such. Those whose participation levels do not meet the standards set below will be cause for re-evaluation of membership and scholarship.

YEAR 1

- ☐ Submit Fall Information Form
- ☐ Attend First-Year Success Meeting
- ☐ Submit Midyear Performance Review
- ☐ Submit End of the Year Performance Review

YEAR 2

- ☐ Submit Fall Information Form
- ☐ Attend Second-Year Success Meeting
- ☐ Submit Midyear Performance Review
- ☐ Submit End of the Year Performance Review

YEAR 3

- ☐ Submit Fall Information Form
- ☐ Attend Third-Year Success Meeting (small group)
- ☐ Submit Midyear Performance Review
- ☐ Submit End of the Year Performance Review

YEAR 4

- ☐ Submit Fall Information Form
- ☐ Submit Midyear Performance Review
- ☐ Submit End of the Year Performance Review

Appendix 1: PLP Class of 2016 Contract

LEADERSHIP MINOR AND ACADEMIC POLICY

LEADERSHIP MINOR GRADE REQUIREMENT AND SCHOLARSHIP

First year President's Leadership Program students enrolled in the leadership studies minor must meet the following semester grade requirements in order to retain scholarship support.

FALL SEMESTER

- ☐ Earn a C or above in LDSP 210

SPRING SEMESTER

- ☐ Earn a C or above in LSDP 230

CUMULATIVE AND SEMESTER GRADE-POINT AVERAGE (GPA) REQUIREMENTS BY SCHOLARSHIP

Student members of the President's Leadership Program must meet the following GPA requirements as established by the University in order to retain scholarship support.

PLP SCHOLARS (\$1,000)

Students designated as PLP Scholars (non-Canon and non-Smithfield/Goodwin) must maintain a semester and cumulative GPA of 2.75.

- ☐ To maintain their scholarship, students will have until the conclusion of their third academic semester at CNU to attain the required GPA.
- ☐ At no time can a semester or cumulative GPA fall below a 2.5 (even within first three semesters).
- ☐ Students will have one opportunity to have their scholarship restored – by raising their semester and cumulative GPA to the stipulated levels.
- ☐ Students that do not meet the minimum GPA a second time will have their scholarship permanently revoked.

*Loss of scholarship is separate and distinct from continuation in the PLP program.

SMITHFIELD/GOODWIN SCHOLARS (\$2,000)

Students designated as Smithfield or Goodwin Scholars must maintain a semester and cumulative GPA of 3.00.

- ☐ To maintain their scholarship, students will have until the conclusion of their third academic semester at CNU to attain the required GPA.
- ☐ At no time can a semester or cumulative GPA fall below a 2.75 (even within first three semesters).
- ☐ Students will have one opportunity to have their scholarship restored – by raising their semester and cumulative GPA to the stipulated levels.
- ☐ Students that do not meet the minimum GPA a second time will have their scholarship permanently revoked.

*Loss of scholarship is separate and distinct from continuation in the PLP program.

CANON SCHOLARS (\$5,000)

Students designated as Canon Scholars must maintain a semester and cumulative GPA of 3.30.

- ☐ To maintain their scholarship, students will have until the conclusion of their third academic semester at CNU to attain the required GPA.
- ☐ At no time can a semester or cumulative GPA fall below a 3.00 (even within first three semesters).
- ☐ Students will have one opportunity to have their scholarship restored – by raising their semester and cumulative GPA to the stipulated levels.
- ☐ Students that do not meet the minimum GPA a second time will have their scholarship permanently revoked.

*Loss of scholarship is separate and distinct from continuation in the PLP program.

**Canon Scholars who have their scholarship revoked due to failure to meet minimum GPA requirements will not be permitted to participate in the Oxford program even if they regain the minimum GPA the following semester or year.

Appendix 1: PLP Class of 2016 Contract

STANDARD OF CONDUCT AND CHARACTER AGREEMENT

Student members of the President's Leadership Program should strive to achieve a high standard both inside and outside the classroom. This includes being a person of strong character with values that are congruent with those of the President's Leadership Program and Christopher Newport University. As members of the program students should agree to uphold the following standards:

- ☐ I understand that I must commit to upholding the CNU Honor Code, university regulations, federal and state law.
- ☐ I understand that in the event of a violation I must self-report to the PLP staff in writing no later than 10 days after the incident has occurred.
- ☐ I understand that any violation will be cause for re-evaluation of my membership and scholarship.
- ☐ I understand I must follow through on program expectations and any commitment made to the CNU community and its members.
- ☐ I understand I must show courtesy and respect toward CNU faculty/staff and students in language, conduct and timeliness for meetings.
- ☐ I understand I must stay current and aware of PLP expectations through communication means determined by PLP staff in addition to my own efforts.
- ☐ I understand I must wear business-professional attire at PLP President's Speakers Series and other designated events.
- ☐ I understand I must contribute to the success of the program and CNU through constructive words and actions.

