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

PLP 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 Core Values
The mission and vision of the President’s Leadership Program are a manifestation of the core values of the University. Success of the program and development of its students is realized through the alignment of program goals and developmental structure to the principles of liberal learning, the CNU Honor Code and dedication to the ideals of scholarship, leadership and service.

Liberal Learning at CNU
The Liberal Learning Curriculum at Christopher Newport University focuses on the skills students will need for success at work, at home and in the community. Liberal learners develop the logical reasoning and critical-thinking skills, the persuasive communication skills, and the effective problem-solving skills that will make them competitive in a global marketplace.

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."
Dear First-Year PLP Student,

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 PLP staff are here to serve as guides through your journey. Some of you will choose to use 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
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Program Goals

As a program we expect each PLP graduate will develop the capacity to be:

1. An actively engaged citizen committed to enhancing his or her communities.

2. Of strong character and integrity developed through personal accountability, cultivation of meaningful relationships and strong work ethic resulting from a rigorous liberal learning experience.

3. An effective leader who can synthesize self-exploration, critical reflection and leadership theory within an ever-changing global society.

Developmental Framework

The President’s Leadership Program employs a developmental framework to structure the out-of-class experience through distinct yet interdependent areas of focus: Experiential Learning, Leadership Development and Student Success. The framework is an effective way to integrate a holistic approach to active learning while engaging the students where they are developmentally.

While grounded in CNU’s ideals of scholarship, service and leadership, PLP’s framework also uses the academic study of leadership, as well as several existing and popular leadership development models, such as the Social Change Model (SCM). The SCM, designed specifically for college students, approaches leadership as a purposeful, collaborative, values-based process that results in positive social change through three dimensions: individual, group and community/society.

This unique blend allows PLP students to explore, question and integrate their personal values within a structure of program standards and accountability. By learning to manage personal responsibilities while receiving ongoing constructive feedback, students are able to gauge their progress and commitment in each of the three areas (Experience, Develop, Succeed), as well as holistically.

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Focus Areas for Development

Over the course of a four-year experience, PLP seeks to create conditions for students to develop a capacity for leadership through an understanding and integration of the following focus areas. These areas can be seen through the SCM dimensions of Individual, Group and Community/Society.

- Character and identity through personal traits, strengths and weaknesses, intrinsic and extrinsic values, life choices, honor and integrity, and intentional behavior
- Leadership capacity and competencies/skill set for personal growth and professional development
- Cultural and social awareness through campus and local community engagement
- Group dynamics through curricular and co-curricular participation
- Leadership philosophy that incorporates new and existing concepts from academic study, community engagement and personal experience
- Meaningful relationships through interactions with faculty, professional staff, peers and community
- Holistic perspective/world view through a traditional liberal arts curriculum
- Commitment to the President’s Leadership Program, specifically in the areas of program values and goals, accountability to standards and studying leadership

Pathway of Development

The thematic sequence of exploration, authenticity, application and adaptation, and synthesis serves as an overview of the developmental path students will experience throughout their four years in the program. The program is structured to provide intentional opportunities to experience growth in these areas, but each student will need to forge his or her own path to expand and challenge their perspectives with regard to the following benchmarks.

Year 1: EXPLORATION

As a student of leadership and engaged member of your community, of what new ideas, theories, discoveries, etc. have you become aware? 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? In what ways have you explored academic opportunities at CNU? What opportunities have you had to understand your role in various group settings? What relationships have you actively formed – with peers, faculty and members of the CNU community?

Select Opportunities for PLP - Year 1:
- Summer Leadership Adventure Program (SLAP)
- Day of Service
- Foundations Meeting
• PLP Staff Guide Meeting
• Leadership and Honors Learning Community
• Career Planning Passport Destination
• Club Fair
• Volunteer Fair
• Service Track Declaration

Leadership Courses:
• LDSP 210 Self, Group and Leadership
• LDSP 230 Leadership Through the Ages

Portfolio Entry: Engagement Plan and Reflection

Year 2: AUTHENTICITY
A transformative leader is one who embodies ethical and responsible leadership and shows commitment to his or her true self at all times. What are the conditions that allow your true self to come through? What values and experiences have allowed you to explore and define your authentic self? How do you transform and inspire others in your community? What relationships or group experiences have supported this self-discovery? How has your authenticity been challenged and how have these challenges shaped your definition of ethical leadership?

