



Welcome to Today's WCET Webcast



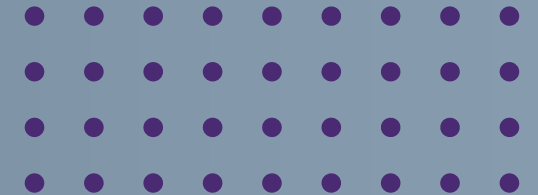
JULY 15, 2026

The webcast will begin shortly. No audio is being broadcast at this time.

A recording of this webcast will be available on the WCET website next week.

WCET events may not be recorded or rebroadcast without our written consent.

Due to previous issues with repurposed content, AI notetakers will be removed.
We apologize for any inconvenience.



Welcome!



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- Slides can be downloaded via the link in chat.
- Please use the Question box for questions and Chat for other information exchange.
- Slides, recording, and shared resources will be emailed to attendees.

Accessibility Commitment

WCET is committed to creating inclusive and accessible materials. Our slides are designed with high-contrast visuals, large text, and descriptive alt text for images.

You can scan the QR code to download the slides on your phone if you prefer.

If you need the slides in an alternative format or additional accommodations, please let us know. We value your feedback to make our content accessible for everyone.



Understanding Recent Federal Department of Education Policy and Practice Updates

July 15, 2026

Hosted in partnership with:



STATE AUTHORIZATION NETWORK
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Speakers



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Introduction

Professional
Licensure

One Big Beautiful
Bill Act

Other Federal
Regulatory
Updates

Professional Licensure



Licensure Requirements Can Limit Enrollment

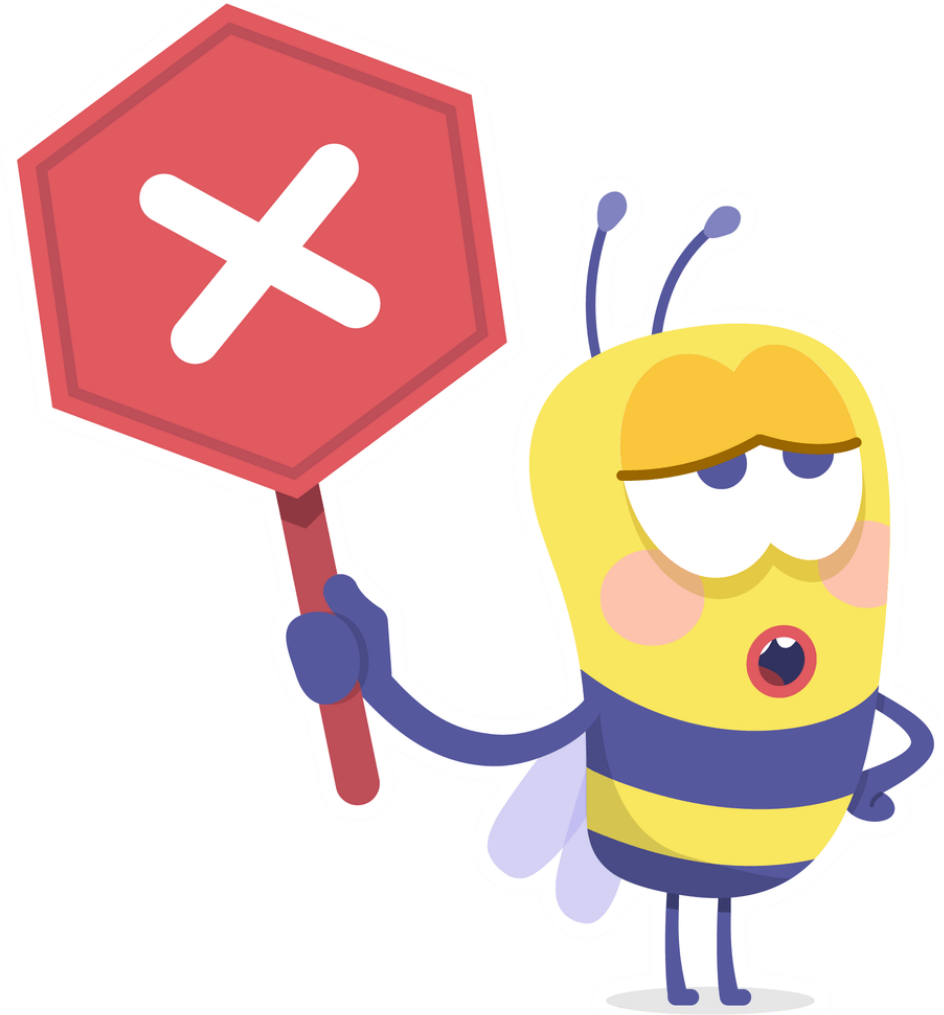
- Before enrolling students in licensure programs, institutions must determine whether the program meets the educational requirements for licensure in the student's state.
- Institutions cannot enroll students in licensure programs unless they can certify that the program meets the student's state requirements.