SCHOLARSHIP AWARD AGREEMENT

- ☐ I understand student scholarship support is limited to four undergraduate academic years.
- ☐ I will reside on campus my first three years. I understand that as my scholarship is residential, if I choose to live off campus within that time, I forfeit my scholarship and membership in the program.
- ☐ I understand I may not drop from a higher level scholarship to a lower level scholarship even if my GPA meets the latter's minimum requirement.
- ☐ I understand I will not receive my scholarship if I withdraw from the program. I also understand that if I withdraw from the program or LDSP course mid-semester that I will be expected to repay the scholarship I received for that semester.
- ☐ I understand that my scholarship is given in advance in good faith that I will hold up these contract requirements throughout the academic year. In the event I fail to complete the requirements, I may be placed on suspension, or if I choose to withdraw, asked to repay the scholarship.
- ☐ I understand my scholarship will be revoked if I am dismissed from the PLP.
- ☐ I understand that if my scholarship is revoked, I lose all other financial benefits related to the program, i.e. foreign study stipends, Oxford, etc.
- ☐ I understand that if I am a member of both the President's Leadership Program and Honors I may continue to switch from one program to the other, but I must meet the minimum cumulative GPA requirements for the program funding the scholarship.

I have read, understand and agree to all of the above terms and conditions.

STUDENT _____

DATED _____

PLP STAFF WITNESS _____

DATED _____

Appendix 2: The Minor in Leadership Studies

The PLP Co-Curricular Model (Experience. Develop. Succeed.) is a complimentary experience to the minor in leadership studies. The knowledge you gain through the minor can be applied to your experiences through PLP; likewise, your experiences through PLP will strengthen and deepen your learning in the minor.

The leadership minor is designed to prepare ethical leaders who can identify important issues, heighten public awareness and understanding, develop imaginative solutions and strategies, and inspire and empower others to give of themselves to achieve the vision of a better tomorrow. Leadership is a process, not a role or position of authority, and involves establishing trust and achieving change through shaping vision, values and culture. The following curriculum is designed to prepare CNU students to engage effectively in the leadership process:

Year	Required Minor Courses
First Year Freshman	<p>Fall</p> <p>LDSP 210 – Self, Group and Leadership: This interactive course introduces students to the role of self and group in the leadership process. Through academic study, personal assessment, in-class activities and assignments, students will gain an understanding of how personal development impacts leadership capabilities, the importance of self-understanding to effective leadership, and the relationship between self-identity and group process. In addition to self-study, students will study group development, group think, and the effect of power and communication styles in group dynamics.</p> <p>Spring</p> <p>LDSP 230 – Leadership Through the Ages: In attempting to understand leadership in the 21st century, one cannot ignore the insights and practices of significant figures from the past. This course is designed to introduce students to some of the most influential historical leaders and thinkers from throughout the world and to examine how their lessons in leadership may or may not be applicable to current leadership issues. Using an interdisciplinary approach, students will study leaders acting in multiple contexts to understand how the contemporary and immediate situational factors influence leadership behavior.</p>
Second Year Sophomore	<p>Fall</p> <p>LDSP 310 – Leadership Theory and Research (<i>Prerequisite: LDSP 230 or consent of the instructor.</i>) This course examines salient theories, approaches and the accumulated research-based understanding of the theoretical construct of leadership. Emphasis is placed on the evolution of leadership theory and contribution of research to the synthesis of historical leadership perspectives in contemporary leadership models. Enduring elements, ongoing controversies, emerging trends and contemporary research are examined. The role of leadership is distinguished from that of management.</p> <p>Spring**</p> <p>LDSP 386 – Values Leadership (<i>Prerequisites: LDSP 310 with grade of C- or higher, or consent of instructor.</i>) This course examines the paradigm of values leadership as a theory and a philosophy. Values leadership is based on selecting, defining, modeling and promoting values to unify individuals in striving toward a shared vision. Values-based leaders create a culture of trust and leverage core values that inspire individuals to a higher level of motivation, morality and achievement. Terminal, instrumental and organizational values are explored. The techniques of envisioning, culture shaping, developing self-led followers, fostering trust and ethical decision making are explored. The course considers the moral responsibilities of a leader toward his or her followers.</p>
Third Year Junior	<p>Choose 2 Electives*, recommended one course per semester (see Elective Opportunities below)</p>
Fourth Year Senior	<p>LDSP 491W** - Internship Seminar (<i>Prerequisites: ENGL 223; LDSP 310 with grade of C- or higher and junior standing.</i>): The internship seminar is designed to help students integrate and apply the knowledge and experiences obtained in leadership courses to the internship setting. Using various research methodologies students in the seminar will analyze the leadership of the internship site, assess its leadership effectiveness and determine strategies for change. Internship to be completed no more than one academic year prior to the seminar semester. Partially satisfies the Writing Intensive requirement. **Students must complete an approved internship no earlier than one year before taking this course.</p> <p>Choose 1 Elective*, Fall or Spring semester (see Elective Opportunities Below)</p>

