There are at least two meetings of the Academic Committee, at the beginning and towards the end of the student’s program, although students typically have additional meetings with their Mentors and PA’s either together or separately. The advising role of both the Faculty Mentor and PA are compensated as part of faculty load.

First Academic Committee Meeting:

It is recommended that the student's Faculty Mentor have a preliminary meeting with the CDM PA to discuss the student’s needs prior to the First Academic Committee Meeting. The average time frame for this meeting is 1 hour. The agenda includes the following items:

- Introductions;
- Reviewing educational goals;
- Reviewing the student's Learning Plan;
- Specifically reviewing and discussing the individual Focus Area;
- Any ideas, plans or proposals for Advanced Project;
- Setting an overall schedule or time frame for task completion;
- Any other item a committee member believes is necessary.

The anticipated outcome of the first Committee meeting is approval of the student's Learning Plan by both the PA and the Faculty Mentor, or clear direction and steps for the student to take toward developing a final Learning Plan.

Design of Focus Area:

The student will either customize the Focus Area, meaning that they will design the entire track with the assistance of the committee, or will select a Specialized track which consists of 6 to 8 requirements that mirror CDM minors. Each Specialized track includes several electives to complete the F2 through F10 competences in the Focus Area.

Writing Competence Statements:

Competence statements have been written for each of the CDM courses that are included in the curriculum and are listed in the BAC Program Guide. The academic committee composes competence statements for elective competences and those designed to be individualized program requirements.

Experiential and Independent Learning:

These ways of demonstrating learning are also be called guided independent study projects and may represent prior or current learning experiences. PA's assist students in organizing proposals for independent learning and assess these computing related experiences for competence requirements. These projects need to demonstrate conceptual understanding, reasoning skills, college-level standards and relevance to the competence requirement statement.

Advanced Project Advisor Role in BAC Advanced Project:

The sole role of the Advanced Project Advisor is to provide real-world experience advising to the student for his/her advanced project. The advanced project advisor will be secured by the student (possibly with the help of or feedback from his/her faculty mentor) and will work with the student to develop his/her advanced project proposal through the approval, and completion of the advanced project.
**Final Academic Committee Meeting:**

This meeting is held prior to the start of the graduation quarter to allow for last minute registrations if necessary.

The major focus of the Final Committee Meeting is to verify agreement among the CDM PA, Faculty Mentor and APA advisor that the Advanced Project has been successfully completed and to conduct a degree process review to assure all requirements for degree completion have been met. The meeting will also include last observations of the student, PA, APA, and Faculty Mentor and provide the student with the opportunity to reflect on his/her development experiences. The final academic committee meeting will also celebrate the student’s educational achievement. The agenda includes the following items:

- Reviewing that all work is completed, approved, documented, and the student’s file is complete;
- Reflection by the student on learning experiences and total experiences in SNL;
- Reflections by PA, APA, and the faculty mentor on the student’s developmental experiences.

**BAC Student Committee Responsibilities:** chairs the committee, organizes the meetings, sets the agenda, takes notes, and keeps track of committee decisions.

To develop a general plan for completing all the required competences in the BAC program; submit that plan to the Faculty Mentor and Professional Advisor and revise the plan according to their feedback and suggestions.

To submit transfer computing related coursework to be placed in the Focus Area, Open Electives and Scientific World to the Professional Advisor and the Faculty Mentor.

To submit transfer coursework in the Liberal Learning Area to the Faculty Mentor.

To submit ideas for Independent Learning Projects (certifications, seminars, prior learning, etc.) in the Focus Area to the Professional Advisor and the Faculty Mentor.

To generate a plan for an Advanced Project that is submitted to the Advanced Project Advisor, then to the PA and Faculty Mentor for approval to verify that the plan is (a) relevant to the Focus Area, (b) represents new learning, and (c) appropriate for an advanced level undergraduate project.

**BAC Faculty Mentor Committee Responsibilities:** a SNL faculty member who supervises the student’s overall program goals and objectives and graduation requirements.

To address the holistic nature of the student's learning plan.

To provide academic assistance to student in addressing Lifelong Learning skills.

To monitor the appropriate application of DePaul academic standards, criteria, and processes.

To facilitate discussion and collaboration between the PA and the Faculty Mentor to ensure that the guidance given to the student is consistent, clear, focused, and supportive.

To assist in the development of the Advanced Project with the APA and serve as the first reader for drafts of the Advanced Project.
To provide assistance to the PA and APA with clarification of roles and responsibilities and SNL policy.

To provide assistance and motivation to the student in completion of the student’s learning goals.

**BAC Professional Advisor Committee Responsibilities:** supervises and approves all the student computing related competence work.

To generally supervise the student’s computing related work in terms of selecting content, drawing applications to career goals, selecting courses and assessing relevant college level experience.

To review student learning plans for completing their undergraduate work and give them formative and summative feedback regarding the computing related aspects of their plan.

To review student transfer coursework forms of computing related courses and determine the best placement of them to fulfill either prescribed or elective competence requirements.

To assist students with the development of the theory, applications and assessment of proposed Independent Learning projects to demonstrate competences requirements.

To help prepare student to undertake the Advanced Project by recommending courses, projects or research that will assist the student in choosing a direction for the project before selecting an Advanced Project Advisor.

To be available for consultation about computing course selection and CDM policy or procedure, career questions, and development of projects.

**BAC Advanced Project Advisor Responsibilities:** assists the student in the development of the Advanced Project and provides formative and summative feedback and assessment.

To provide direction for the student in developing the conceptual thesis for the project.

To approve the student’s Advanced Project proposal and participate in any discussions, if necessary, with faculty mentor with respect the Advanced Project.

To assist in the research and analysis of the topic being addressed in the project.

To assist student in determining practical applications for the computing project and to assess the viability of the process.

To provide motivation and encouragement to student and to help bring the project to completion.

To offer feedback and analysis based on the advisor’s area of expertise.

To assess and approve each stage of the project and provide assessment and grade for final project.

To attend the student’s final committee meeting to bring closure to the Advanced Project and to discuss its significance to the student’s overall learning goals.

**Note:** The Advanced Project generally takes 2 quarters to complete, although the student may begin conceptualizing and preparing for it through courses and other learning experiences years in advance. The student
will work with the academic committee to prepare for the Advanced Project and the committee will decide the best time to solicit the Advanced Project Advisor (APA). At that time, the student will need to solicit an APA and complete the Advanced Project Advisor contract. The APA will be paid a $300 stipend for work on the project with the student upon completion of the graded project.