Wrong Determinations Carry Real Risk

Licensure determinations can have significant consequences when they are incorrect:

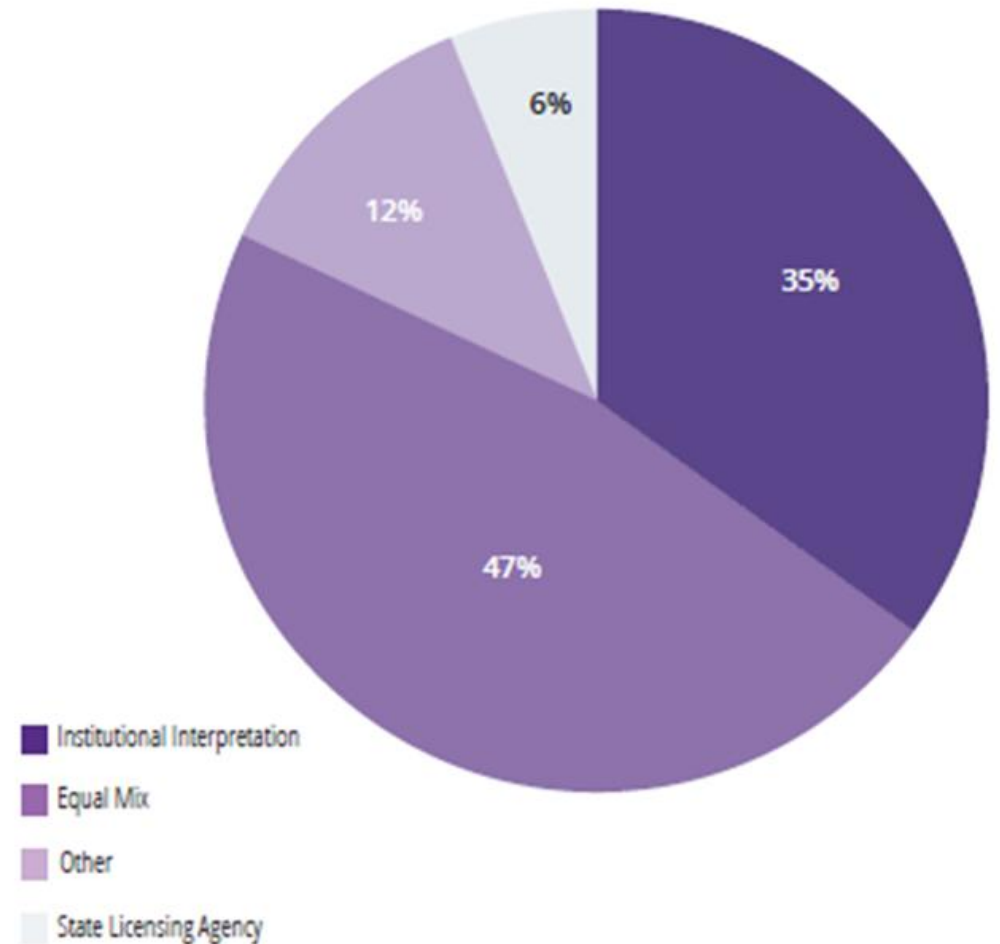
- Title IV compliance concerns, including potential loss of eligibility.
- Student complaints or litigation.