You are required to complete **two elective courses to complete the minor, and it is recommended that you complete the elective courses during your junior and senior years. If you complete both electives during your third year, you **do not** need to complete an elective course during your fourth year.*

***Students who are **sophomores in the 2012-2013 Academic Year** should enroll in **LDSP 320** for the spring semester.*

Appendix 2: The Minor in Leadership Studies

ELECTIVE OPPORTUNITIES*

LDSP 195 - Special Topics: Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 295 - Special Topics: Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 330. Cross-cultural Leadership (*Prerequisite: LDSP 310 with grade of C- or higher, or consent of instructor*). Old maps of a “flat” world show the area of origin as the center or middle of the earth, illustrating the mindset of societal and cultural pre-eminence. Through investigation of concepts, patterns and issues that shape society and cultural mores, students learn the importance of society and culture to effective leadership in a global setting and understand how to assess social structure and culture when making leadership decisions.

LDSP 384 - Leading Change (*Prerequisites: LDSP 230 or GOVT 101 or SOWK 201 or BUSN 300 all with grade of C- or higher, or consent of instructor.*): This course examines models of change with particular emphasis on group processes and the role of leadership. Change is explored as a process that presents opportunities and challenges for internal and external change. The course analyzes resistance to change and how leadership processes can be developed and employed to facilitate and motivate change. Techniques for effective communication, intervention and conflict resolution are reviewed. Analytical methods to identify the need for change and individuals’ readiness for change are discussed.

LDSP 395 - Special Topics (*Prerequisite: LDSP 310 with grade of C- or higher, or consent of instructor.*): Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 399 - Independent Study in Leadership (*Prerequisites: consent of instructor and Department Chair.*): The purpose of this junior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of preregistration. A minimum cumulative grade-point average of 2.5 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

LDSP 495 - Special Topics: Topics vary, determined by the special interests and needs of students and the expertise of faculty.

LDSP 499 - Independent Study in Leadership (*Prerequisites: consent of instructor and department chair.*): The purpose of this advanced, senior-level course is to enable a qualified student to enrich her/his program through independent work under the guidance of a faculty member. The topic and method of grading are agreed upon in writing by the student and the supervising faculty member and filed with the appropriate college offices by the end of preregistration.

A minimum cumulative grade-point average of 2.50 is required. A student may take a maximum of three hours of independent study in a semester and a maximum of six hours in her/his academic program.

**The following courses are also accepted electives for the minor: MST 100; HONR 335; MLSC 401-401L; or MGMT 310. Course descriptions can be found in the Undergraduate Catalog.*

Appendix 3: Community Service vs. Philanthropy

Within PLP we firmly believe in the value of serving your community. Because of the value we place in the experience of community service it is important to draw a clear distinction between community service and philanthropy.

Community Service is ... active participation that usually involves working with others and facing real-life problems and issues head-on. It helps you make a connection between yourself, the skills you have to offer and the needs of the community.

Examples: Painting a youth center, serving food at a shelter or mentoring a child.

Philanthropy is ... a desire to help mankind through the giving of gifts, usually monetary in nature, to humanitarian or charitable organizations. Raising money through an activity or fundraising that supports a charitable cause is defined as philanthropy and not community service. Collecting items for donation is considered philanthropy as well.

Examples: Food drives, raising money for a cause or collecting prom dresses.

Community Service Leadership Skill Development

While philanthropy is great for the people it helps, community services has other benefits you can only get from serving the community where you live. Leadership skills are developed, and by participating in community service, you may experience:

- Teamwork
- Real-world problem-solving skills
- Awareness of multicultural issues
- A broadened global perspective
- Compassion and concern toward others
- Active citizenship
- Various leadership skills including time management, communication, values and ethics

Appendix 4: Reflection Resources and Models

WHAT IS REFLECTION?

