**BAC Learning Plan (Updated 10-20-17)**

**The plan that you develop in Foundations*,* and continue to revise with your Academic Committee, will help you track your B.A.C. degree. As you visualize and plan your program, you should place planned and finished evidence, such as courses and ILPs on your Learning Plan.**

As you complete these plans, you will add the quarter and year you demonstrated the competences and your grades. As a transcript, this represents a cumulative, evolving process of planned and revised learning that is finalized just prior to your last committee meeting.

When developing your Learning Plan please use the following codes in designating the kinds of evidence that has been accepted for demonstration of competence:

* **Learning Evaluation (LE):** signifies learning through work or life experience, including informal or unaccredited study.
* **Accredited Coursework (AC):** indicates a course taken at an accredited college or university other than SNL.
* **School for New Learning Course (SNLC):** designates courses taken at SNL.
* **College of Computing and Digital Media (CDMC):** designates courses taken at CDM.

Be sure to check the official record of your coursework (“course history”) regularly against your evolving Learning Plan.

**BACHELOR OF ARTS IN COMPUTING**

**LEARNING PLAN**

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| **Student**:  |
| Address: |
| Position: |
| Company: |
| Date Admitted: |
| Date of Graduation: |
| Student ID Number: |
| Phone: |
| Email:  |
| **Faculty Mentor**: |
| Phone:  |
| Email: |
| **Professional Advisor**:  |
| Phone:  |
| Email: |
| **Advanced Project Advisor**:  |
| Address:  |
| Position: |
| Company: |
| Phone: |
| Email:  |
| **Peer Advisor (Optional)**:  |
| Position: |
| Company: |
| Phone (W): |
| Email:  |

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| **EDUCATIONAL GOAL:** |
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| **CAREER GOAL:** |
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| **TITLE AND RATIONALE FOR BAC FOCUS AREA[[1]](#footnote-1):** |
|  |
| **ADVANCED PROJECT**: The student's BAC Advanced Project results from an individually designed learning project and exhibits the student's ability to produce a work that is the culmination of her or his learning related to computing in the Focus Area. BAC student's also have a variety of capstone course options available from CDM to complete their F11 and F12 competences depending on their Focus Area track. For more information, see the BAC Resource Guide.  |
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| **EXTERNSHIP:** The student's Externship results from an individually designed project, focusing on doing, making, or creating, and then reflecting on that learning process, an Externship class, or a travel course. |
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| **BAC Residence Requirement:** SNL students in the BAC must complete at least 5 of their competence requirements as CDM courses at DePaul in addition to the SNL 13 competence residence requirement. |

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| **Signatures:** |
| Student: |
| Faculty Mentor: |
| Professional Advisor: |
| **Date Plan Presented:** |

**DePaul University - School for New Learning**

**Learning Plan: Written Competences**

**THE BAC FOCUS AREA:** This area contains competences that fit the student's personal and professional goals as defined in an area of interest. See the BAC Resource Guide for Focus Area competence statements that relate to specific course requirements in the Specialized tracks.

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| **COMPETENCE STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| F-1: Focused Planning: Can design a plan for development in one’s Focus Area based on an analysis of elements that comprise the area. | LL 250: Foundations of Adult Learning: Developing Personal and Professional Identity |  |  |  |
| F-X:  |  |  |  |  |
| F-X:  |  |  |  |  |
| F-X:  |  |  |  |  |
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| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-X: |  |  |  |  |
| F-11: Can design and produce a significant computing related product that gives evidence of advanced competence.  | FA 303: Advanced Project or CDM Capstone Course |  |  |  |
| F-12: Written by Academic Committee summarizing focus/content of the project. | FA 303: Advanced Project or CDM Capstone Course |  |  |  |

**THE LIBERAL LEARNING AREA**

Liberal Learning encompasses the knowledge, abilities and values associated with the liberal arts. Eight required competences from each of the Human Community, Scientific World and Arts and Ideas categories must be satisfied within this area, and finally, two Advanced Electives.