Institutions — Not States — Must Make These Determinations

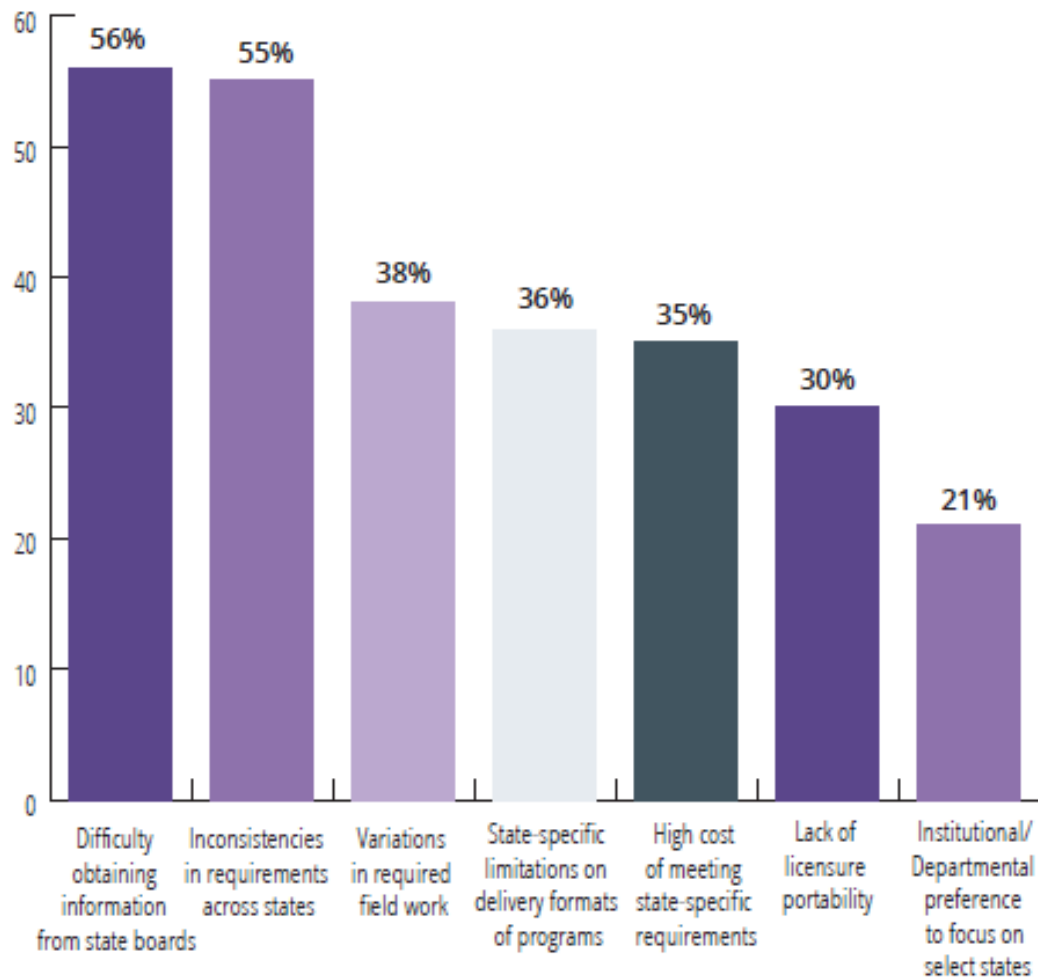
- Determining whether a program meets licensure requirements requires institution-led analysis.
- Survey respondents reported relying on:
 - 6% — direct confirmation from state licensing boards.
 - 35% — institutional interpretation of requirements.
 - 47% — a combination of internal interpretation and outside sources.

