



Policy Manual

Title: Advisement and Career Services	Number: 6Hx2-5.12
Legal Authority: <i>Fla. Statutes 1001.64, 1008.30, and Rule 6A-10.0315 F.A.C.</i>	Page: 1 of 4

GENERAL STATEMENT

Academic advising and career planning services are essential elements of the Broward College student support system. Students are initially referred to an advisor for the purpose of defining a career objective and creating an education plan to complete an academic program. Academic advisors are available to each student during his/her period of enrollment at the College. Academic advisement, includes, but it not limited to, educational and career planning, developmental education course and non-course options, transfer requirements, course selection, placement in College-level courses, monitoring academic progress and other resource information about the College are some of the services provided by advisors.

First time in college (FTIC) students shall be advised of the academic pathway that correlates with their selected meta-majors to include gateway courses that are appropriate to the student’s intended program of study. All students shall also be advised on their options available for developmental education coursework, if applicable.

Broward College requires mandatory advisement sessions as described in BC Procedure A6Hx2-5.12. Broward College highly recommends that students seek academic advisement to keep on track toward degree completion and to achieve timely completion of the program of study within 150% of the program length, which is typically three (3) years for most associate in arts degrees.

POLICY AND THE STUDENT

Students should expect advisors to provide accurate information related to: (1) Clear academic pathways aligned to a chosen Meta-major, (2) College policies and state laws, rules, and regulations applicable to program requirements, (3) curriculum and program information, (4) College academic standards of progress (SAP), (5) Assistance and resources related to educational support services available to improve academic success and persistence whether on- and off-campus, (6) Transfer requirements at colleges and universities, (7) developmental education course and non-course options.

Students should choose an academic pathway and meet with an academic advisor to develop and education plan aligned to their chosen program of study. Students who are advised of their developmental education options may choose the best option for their learning style delivered in a course format defined in this policy.

Students are responsible for making choices regarding their own education and career paths and are expected to familiarize themselves with the College Catalog and make appropriate choices regarding their education. Students should register and complete only courses that count toward their degree objective (associate in arts or associate in science and Meta-major. Students who do not stay on their education plan may incur excess tuition charges when completing their upper division coursework at a state college or university. Financial aid eligibility can also be lost due to multiple changes in degree programs/majors, lack of progress due to withdrawals, failures and low grade point average.

History: *Revised as Policy 5.21 (Counseling) on September 21, 1982; revised on October 15, 1985; revised on December 16, 1986; revised, combined with Policy 5.12 (Career Services), and re-numbered on July 23, 1997; revised on August 29, 2001, revised August 26, 2008; revised on August 17, 2010; revised on September 24, 2013.*

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THE POLICY AND THE FACULTY AND STAFF

Faculty and staff whose primary role is advisement are responsible for providing students with mandatory advisement at new student orientations prior to the start, advisement relative to Meta-majors, career planning, course placement and selection during students first semester of enrollment and throughout the students period of enrollment upon request of the student or by the College. Advisors are required to demonstrate expertise as it relates to the academic transcripts, degree audits, course requirements, College policies and procedures in order to provide accurate information to assist students in completing their degree requirements in a timely manner.

Advisors are required to adhere to professional ethics and standards of conduct and have a duty to protect the integrity of students’ records and not disclose students’ personally identifiable information to any unauthorized party who has not demonstrated a verifiable need to know or to an authorized party without the students’ prior consent through the College’s official FERPA release form and part of the student’s record. Advisors may not falsify or alter the student record in any manner outside of their job scope or authority as determine by the College, or act in any manner that violates Federal or State laws or College policy.

IMPLEMENTATION AND OVERSIGHT

The President has the authority to delegate the authority to establish procedures to implement this policy. The Vice President of Student Affairs and Enrollment Management has oversight of this policy. The deans of student affairs, under the direction of the appropriate campus president or Associate Vice President of the Online College, and in consultation with, the Vice President for Student Affairs and Enrollment Management, are responsible for the implementation of the procedures and policy compliance by employees of the College and students.

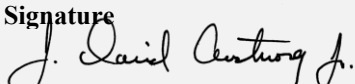
Students who believe there is a discrepancy in their record may be referred to the College registrar. Students who wish to grieve any matter related to their academic record or the information provided by an academic advisor may be referred to the Dean of Students who may be refer the student to the Academic Standards Committee, in accordance with BC Policy and Procedure 6Hx2-5.28 or the Vice President for Student Affairs and Enrollment Management.

VIOLATION OF POLICY

Students must attend all mandatory advisement sessions and failure to participate could result in a registration block for future term registration. .

Staff and non-represented faculty who violate this policy will be subject to discipline up to and including termination. Full-time Faculty who violate this policy will be subject to disciplinary action up to and including termination, as outlined in the Collective Bargaining Agreement between the Board of Trustees of Broward College and the United Faculty of Florida, Broward College Chapter.

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DEFINITIONS

Career Counseling - To assist students in planning their careers, the College shall provide career counseling, career information, and career exploratory experiences. Current job trends and employment information shall be a part of the College's career services, which shall be offered without charge and without regard for race, color, age, national origin, religion, gender, marital status, disability or membership in any other protected class.

Developmental Education – instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction. Developmental education may be delivered through a variety of accelerated and co-requisite strategies and includes any of the following:

- a) Modularized instruction that is customized and targeted to address specific skills gaps.

Examples of modularization:

- 1 or 2 developmental credit courses that are individualized and targeted to specific skill deficiencies
- Developmental credit courses that are technology-based and self-paced

- b) Compressed course structures that accelerates student progression from developmental instruction to college-level coursework.

Example of compression:

- Developmental credit courses that do not span the entire semester and allow accelerated progression to gateway courses
- Developmental credit courses that combine content and allow accelerated progression to gateway courses

- c) Contextualized developmental instruction that is related to meta-majors.

Example of contextualization:

- Developmental credit courses that utilize instructional materials and/or content from other subject areas

- d) Co-requisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

Example of co-requisite:

- Developmental credit courses (i.e., accompanying lab course) that supplement gateway courses and are taken concurrently

Educational Support Services –non-cognitive support services such as assistance relating to social and

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communication concerns that pose barriers to academic or career success.

Educational Plan – A plan created by the advisor with the student, which includes a schedule of courses that need to be taken, term-by-term, to complete their degree program within the prescribed period.

Meta majors – academic pathway aligned to career clusters.

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