Select Opportunities for PLP - Year 2:
• Second Year Success Meeting
• Community Service Through Service Track
• Study Abroad
• Career Fair
• Volunteer Fair
• Declaration of Major

Leadership Courses:
• LDSP 310 Leadership Theory and Research
• LDSP 386 Values Leadership

Portfolio Entry: Engagement Plan and Reflection, Updated Resume and Leadership Values

Year 3: APPLICATION AND ADAPTATION
The application of knowledge, experience and purposeful intent has the potential to enhance any position, organization and society. How do you actively apply elements of knowledge, experience and purpose into your current roles as scholar, campus leader and active citizen? How have you adapted your understanding and practice of leadership through experiences you have had and knowledge you have gained over the past three years?

Select Opportunities for PLP - Year 3:
• Junior Small Group Meeting
Leadership Portfolio

Leadership is not a series of prescribed steps, but rather an individualized pursuit that requires a significant personal investment. The true value of the PLP lies in your ability to articulate your personal journey in leadership and the investment you have made in yourself, CNU and our community. The leadership portfolio is an opportunity to express what the program means to you by documenting your growth and development through all four years.

With a specific emphasis on the four-year focus areas and pathway of development (see above), the portfolio submissions allow you to synthesize and integrate your program experience at the end of each academic year, resulting in a comprehensive product upon completion of the program. The portfolio drives reflection with the goal of connecting your efforts in the program into a meaningful whole. It is a culminating project that presents evidence that you have engaged in the developmental framework and understand major concepts emphasized in the President’s Leadership Program. Furthermore, it allows you the opportunity to synthesize, integrate and apply critical-thinking skills as you articulate what you have experienced, how you have developed and what success means to you.

Examples of portfolio entries for each year include:
<table>
<thead>
<tr>
<th>Year 1</th>
<th>Engagement Plan and Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>Updated Engagement Plan and Reflection</td>
</tr>
<tr>
<td><strong>Resume</strong> – Your resume is a living document that you will continue to edit and refine throughout your academic and professional career. This submission is an opportunity to periodically update and articulate your professional, academic and extracurricular experience, as well as notable accomplishments in these areas.</td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Values</strong> – During your second year, you will learn about and contemplate the theories and values that influence leadership. You will also be exploring authenticity and the values, experiences and influences that make you who you are. In this submission, you will distinguish the values that are important to you as a leader, and those that inform your understanding of leadership, while describing the significance of these values in your life.</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>Updated Resume – See above (Year 2)</td>
</tr>
<tr>
<td><strong>Leadership Philosophy and Application</strong> – A leadership philosophy is a statement about the fundamental beliefs and values that inform your practice and understanding of leadership. You will develop a thoughtful statement – either static or evolving – that represents your philosophy on leadership. After developing your statement, you will then describe how you actively apply this philosophy in your life. This may be a reflection on leadership efforts you have engaged in over the course of the past three years, or how you intend to apply this understanding as you move into your final year of the program and beyond.</td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td>Updated Resume – See above (Year 2)</td>
</tr>
<tr>
<td><strong>Senior Project</strong> – This is an opportunity to create a final product that illustrates the ways in which your leadership experiences in PLP and at CNU have shaped who you are as a person. You should show how you have met each of the three major goals of the program (see page 1), and consider how you will continue to engage the values of leadership, scholarship and service as you enter the next chapter of your life. Your senior project can be a traditional paper or narrative reflection, video or other creative project that fulfills the objective of showing how you have grown and will continue to grow in your leadership.</td>
<td></td>
</tr>
</tbody>
</table>

Your portfolio will be a personal website that you update periodically. We encourage you to think creatively about this product, as it is ultimately a reflection of you. Go beyond the submission requirements, include class projects or work you have produced in your student organization(s), include photos, videos or blog posts, and add elements that truly reflect who you are. Beyond demonstrating your growth and learning in the program, the portfolio serves as your personal PLP story.

*Specific portfolio submission assignments, guidelines and information will be sent to you throughout the academic year.*
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 observe leadership and continue to craft your own leadership style. The 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

Community Service
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 in the Hampton Roads community.

