

**Addition of DISTANCE EDUCATION SUBSTANTIVE CHANGE TEMPLATE (DI, ISPP)**

In accordance with *ACEND® Policy & Procedure Manual* (located on the ACEND website: [Policy and Procedures](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/acend-policy-and-procedures))- Section 4.3 Substantive Program Changes, adding distance education delivery requires programs to submit a substantive program change.

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| --- | --- | --- | --- |
| **Date:** |  | | |
| **Program name and type:** |  | | |
| **Sponsoring institution:** |  | | |
| **City:** |  | **State:** |  |

***Signatures must be present and may be presented as an electronic signature or scanned.***

**Program Director:**

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| --- | --- |
|  |  |
| Name and credentials | Business Address |
|  |  |
| Title | Telephone |
|  |  |
| Signature | E-mail Address |

**First Administrator:** Provide name, credentials, title(s), and signature of administrator to whom program director directly reports.

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| --- | --- |
|  |  |
| Name and credentials | Business Address |
|  |  |
| Title | Telephone |
|  |  |
| Signature | E-mail Address |

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| **Directions:**  Provide a narrative and documentation of continued compliance with the specific accreditation standards affected by the proposed addition of distance education. The program change should be submitted in one searchable PDF file formatted using the Adobe bookmark feature (for more information about bookmarking a PDF document: <https://helpx.adobe.com/acrobat/using/page-thumbnails-bookmarks-pdfs.html>). Each document within the single PDF must be labeled, (for example, Appendix A); and the text narrative provided for the Required Element should reference the appendix evidence by this labeling. To Submit the Substantive Change: Upload the PDF document on [DocuWare](https://academy.docuware.cloud/DocuWare/Forms/acend-program-report?orgID=3103). Instructions specific to your program can be found on the first page of the Substantive Change Cover Page document located in the [ACEND Portal](https://www.eatrightpro.org/acend/program-directors/acend-portal). You do not need to utilize the second page to submit the substantive change as this relates to other program changes not using this template. |

