Using Compliance to Support Innovation

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Goals for today

● Deepen understanding of the evolving framework for distance education compliance

● Gain new appreciation for the role of DE compliance in innovation and vice versa

● Develop DE compliance strategies that are supportive of continued innovation
Michigan open content

131 MOOCs

14 Series

22 Teach-Outs

Over 200 Countries

7.3 Million Enrollments

168 Faculty Leads & Guests
Growing interest in OHPs

Across campus, there is growing interest in developing:

- Hybrid degree programs
  - Including MicroMasters and MasterTrack certificate programs
- Fully online degree programs
- Portfolios of offerings that support residential, online, and lifelong learning
<table>
<thead>
<tr>
<th>Program Detail</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Education Programs</td>
<td>125</td>
</tr>
<tr>
<td>Distance Education Classes</td>
<td>2,427</td>
</tr>
<tr>
<td>Students with 100% Distance Education Schedules</td>
<td>8,061</td>
</tr>
<tr>
<td>IU Students Enrolled in at least one Distance Education Class</td>
<td>31,375</td>
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<tr>
<td>IU Students Enrolled in at least one Distance Education Class</td>
<td>35.5%</td>
</tr>
<tr>
<td>Increase in Applications to Undergraduate Online Programs since Spring 2014</td>
<td>337%</td>
</tr>
</tbody>
</table>
How do we conceptualize compliance?

- Policymaking
- Implementation
  - Top-down & bottom-up
- Oversight
- Advocacy and support
How do rules slow down innovation?

- Bureaucracy
- Prohibitions slowing implementation and progress
  - Slide rule, calculator, laptop, smartphone
- Penalties when deviating from centuries-old models for learning
How do rules support innovation?

- Definitions, mutual understanding, “currency”
- Foundation for fair play, a common set of rules
- Common goals between compliance and innovation
  - Enhancing quality (course design, student services)
  - Expanding access and accessibility
  - Supporting the institution’s mission and reputation
Supporting compliance and innovation simultaneously

- Communicate new ideas and new regulatory developments
- Bridge the two worlds (e.g., task force)
- Learn to speak the same language
- Consolidate efforts
DE Compliance Overview
Compliance areas and influences

- “Regulatory Triad”
  - State, Federal, Accreditation Agencies
- SARA
- Policies of Institution
- Third Party Agreements
## State authorization & SARA

<table>
<thead>
<tr>
<th>Authorization</th>
<th>Protections</th>
<th>Pub. Disclosures</th>
<th>Indiv. Disclosures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public/ accredited often exempt for 100% online</td>
<td>Complaint procedures Disclosure requirements C-RAC (quality)</td>
<td>Authorization Out-of-state licensure Student complaints Tuition Refunds Adverse actions</td>
<td>Licensure Changes to Licensure Adverse Actions</td>
</tr>
<tr>
<td>Often requires accreditation Physical presence</td>
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</tbody>
</table>

**New for SARA, 2019:** Data tracking for out-of-state learning placements
C-RAC Guidelines

1. OL is appropriate to the institution’s mission and purposes
2. Plans for developing, sustaining / expanding OL offerings are integrated
3. OL incorporated into the institution’s systems of academic oversight
4. Curricula for OL is comparable in academic rigor
5. The institution evaluates the effectiveness of its OL
6. Faculty are appropriately qualified and effectively supported
7. The institution provides effective student and academic services
8. The institution provides sufficient resources to support / expand OL
9. The institution assures the integrity of its online offerings
Accessibility
A person with a disability must be afforded the opportunity to

• acquire the same information
• engage in the same interactions
• enjoy the same services

as a person without a disability in an “equally effective and equally integrated manner, with substantially equivalent ease of use”
Universal Design for Learning (UDL)

1. CAST
2. Mult. means of engagement/representation/ expression
3. Re: Accessibility
   - Focus on making learning effective for ALL. Extends well beyond web accessibility.
   - Alignment on ensuring compliance is still necessary, as UDL implementation is NOT the same as ADA/Section 504/WCAG 2.0 AA compliance
DE Definition, Regular and Substantive Interaction
Regular and Substantive Interaction

- Required for Title IV under Distance Education definition
  - If 50% or more of the courses/students enrolled are “correspondence,” loss of institutional eligibility
- CBE schools, in particular, have been targeted
  - e.g., WGU, but ED later forgave them
Regular and Substantive Interaction, continued

- Congressional act needed to modify “regular and substantive interaction,” “instructor”
- ED Waiver process has been given serious consideration
  - Though, changes to definition remains a contentious issue with the panel
- Instructors are apparently humans, not computers, and they likely need some degree of content expertise
Clip from Feb. 13 session on regular and substantive interaction
Reflect - 5 mins
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website
Questions?

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