Percent of Institutions Using Program Determination Method



Difficulty Confirming State Requirements Drives Restrictions

Reasons for Restricting Enrollment



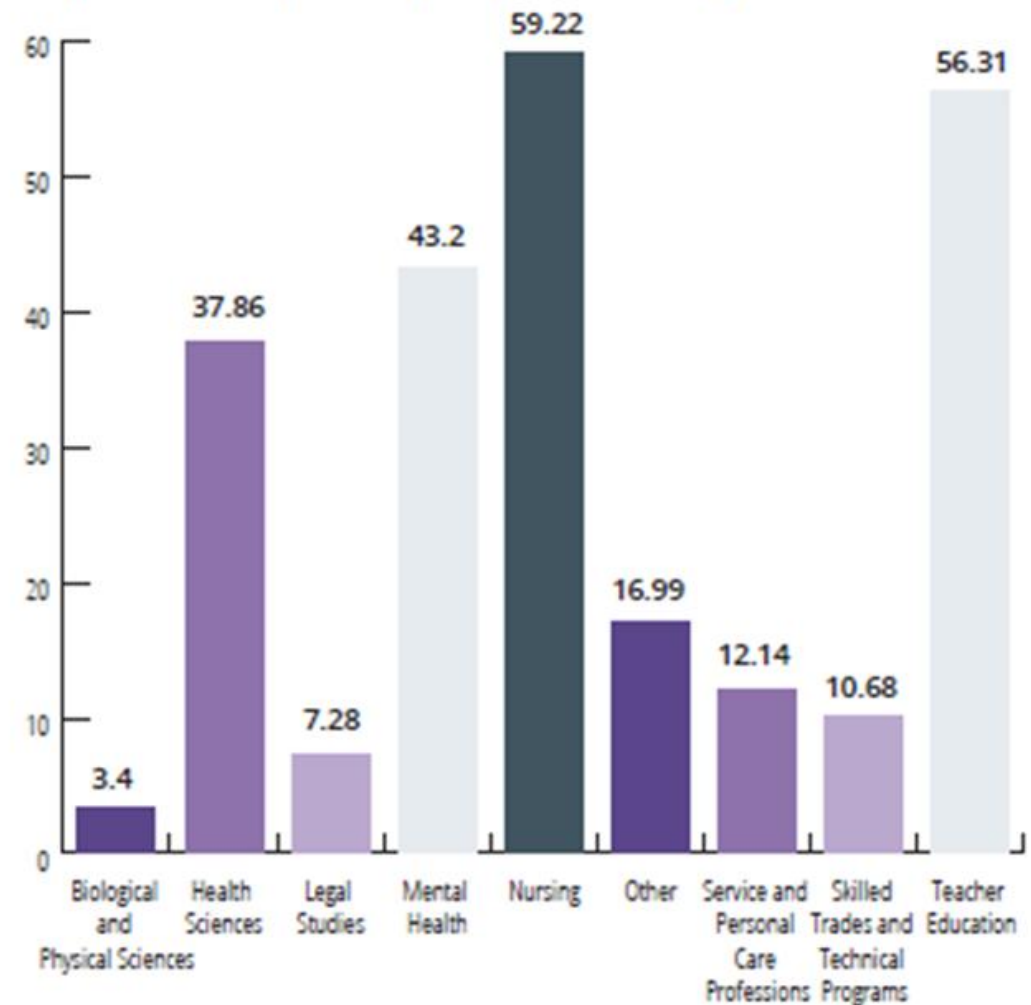
Institutions identified several barriers to maintaining enrollment across states:

- 56% — difficulty obtaining clear information from state licensing boards.
- 54% — inconsistent or unclear state requirements.
- 35% — high state-specific compliance costs.
- 36% — modality limitations or restrictions.

Restrictions Impact In-Demand Programs

- 32% of institutions reported restricting programs or states due to professional licensure compliance challenges.
- Most commonly restricted fields:
 - Nursing (59%)
 - Teacher Education (56%)
 - Mental Health (43%)
 - Health Sciences (38%).

