Distance Education Evaluation Tool
May 2025

The considerations below are specific to CAAHEP distance education delivery and serve as a focus to evaluate programs engaged in distance education delivery.

CAAHEP Standard	Met/ Not Met	Consideration	Evidence	Comments
I.A. Program Sponsor		The program sponsor has appropriate approval(s) to offer distance education - institutional accreditor and state, as applicable	The program provided evidence of approval (state agency website, emails, letters) from institutional accreditor to offer distance education. The program provided documentation of one of the following regarding approvals where students are located or participating in program activities (i.e., clinical/practicum/field experiences): 1. state approval(s) 2. state reciprocity 3. state approval(s) not required *State approvals may include, but are not limited to: Departments of Education, Health & Human Services, and State Boards.	

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I.B. Responsibilities of Sponsor		There is institutional administrative oversight of the instructional modality.	The program demonstrated an institutional commitment to the administrative oversight of the instructional modality.	
II.A. Program Goals and Minimum Expectations		The program assures that the instructional modality is consistent with the mission, goals, and objectives of the program.	The program provided evidence of student learning that is consistent with the program goals/objectives.	
III.A.12. Resources- Type and Amount – Information Technology		The program implements a process to uphold academic integrity and honesty consistent with institutional policy. The program has adequate information technology resources for students and faculty. The program has technical support for students and faculty. The program has access to instructional design support and/or an experienced	The program provided evidence of a process that upholds academic integrity and honesty (i.e. an authentication process for verification of student identity). The program clearly identified information technology resources for teaching and learning, including the LMS used and strategic plan for sustainability. The program demonstrated that technical support is made available to stakeholders, including a published schedule when technical support is available and how to access support. The program demonstrated that an individual(s) with experience and	

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		individual to develop or assist faculty in development of distance education courses to meet program outcomes. Students are provided an orientation to distance education delivery system(s).	competency in distance education instructional design contributes to the curriculum development. The program demonstrated that students have received instruction on the use of the LMS.	
III.A.14. Resources – Type and Amount Support for faculty		Faculty are provided professional development and training on distance education delivery.	The program demonstrated that faculty receive a distance education orientation and regular professional development on new innovations in instructional methods and delivery platforms.	
III.D. Resource Assessment		Faculty are evaluated on their knowledge of and effectiveness in delivery of distance education.	The program provided evidence of regular assessment of the faculty member's knowledge of and effectiveness in delivery of distance education.	
V.A.2.l. Information technology requirements		There are clear disclosures regarding information technology requirements and resources to support students.	The program clearly disclosed information technology requirements and resources to support students in meeting the program delivery method and outcomes.	