As your academic advisor, I will help you as you transition to university life and prepare to thrive in Notre Dame’s educational community.

Transitioning successfully to the academic culture in college requires self-direction and active engagement in the liberal arts. You and I will work together as you cultivate keen academic self-management habits, an attitude of curiosity, and a willingness to explore a variety of intellectual ways of knowing.

Preparing to thrive in your education requires you to discern your own personal, academic, and professional aspirations. I will work with you to discern these, and our work will help you build a coherent educational path for your time at Notre Dame. As you hone your skills and abilities through your academics, we will work together to identify the wealth of resources and information available to you.

Learning Objectives
To develop into a self-directed learner who is broadly engaged in your liberal arts education, our goal is that you complete your first year having sharpened your abilities to:

1. Understand how you learn in college-level courses
2. Build resilience as you encounter challenges in your courses
3. Discern your talents, interests, and values as they relate to your curricular path
4. Consider your own personal, intellectual, and career goals
5. Customize a curricular path that allows you to achieve your goals
6. Intentionally reflect on the short- and long-term value of each of your courses
7. Use University communications and records systems
8. Leverage the tools offered by various on-campus resources
Tasks

We will work toward the foregoing learning outcomes through the following tasks timed throughout the year.

**Summer**  
Read *Academic Guide* sections for May, June, July, and August.  
Regularly use the University’s communications and records systems: Gmail, InsideND, Graduation Progress System, ePortfolio, and nd.edu websites.  
Reflect on which areas of study you are interested in pursuing.  
Select and submit your fall course preferences based on intended area(s) of study.  
Call or email Prof. S. for advice as needed.

**Fall**  
Attend August group advising session during Welcome Weekend.  
Complete ePortfolio entry: *Initial Thoughts*.  
Meet with Prof. S. individually at least once before mid-semester break.  
Meet with your peer advisor.  
Seek resources for succeeding in your courses.  
Seek resources for transitioning to campus life.  
Attend November group advising session.  
Consider, select, and register for your spring courses.  Contact or meet with Prof. S for advice.

**Spring**  
Complete ePortfolio entry: *Mid-year Adjustments and Plans*.  
Meet with Prof. S. individually at least once before mid-semester break.  
Make informed choice about your intended college and, if appropriate, major.  
Consider your needs in succeeding in your courses and seek resources.  
Consider your needs in transitioning to campus life and seek resources.  
Consider, select, and register for your spring courses in consultation with your new advisor.
Individualized Curricular Plan
Prof. Swanke

**Goals**

Personal: ____________________________________________

Academic: ____________________________________________

Career: ____________________________________________

<table>
<thead>
<tr>
<th>Fall 2017 Courses</th>
<th>Skills and Knowledge gained</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Events and activities to pursue:

Resources of support to pursue:

Spring Course Options:
Goals

Personal: Study abroad in Germany, take a woodworking and a psychology course, service opportunities

Academic: Economics German

Career: Researcher at think tank or NGO; business; open to other possibilities

Fall 2017 Courses  Skills and Knowledge gained

<table>
<thead>
<tr>
<th>Course</th>
<th>Skills and Knowledge gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microeconomics</td>
<td>Learn basic economics theories and applications; discern economics as a major</td>
</tr>
<tr>
<td>Calculus 1</td>
<td>Learn basic calc for statistical analysis; discern interest in economics; strengthen grit</td>
</tr>
<tr>
<td>Beginning German 1</td>
<td>Gain confidence in class participation; cultural competency, discern German as a major</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Learn how to read night sky; refine notetaking skills; manage content-heavy material</td>
</tr>
<tr>
<td>Univ. Seminar: Philosophy</td>
<td>Large research project management; active reading skills; philosophical way of knowing</td>
</tr>
</tbody>
</table>

Events and activities to pursue:

1. Study Abroad information night: October 1 – 7:30 – O’Shaughnessy Great Hall
2. Solar Eclipse viewing and open lecture: August 21 – 1:30 – Jordan Hall of Science

Resources of support to pursue:

1. Center for the Study of Languages and Culture – 3rd floor DeBartolo Hall – oral and aural tutoring
2. Office hours for Microeconomics – help with application problems
3. Learning Resource Center – sign up online – weekly Calc 2 group tutoring