Programs Most Impacted by Compliance Challenges



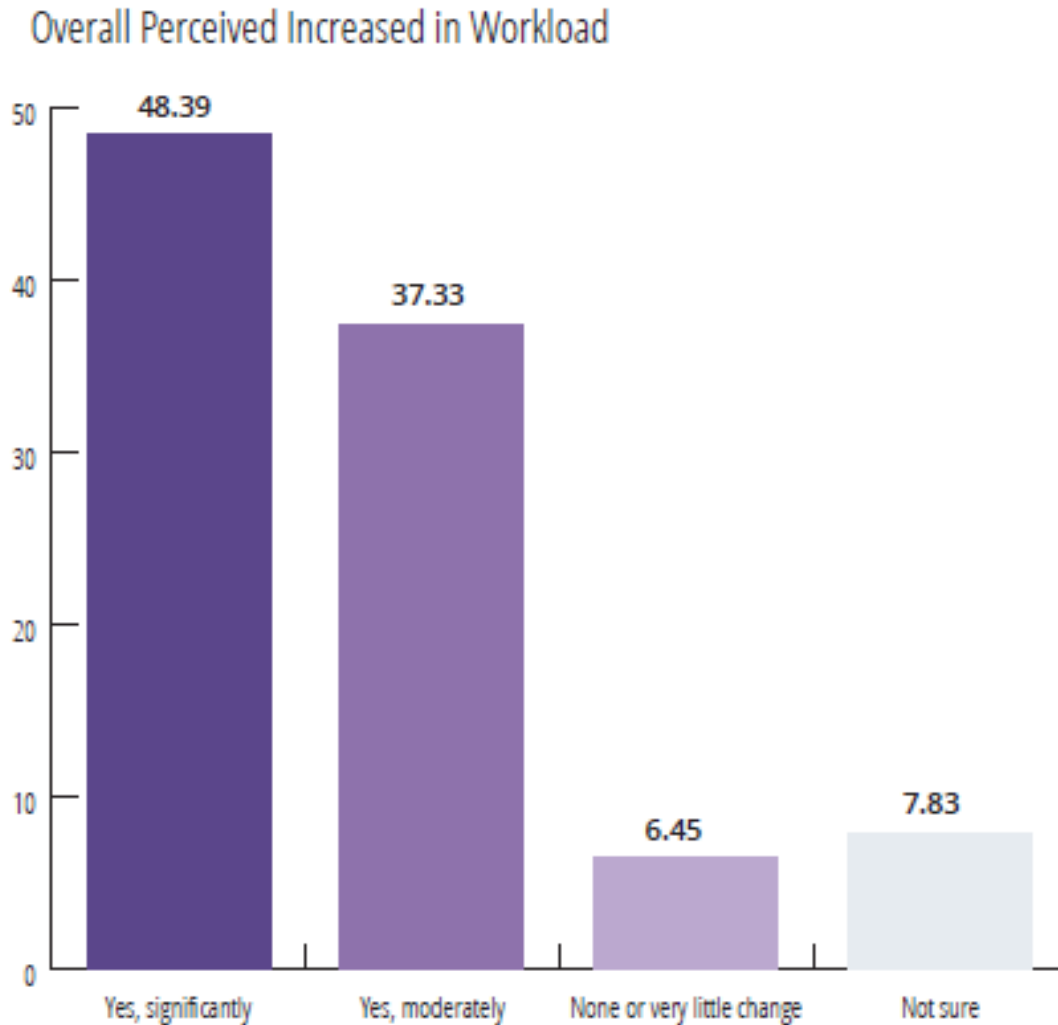
Professional Licensure Is a Complex Compliance Environment

Institutions managing licensure programs may already be responsible for:

- State authorization and SARA-related obligations.
- Licensing board approvals (including clinical, faculty, and experiential learning requirements).
- Consumer protection and misrepresentation compliance.
- Additional federal requirements.