Defining Service
All students in the President’s Leadership Program must perform all community service during the academic year. While students are encouraged to perform service during summer and winter breaks, hours performed during that time will not count towards the PLP service hour requirement. For the purposes of the PLP service hour requirement, service has been defined as the following:

PLP service is:

- Unpaid work that benefits Hampton Roads community partners
- Performed during the academic year
- Conducted in the Hampton Roads community (unless completed during a university-sponsored alternative break program)
- Approved PLP community engagement opportunities
- Volunteer work completed through service-based organizations
- CNU community initiatives as approved by the staff of the President’s Leadership Program

PLP service is NOT:

- Performed outside of Hampton Roads
- Performed during summer or winter break

• Tutoring your fellow Captains
• Compensated with financial benefit
• Philanthropic and fundraising endeavors conducted by campus organizations
• Tabling in the DSU or Trible Plaza for a cause or organization
• 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 actively engaged in one’s community is an essential element of servant leadership. Therefore in the PLP we place high value in you being an active member of our campus community. Becoming engaged on campus allows you to discern your interests and passions by exploring a vast variety of opportunities. Engagement in group-based activities will be an essential component of your personal growth within the PLP. All students in the program must make a long-term commitment to at least one student organization, athletic team, performance group or university employment opportunity.

Internship
All students in the President’s Leadership Program are required to complete an internship for the leadership minor. You must enroll in LDSP 491 Leadership Internship Seminar upon completion of the internship. The internship provides students with an opportunity to link theory and practice in the study of leadership. Because the leadership 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 leadership and your major field. Check with your major adviser or department for assistance in locating a relevant internship that will help you with regard to a career or graduate study in your major.

Experiential Opportunities

PLP Recruiters
The President’s Leadership Program strongly believes current PLP students should be involved in the admission process for PLP applicants. Therefore the PLP Recruiter position was created to help assess and evaluate prospective students. 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 stewards for the program and help shape the future of the PLP.

IMPACT
IMPACT is a group of PLP students trained to lead social change by examining 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 and closely examine each of the 10 service tracks defined by the Center for Community Engagement.

**Study Abroad**
The President’s Leadership Program offers study abroad stipends 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 and meet eligibility requirements.

**PLP Globetrotters**
Additionally, the PLP offers an exciting opportunity through PLP Globetrotters in order to foster the growth of the most holistic global citizen. The PLP Globetrotters program facilitates individuals’ leadership growth through written and interpersonal reflection (group and individualized) both before and after a study abroad experience. Experienced study abroad travelers will reflect on their experiences and mentor students looking to travel abroad while bringing openness and diversity to campus. Reflection will help the student recognize tangible growth in their own leadership competencies and capacities. Globetrotters will also discover effective ways to verbalize and utilize their experience in future professional endeavors.
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. Development in PLP also refers to your expanded knowledge of leadership theory and practical application, and your ability to recognize and build on natural skills to facilitate positive social change in the community, nation and world. Leadership development aims to increase your awareness of leadership patterns in your life, as well as teach you to engage in effective followership, an important part of the leadership process. Development in PLP distinguishes leadership competencies from leadership capacity, providing opportunities to increase your leadership capacity by developing an expanded range of behaviors, skills (or competencies), and potential action and response that will help you translate purpose into action in the world. The four major areas through which development occurs are: (1) application of knowledge gained through the leadership minor, (2) intentional reflection, (3) incorporating feedback and (4) purposeful expression.

Integrating and Applying Learning From the Minor: The leadership studies minor provides an important framework for understanding the practical application of leadership skills and 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 reflection 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 used to integrate theory and practice, gain insight and stimulate self-exploration. Effective reflection can lead to increased self-awareness, self-confidence and a feeling of empowerment 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 expect that you will make reflection a regular practice. This may 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 experience and taking ownership of the learning process may be challenging, especially at first, we have provided several suggestions and models for reflection in Appendix D3.
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 yourself from multiple perspectives and identify your unique strengths and skills. You will receive feedback through one-on-one and group success meetings, portfolio and report submissions, and reflection opportunities. Feedback in these contexts may be based on both your achievement of program expectations and personal goals. You will undoubtedly experience feedback in your academic pursuits as well. Grades, comments on assignments and relationships with faculty are all opportunities to better understand your performance and achievement.

