

Distance Education: Substantive Change Determination Guide for Program Directors

Please refer to the table below to identify if your program meets the definition of distance education, as described by the United States Department of Education (USDE) and will need to submit a substantive change.

Table 1. Does Not Qualify as Distance Education and a Substantive Change is <u>NOT</u> required.
Examples that DO NOT meet the distance education definition
100% of coursework is completed in-person/on-site.
100% of rotations/supervised experiential learning is completed in-person/on-site.
100% of coursework/rotation is completed in-person/on-site; however, an instance (e.g., assignment, lecture, day in a rotation) was moved online due to a one-time occurrence or unexpected incident (e.g., faculty presenting at a conference, preceptor sick, snowstorm, one-time speaker presents virtually in an otherwise in-person session).
100% of coursework/rotation is completed in-person/on-site; however, there have been instances where the Office of Student Disabilities coordinates distance learning for an individual student.
Flipped classroom model that uses technology to deliver some content but requires onsite classroom presence for discussion/other course-related activities to meet credit hour requirements. Under this model the students work on the material under the direction of an instructor during the in-person/on-site class time.
The LMS is only used to house documents and/or upload grades while 100% of course/rotation instruction is conducted in-person/on-site.

Table 2. Qualifies as Distance Education and a Substantive Change <u>IS</u> required. Substantive Change template here.
<ul style="list-style-type: none"> • <i>Please note this is not an exhaustive list of distance education examples.</i>
Examples that MEET the distance education definition
Asynchronous course
Courses that utilize any pre-recorded lectures to deliver course content (i.e., not a flipped classroom model).
Coursework/rotation that is completed in-person/on-site; however, one element (e.g., assignment, lecture, day in a rotation, presentation) is planned online consistently. For a specific example, a speaker is regularly scheduled once each year to provide the negotiation lecture virtually.
Formal and scheduled virtual advising
Courses that include a combination of online (synchronous or asynchronous) and face-to-face instructions or interactions, such as Hybrid or HyFlex courses.
Online modules, recorded lectures or videos within synchronous course or rotation
Regularly scheduled virtual guest speaker
Supervised practice experiences where the program director/faculty is physically separated from the intern/student and is providing feedback or instruction through use of the internet or other technology
Telehealth rotation where preceptor is not in the same location as the intern/student
Virtual client/patient nutrition counseling where the preceptor and student/intern are not in the same physical location
Virtual simulations
Virtual didactic days
Virtual onboarding, orientation, and/or field trips
Virtual rotation or supervised practice/experiential learning site
Virtual testing where the proctor and student/intern are not in the same physical location such as a classroom or testing lab on campus.