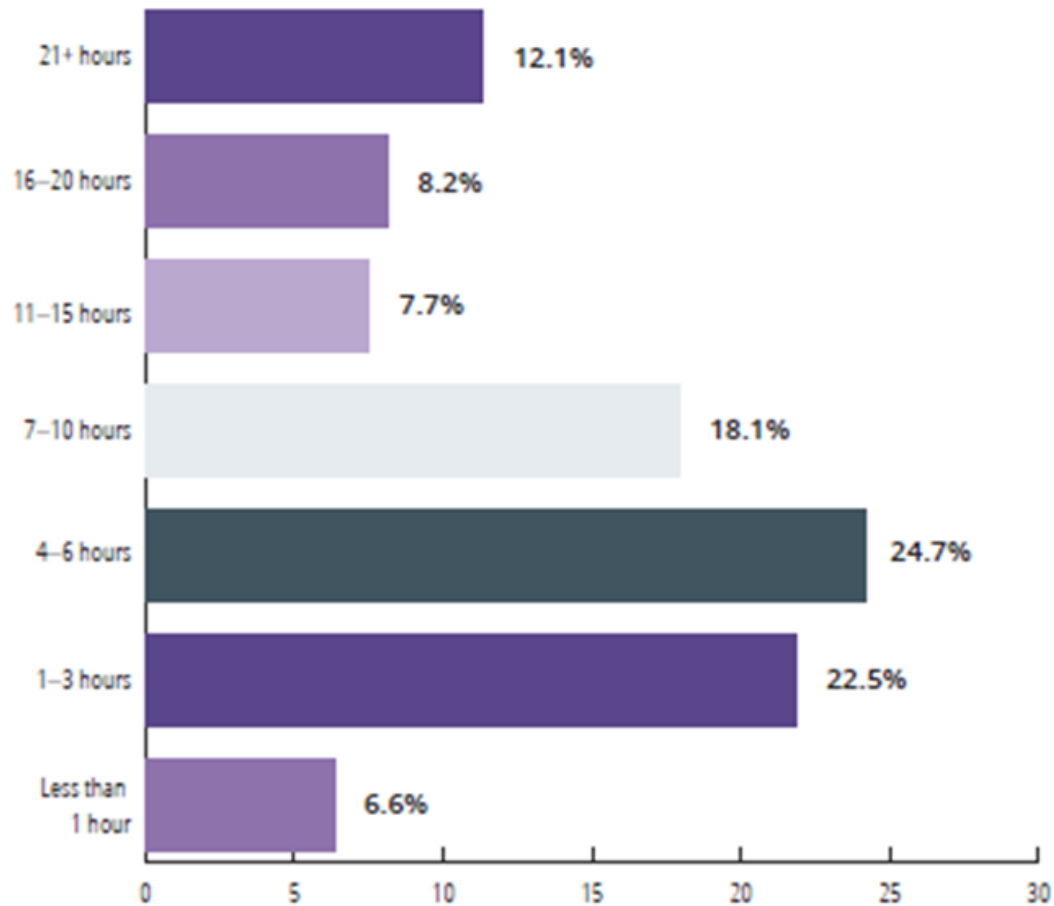
Most Institutions Report Increased Workload



- 86% report a moderate or significant increase in workload.
- Staffing has generally not kept pace, so existing teams absorb the added work.
- Small increases compound across programs and states.

The Extra Hours Add Up Every Week

Increase in Average Weekly Workload



- Nearly half of teams add 7+ hours per week.
- Nearly half add 1-6 hours per week.
- Only 6.6% add less than one additional hour.

Why the Workload Keeps Growing

- Keeping programs and student enrollment options open rather than restricting access.
- Conducting deeper state-by-state regulatory analysis.
- Increasing engagement with licensing boards and external stakeholders.
- Collaborating with academic programs and institutional partners.
- Developing documentation, policies, and processes to support compliance.



One Big Beautiful Bill Act

Regulations Implementing the One Big Beautiful Bill Act

Outcomes of Rulemaking to Implement New Federal Statute

Quick Review of Negotiated Rulemaking Process

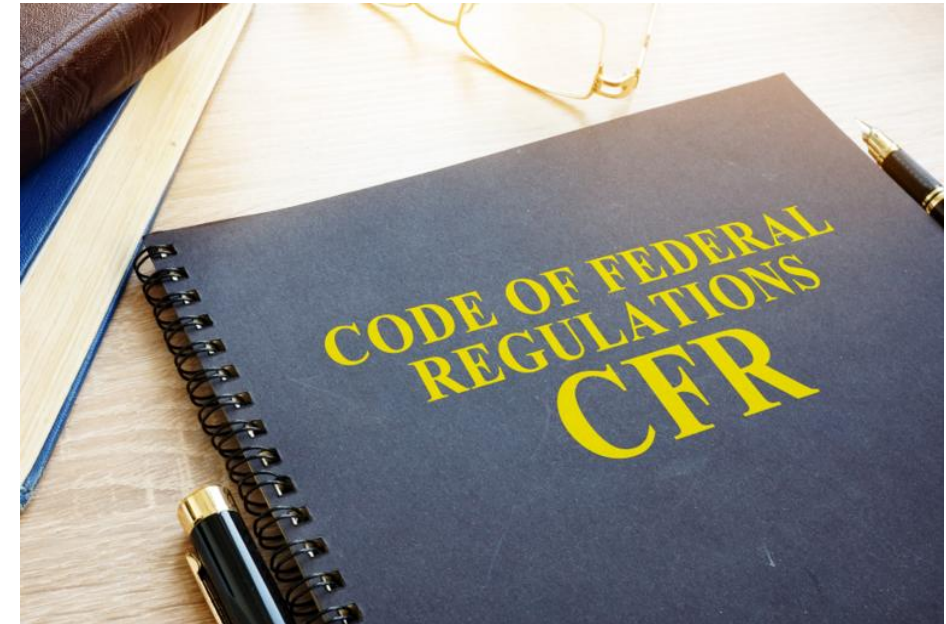
RISE Committee

Loan Limits

AHEAD Committee

Part 1 – Pell and Workforce Pell

Part 2 – STATS and Earnings Accountability



RISE Committee – Loan Limits

Effective July 1, 2026.