Purposeful Expression: Leadership is an active pursuit. Learning about and applying a leadership lens to your life, academic studies, and campus and community involvement are all critical aspects of leadership development. Your active expression of these ideas allows you to further your learning, impart knowledge to others and practice leadership in your own life. Expression takes many forms: blog posts, photo galleries, presenting during a coffeehouse event, developing a passport destination, taking on a leadership role in your student organization and many other demonstrations. Being able to articulate what you are learning through the PLP experience in a direct or creative medium allows you to “see” your development through the program, and to exercise leadership in a tangible and measured way.

Required Development Expectations

Passport Program
The Passport Program allows you to apply learning and leadership development to a wide range of out-of-class experiences, lectures and workshops, and discover leadership opportunities across campus. Passport destinations are campus and community events that will expose you to social and community issues and provide opportunities for critical thought, creative reflection and greater awareness. These events 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. A full listing of themes and a detailed framework for the Passport Program can be found in Appendix D.4.

President’s Speaker Series
Past and present leaders have much to teach us about the practical application of leadership theory as well as 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. Past speakers have included Virginia Governor Bob McDonnell; Truett Cathy, Founder of Chick-fil-A; U.S. Supreme Court Justice Antonin Scalia; and Dr. Barbara Kellerman, James McGregor Burns Lecturer in Leadership at Harvard University. 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

Passport Agents/Passport Agent Coordinators (PAs/PACs)
This position presents a dynamic opportunity for students who want to become more involved with the Passport Program by developing program planning and facilitation skills. Student PAs 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
In this annual series, PLP students share significant experiences in which they learned about or practiced leadership in unique and diverse contexts, while developing skills in capturing and articulating what they have learned in an informal speaking environment. The Coffeehouse Series emphasizes intentional expression and features upper-class students who submit applications, prepare presentations and are selected to present to peers, faculty and staff. Previous speakers have covered topics such as working in the airline industry, immersion in the Israeli/Palestinian conflict, aiding refugees in Uganda, and interning in Panama and Capitol Hill.

Professional Organizations/Conferences
Professional organizations exist in every field of study 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 host annual conferences that you may consider attending, or even applying to present. If you need assistance finding such organizations, talk to your adviser 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 the development coordinator or faculty members in the Department of Leadership and American Studies about the possibility of getting involved with ILA, attending the conference, and/or submitting a proposal for a chance to present during a conference.
SUCCEED

Success Philosophy
Our vision for success in the President’s Leadership Program is twofold. First, we expect a level of engagement that supports the program goals and developmental framework outlined in this handbook. There are a number of basic academic and programmatic requirements you must accomplish to remain active and successful in the program. Leadership, however, is not about simply meeting standards, but challenging yourself to go beyond what is expected. In this regard, we encourage you to develop your own philosophy for success that synthesizes the expectations of the program with your personal values, goals and beliefs. Our second major philosophy is that you ultimately define success in your life and in your collegiate career. The PLP framework aims to guide you in your journey towards a comprehensive college experience, while also challenging you to develop your personal vision for success.

Expectations for Success
Our expectation is that you play an active role in achieving the academic, experiential and developmental benchmarks you have agreed to value as a member of the program. You will be required to complete the following benchmarks throughout your PLP experience.

Fall Information 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.

Foundations Meeting
All first-year students in PLP must attend a foundations meeting for a general overview of your programmatic and academic requirements. These meetings will be held in a group setting and facilitated by PLP staff to provide a roadmap for your success in the program.

First and Second-Year Success Meetings
You will attend meetings in the fall of your first year and spring of your second year to reflect with a PLP staff member. This meeting is designed to help you identify personal and academic goals, as well as develop an engagement plan for your college experience. We encourage you to use these meetings as an opportunity to ask questions, learn more about campus resources and further reflect on your leadership experience.

Junior Small Group Meetings
Third-year small-group meetings serve as a group checkpoint for students. In the group setting, students will discuss ways in which they integrate knowledge and experience into their role on campus and in the community, as well as share future goals for growing as a leader.
Senior Celebration
Fourth-year students are invited to celebrate their growth and success during PLP community events throughout the year, culminating in their Senior Celebration. This celebration marks their completion of the program prior to commencement.

Portfolio Submissions
As outlined in the Program Structure section (page 4), PLP students will develop a leadership portfolio throughout their four years in the program. At the end of each academic year, students will update their portfolio based on the specific requirements assigned at the beginning of the year. All updates should be made to the student’s personal portfolio website, which will be reviewed by PLP staff throughout the year. Additional details about the leadership portfolio will be explained during foundations and success meetings.

