Commission on Dental Accreditation
Allied Dental Education Site Visit
Orientation

96th American Dental Education Association
Annual Session
Sunday, March 17, 2019
Michelle Smith, RDH, MS
Doreen Johnson, RDH, MA. Ed.
Presentation Objectives

- Review of Current Policies/Documents Used by CODA
- Discuss The Preparation Before the Visit:
  - Timelines for mailings and correspondence
  - Completion of the self-study
- Review Activities During the Visit
- Discuss The Follow-up After the Visit
- Review The On-line and Staff Resources
What’s New at CODA
Revised Standards


- August 3, 2018 implementation
  - Dental Public Health
  - General Practice Residency
  - Advanced Education in General Dentistry
Revised Standards

• January 1, 2019 implementation
  – Dental Hygiene
  – All Advanced Dental Education Programs

• February 8, 2019 implementation
  – Predoctoral Dental

• July 1, 2019 implementation
  – Predoctoral Dental
  – Clinical Fellowship in Oral and Maxillofacial Surgery
  – Oral and maxillofacial Surgery Residency
Revised Standards

• July 1, 2019 implementation (cont.)
  – Periodontics
  – Endodontics

• January 1, 2020 implementation
  – Predoctoral Dental

• July 1, 2020 implementation
  – Oral and Maxillofacial Surgery Residency
Proposed Standards: Comments Due

Comment Due June 1, 2019:

- Dental Education, 2-24d
- Dental Education, 2-25
- Dental Anesthesiology, 3-2
- Dental Assisting, 2
- Dental Assisting, 2-13
- Dental Hygiene, 2-12
- Orthodontics and Dentofacial Orthopedics, 4-3.4
- Dental Education, 2-3
Proposed Standards: Comments Due

• Comment Due December 1, 2019:
  – Orthodontics and Dentofacial Orthopedics
  – Periodontics, 4-12e
Proposed Standards: Comments Due

Comments Due **June 1, 2019:**

Dental Assisting

- Dental Assisting Standard 2-5 related to curriculum sequence and includes elevation of student performance
- New Standard 2-6 related to curriculum management plan
- Revised Standard 2-7 (formerly 2-6) related to course syllabii
- Revised Standard 2-8 (formerly 2-7) related to objective evaluation methods
- Revised Standard 2-14 related to content at the familiarity level in Pharmacology-drug addiction including opioids
Proposed Standards: Comments Due

Comments Due June 1, 2019: Dental Hygiene

• Definition of Terms Related to Patients with Special Needs and Standard 2-12
2019 Validity and Reliability Studies of the Standards

Spring 2019
• Dental Hygiene
• Dental Laboratory Technology
• Endodontics
• Oral and Maxillofacial Radiology
• Oral Medicine

Fall 2019
• Periodontics
• Oral and Maxillofacial Surgery (Residency and Fellowships)
• Orthodontics and Dentofacial Orthopedics (Residency and Fellowships)
Changes in CODA Governance

1. American Dental Association Constitution and Bylaws and Governance and Organizational Manual

Chapter IX Commissions, Section 130 Duties: The ADA Constitution and Bylaws describe the duties of the Commission on Dental Accreditation as follows:

a. Formulate and adopt requirements and guidelines for the accreditation of dental, advanced dental and allied dental educational programs.
b. Accredit dental, advanced dental and allied dental educational programs.
c. Provide a means for appeal from an adverse decision of the accrediting body of the Commission to a separate and distinct body of the Commission whose membership shall be totally different from that of the accrediting body of the Commission.
d. Submit an annual report to the House of Delegates of this Association and interim reports, on request, and the Commission’s annual budget to the Board of Trustees of the Association.
e. Submit the Commission’s articles of incorporation and rules and amendments thereto to this Association’s House of Delegates for approval by majority vote.

In October 2018, sole authority to revise the Rules of the Commission on Dental Accreditation was granted to the Commission on Dental Accreditation by the ADA House of Delegates.
Terminology Related to Advanced Dental Education Programs

• In February 2018, the Commission directed that all accreditation standards and supporting documents, the Commission website, and other accreditation policies and procedures eliminate terminology that unintentionally dictates which advanced dental education program is a dental specialty.

• Revisions were posted on CODA’s website in January 2019.
Call for Nominations: Review Committees

• CODA seeks nominations for various positions on review committees.

• Nomination Deadline is June 1, 2019

• List of Positions, Nomination Criteria, and Nomination Form found at
  https://www.ada.org/en/coda/accreditation/accreditation-news/call-for-nominations
Call for Nominations: Review Committees

Dental Assisting Review Committee

- 2 Dental Assisting Educators
  - must have experience as a CODA site visitor & F/T or P/T appointment

Dental Hygiene Review Committee

- 2 Dental Hygiene Educators (DH RC)
  - must have experience as a CODA site visitor & F/T or P/T appointment
- 1 Dentist (General or Advanced Discipline)
- 1 Dentist Educator
- Public Member (No affiliation with dentistry/Represents the consumer)
CODA Fees and EOPP

• **Annual Fees**  [https://www.ada.org/en/coda/accreditation/fees](https://www.ada.org/en/coda/accreditation/fees)
  - Annual fee increased 4% for 2020
  - Annual fee is doubled in the year of a site visit
  - $4,000 HIPAA administrative fee
  - Special Focused Site Visit Administrative Fee ($4,320 in 2019; $5,000 in 2020)

CODA Policies to Review
Overview of Commission Policy

- Confidentiality
- Reporting Program Changes in Accredited Programs
- Reporting Sites Where Educational Activity Occurs
- Enrollment Increases
- Third Party Comments
- Distance Education
Overview of Commission Policy, Continued

- Electronic Submission of Self-Study and Reports
- CODA’s Development of Electronic Accreditation System
- Electronic Submission of Accreditation Materials
- CODA Fees
- Policy on Reprints
- On-Demand Webinar
Confidentiality

• Site Visit Reports:

Oral comments made by site visit team members during the course of the site visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized. Further, publication of site visit team members’ names and/or contact information is prohibited.
All program changes must be reported; CODA staff can advise whether the change requires prior CODA approval or, alternately, will be reviewed at the next site visit.