Broadly defined, reflection is stepping back from the window and observing: taking note of what is happening, looking for patterns and searching for meaning. It is a thought process, an emotional process and an intuitive process all at once. Reflection is a way to capture meaning, clarity and direction in life.

In PLP, reflection is a way of integrating learning and experience, understanding ourselves as part of a larger community, and challenging our assumptions about our experiences. Reflection is an important part of assimilating experience and learning, and understanding our behavior – an important piece of developing self-awareness and better understanding who we are and why we act.

WHY IS REFLECTION IMPORTANT TO LEADERSHIP DEVELOPMENT?

Leadership is a unique field of study in higher education as it spans both academic discipline (LAMS) and practical application (co-curricular experience). In addition to teaching skills, concepts and theories, learning in this field also requires the continuous practice of key concepts in order to develop one's individual leadership capacity. The invitation to examine, question and even change immediate and underlying assumptions about a given situation or experience can broaden your perspectives and lead to a more holistic understanding of complex and abstract situations – the types of situations we encounter when attempting to exercise leadership. It also cultivates happiness and gratitude for our experiences. Reflection captures our story of life and learning:

John Shea, a master storyteller and keen observer of our culture, has noted that as Americans, we tend to be "experience rich and wisdom poor." Reflecting on experience, he contends, is the path to wisdom. We do not learn well from our own story because we are "too busy" to read it. A leader who doesn't reflect misses the most informative and insightful lessons of all. Reflection provides the time and space for experience to surface. It's the quiet crucible in which the "unreal" falls away and the "real" crystallizes. It is where I reconnect with who I am and what I am about. It's where I confront my powerlessness, and reclaim power. It's where the muddled mess takes shape, and differentiates. Where questions, internalized and "sat with," evolve into directions.

-Frank Staropoli

Leader's Edge, Great Lakes Leadership Group

MODELS FOR REFLECTION

The models here may be useful in getting you started in your reflective practice. While journaling is an effective form of reflection, it is not the only one, and can be challenging for some people. These models were designed for written reflection but can be adapted to artistic styles of reflection, and can even be used to frame quiet meditation. Using a consistent model to frame your reflection can help you discover connections among your experiences. The first three models are specific to PLP, while the last is a general but effective method often used in experiential learning contexts.

The 7 As: The 7 As – key values identified in the PLP curriculum – provide a lens through which you can reflect on your experiences and draw connections among various aspects of the program. Identify at least one “A” that was present in your experience and expand on it: How is it present in your experience? Are there aspects of this “A” that you struggle with? How are you developing *through* this “A”? How are you developing *your use* of this “A”?

Acquaintance
Awareness
Authenticity
Adversity

Application
Accountability
Appreciation

Appendix 4: Reflection Resources and Models

Passport Framing Model: The Passport theme framework (*see Appendix 5*) can be utilized as a reflection model for experiences beyond Passport. This model can be used to examine community service experiences, study abroad, academic pursuits and experiences beyond CNU.

- How/does this experience consider the five contexts identified?
- Is this experience more concerned with one or two of the contexts? Does this limit the experience?
- How are values and culture reflected in this experience?
- How does this experience enhance my understanding of the five contexts? Of myself within these five contexts? Of leadership within these five contexts?

Integrating the As and the Passport Model: As you strengthen your reflective practice over time the model you use and the type of reflection you engage in should evolve. Incorporating the “As” with the Passport framework is one way to do this, and will build on insight you have gained by using the models separately.

The following associations are a guide to help you structure your reflection as you engage in different experiences. How does the particular experience shed light on any of the connections identified below? How are values and culture reflected in the experience, the “A”, and/or the context?

Acquaintance: *with self, campus, community, nation, world*

Awareness: *of self, of CNU campus, of the Hampton Roads community, with the world*

Authenticity: *being true to oneself in service of the greater community; clarification of values to determine what you will lead in service of*

Adversity: *struggling to make connections on a personal level, understanding challenges in the community and world*

Application: *of leadership theory, self-awareness and service models; also through reflection*

Accountability: *to self and your own learning, to your campus, community and world*

Appreciation: *for self-exploration, of leadership as a tool for service and social change*

What? So What? Now What? This model utilizes a three-part cycle of Describe → Examine → Articulate that invites you to examine both objective and internal factors and turn them into action plans for the future. We encourage you to utilize the “As” wherever possible when using this model (to describe the experience and identify areas of growth).

