EDUCATIONAL POLICY DEVELOPMENT AND REVIEW POLICY

Policy Name: Educational Policy Development and Review	Responsible Owner: Vice President, Academic and Provost	Created: 2017 April
Policy Number: E.AA01.13	Approval Body: Education Council	Last Reviewed/Revised: 2007 September
Category: Education	Replaces:	Next Review: 2024

A. PURPOSE

This policy provides guidelines for the development and maintenance of educational policy at Douglas College, guidelines that in turn provide for fair and consistent educational decision-making at all organizational levels.

New or revised policy may be required for many reasons, such as one or more of the following:
- Changes in the needs of learners;
- Legislative changes or requirements;
- Legal challenges;
- Changes to the academic or administrative needs of the institution;
- Changes to the strategic directions of the institution;
- Changes in related policy.

B. SCOPE

Deans/Associate
Deans/Directors
Education Council
Faculty
Members
President

B. SCOPE (CONT'D)

Program Advisory Committees
Registrar's Office
Staff Members
Student Services (Counsellors, First Nations Services, Centre for Students with Disabilities, etc.)
Students
Vice-President, Academic and Provost

C. DEFINITION

Educational Policy: language developed to enable the institution to carry out those duties and responsibilities assigned to the Education Council by the *College and Institute Act* (1996) sections 23 – 25. **Educational policy** includes rules and practices for the administration of academic matters. A policy typically includes a purpose statement, a policy statement, a statement of scope and definitions, and may include procedural guidelines.

Variance: an approved educational requirement or practice that is contrary to or differs from an existing **educational policy**

D. POLICY STATEMENTS

Educational policies specify the principles and practices that govern educational decision-making at Douglas College as circumscribed by the *College and Institute Act* (1996) sections 23 – 25 and approved by, Education Council. **Educational policy** operates at the institutional level across all departments, programs, service and administrative units that fall under its scope.

Specifically, Douglas College **educational policy** will do the following:

- Reflect the mission and values of Douglas College;
- Be formulated in consultation with those concerned: learners, faculty, administrators, support staff and other members of the College community;
- Be written in plain English, avoiding jargon;
- Identify the office responsible for its communication, application and maintenance (usually, the Vice-President, Academic and Provost);
- Be subject to review, normally every seven years (in accordance with the Policy Review Schedule) but sooner upon successful motion for earlier review at Education Council.

Educational policies will include the following elements:

- A Purpose statement, outlining concisely a rationale for the policy that explains why it is needed and what it covers, and linking it to the College's mission and values;
- A Policy statement that is plain, concise and jargon-free;

- A statement of the Scope of the policy: namely, a list of whom it affects and who has a role in its application;
- Definitions, as required for clarity;
- Procedural guidelines necessary to ensure fair and consistent application and interpretation of the policy; and
- Appeal procedures, where appropriate.

Suggestions for new **educational policy** or revisions to existing policies may be brought forward by any person or group within the College community.

With the prior approval of Education Council, departments/programs have the authority to further define their educational practices locally, at the level of the department/program or the individual course.

- To establish at the department/program level an educational requirement not addressed by existing **educational policy** (for example, criteria affecting a student's progression through a program), the department/program must submit the proposed requirement and supporting rationale to Education Council for approval prior to implementation.

- To establish a **variance** at the department/program level (for example, accepting students who do not meet general College admission requirements into a College-level program, or requiring students to complete a program in less time than provided them in policy), a department/program must submit to Education Council a **variance** request, specifying the relevant **educational policy** and providing supporting rationale.

- To establish a **variance** at the level of an individual course (for example, to require students to write an in-class exam worth more than 10% in the final two weeks of class), the department/program must submit to Education Council a **variance** request, specifying the relevant **educational policy** and providing supporting rationale, for approval in principle; upon approval, the **variance** must be incorporated into the relevant Curriculum Guideline, which is then submitted for approval prior to implementation.

Educational requirements that will affect all students in a given program/department must be approved at each level in the governance system: the department, FEC and Education Council. Any **variance** from College **educational policy** that makes a more stringent learning environment must be well advertised to students through whatever media available, such as through the website and via student handbooks.

Course requirements that will affect all students in all sections of a given course must be approved by the department, FEC, Dean and Education Council; be incorporated into the Curriculum Guideline for the course; apply equally across all sections; and be stated clearly in each instructor's course outline for the course.