- Elimination of Grad Plus Loans for new borrowers.
- Annual and lifetime limits for Parent Plus.
- Lifetime loan limits for all students.
- Annual and Lifetime borrowing limits for Graduate vs. Professional Programs (defines also which program areas are deemed professional).
 - Regulatory definition of Professional Program temporarily blocked by the courts.

AHEAD Committee – Pell and Workforce Pell



Effective July 20, 2026, with the option to implement early.

- Pell eligibility limited when non-federal aid fully covers cost of attendance.
- Workforce Pell for approved short-term workforce programs.
- New state/federal program approval requirements.
- Interstate distance education through bilateral agreements.
- New earnings and employment outcome accountability measures.

AHEAD Committee – STATS and Earnings Accountability

Effective July 1, 2027, with some exceptions.

- Single accountability metric for all programs regardless of sector.
- New earnings-based outcomes test – Do No Harm.
- Loss of Direct Loan eligibility for programs that fail the earnings test in 2 out of 3 consecutive years.
- Alignment and simplification of Gainful Employment (GE) and Financial Value Transparency (FVT) reporting requirements.
- Institutions choosing not to early-implement the changes effective July 1, 2027, are required to report data elements under the current GE/FVT reporting requirements by October 1, 2026.

Other Federal Regulatory Updates

Public Service Loan Forgiveness

Distance Education

Accreditation - Spring 2026 Negotiated Rulemaking

Other Federal Regulatory Updates – New and In Progress

Rulemaking Updates for Vacated, New, and In Progress

Public Service Loan Forgiveness

Qualified Employer

Distance Education Regulations from Biden Administration

Definition of Distance Education Course

Reporting of Student Enrollment in Distance Education Courses

Accreditation, Innovation, & Modernization Rulemaking

Public Service Loan Forgiveness – Qualified Employer

Expected effective date was, July 1, 2026, but the new rule was vacated by Federal District Court. The administration can appeal.

Purpose of the rule:

- Redefined “Qualifying Employer” to exclude organizations that engage in activities deemed to have a “substantial illegal purpose”.
- Qualified employer no longer focused on organizational status but now based on a conduct-based eligibility review.
- The final regulatory approach is whether an employer has engaged in activities “such that it has a substantial illegal purpose.”