**THE ARTS AND IDEAS CATEGORY**

The Arts and Ideas category encompasses knowledge, abilities and values that enhance the quality of one’s life and lives of others. Competence in this category is developed through reflection on human living, philosophy, religion, aesthetic experiences, and performance in the arts. Courses of instruction in art, philosophy, religion, and literature may contribute to the attainment of these competences, as well as participation in the arts, in leisure time activities and reflection. A Electives can come from any of the three Arts and Ideas sub-categories or their equivalent transfer courses or experiential learning.

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| **COMPETENCE STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| A Elective: |  |  |  |  |
| A Elective: |  |  |  |  |
| A Elective: |  |  |  |  |
| A Elective: |  |  |  |  |
| A-4 Ethics in the Contemporary World: Can analyze a problem using two different ethical systems. |  |  |  |  |
| A-5: Creativity: Can define and analyze a creative process. |  |  |  |  |

**THE HUMAN COMMUNITY CATEGORY**

The Human Community category encompasses knowledge, abilities and values associated with human relations and communications. Competence in the Human Community is often attained through work in-groups and/or organizations, from participation in civic and social groups, from reflection on these activities, and through careful analysis of the characteristics of human communities. Students also gain competence in the Human Community through courses of instruction or readings in history, literature, sociology, psychology, and economics. H Electives can come from any of the three Human Community sub-categories or their equivalent transfer courses or experiential learning.

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| **COMPETENCE STATEMENT** | **EVIDENCE /****MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE****ACCEPTED** | **GRADE** |
| H Elective: |  |  |  |  |
| H Elective: |  |  |  |  |
| H Elective: |  |  |  |  |
| H Elective: |  |  |  |  |
| H-4: Power & Justice: Can analyze power relations among racial, social, cultural, or economic groups in the United States. |  |  |  |  |
| H-5: Globalization: Can analyze issues and problems from a global perspective. |  |  |  |  |

**THE SCIENTIFIC WORLD CATEGORY**

The Scientific World category encompasses knowledge, abilities and values associated with: technologies, physical and natural sciences, symbolic systems for describing the physical world: the environment. Competence in this category is often attained through work in scientific and technological fields, vocational interests and study of health and environment. Students also gain competence through courses of instruction in disciplines such as ecology, mathematics, geology, and natural science. S Electives can come from any of the three Scientific World sub-categories or their equivalent transfer courses or experiential learning.

BAC students are required by CDM to complete IT 223 and IT 263 in the SW category or complete these requirements as the CDM courses listed or through equivalent transfer courses, documentation of experiential learning, or through approved substitutions by the student's PA. The remaining SW requirements are completed using the same guidelines as all SNL students as described in the Foundations handbook.

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| **COMPETENCE STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| S Elective: |  |  |  |  |
| S Elective: |  |  |  |  |
| S-2-H: Can apply statistical concepts and techniques to problems in IT areas using a statistical package for data analysis.  | IT 223: Data AnalysisPre-req: MAT 130 |  |  |  |
| S-1-F:HH Can design, build and maintain a small computer network using wired and wireless technologies and incorporate necessary networking and security issues.  | IT 263: Applied Networks & Security  |  |  |  |
| S 4: Interconnections in the Natural World: Can describe and explain connections among diverse aspects of nature. |  |  |  |  |
| S 5: Scientific Reasoning: Can explain and evaluate the nature and process of science. |  |  |  |  |

**BAC OPEN ELECTIVES**

The Open Electives are available to serve multiple purposes for students in the BAC program. These competences may be used to develop more depth in computing topics in addition to the Focus Area, as business or other non-Liberal Arts topics to help diversify the student’s career goals, or can be used for placement of additional Liberal Learning competences. Learning experiences for these competences can be in the form of transfer courses, experiential learning competences, or SNL competences completed in SNL courses or FDIS from the Liberal Learning Area or Focus Area. The competence statements in this area are to be taken from existing statements or written by the academic committee.