E. PROCEDURES

Development of New Educational Policy

1. Requests for new **educational policy**, with accompanying rationale, are submitted to the Education Council Chair in writing and distributed in an Education Council agenda.
2. Upon successful motion at Education Council (normally short-cycled), the request for new policy is referred to the Standing Committee on Educational Policy (SCEP), with timelines where appropriate.
3. The SCEP establishes a process for developing the new **educational policy**. The policy originator is invited to formulate suggested language for the new policy and participate in deliberations, and other concerned groups are consulted, as appropriate: learners, faculty, administrators, support staff and other members of the Douglas College community.
4. The draft **educational policy** is brought to Education Council and distributed in an agenda package for review by Faculty/Department Education Committees (FECs/DECs) and other constituent groups within the College.
5. Education Council, informed by the feedback of constituent groups, votes on the proposed new **educational policy**, and may exercise its authority to consider the new policy as submitted, revise it further at its meeting and then consider it, or refer it back to the SCEP for further revision and/or clarification.
6. The Education Council Chair takes the Education Council-approved policy to the Board for information or, where required by the *Act*, for approval.
7. The Education Council Secretary ensures notification of the approved new **educational policy** to the College community, and the Vice President, Academic and Provost ensures its implementation.

Revisions to Existing Educational Policy

1. A request for revision to an **educational policy** outside the normal review schedule must be submitted in writing, with accompanying rationale, using the Education Policy Revision Request Form, to the Education Council Chair, for distribution in an Education Council agenda.
2. Education Council determines an appropriate process, which may include immediate distribution to FECs/DECs and other constituent groups, in the case of minor revisions, or referral to the SCEP, in the case of comprehensive or potentially significant revisions.
3. When the **educational policy** is referred to the SCEP, the committee establishes a process for its revision. The policy revision originator is invited to formulate suggested language for the new policy and participate in deliberations, and other concerned groups are consulted, as appropriate: learners, faculty, administrators, support staff and other members of the Douglas College community.
4. The draft policy revision is brought to Education Council and distributed in an agenda package for review by FECs/DECs and other constituent groups within the College.
5. Education Council, informed by the feedback of constituent groups, votes on the revised **educational policy**, and may exercise its authority to consider the revision as submitted, revise it further at its meeting and then consider it, or refer it back to the SCEP for further revision and/or clarification.
6. If the revision is approved, the Education Council Chair sends it to the Board for information or, where required by the *Act*, for approval.
7. The Education Council Secretary ensures notification of the approved revised **educational policy** to the College community, and the Vice President, Academic and Provost ensures its implementation.

Maintenance of Educational Policy

1. Policies will be reviewed on a seven-year cycle in accordance with the Policy Review Schedule.
2. In October of each year, Education Council will publish a list of **educational policies** due for review in the current academic year, invite comments from the College community regarding the relevancy and appropriateness of the policies and their provisions, along with suggested revisions, and forward any comments received by the posted deadline to the SCEP.
3. The SCEP will review the referred policies and any recommendations for revision for relevancy and appropriateness; where revisions are deemed necessary, the SCEP will draft proposed revisions in accordance with the steps outlined above (see **Revisions to Existing Policy**), and forward the proposed revised **educational policies** to Education Council for consideration.
4. An archive of superseded versions of **educational policies** will be maintained by the Education Council Secretary   for consultative and historical purposes.

Format for Educational Policies

Educational policies are formatted so as to appear consistent with Administrative and Board policies at the macro level, in accordance with formatting guidelines outlined in the Douglas College Policy Framework (A01.01.01): consistent elements include use of standardized header fields (boxes) at the top of each policy; font, font size and colour; and alphabetized sections, as outlined in a Table of Contents.

Within the body of the each document, **educational policies** are formatted consistent with an **educational policy** template approved by Education Council: the template governs matters of style such as the use of bolding, capitalization, abbreviations, received spellings and bullet points vs. numbered lists.

F. LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITES, RELATED POLICIES

A01.01.01 Douglas College Policy Framework [link]
Education Policy Revision Request Form [link]
Policy Review Schedule [link]

G. RELATED ACTS AND REGULATIONS

British Columbia *College and Institute Act*

H. RELATED COLLECTIVE AGREEMENT CLAUSES

None.

Educational Policy Approval Flow Chart

Proposed new policy or policy revision

Education Council

- Outlines the approval process
- Establishes timelines
- Notifies College community of draft policy revision

Standing Committee on Educational Policy

- Consults with College community as appropriate, including the Policy Officer
- Recommends proposed policy/policy revision to Education Council

Education Council

- Considers policy and SCEP recommendation
- Sends out for feedback

VPAC and SMT

CONSULTATION

FECs, DECs and Others

Education Council

- Considers policy feedback from constituent groups
- Approves, revises further at its meeting and then considers, or refers back to the SCEP for further revision and/or clarification.
- Forwards approved policy/policy revision to Board and/or Vice President.

Board

- Notice given for information or approval (where required by the British Columbia *College and Institute Act*)

VP, Academic

- Manages implementation

Education Council Secretary

- Notifies College community
- Installs approved policy on database