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Webcast

# Seismic Shifts in Distance Ed Regulations: Gauging Department of Education Rulemaking

March 20, 2024





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# Welcome!

- 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.

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# Speakers



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# Introduction



# What is Negotiated Rulemaking?

Negotiated rulemaking, or NegReg, is the Department of Education's process to develop new or updated federal regulations.

- Constituency group representatives are nominated and selected.
- These "negotiators" meet to discuss proposed regulations.
- If the group reaches a consensus, the Department releases the agreed-upon language for public comment.
- If the group does not reach a consensus, the Department writes the rules and releases its proposed language for public comment.
- After the public comment period ends, the Department makes any desired changes to the proposed regulations and releases the final version of the regulations.

# State Authorization



# State Authorization: Reciprocity

## Proposed Language

- Enforcement of State Laws
  - Applicable general purpose State laws (as would be applicable to any business).
  - Applicable state laws related to closure including record retention, teach-out plans or agreements and tuition recovery funds or surety bonds.
  - Permit any state to condition or revoke authorization for violation of general purpose laws and regulations.

## Implications

- Institution to comply with types of state laws where the student is located.
  - General purpose laws is not new: Fraud, Misrepresentation etc.
  - Closure laws consistent with the new Certification Procedures regulation but extends regardless of reciprocity.
  - SARA process includes the ability for the any state to condition or revoke authorization if an institution violated general purpose laws or regulations– no new impact.

# State Authorization: Reciprocity

## Proposed Language

- Complaint processes requirements
  - Compliant information to be communicated to the state where the student is located.
  - Report publicly and annually institutional complaints by type and number of complaints.
  - Allow for the state's discretion to address complaints without first going through the institution's complaint process.

## Implications

- Many are similar to SARA policy
  - Currently SPEs share information between the home and host states in order to resolve the complaint.
  - Current SARA Policy provides for reporting but can add type and number.
  - The proposed language is not completely clear about what state can have the final authority over the resolution of the complaint.

# State Authorization: Reciprocity

## Other Reciprocity Related Proposals

- Reciprocity boards limited to state employees in regulatory jobs.
- More than 500 enrolled students in a state in the two most recently completed award years, the institution must seek individual state authorization in those states.

## Implications

- Regional compacts and other expertise removed from board.
- Threshold language is not clear.
  - Process: what activities, whose data, who oversees, & what is the time to obtain state approval.
  - Protections: what about the institution serving more than 500 students in a state with no oversight? Would those students lose protections?

# Distance Education



# Return to Title IV: Attendance Taking

## Proposed Language

- Require taking "attendance" for all distance education courses - meaning finding last academic activity.
- Document student's withdrawal within 14 days of "last date of attendance."

## Implications

- Currently, institutions only need to determine the last day of attendance for those students who cease attending a distance class.
- Must determine when the student last engaged in an academic activity.

# Distance Education: Virtual Location

## Proposed Language

- Create new "virtual location."
- Defined as:  
*"offers 100 percent of an educational program through distance education or correspondence courses, not withstanding requirements for students to complete on-campus or residential periods of 90 days or less."*

## Implications

- Student can access closure benefits if institution closes all of its distance programs.
- Allows Department to collect more data on distance education programs.

# Distance Education: Asynchronous Clock Hours

## Proposed Language

- For institutions using clock hour financial aid - Disallow synchronous distance education courses.

***NOTE: Does not apply to credit hour instruction.***

## Implications

- Asynchronous distance education clock hour courses would no longer be eligible for Title IV financial aid.
- Regulate against courses purely on modality reasons?

# Distance Education: Accreditation

## Proposed Language

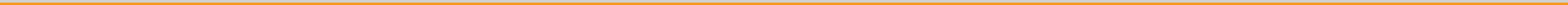
Thresholds for “substantive change” reviews:

- **First program** offered 50% at a distance. OR
- Institution exceeds **50% of students enrolled** in at least one distance course. OR
- Institution offers at least **50% of its courses** at a distance.

## Implications

- Replaces 2021 threshold of program being offered “in whole or in part” at a distance.
- While better, an increasing number of institutions will hit the 50% enrollment threshold.

# Books and Resources in Tuition and Fees



# Cash Management: Books & Resources in Tuition & Fees (Inclusive/Equitable Access)



## Proposed Language

- Institutions could only include instructional materials and supplies in tuition and fees if:
  - The institution "individually discloses the cost," AND
  - The student opts-in, AND
  - The cost of the materials is "at or below competitive market rates."

## Implications

- Inclusive access programs as they currently operate at most institutions would be significantly hampered.



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# Questions from the Audience

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# Additional Information and Resources

US Department of Education Rulemaking site:

[bit.ly/EDRulemaking2024](https://bit.ly/EDRulemaking2024)

WCET *Frontiers* Updates:

[bit.ly/NegRegWeek1Update](https://bit.ly/NegRegWeek1Update)

[bit.ly/NegRegWeek2Update](https://bit.ly/NegRegWeek2Update)

[bit.ly/NegRegWeek3Update](https://bit.ly/NegRegWeek3Update)

[wcet.wiche.edu/frontiers](https://wcet.wiche.edu/frontiers)

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

# Resources for SAN Members

SAN Website:

Federal Regulations Landing Page

<https://wcetsan.wiche.edu/resources/federal-regulations>

Getting Started with Compliance Management Gateway

<https://wcetsan.wiche.edu/resources/getting-started>



# Contact Information



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# Upcoming WCET Webcast

Learn more and register: [wcet.wiche.edu/events](https://wcet.wiche.edu/events)

- AI Ethics, Governance, Policy, and Practice in Higher Education: A Strategic Webcast for Leaders and Practitioners – April 4, Noon MT

# Upcoming SAN Events

Learn more and register for SAN Events:

[wcetsan.wiche.edu/events/upcoming](https://wcetsan.wiche.edu/events/upcoming)

- NASASPS 2024 Conference (in collaboration with SAN) April 7-10, 2024 (in person); Charleston, SC.
- SAN-U Member Integration Course (8-week Online Fundamentals Course); Cohort #2 begins April 16, 2024.

# Join us for a WCET and SAN special event:

## Distance Ed at a Crossroads: The Changing Landscape of New Regulations

July 30-31, 2024 | St. Louis, Missouri



# Submit Your Session Idea for the WCET Annual Meeting

**Deadline: Tuesday, April 2**

[bit.ly/WCET2024proposals](https://bit.ly/WCET2024proposals)

Join us October 8-10 in Long Beach, CA!

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