- **What? Describe** your experience objectively (i.e. Who? What? When? Where? Why? How?)
- **So What? Examine** your experience in each of the three learning areas:
 - **Personal Growth:** What strengths, weaknesses, skills, assumptions did I notice in myself? What effects did this have on service/experience? What do I need to change and how? How are these insights related to my leadership capacity/development?
 - **Civic/Experiential Engagement:** What was the objective of this experience? What was I/the team trying to accomplish? What approach did I/we take and why? What do I/we need to change in the future and how? What has this revealed for me about my own leadership/followership?
 - **Academic Enhancement:** What academic concepts/leadership theories apply to the experience/service opportunity and how? Do I need to rethink the concept/theory? How/why?
- **Now What? Articulate Learning:** What did I learn? How did I learn it? Why is this important? What will I do because of it? How/will I change my future behaviors? What goals can I develop as a result of my experience?

Appendix 5: Passport Framing Model and Themes

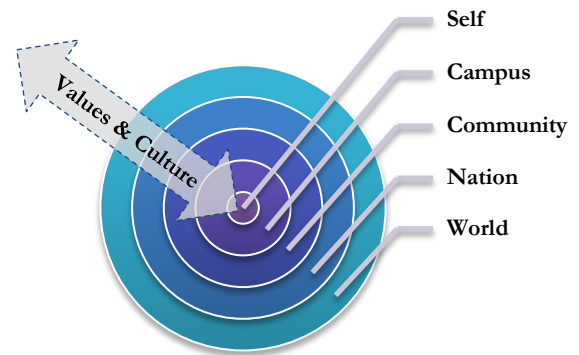
Passport Program: Create Your Leadership Path

The Passport Program is a chance to create your own path of leadership development. Passport destinations are opportunities along your journey to apply your learning and leadership development to a wide range of out-of-class experiences, lectures and workshops, and discover leadership opportunities across campus. Passport destinations represent leadership across majors, sectors and contexts, with the aim of bringing leadership to life.

Theme Framing

The aim of the leadership studies minor is to equip you with foundational and theoretical knowledge about leadership, followership and organizational awareness. Passport is an opportunity for you to experience these theoretical underpinnings in action, further explore their importance and engage your own individual leadership.

The framing here identifies five contexts critical to your personal and leadership development: Self, Campus, Community, Nation and World. The purpose of this framework is to help you see yourself not only within these contexts but also understand how these contexts shape who you are, to understand leadership not only within these contexts but also as a function of them. Values and Culture are integral pieces of these contexts: they influence, and are influenced by, each of them. Values and Culture provide additional dimensions through which to understand our experience of each context (i.e., *the culture of CNU values relationships and active citizenship, which contributes to my sense that campus involvement is important. How might this be different in a campus culture that doesn't value these things?*).



These elements are an expansion of the Social Change Model of Leadership development (Individual; Group; Community) and aim to encourage the exploration and cultivation of the 7 As, or key values in PLP, with an emphasis on equity, social justice, collaboration, citizenship and service. You should actively push yourself to think beyond how these experiences will not only enhance your own personal leadership but also how these experiences enhance the “leadership community.” In other words, think outside of yourself.

Incorporating Reflection, Utilizing Framing

As you know, reflection is a critical piece of the PLP curriculum and cultivates development as part of the Passport experience. Many destinations include a reflection component, but we also expect that you will make reflection a regular practice in service of your development. We encourage you to utilize the model above as a reflection tool – using a consistent model to frame your reflection will help you to see Passport Destinations as a connected set of experiences as opposed to a disjointed series of events. Consider the following questions:

- How/does this particular destination consider the five contexts identified?
- Does the destination place more emphasis on one or two contexts over the others?
- Are values and culture taken into account?
- How does this destination enhance my understanding of the five contexts? Of leadership within the five contexts?
- How are the 7 As connected to this destination? The five contexts as presented in this destination?

Appendix 5: Passport Framing Model and Themes

Passport Destination Themes*

Passport destinations are grouped by themes to provide you with a range of options and the opportunity to see leadership from a variety of perspectives and explore the contexts noted above. Destinations often hit on multiple themes, providing a multidimensional perspective. Passport themes are denoted on online student resources.

7. Leadership and Professional Development:

These destinations provide the opportunity to explore the ins and outs of working in the professional world. Resume reviews and career exploration are the types of destinations provided within this category. ***First year students must attend, and all students are encouraged to attend, at least one CCP-sponsored destination per year.***

Classroom Connection: LDSP 210, 310, 491W

8. Scholarship in Action:

These destinations provide the opportunity to hear from leadership scholars and practitioners, explore academics beyond the classroom, and conference opportunities. **Classroom Connection:** All apply!

9. Cultural Crossroads: Culture, Diversity and Awareness:

These destinations focus on learning about different cultures, understanding diversity and navigating the differences that make us all unique as individuals in order to effectively work together.