Spring Course Options:

1. Macroeconomics
2. Calculus 2
3. Beginning German 2
4. Writing and Rhetoric
5. Any elective or university requirement
# Annotated Four-Year Curricular Plan – Sample

## Prof. Swanke

### First Year: Fall

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore passions in science and helping others. Explore interests in POLS and pre-dentistry. Visit profs’ office hours, sign up for tutoring.</td>
</tr>
</tbody>
</table>

1. **Writing and Rhetoric** – build skills for writing in different genres in college  
2. **General Chemistry 1** – Pre-health reqt; develop resiliency and grit; discern pre-health path  
3. **Calculus A** – Pre-health reqt; understand foundation for data analysis in research projects  
4. **American Politics** – POLS reqt/elective; understand politics for next year’s election  
5. **Beginning French 1** – Language reqt; develop Francophone cultural competency  
6. **First Year Experience 1** – gain general orientation to university life

### First Year: Spring

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>sign up for tutoring, visit Career Center; continue work on Diversity Council</td>
</tr>
</tbody>
</table>

1. **First-year writing seminar** – writing skills; learn how to identify main point in long readings  
2. **Organic Chemistry 1** – Pre-health reqt; develop resiliency and grit; discern pre-health path  
3. **Calculus B** – Pre-health reqt; understand foundation for data analysis in research projects  
4. **International Relations** – POLS reqt/elective; understand and evaluate current foreign policy  
5. **Beginning French 1** – Language reqt; develop Francophone cultural competency  
6. **First Year Experience 2** – better understand myself and goals; gain cultural competency  
7. **New York Times in the Classroom** – missed being motivated to keep up with current events

### Summer

<table>
<thead>
<tr>
<th>Discern dentistry interests</th>
</tr>
</thead>
</table>

1. Shadow at local dentistry clinic; work as a lifeguard to earn money

### Second Year: Fall

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend POLS speaker series, keep up in classes, try Baraka Bouts</td>
</tr>
</tbody>
</table>

1. **Speaking seminar** – reqt; engaging professor; work on presentation confidence and skills  
2. **Organic Chemistry 2** – pre-health reqt; develop resiliency and grit; hone lab skills  
3. **General Biology 1** – pre-health reqt; gain general overview of diversity of life  
4. **Intermediate French 1** – Language reqt; gain more conversational skills for study abroad  
5. **Introduction to Public Policy** – POLS elective – helpful for understanding healthcare policies

### Second Year: Spring

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA 3.5, Baraka Bouts, develop and submit research proposal for funding for summer.</td>
</tr>
</tbody>
</table>

1. **Political Theory** – POLS reqt/elective  
2. **Biochemistry** – gain more conversational and cultural competencies for study abroad  
3. **General Biology 2** – pre-health reqt; learn which biology specialties interest me  
4. **Intermediate French 2** – gain more conversational and cultural competencies for study abroad  
5. **Sculpture** – univ. reqt; work on dexterity skills and large project management skills
| **Summer: Study abroad in France** |
|---|---|
| **Goals** | 1. Political Inequality – POLS elective; bothered by inequalities and want to learn more  
2. Theology 1 – univ reqt; understand the impact of Judeo-Christian beliefs on culture/politics |

| **Third Year: Fall** |
|---|---|
| **Goals** | 1. Politics of Modern Africa  
2. Physics 1  
3. Philosophy 1  
4. Biostatistics  
5. Introductory Psychology |

| **Third Year: Spring** |
|---|---|
| **Goals** | 1. International Relations  
2. Physics 2  
3. Philosophy 2  
4. Modern Political Thought  
5. Basics of Film and Television |

| **Fourth Year: Fall** |
|---|---|
| **Goals** | 1. Introduction to Gender Studies  
2. Political Parties and Interest Groups  
3. Theology 2  
4. Western Civilization to 1500 |

| **Fourth Year: Spring** |
|---|---|
| **Goals** | 1. Political Science Thesis  
2. National Security Policy  
3. Genetics  
4. Rhetorics of Gender and Poverty |