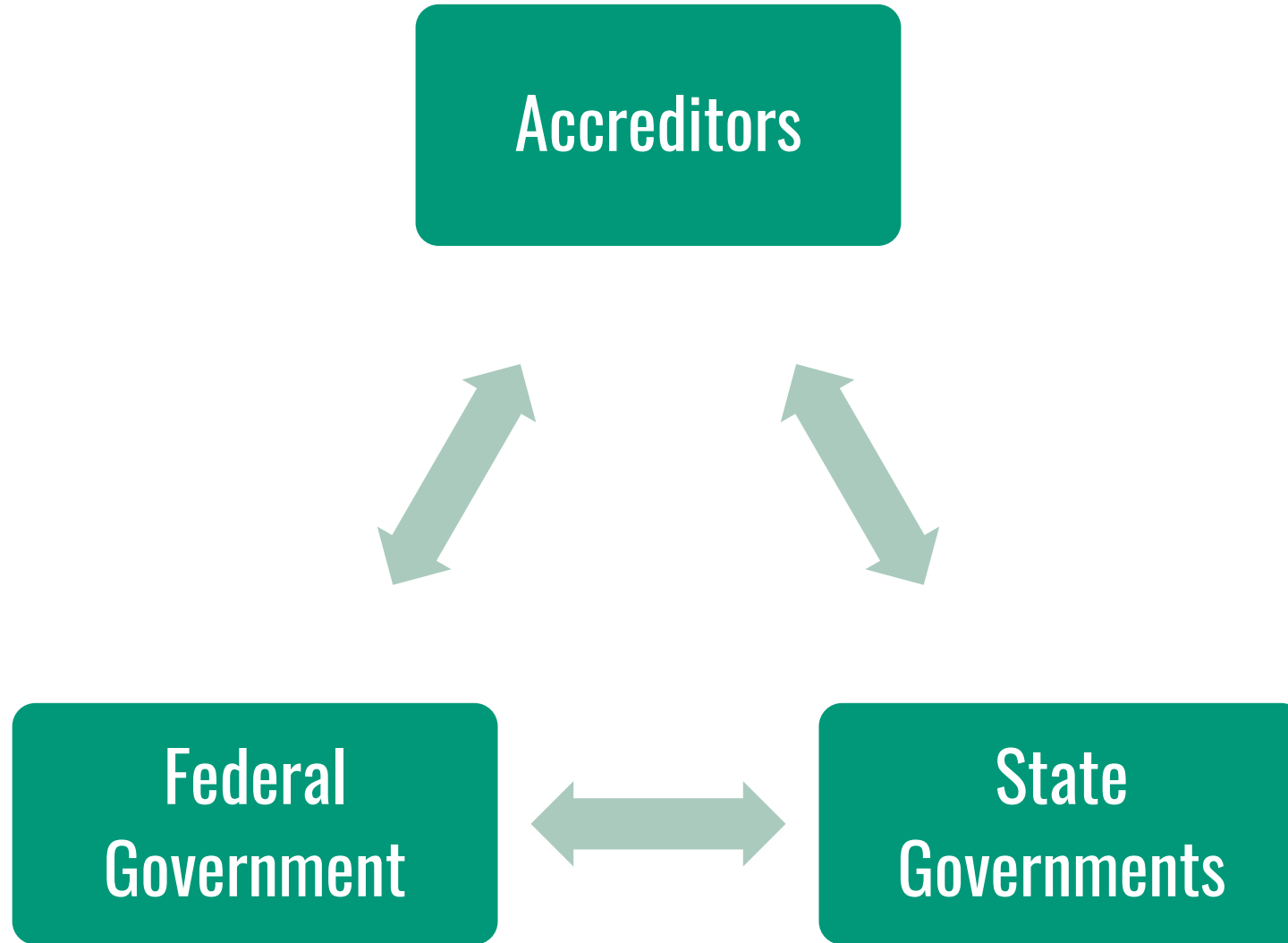
Distance Education Definition & Reporting

- 600.2, Distance Education Course
 - A course in which instruction takes place exclusively as described in the definition of distance education in this section notwithstanding in-person non-instructional requirements, including orientation, testing, and academic support services.
- Reporting Distance/Correspondence Education Enrollments
 - Reporting date July 1, 2027
 - 600.2 (h), For each recipient of Title IV, HEA assistance at the institution, the institution must report to the Secretary, in accordance with procedures established by the Secretary, the recipient's enrollment in distance education or correspondence courses.

Accreditation, Innovation, & Modernization

Spring 2026 Negotiated Rulemaking

Regulatory Triad



Primary Components

Remove barriers to innovation

Transfer of credit

Flexibility to change accreditors

Emphasis on student outcomes
(completion, standardized
exams, employment, cost to
earnings)



AUDIENCE QUESTIONS



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We envision a future where high-quality digital learning fosters success for educators and learners.

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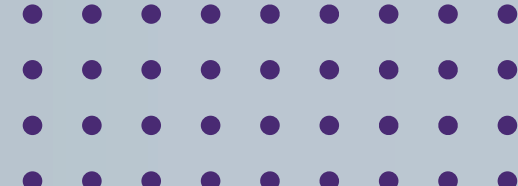
Additional Information and Resources



The webcast recording and additional resources will be available in the next week: wcet.wiche.edu/events/webcasts.



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Upcoming WCET Events

Learn more and register: wcet.wiche.edu/events

- Accessibility in Action: Lessons from the 1EdTech + WCET Workshop Series – August 20, Noon MT

Join us in Minneapolis!

WCET 2026

OCTOBER 14-16, 2026

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THANK YOU FOR ATTENDING!