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| **COMPETENCE STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| EX 1: Written by Academic Committee. |  |  |  |  |
| EX 2: Written by Academic Committee. |  |  |  |  |
| EX 3: Written by Academic Committee. |  |  |  |  |
| EX 4: Written by Academic Committee. |  |  |  |  |
| EX 5: Written by Academic Committee. |  |  |  |  |
| EX 6: Written by Academic Committee. |  |  |  |  |

**ADVANCED ELECTIVES**

Learning experiences for these competences must be at an advanced level. Transfer courses must be at the junior or senior level. Other learning experiences must be sufficiently advanced to demonstrate synthesis of complex ideas, understanding of significant research in the field, and originality of perspective. These competences can fit anywhere in the Arts and Ideas, Human Community, or Scientific World Categories.

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| **COMPETENCE STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| E 1: Written by Academic Committee. |  |  |  |  |
| E 2: Written by Academic Committee. |  |  |  |  |

**THE LIFELONG LEARNING CATEGORY**

Lifelong learning encompasses knowledge, abilities and values associated with learning throughout one’s life. It includes the fundamental skills of reading, writing, speaking, and listening as well as complex abilities of goal setting, decision-making, and evaluation. These twelve competences are acquired through all areas of human endeavor and are all required.

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| **COMPETENCE STATEMENT** | **EVIDENCE / MEANS OF ATTAINMENT** | **DATE PLANNED** | **DATE ACCEPTED** | **GRADE** |
| L-1: Can use independent learning skills and strategies to organize, initiate, and document prior, current, and future college-level learning. | LL 103: Independent Learning Seminar |  |  |  |
| L-2: Can design learning strategies to attain goals for personal and educational development. | LL 250: Foundations of Adult Learning: Developing Personal and Professional Identity  |  |  |  |
| L-3: Can assess the social and personal value of civic engagement for achieving change. | L3 Civic Engagement (Fulfilled by SNL course) |  |  |  |
| L-4: Can write to analyze, synthesize, and evaluate experiences and concepts to demonstrate competences.  | LL 260: Writing for Competence (Fulfilled by SNL course or Proficiency Exam) |  |  |  |
| L-5: Can analyze and reconcile problems through critical and appreciative thinking. | LL 270: Critical Thinking (Fulfilled by SNL course or Proficiency Exam) |  |  |  |
| L-6: Can use mathematical symbols, concepts, and methods to describe and solve problems. | LL 205: Quantitative Reasoning (Fulfilled by SNL course or Proficiency Exam) |  |  |  |
| L-7: Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. | Collaborative Learning: L7 in SNL course or equivalent transfer or experience  |  |  |  |
| L-8: Can pose questions and use methods of formal inquiry to answer questions and solve problems.  | LL 300: Research Seminar  |  |  |  |
| L-9: Written by Academic Committee | LL 300: Research Seminar  |  |  |  |
| L-10: Can reflect on the learning process and methods used in an experiential project. | LL 302: Externship  |  |  |  |
| L-11: Written by Academic Committee | LL 302: Externship |  |  |  |
| L-12: Can articulate the personal and social value of lifelong learning. | LL 390: Summit Seminar  |  |  |  |

1. A Focus Area title cannot replicate titles for DePaul University majors. Consult the following website for a listing of current academic majors at DePaul: <http://www.depaul.edu/academics/undergraduate/majors/Pages/default.aspx>

Also, for students who select the "Customized" the Focus Area track in the BAC program, they can create the title for their focus area but cannot replicate any of the "Specialized" Focus Area track names offered in the BAC program.

If a student does select a "Specialized" track, all the requirements of that track must be completed or the track must be withdraw before completing the program. [↑](#footnote-ref-1)