**Assignment 5: Curricular and Co-Curricular Plan for Living a Life of Significance**

**DUE ON MOODLE:** Midnight, Thursday, Dec. 1.

**Final Exam One-on-One Meetings:** Friday, Dec. 2, 12:00 – 4:00

**Goal:** Develop a curricular and co-curricular plan for your time at BSC, including a rationale for how this plan will help you achieve a life of significance as you understand it. This plan should include intention, flexibility, and exploration. We understand that this might not be the actual path you end up taking as life has twists and turns. Good plans are not rigid and static; this will be a living document that will change as you further identify your priorities, goals, and aspirations.

**Role:** You are providing yourself and your support network a roadmap for your next four years and beyond.

**Audience:** You and your support network. Your plan will serve as a document to you to hold yourself accountable to your community.

**Situation/Challenge**: The challenge involves planning and justifying the various courses, programs, activities, and other kinds of curricular and co-curricular engagements that you want to be involved in for the next four years. To develop this plan, you should talk with your academic advisor and other mentors, review available resources about courses, majors, minors, distinctions as well as options about co-curricular engagement, including residence life, orientation, phonation, and so on—as well as the materials we have been working with all term. **Central to this plan will be the rationales and explanations that accompany it**. You can determine how best to organize the plan, but it should include:

* details about the courses (or kinds of courses) you plan to take
* how you plan to succeed in your courses
* what else you plan to get involved with while at BSC
* **a rationale and justification for those activities as furthering your priorities and values as someone who is and will lead a life of significance.**
* Some back up plans and/or multiple options

**Product:** A plan with curricular and co-curricular engagements as well as a rationale for those engagements that can serve as a guide for the next four years. You will share this plan with your academic advisor and you will be asked to revisit it in three years.

**Standards:** An effective plan will be sufficiently detailed so that it can be followed, include rationales and justifications that link plan elements to overarching principles related to living a life of significance, and include contingencies, questions, and options so that the plan is not overly prescriptive.

**You will turn in:**

1. **A chart** (use the Excel spreadsheet provided) that includes:
   1. Courses and activities you’ll engage in during the rest of your time at BSC
   2. People who will be key resources for you in achieving your goals each term
   3. A rationale for why you’re doing the things you’re doing each term
2. **A two-page explanation** that includes:
   1. An explanation of your main goals/priorities for your time at BSC.
   2. An explanation of how your plan connects to your values, goals, priorities, **AND** to your understanding of what it means for you to live a life of significance. Be sure to explain how the plan prioritize your values rather than just specific career or educations objectives.
   3. A discussion of how you will respond to failures, challenges, or setbacks in terms of being flexible with your plans. **Anticipate at least five challenges and discuss how you would confront them or alter your plans in response**. For example,

* Maybe you want to go to med school but struggle to pass organic chemistry. How might your major/career plans change? Who could help you figure that out?
* Maybe you’ve planned to play soccer all four years – is it an option to drop that if time management is a challenge? How else could you better manage your time? Who could help you figure that out?
* If you don’t get selected to be an RA, what else might you get involved in? How else could you serve other students?
* If you end up hating your marketing internship, what would you do next? Who could help you figure out next steps to take?
* If you’re not able to study abroad an entire term, how else might you gain international experience?

**To complete this assignment, you should use:**

1. The Who Do You Want to Be? Assignment that we did in class Nov. 15
2. The Timeline Assignment that was due Nov. 17
3. The BSC Website Scavenger Hunt that was due Nov. 22
4. The Excel template provided on Moddle. This is the chart you’ll fill in with your plan.

**You will be graded on:**

1. How detailed your plan is. It should be easy for someone outside this class to look at your plan and follow it.
2. How well you connect the plan to your values, goals, and understanding of a life of significance (you will explain these connections in your reflection)
3. How thoroughly you consider alternate options (your plan B)
4. How well you answer questions and provide additional insight in our one-on-one meeting Friday, Dec. 2.

**Notes**

1. When you’re in a cell and want to start a new line in that cell: Alt+Enter
2. Some items may fulfill more than one category. For example, a service-learning course could go under Courses or under Service. When this happens, I suggest putting the item in both categories for clarity, but I won’t be picky about where you put it as long as it makes sense.
3. For the Courses categories, you do not need to list out your entire four-year course plan (although you can if it is helpful to you). What you do need to think about is how you will balance the courses needed for your potential major with minors, distinctions, Gen Ed courses, and electives. (See the **Example tab** on the Excel template for ideas.) Look for classes that genuinely interest you or will help you build skills important to your future plans. **You should have at least one idea in the Courses block for both Plan A and Plan B each fall and spring term.**
4. You do not need to fill every block every term. For example, an athlete might not engage in service during terms where they’re in season, but might in the off-season. Another student might not complete an E-term every year (you need 2 to graduate).