Annual Reports and Reviews
Students are required to complete mid- and end-of-year reports to assess the fulfillment of academic and programmatic requirements. PLP staff members will evaluate these reports to track student progress. GPAs will be reviewed at the middle and end of each semester to monitor academic standing and provide students with appropriate resources to maximize academic success. Students are expected to achieve an average GPA in correspondence with their designated scholarship level, as well as attain a grade of C or above in LDSP 210 and LDSP 230 during their first and second semesters. Following these academic and programmatic reviews, student status will be evaluated and assigned as follows: good standing, probation, suspension or withdraw (see Appendix B for status descriptions). In addition, university conduct violations can result in the change of a student’s status at any time (see Appendix C for the Conduct Policy and Agreement).

Leadership Opportunities for Success

Pathfinders
Pathfinders is a mentorship program that supports the living-learning component of PLP in the Leadership Learning Community. Pathfinders provide first-year students with the opportunity to seek advice from experienced upper-class students in the areas of academics, engagement and leadership. Pathfinder mentors plan and implement programs and events in first-year residence halls to help bridge the gap between learning inside and outside of the classroom.

Resources for Success

First-Year Staff Guides
A staff guide is a PLP staff member assigned specifically to you as a main point of contact for your first year of college. Through these relationships, first-year students receive support in navigating the first two semesters of their PLP experience and fulfilling program expectations. Please contact your staff guide at any time if you have questions about the program or need additional support.
University Resources
The following university offices are excellent resources for you to take advantage of throughout your college experience.

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

Disability Support
The President’s Leadership Program recognizes the official policies and procedures for disability support services at Christopher Newport University as outlined on the disability support Web page. For a detailed description of how to identify needs and accommodations, please visit cnu.edu/studentlife/disability or contact the Office of the Dean of Students. To ensure student success in PLP and at the University, we encourage you to self-identify any disabilities to the dean of students, as well as to the PLP coordinator for student success.

Office of the Dean of Students
David Student Union 3127
dosa@cnu.edu
(757) 594-7160

President’s Leadership Program
David Student Union 3127
preslead@cnu.edu
(757) 594-7207
APPENDICES

Appendix A: PLP Student Contract

Appendix B: Status and Appeals Policy

Appendix C: Conduct Agreement and Policy

Appendix D: Program Resources
   Appendix D1: The Minor in Leadership Studies
   Appendix D2: Community Service vs. Philanthropy
   Appendix D3: Reflection Resources and Models
   Appendix D4: Passport Framing Model and Themes
   Appendix D5: Social Change Model of Leadership Development
I. CO-CURRICULAR PARTICIPATION AGREEMENT

Experiential Learning: The scope of the Experience section is to outline mandatory participation of student members in 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

Leadership Development: The scope of the Develop section is to outline mandatory participation of student members in 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

Student Success: The scope of the Success section is to outline mandatory participation of student members in 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-year performance review
☐ Submit year 1 portfolio assignment
YEAR 2
☐ Submit fall information form
☐ Attend second-year success meeting
☐ Submit midyear performance review
☐ Submit end-of-year performance review
☐ Submit year 2 portfolio assignment

YEAR 3
☐ Submit fall information form
☐ Attend junior small group
☐ Submit midyear performance review
☐ Submit end-of-year performance review
☐ Submit year 3 portfolio assignment
YEAR 4
☐ Submit fall information form
☐ Submit midyear performance review
☐ Submit end-of-year performance review
☐ Submit year 4 portfolio assignment
II. LEADERSHIP MINOR AND ACADEMICS AGREEMENT

Leadership Minor and Grade Requirement
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) Requirement
Students in the President’s Leadership Program must meet the following GPA requirements as established by the University in order to retain scholarship support.

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

PLP SCHOLARS ($1,000)
Students designated as PLP Scholars (non-Canon and non-Smithfield/Goodwin) must maintain a minimum 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 who do not meet the minimum GPA a second time will have their scholarship permanently revoked.

SMITHFIELD/GOODWIN SCHOLARS ($2,000)
Students designated as Smithfield/Goodwin Scholars must maintain a minimum 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 who do not meet the minimum GPA a second time will have their scholarship permanently revoked.

