

# Summary of the Differences Between HSU's e-Learning Quality Assurance Policy (P17-04) and a Proposed Comprehensive e-Learning Policy

## Key Differences

1. Difference in Purpose:
  - a. The existing P17-04 policy is a narrow-focused mandate for university support and evaluation regarding quality assurance and support for new online courses.
  - b. The new draft policy is relevant to all online course development and instruction at HSU and establishes the criteria for course offerings and support according to HSU policy. Moreover, its purpose is to position the university to move course to digital modalities at scale.
2. Difference in Commitment
  - a. The existing P17-04 policy has an addendum that outlines the contractual obligations between faculty and the former CEEE.
  - b. The new draft policy does not articulate contractual obligations between HSU units outside of existing policy and accreditation rules.
3. Difference in Scope
  - a. The existing P17-04 policy addresses individual course development.
  - b. The new draft policy does not stipulate commitments to course development, but positions that authority within the department, programs, and colleges. It positions the university to move courses to digital modalities at scale.
4. Difference in Listed Stakeholders
  - a. The new draft policy accounts for institutional reorganizations since the passage of P17-04.
    - i. Names of Administrators, Groups, and Initiatives have changed
      1. Associate Vice President for eLearning and Extended Education
      2. CEEE
      3. Academic Technology
      4. QOLT
    - b. Relationship between support and administrative units has changed (e.g. Academic Technology is now reports to Academic Programs)
    - c. CEEGE Advisory Council not functioning as outlined in P17-04.
5. The new draft policy directly aligns with eLearning policies at multiple CSU campuses.
6. The new draft policy includes an introductory statement that aligns the policy with HSU values.
7. The new draft policy includes specific reference to WASC and curriculum control requirements and procedures as outlined by HSU policies.
8. The new draft policy removed CEEE administered training mandate for instructors, but includes training and development as strongly encouraged.

## Key Similarities

1. Both share major sections, but the new draft policy folded some into restructured sections
2. Both reference to CSU's Quality Assurance mandate (was QOLT, now QLT)
3. Both include reference to the policy index, but the new draft policy included additional relevant policy references in Appendix A
4. Both list support services, but the new draft policy moved to Appendix B

## The New DRAFT Policy Does Not:

1. **Address** funding for faculty to convert courses to online and hybrid modalities.
2. **Include** a contract between a university unit (e.g. CEEE/CEEGE) and faculty members.
3. **Require** that courses must be QLT certified before they can be taught.
4. **Require** that the director of academic technology approve courses before they can be taught.
5. **Stipulate** or require that an instructor must have a designated non-academic unit evaluate their course design nor does it stipulate that a non-academic unit has the obligation to evaluate an instructor's course design.
6. **Require** that University Senate create a CEEGE, or similar, advisory council charged with recommending policy changes to the University Senate through the ICC.
7. **Stipulate** specific responsibilities of any named university unit (e.g. CEEE/CEEGE) to provide the following:
  - a. Faculty Support
  - b. Student Academic Services
  - c. Sustainability and Growth
  - d. Technological Architecture Oversight
  - e. E-Learning Program Assessment
  - f. Regulatory Compliance

However, the draft policy **does** commit the University to provide these resources and support services for and in the development of online/hybrid courses and programs.