Lesson Plan

4-Year Plan and Timeline

**LEARNING OUTCOMES**

First Year Seminar students who complete a 4 Year Plan and Timeline activity will be able to:

- Arrange and sequence components of an academic and career plan.
- Apply the concept of a 4 year academic and career plan to their individual major and career choices.
- Decide on a personalized academic and career plan based on graduation requirements and suggested out of classroom activities.
- Project the steps needed to graduate and successfully pursue a career or graduate school.

**ACTIVITY IN CLASS**

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<th>TOTAL TIME</th>
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**PREPARATION**

- 4 Year Plan Handout
- Timeline Cards and Master List of Events in Order

**PRINCIPALS OF UNDERGRADUATE LEARNING**

- Intellectual breadth and adaptiveness - modify one’s approach to an issue or problem based on the contexts and requirements of particular situations.
- Core communication and quantitative skills - express ideas and facts to others effectively in a variety of formats, (oral and visual).

**DEBRIEF & REFLECTION**

Q: Did anything surprise you about the order or timeframe in which academic and career accomplishments were to be completed?
   
   Note: Be sure to discuss any misnomers or discrepancies

Q: Do you feel ready for all of the components of the next few years?
   
   Note: Reiterrate all the IUPUI resources during this time including Bepko Learning Center, University College, Student Involvement, and more.

Q: Are you on track based on the Timeline activity? What are the academic and career goals you want to accomplish by the end of your first year?

Students should be able to articulate their own 4 year plan with classes, getting into a degree-granting school, career development or marketability milestones, and plans beyond college.
INSTRUCTIONS

1. Setting up the Timeline Activity

At this point in the semester, you have already discussed important dates, academic planning for next semester, and students’ responsibilities in owning their experience in college and knowing what is required to get into and graduate from a degree-granting school.

This activity is a “reality check” of sorts, putting all of this information together and seeing all different component that students need to plan for until they graduate.

2. Line Components

- Distribute the timeline game cards (one per student).
- Lay extra cards on a table or surface where everyone can see when they are standing up and moving around.
- Use the year markers (Freshman, Sophomore, Junior, Senior) to help students categorize their line components.
- They should move into the correct order without talking.
- Once they believe they are in order, they should give you a thumbs up.
- Glance at your master list and either approve their order or tell them they are not in order.
- You can either play until they are in order, or let them know which ones are incorrect, so they on re-consider those.
- If students believe a specific timeline component can happen at a different time than your master list, allow them to share and defend their position.

3. Timeline Discussion

It takes a lot to graduate and consider gaining experiences and skills that will make you marketable to employers or graduate schools!

This exercise is meant to remind students of all the little steps they need to plan for until graduation and “test” their knowledge of when those little steps occur. This leads into talking about the four-year plan and checking on their own progress in entering their degree-granting school. Pass out the ACD Four-Year Plan handout for students to utilize during debriefing. Likewise, consider having students pull-up their degree map when conceptualizing their four year plan.
Four-Year Plan

4 Components of 4 Year Planning

- Definitive Major Choice and Reviewing Degree Maps
- Admittance to Degree-Granting School
- Experiences Promoting Marketability during Academic Career
- Graduation and Job Search/Applicaiton to Graduate School

5 Explain 4 Year Plan Worksheet

The 4 Year Plan briefly highlights academic requirements, career milestones needed to build marketability and processes required to move toward graduation.

Students should note that some components in the plan are required (planning classes, gaining entry to degree-granting school for example) and some will require initiative by the student (attending career fairs or getting experience in one’s field).

6 Ask Students to Develop their 4 Year Plan

4 Year Plans should be comprehensive and realistic.

Guidelines to Follow:
- What is required to get into my degree-granting school?
- Which semesters will be the most challenging for me personally?
- Are there certain experiences only offered at certain times?
- What will employers or graduate schools be looking for from my transcript or resume?

Personal Components to Consider:
- Am I reasonably able to complete this plan?
- Do I have the time necessary to complete this plan?
- What will I need to give up or re-prioritize?
- What challenges do I foresee?
- What do I want to look back on and be glad I participated in?
- What strengths do I have that I can build onto during my time in college? What can I add to my plan to accomplish this?
# 4 Year Plan

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**RISE + Extracurriculars before graduation:**

**Traits that will make me marketable upon graduation:**