Classroom Connection: LDSP 320, 330, 386

10. Self-Exploration:

These destinations provide opportunities to grow as a leader and follower and learn about who you are in both of these roles. Destinations that look into your personality, teach you team-building activities, and sessions that assist with successfully getting through college all contribute to developing oneself. **Classroom Connection:** LDSP 210, 386

11. Cultivating Community & Citizenship: Local, National and International:

These destinations explore our communities so that we can better understand the places where we live, work, and serve. Learning about how to better serve and build community on local, national, and international levels, and understanding effective citizenship, are the goals of these destinations.

Classroom Connection: LDSP 330, 384

12. PLP in the World:

These destinations highlight the experiences of current and former PLP students as they have applied their learning and development beyond CNU. The coffeehouse series and alumni events are two examples of this type of destination. **Classroom Connection:** LDSP 491W

★ Foundations of PLP:

This Passport Destination is required for all first-year students during the fall semester. The aim of this destination is to provide important contextual knowledge about the program so that you can fully commit to the expectations outlined for all PLP students. This destination prepares you for your contract signing and first-year success meeting with your designated staff guide.

* **Adventure destinations:** These destinations are opportunities to get off campus and explore the world beyond our lovely campus. Adventure destinations fall within the six themes and are denoted with an “A” on online resources.

1 President's Leadership Program

FIRST-YEAR SUCCESS CHECKLIST (2012-13)



	EXPECTATIONS	OPPORTUNITIES & SUGGESTIONS
EXPERIENCE	<ul style="list-style-type: none"> <input type="checkbox"/> Community Engagement: Attend the Volunteer Fair on Tuesday, Sept. 18 <input type="checkbox"/> Service: At least 30 TOTAL hours of CNU Engage service logged in your service profile for the 12-13 year <ul style="list-style-type: none"> <input type="checkbox"/> Declare your service track by the end of spring semester <input type="checkbox"/> Engagement: Explore intriguing campus clubs, activities, organizations and campus employment opportunities and commit to at least one campus activity or organization 	<ul style="list-style-type: none"> Attend the Club Fair: Sunday, Aug. 26, 3-5 p.m. Explore the Community Service Initiative (CSI) on Scholar Explore the Service Tracks through the Center for Community Engagement (CCE) Consider applying to serve as a PLP recruiter <p> Stay tuned for the application period for SLAP facilitators later in the fall!</p>
DEVELOP	<ul style="list-style-type: none"> <input type="checkbox"/> Passport Program: Attend Foundations of PLP Passport Destination (required) in fall semester <ul style="list-style-type: none"> <input type="checkbox"/> Attend at least three additional Passport Destinations, including one Destination hosted by the Center for Career Planning (CCP) <input type="checkbox"/> President's Speaker Series: Attend all Speaker Series events (If you miss due to class, lab or emergency, you MUST make up by viewing DVD/online.) 	<ul style="list-style-type: none"> Start a reflection group and attend Passport Destinations or speakers together and discuss connections to leadership afterward Suggest a Passport Destination if you discover an exciting campus event or speaker Consider submitting one of your papers to the Mid-Atlantic Leadership Review <p> Consider applying to be a passport agent and be on the lookout for applications in the spring.</p>
SUCCEED	<ul style="list-style-type: none"> <input type="checkbox"/> Communication: Submit Fall Info form by Aug. 31 <input type="checkbox"/> Relationship and Contract Signing: Schedule and attend First-Year Success meeting with staff guide <input type="checkbox"/> GPA Requirement: Maintain cumulative and semester GPA in accordance with scholarship level (as indicated on your contract) <input type="checkbox"/> Expectation Fulfillment: Submit Mid-Year Progress Report by December deadline, articulating completion of expectations <ul style="list-style-type: none"> <input type="checkbox"/> Submit End-of-Year Report by May deadline, articulating completion of expectations 	<ul style="list-style-type: none"> Prepare for meetings with your core advisor. Follow up with your staff guide with any questions (We're here for your support!) Sign up for the Pathfinders program to seek wise council from an upperclassman on academic and/or engagement interests/direction Utilize the tutoring center! <p> You must maintain GPA in accordance with scholarship level to continue in good standing in the program.</p>
LEADERSHIP MINOR	<ul style="list-style-type: none"> <input type="checkbox"/> Enrollment: Take LDSP 210 (fall) and LDSP 230 (spring) <input type="checkbox"/> Grades: Earn a "C" or above in your courses 	<ul style="list-style-type: none"> Begin a study group in Quest Visit LAMS faculty during their office hours for a chat about what you're learning and experiencing through PLP <p> Register for LDSP 310 for fall 2013 semester.</p>



