CAHME **P**reliminary **O**n-**S**ite **E**valuation (POSE) for Online Programs Requesting Virtual Site Visit

Process Details

What Programs Can Opt-in for a Virtual Visit?
- Fully Online Programs or a Program with a fully online format that is accredited separately from their other program format – that format is eligible (not the hybrid or in-person program)
  - How is a program determined to be fully online?
    - The university designates the program/program format as remote/online
    - Faculty do not have offices at the legal headquarters for the university/college
- Note: If a program has both residential and online and are seeking accreditation for both under one review then it is an in-person site visit
- It is recommended (but not required) that the initial site visits be in person.

Force Majeure
At the request of the site visit chair, the CAHME Board can approve by a simple majority vote, either in person or by proxy, to have a site visit be virtual to protect the health, safety, and welfare of the site visit team. While not limited, examples include war, terrorist attacks, pandemics, natural disasters such as floods, earthquakes, or hurricanes.

In such a case, the POSE requirement can be waived if the program is in a school in the United States and Canada that is accredited by a regional or national accreditation agency recognized by the US or Canadian Department of Education that had performed an on-site visit within the past 10 years. For programs outside of North America, the POSE may be waived if the program had been visited on site and is currently accredited by AACSB or CEPH.

Process
1. Determine if the program meets the criteria for being a fully online program.
2. The Preliminary On-Site Evaluation visit (POSE) should be scheduled 7 months prior to the site visit. The pre-visit survey is meant to be a collaborative event to both help the program prepare for the initial visit as well as ensure readiness. It is anticipated that the POSE may be completed in one-half day, and in no cases will it be longer than one full day.
3. Site Visit Proceeds if POSE is deemed "satisfactory"
   - Satisfactory
     - The program has a mission that defines the target audience, post-graduate placements.
     - Leadership and resources support the program's mission. Competency model and curriculum support the Program's mission
     - An evaluation program has been defined and begun
   - Delayed Site Visit Recommendation
     - Lack of resources necessary for program to meet its mission
     - Competency model, the curriculum does not all the program to meet its mission

Site Visit Options:
- Online Programs can choose an in-person or virtual visit based on their preferences/needs. The virtual option must be requested the semester before the POSE.

When Does the POSE Occur?
- Prior to each site visit regardless of years accredited
- 7 months prior to the scheduled site visit

Who Is Involved in the POSE?
- CAHME Perspective
  - The Chair and Coordinator to be identified by CAHME
  - Ideally, at least one member will have taught in a fully online program (not simply an online/remote synchronous course), preferably the Coordinator.
  - Site visit team members will opt-in to a virtual visit format
- Program Perspective
  - Program Director
  - University leadership (Could include department chair, academic affairs, provost, president, &/or dean)

Associated Costs:
- Program pays for all related costs for the POSE – travel, hotel, transportation, food

Determination to move ahead with Virtual Visit

- POSE is high-level only
- Program will have only one POSE prior to each visit

Records Review
It is recognized that the virtual site visit team can be more flexible with its access to key people at the program, and records. This nature creates a "mission creep" for the site visit team that extends beyond the typical 24 hours of an on-site visit.

Coordinators are expected to sample a reasonable number of student files, not the universe of all files. Extending a site visit beyond 24 hours to review every student record is outside of the scope of the site visit. The formal site visit should typically occur within 3 days. The access to records may be granted no later than 7 days before the formal site visit for programs under 50 students. For programs with more than 50 students, the program shall make access records no later than 14 days before the site visit. It is encouraged that the program make the data available upon request of the team, but the program need not make the data available less than the time noted. Failure to meet these time frames will result in a site visit delay with an accompanying site visit delay fee.
In all other cases, the virtual site visit shall mirror the fully live site visit.

Proposed POSE Timeline
Day One:
- Chair and Fellow Coordinator arrive by dinner time and meet to review the process and questions

Day Two:
- 9:00 – 10:00:   Welcome meeting with PD – confirmation of resources
- 10:15– 10:45   Tour facilities *(flex -before or after the leadership meeting)*
- 11:00 – 11:30   Leadership
- 11:45 – 12:45   Program Director
- 12:45 – 1:45   Lunch with PD
- 1:45 – 2:30   Program Director: Reflections from Chair and Fellow Coordinator
- ~2:30   Chair and Fellow Coordinator depart

Suggested Discussion Questions
Criterion 1: PROGRAM MISSION, VALUES, VISION, GOALS, AND SUPPORT

Leadership (Provost, Dean, Chair):
1. Have there been any leadership changes in the Program, Department, or University?
   a. Describe the impact on the program to date and into the future:
2. Any outstanding issues uncovered in your most recent regional accreditation? If yes, describe
3. Any concerns about funding support for the program or department?
4. Is there anything we should be aware of that we have not asked?

Program Director:
- Mission – describe the target audience, post-graduate placement of students, and your vision for the program.
- How does your mission impact the Program's:
   o curriculum and competency model implementation
   o student competency development
   o evaluation plan?
   o stakeholder data collection, assessment, action steps, and feedback plan?
- Have there been any leadership changes in the Program, Department, or University?
   o Describe the impact on the program to date and into the future:
- Any outstanding issues uncovered in your most recent regional accreditation? If yes, describe
- Any concerns about funding support for the program or department?
- Is there anything we should be aware of that we have not asked?

Criterion 2: STUDENTS & GRADUATES

Program Director:

- How has enrolment met your program goals?
- How does your program involve external and internal stakeholders in ongoing process improvement?
  - Alumni
  - Students
  - Faculty
- Can the program director understand how to benchmark their program against competitors as shown in the CARB report?

Criterion 3: CURRICULUM

Program Director:

- Share how you feel your curriculum meets your target audience's needs and overall mission
- Anything you would like to change/improve?
  - Are there any barriers to achieving the change you seek?
- Do you have an evaluation plan defined and in use?

Criterion 4: FACULTY TEACHING, SCHOLARSHIP, AND SERVICE

Program Director:

- Do you have the faculty resources you need to achieve your mission? Vision?
- What do you do to invest in teaching, scholarship, and research?

General Wrap-Up

Program Director:

- Is there anything else we should have asked you?
- What questions do you have for us?
- How can we help you be successful during your upcoming site visit?