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| **Addition of Distance Education Delivery (DI and programs offering an ISPPs)** |
| **United States Department of Education (USDE) Definition of Distance Education:** Education where instruction is being delivered to students who are separated from the instructor/program director and that supports regular and substantive interaction between the students and the instructor/program director, either synchronously or asynchronously.  Programs must submit a substantive change if the program adds distance education delivery to the professional curriculum or enrolls interns who will be instructed through distance education. [Note: this applies to any intern, rotation, or individual course, including courses or rotations that are hybrid (containing face-to-face interaction plus an online component)]. |
| **Programs must submit a substantive change if one or more of the following occurs in the dietetic internship: (Check all that apply):**  Interns are physically separated by distance from the instructor/program director and/or sponsoring institution. **If checked, only complete section 1.**  Interns receive didactic instruction (i.e., Friday courses/didactic days, virtual RDN practice exams or study sessions, orientation, structured check-ins) with an instructor or program director **in a virtual format**. **If checked, only complete section 1.**  The program includes a graduate degree that is offered to the interns via distance. Yes  No  **If yes, answer the question below.**  Will ACEND competencies be assessed in the graduate courses offered via distance education?  Yes  No  **If answered yes complete sections 1 and 2. If no, complete only section 1 and skip section 2.** |
| **Percentage and location of distance education provided (this applies to any intern, rotation, or individual course, including courses or rotations):**   |  |  | | --- | --- | | **Percentage of distance education provided** | **Location of distance education provided  (Select all that apply)** | | Program is offering **1-49%** of the entire program via distance education | Distance Coursework  Distance Supervised Practice (SP) | | Program is offering **50-99%** of the entire program via distance education | Distance Coursework  Distance SP | | Program is offering **100%** of the entire program via distance education (this will trigger your program to show up as a distance program in our directory) | N/A |   **Note: Programs approved to offer less than 50% via distance that want to increase to 50% or more in the future must submit another substantive change to ACEND for approval. Refer to the** [**ACEND substantive change guidelines**](https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/acend-policies-and-procedures)**.** |
| **Section 1: Required for all submissions** |
| **Mode of Delivery (Check all that apply):** Internet Audio video Conference  Audio Conference Web-based management system  Other - Explain: |
| **Standard 1, RE 1.3:** **Resources**   * Explain the adequacy of program resources (e.g., administrative, clerical, technical, and IT support, financial, physical facilities, learning resources, support services) to meet the needs of the program offering distance education. * Describe how the budget and resources are adequate to support program faculty, preceptors and staff for training on distance education.   **Program Response:** |
| **Standard 1, RE 1.5:** **Program Director Responsibilities**  Has the program director’s responsibilities or time allocation for program management changed as a result of adding distance education?  **No**  **Yes**  **If yes,** describe how the program director has adequate time and resources to manage the program with the addition of distance education delivery and describe any anticipated changes to the program director responsibilities including time allocation for program management.  **Program Response:**  **Appendix:**  If answered **yes above**, provide an updated program director position description |
| **Standard 1, RE 1.6: Program Length**  Describe whether the addition of distance education will impact the program’s length, number of supervised practice/experiential learning hours and/or the number of hours in professional work settings versus alternative supervised experiences.  **Program Response:**  State if there are any changes to the program’s major rotations with the addition of distance education and describe how the program ensures the majority of the rotation hours (>50%) are completed onsite (in-person). Clinical rotations must be indicated as a major rotation with >50% of hours completed onsite (in-person) in in-patient, acute-care settings such as hospitals, long-term care facilities, and renal dialysis centers.  **Program Response:** |
| **Standard 2: Program Mission, Goals, Objectives and Program Evaluation and Improvement**  Did the program’s mission, goals and/or objectives change as a result of adding distance education?  **No**  **Yes**  **Appendix:**  **If yes,** provide a revised template titled **Required Element 2.1 Program Evaluation Plan** with any revised mission, goals and/or objectives. |
| **Standard 3: Curriculum and Learning Activities**  Indicate which methods the program is using to assure regular and substantive interaction between interns and program director/instructor/faculty in distance components of the program **(check all that apply).**  Scheduling regular sessions where student and instructor have direct interaction.  Providing direct instruction.  Requiring students to submit regular assignments or take exams.  Providing personalized comments (in any medium) for an individual student’s assignment or exam.  Facilitating an online discussion regarding competency or rotation/course content.  Assessing or providing feedback on a student's coursework  Using small working/study groups that are moderated by the instructor.  Providing additional information or responding to questions regularly about a competency or rotation/course content.  Other, please indicate below.  **Other methods:** |
| **Standard 7: Information to Prospective Students and the Public**  In the **draft copy of the website materials** requested in the appendix, provide the changes that will occur as a result of adding distance education. Be sure to update and include:   * + **7.3b** Description of the program, including program’s mission, goals and objectives. **(Submit only if changes were noted under Standard 2 above).**   + **7.3e** Estimated cost to students, including tuition and fees, necessary books and supplies, transportation, typical charges for room and board or housing, and any other program-specific costs **related to distance education.**   + **7.3j** Guidance about distance education components, such as technology requirements.   **Program Response:** No narrative needed.  **Appendix:**  **Draft copy, such as a Word document** of the information that will be available on the program’s website for the specific information listed above for Required Element 7.3. |
| **Standard 8: Policies and Procedures for Enrolled Students**  Provide changes to policies in a draft handbook that have been revised as a result of adding distance education. Be sure to update and include:   * **8.2o** Programs using distance instruction and/or online testing must employ strategies to verify the identity of a student. * **8.2r** Protection of privacy of student information, including information used for identifying students in distance learning. * **8.2t** Access to intern support services, including health services, counseling, tutoring and testing and financial aid resources. * Any other policies that may be impacted by the addition of distance education.   **Program Response:** No narrative needed.  **Appendix:**  Draftprogram handbook reflecting the proposed changes. |
| **Section 2: Required for programs where competencies are assessed in graduate courses offered via distance** |
| **Standard 3: Curriculum and Learning Activities**  The following courses and/or rotations offered during the professional part of the program use distance education/instruction:   |  |  | | --- | --- | | **Course Name/Number or Rotation** | **Credits/Contact Hours** | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |   **Appendix:**  All syllabi or rotation descriptions noted above that are for courses taught using distance technologies within the academic unit demonstrating substantive and regular interactions between student and instructor. |
| **Standard 4: Student Learning Assessment and Curriculum Improvement**   * Did the program have any changes to the plan for on-going assessment of students’ attainment of core knowledge and/or competencies related to the addition of distance education?   **No**  **Yes**  **If yes,** briefly describe the changes. **If no,** no narrative is needed.  **Program Response:**   * Briefly describe the comparability of educational experiences and consistency of learning outcomes when distance education is offered in courses in order to accomplish the same educational objectives. (e.g., using same syllabi, learning activities, etc.)   **Program Response:**  **Appendix:**  If changes were made to the program’s Competency or Knowledge Assessment Table, provide an updated version. If no changes, no appendix evidence needed. |
| **Standard 5: Faculty and Preceptors**  Discuss how program faculty are trained in the use of distance education pedagogy and recommended practices.  **Program Response:** |