= things to remember looking forward

SECOND-YEAR SUCCESS CHECKLIST (2012-13)



	EXPECTATIONS	OPPORTUNITIES & SUGGESTIONS
EXPERIENCE	<ul style="list-style-type: none"> <input type="checkbox"/> Service: At least 25 TOTAL hours of CNU Engage service logged in your service profile for the 2012-13 year <input type="checkbox"/> Engagement: Commitment to at least one campus activity or organization, and/or campus employment opportunity 	<ul style="list-style-type: none"> ♦ Attend the Volunteer Fair on Tuesday, Sept. 18 ♦ Check out what CSI is up to on Scholar ♦ Consider applying to serve as a PLP recruiter ♦ Consider Study Abroad opportunities! <p> Be thinking about how what you are learning about leadership applies/informs your campus engagement and service. Start to think about why sustainability is important and the potential needs of your organization in that area.</p>
DEVELOP	<ul style="list-style-type: none"> <input type="checkbox"/> Passport Program: Attend at least four Passport Destinations. It is recommended that you attend at least one Destination hosted by the Center for Career Planning (CCP) <input type="checkbox"/> President's Speaker Series: Attend all Speaker Series events (If you miss due to class, lab or emergency, you MUST make up by viewing DVD/online.) 	<ul style="list-style-type: none"> ♦ Start a reflection group and attend Passport Destinations or speakers together and discuss connections to leadership afterwards ♦ Consider applying for orientation student director or SLAP facilitator positions (applications available late fall) ♦ Apply to become a passport agent or passport agent coordinator (applications available in spring) ♦ Consider submitting one of your papers to the Mid-Atlantic Leadership Review <p> Talk to a faculty member in LAMS about the possibility of attending an ILA Conference.</p>
SUCCEED	<ul style="list-style-type: none"> <input type="checkbox"/> Communication: Submit Fall Info form by Aug. 31 <ul style="list-style-type: none"> <input type="checkbox"/> Attend PLP Welcome Back Meeting <input type="checkbox"/> GPA Requirement: Maintain cumulative and semester GPA in accordance with scholarship level (as indicated on your contract) <input type="checkbox"/> Expectation Fulfillment: Submit Mid-Year Progress Report by December deadline, articulating completion of expectations <ul style="list-style-type: none"> <input type="checkbox"/> Submit End-of-Year Report by May deadline, articulating completion of expectation 	<ul style="list-style-type: none"> ♦ Prepare for meetings with your core advisor ♦ Prepare for your second- year success meeting in the spring ♦ Sign up for the Pathfinders program to seek wise council from an upperclassman on academic and/or engagement interests/direction <p> You must maintain GPA in accordance with scholarship level to continue in good standing in the program.</p>
LEADERSHIP MINOR	<ul style="list-style-type: none"> <input type="checkbox"/> Enrollment: Take LDSP 310 (fall) and LDSP 386 (spring) <input type="checkbox"/> Grades: Earn a "C" or above in your courses 	<ul style="list-style-type: none"> ♦ Begin a study group with your classmates ♦ Visit LAMS faculty during their office hours for a chat about what you're learning and experiencing through PLP <p> Enroll in an elective course for the fall 2013 semester and begin thinking about internship opportunities. (Consider the SLAP internship!)</p>



= things to remember looking forward

President's Leadership Program
THIRD-YEAR SUCCESS CHECKLIST (2012-13)