CANON SCHOLARS ($5,000)
Students designated as Canon Scholars must maintain a minimum 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 who do not meet the minimum GPA a second time will have their scholarship permanently revoked.

**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.
Standards for Residential Scholarship

☐ 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 live off campus my fourth year; however, I will forfeit my scholarship and study abroad stipend.

☐ 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, e.g., foreign-study stipends, Oxford.

☐ 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.

Student Member Contract Agreement (Class of 2017):

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

STUDENT _______________________________ DATED ___________________

PLP STAFF WITNESS _______________________________ DATED ___________________
Program Status
Upon review of academic and programmatic requirements, students are assigned one of the following statuses: good standing, probation, suspension, dismissal or withdraw. In addition, university conduct violations can result in the change of a student’s status at any point.

**Probation:** A student fails to meet articulated program expectations. Students under probation must recommit their efforts to successfully complete program expectations, and possibly make up previous unmet expectations as indicated by PLP staff. Probation status does not compromise the student’s scholarship award. If the student meets all subsequent program expectations the following semester, he or she will return to good standing within the program. If a student fails to meet his or her probationary requirements and accumulates additional unmet expectations, he or she may be suspended from the program.

**Suspension:** Suspension is a result of unmet academic, programmatic and/or conduct expectations. Students on suspension will have their scholarships revoked for the semester directly following their suspension. Students may regain their scholarship by working with a staff member to actively improve missing or failed requirements. If a student meets all program expectations as indicated by PLP staff, then he or she may be eligible for the reinstatement of scholarship for the following semester. Students who continually fail to meet expectations will be considered for dismissal from the program.

**Dismissal:** A student is no longer recognized as a member of the program, resulting in the loss of scholarship. Students who are dismissed from the program forfeit all privileges associated with being a member of PLP, including priority housing and course selection times and the study abroad stipend. Once dismissed, a student cannot rejoin the President’s Leadership Program.

**Withdraw:** Students who withdraw from the President’s Leadership Program choose to no longer continue membership in the program. By withdrawing, students forfeit their scholarship and all privileges associated with being a member of PLP, including priority housing and course selection times and the study abroad stipend. Once withdrawn, a student cannot rejoin the President's Leadership Program.

Appeal Process
Should you wish to appeal your current PLP status, the office requires a written one-page explanation outlining the specifics of your situation. Please include the date of submission on your letter, as well as your name and class year. This letter can be turned into the PLP office or emailed to preslead@cnu.edu. A committee of PLP staff will then review the submission and contact you with a decision regarding your status. If you have any questions regarding this process please contact a staff member for more information.
**A Higher Standard:** Students in 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 laws.

- 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.

**Self-Reporting:** Self-reporting any code of conduct violation to the PLP office is more than just a policy written into the PLP contract, it is critical to character development and to understanding the responsibility of being a role model for the CNU community. Your development as someone with strong character is one of the main goals of the program.

We place more emphasis on self-reporting, which will be evident in the sanction(s) a student receives should he or she not self-report to the PLP within 10 days of receiving a violation.

**PLP Conduct Process and Sanctioning:** In order to be transparent and clear in communicating the standards and expectations of the program, an outline of the process and sanctioning that involves PLP students and conduct violations follows. As with any process, PLP staff approach it case-by-case and encourage students to appeal should they deem it necessary. See Appendix B for status and appeal information.
Appendix C - Conduct Agreement and Policy

Students receiving their first violation and self-report to PLP
• Conduct meeting with PLP staff (assistant director or director)
• Reflection paper (submitted by given deadline)
• Probation for one term

Students who do not self-report to PLP
• Conduct meeting with PLP staff (assistant director or director)
• Reflection paper (submitted by given deadline)
• Deferred suspension (indefinitely)

Students who do not complete sanctions or who submit required work in an untimely manner
• Suspension (loss of scholarship for one semester) and/or deferred dismissal (indefinitely)

Students who receive multiple violations
• Conduct meeting with PLP staff (assistant director or director)
• Reflection paper (submitted on time by given deadline)
• Suspension (loss of scholarship for one semester) and/or deferred dismissal (indefinitely)