	EXPECTATIONS	OPPORTUNITIES & SUGGESTIONS
EXPERIENCE	<input type="checkbox"/> Service: At least 25 TOTAL hours of CNU Engage service logged in your service profile for the 2012-13 year <input type="checkbox"/> Engagement: Continued commitment to at least one campus activity or organization, and/or employment opportunity	<ul style="list-style-type: none"> • Check out what CSI is up to on Scholar • Consider applying to serve as a PLP recruiter • Consider study abroad opportunities! <p> Start to think about why sustainability is important and the potential needs of your organization in that area.</p>
DEVELOP	<input type="checkbox"/> Passport Program: Attend at least four Passport Destinations. It is recommended that you attend at least one Destination hosted by the Center for Career Planning (CCP) <input type="checkbox"/> President's Speaker Series: Attend all Speaker Series events (If you miss due to class, lab or emergency, you MUST make up by viewing DVD/online.)	<ul style="list-style-type: none"> • Start a reflection group and invite first- and second- year students to join you. Attend Passport Destinations or speakers together and discuss connections to leadership afterward • Consider applying to be a fall 2013 coffeehouse presenter • Consider applying for orientation student directors and/or SLAP facilitator positions later in the fall • Apply to become a passport agent or passport agent coordinator (applications posted in the spring) <p> Work with faculty members in LAMS to submit a proposal or case study for the ILA Conference.</p>
SUCCEED	<input type="checkbox"/> Communication: Submit Fall Info form by Aug. 31 <input type="checkbox"/> Attend PLP Welcome Back Meeting <input type="checkbox"/> GPA Requirement: Maintain cumulative and semester GPA in accordance with scholarship level (as indicated on your contract) <input type="checkbox"/> Expectation Fulfillment: Submit Mid-Year Progress Report by December deadline, articulating completion of expectations <input type="checkbox"/> Submit End-of-Year Report by May deadline, articulating completion of expectations	<ul style="list-style-type: none"> • Consult the staff through PLP office hours for wise counsel, questions or just to say hi! • Consider applying to be a Pathfinder mentor to assist underclassmen with academic and/or engagement interests/direction • Prepare for your third-year group reflective meeting in the spring <p> You must maintain GPA in accordance with scholarship level to continue in good standing in the program.</p>
LEADERSHIP MINOR	<input type="checkbox"/> Enrollment: Take at least one elective course (you must complete a total of two electives to complete the minor) <input type="checkbox"/> Grades: Earn a "C" or above in your courses	<ul style="list-style-type: none"> • Begin a study group with your classmates • Visit LAMS faculty during their office hours for a chat about what you're learning and experiencing through PLP <p> Register for an elective course for fall 2013 and begin thinking about internship opportunities. (Consider applying for the SLAP internship!)</p>

= things to remember looking forward

4 President's Leadership Program

FOURTH -YEAR SUCCESS CHECKLIST (2012-13)



	EXPECTATIONS	OPPORTUNITIES & SUGGESTIONS
EXPERIENCE	<ul style="list-style-type: none"> <input type="checkbox"/> Service: At least 20 TOTAL hours of CNU Engage service logged in your service profile for the 2012-13 year <input type="checkbox"/> Engagement: Continued commitment to at least one campus activity or organization, and/or employment opportunity 	<ul style="list-style-type: none"> • Check out what CSI is up to on Scholar • You MUST complete 100 TOTAL hours to graduate with PLP. Consider going the extra mile to earn Service Distinction (120 hours). <p> Be thinking about and strategizing for sustainability in your organization.</p>
DEVELOP	<ul style="list-style-type: none"> <input type="checkbox"/> President's Speaker Series: Attend all Speaker Series events (If you miss due to class, lab or emergency, you MUST make up by viewing DVD/online.) <input type="checkbox"/> Fourth-Year Development: Attend a Fourth-Year Development Event or schedule a meeting with CCP to have your resume reviewed and prepare for your career or graduate school search. 	<ul style="list-style-type: none"> • Start a reflection group and invite first- and second- year students to join you. Attend Passport Destinations or speakers together and discuss connections to leadership afterward. • Suggest a Passport Destination if you discover an exciting event or speaker on campus <p> Work with faculty members in LAMS to submit a proposal or case study for the ILA Conference.</p>
SUCCEED	<ul style="list-style-type: none"> <input type="checkbox"/> Communication: Submit Fall Info form by Aug. 31 <ul style="list-style-type: none"> <input type="checkbox"/> Attend PLP Welcome Back Meeting <input type="checkbox"/> GPA Requirement: Maintain cumulative and semester GPA in accordance with scholarship level (as indicated on your contract) <input type="checkbox"/> Expectation Fulfillment: Submit Mid-Year Progress Report by December deadline, articulating completion of expectations <ul style="list-style-type: none"> <input type="checkbox"/> Submit End-of-Year Report by May deadline, articulating completion of expectations 	<ul style="list-style-type: none"> • Consider scheduling a one-on-one meeting with a staff member to discuss your experiences and future goals/questions • Consider applying to be a Pathfinder mentor to assist underclassmen with academic and/or engagement interests/direction <p> You must maintain GPA in accordance with scholarship level to continue in good standing in the program.</p>
LEADERSHIP MINOR	<ul style="list-style-type: none"> <input type="checkbox"/> Enrollment: Take LDSP 491W in the fall or spring semester, and complete the elective requirement if you did not do so during your junior year (You must complete a total of two electives to complete the minor.) <input type="checkbox"/> Grades: Earn a "C" or above in your courses 	<ul style="list-style-type: none"> • Begin an application study group with your classmates • Visit LAMS faculty during their office hours for a chat about what you're learning and experiencing through PLP <p> Get ready for Senior Celebration and commencement!</p>

= things to remember looking forward