Students who receive honor code violation
• Conduct meeting with PLP staff (assistant director or director)
• Reflection paper (submitted on time by given deadline)
• Suspension (loss of scholarship for one semester) and/or deferred dismissal (indefinitely)

Students who are dismissed or suspended from the University
• Automatic dismissal from PLP

Students who receive a noise violation or warning from the University
• Written warning from PLP

The aim of the conduct agreement and policy is to clearly communicate program standards. By understanding this process you are better informed as to how your decisions may impact your standing in the program, and more importantly, how you will be held accountable.
## Appendix D.1 – The Leadership Minor

The PLP co-curricular model (Experience. Develop. Succeed.) is a complementary 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Required Minor Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td><strong>Fall</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong>&lt;br&gt;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.</td>
</tr>
<tr>
<td>Sophomore</td>
<td><strong>Fall</strong>&lt;br&gt;LDSP 310 – Leadership Theory and Research <em>(prerequisite: LDSP 230 or consent of the instructor.)</em> 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.</td>
</tr>
<tr>
<td></td>
<td><strong>Spring</strong>&lt;br&gt;LDSP 386 – Values Leadership <em>(prerequisites: LDSP 310 with grade of C- or higher, or consent of instructor.)</em> 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.</td>
</tr>
<tr>
<td>Junior</td>
<td>Choose two electives* (one course per semester recommended; see elective opportunities below)</td>
</tr>
<tr>
<td>Senior</td>
<td><strong>Fourth Year</strong>&lt;br&gt;LDSP 491W - Internship Seminar <em>(prerequisites: ENGL 223 and LDSP 310 with grade of C- or higher and junior standing.)</em> 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.</td>
</tr>
<tr>
<td></td>
<td>Choose one elective* (fall or spring semester; see elective opportunities below)</td>
</tr>
</tbody>
</table>
PLP Co-Curricular Handbook

Appendix D.1 – The Leadership Minor

Electives
The following is a sampling of the electives offered through the Department of Leadership and American Studies. New electives are periodically added to the course catalog and may vary by semester. Check with a leadership faculty member or your core adviser for the most up-to-date elective offerings.

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 his or her 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 his or her 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 his or her 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 his or her academic program.

*Students must complete two elective courses to complete the minor; it is recommended that students complete the elective courses during junior and senior years. Students who complete both electives during their third year, do not need to complete an elective course during the fourth year.

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 current undergraduate catalog.
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 service 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
**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 (leadership and American studies) 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 Seven As:** The seven As 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”?

<table>
<thead>
<tr>
<th>Acquaintance</th>
<th>Adversity</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness</td>
<td>Application</td>
<td>AccountAbility</td>
</tr>
</tbody>
</table>
Passport Framing Model: The Passport theme framework (see Appendix D.4) 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).

- **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
Passport Program: Create Your Own Path of Leadership Development
The Passport Program allows you to apply learning and leadership development to a wide range of out-of-class experiences, lectures and workshops, and discover leadership opportunities across campus. Passport destinations are campus and community events that will expose you to social and community issues and provide opportunities for critical thought, creative reflection and greater awareness. These events 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 (e.g., 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 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?
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.

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. First year students must attend, and all students are encouraged to attend at least one Center for Career Planning-sponsored destination per year.
   Classroom connection: LDSP 210, 310, 491W

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, 386

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, 386

5. **Cultivating Community and 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

**★ 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 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.
### Social Change Model Core Values

<table>
<thead>
<tr>
<th>Individual</th>
<th>Consciousness of self</th>
<th>Awareness of the beliefs, values, attitudes and emotions that motivate one to take action.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Congruence</td>
<td>Thinking, feeling and behaving with consistency, genuineness, authenticity, and honesty.</td>
</tr>
<tr>
<td></td>
<td>Commitment</td>
<td>Motivational energy to serve and that drives the collective effort. Commitment implies passion, intensity and duration.</td>
</tr>
<tr>
<td>Group</td>
<td>Collaboration</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Common Purpose</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Controversy With Civility</td>
<td>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.</td>
</tr>
<tr>
<td>Community</td>
<td>Citizenship</td>
<td>Process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity.</td>
</tr>
</tbody>
</table>

The SCM includes seven dimensions or values, referred to as the “7 Cs,” that synergistically become leadership for social change.\(^1\) Similarly, PLP utilizes the “7 As” as a reflection tool for active and ongoing leadership development.

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