On occasion, the Commission may learn of program changes which may impact the program’s ability to comply with accreditation standards or policy. In these situations, CODA will contact the sponsoring institution and program to determine whether reporting may be necessary. Failure to report and receive approval prior to the program change may result in further review by the Commission and/or a special site visit, and may jeopardize the program’s accreditation status.
Program Change Policy

• When drafting your self-study, you will be noting all program changes that have been reported to the Commission. This is verified by the site visit team during the review of your program.

• Some changes must be reported at least 30 days prior to anticipated implementation (such as Program Director changes that comply with all program director qualification requirements) and are reviewed at the next site visit.

• Reporting on the Annual Survey does not preclude the requirement to report directly to CODA.

• Contact CODA staff for guidance and review program change policy for more information.
Examples of Program Changes that Need Prior Commission Approval

- Transfer of sponsorship from one institution to another;

- Moving a program from one geographic site to another; including but not limited to geographic moves within the same institution;

- Substantial increase in program enrollment as determined by preliminary review by the discipline-specific Review Committee Chair;

- Program director qualifications that may not comply with standards are reviewed by the Commission. In lieu of a CV, a copy of the new or acting program director’s completed BioSketch should be provided to the Commission staff;

- Change in the required length of the program;
Examples of Program Changes that Need Prior Commission Approval

• Change in program’s financial support that could affect the ability of the program to meet the standards;

• Curriculum changes that could affect the ability of the program to meet the standards;

• Reduction of dental facilities that could affect the ability of the program to meet the standards;

• Addition of advanced standing (e.g., policies and procedures to accept transfer students/residents);

• See Policy for more details
Program Change Policy—Recent Clarifications

• First-year non-enrollment
  – Must be reported in writing at least thirty (30) days prior to the anticipated implementation of the change

• Reduction in faculty or support staff time commitment that could affect the ability of the program to meet the standards
  – Must be reviewed and approved by the Commission prior to implementation
Program Change

Substantial increase in program enrollment as determined by preliminary review by the discipline-specific Review Committee Chair.

Programs are reminded that resources must be maintained even when the full complement of students/residents is not enrolled in the program.
Reporting Program Changes

- Changes to Off-Campus Sites not owned by the sponsoring institution that impacts the use of the site (e.g. minor site to major site, or termination of enrollment at or discontinued use of major site)
Reporting Sites Where Educational Activity Occurs

Flow Chart Available

**Definitions:**

**Supplemental Activity Site:** Students/Residents choose to visit the site outside of the educational program, and the site is not used to fulfill program or accreditation requirements (e.g., volunteer mission trips, health fairs, etc.).

**Major Activity Site:** Students/Residents are required to complete an experience at this site to meet a program requirement or accreditation standard, and competency assessments or comparable summative assessments are performed at the site.

**Minor Activity Site:** Students/Residents are required to complete an experience at this or another site to meet a program requirement or accreditation standard, and no competency assessments or comparable summative assessments are performed at the site. Evaluation may occur.
Reporting Sites Where Educational Activity Occurs

**MAJOR sites**
- Owned by institution/report required 30 days prior to using site – students required to attend
- Not owned by institution/competency assessments performed – students required to attend
- Report required by June 1 or Dec. 1
- Approval required by Commission prior to implementation – May direct special focused site visit prior to or after approval
- Commission may review site at future site visits

**MINOR Sites**
- Students required to complete an experience to meet program requirements or accreditation standards
- No competency assessment performed; evaluation may occur
- Report required 30 days prior to planned implementation
- Commission acknowledgement; reviewed at next site visit
- Commission may visit minor site during program’s next site visit

**SUPPLEMENTAL Sites**
- Student chooses to visit this site outside of the educational program (mission trip, health fair)
- No report required
- No approval required
- No site visit required
- Sites used for community service and service learning are exempt
Educational Activity Sites Form

For Programs with additional educational activity sites (within or off-site from sponsoring institution):

<table>
<thead>
<tr>
<th>Name of Site:</th>
<th>Meadowbrook Manor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>112 Minor Site Lane, Chicago, IL 60540</td>
</tr>
<tr>
<td>Distance from sponsoring institution:</td>
<td></td>
</tr>
<tr>
<td>Are students/residents required to rotate to this site to gain accreditation or program requirements?</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the site owned by the sponsoring institution?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are competency assessments or other comparable summative assessments performed?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do primary program faculty travel with students/residents to the site?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do all students/residents rotate to this site?</td>
<td>Yes</td>
</tr>
<tr>
<td>How many days per year does a student/resident use this site?</td>
<td>Days per year: 3 days per term</td>
</tr>
<tr>
<td>Purpose of affiliation (detail experiences gained):</td>
<td>To gain experience working with patients with special needs</td>
</tr>
<tr>
<td>Is this the only location where a particular experience is provided?</td>
<td>Yes</td>
</tr>
<tr>
<td>If YES to question above, what experience?</td>
<td></td>
</tr>
</tbody>
</table>
Policy Statement on Reporting and Approval of Sites Where Educational Activity Occurs

• Major Activity Sites:
  – Clarification that a site used for “competency assessment or comparable summative assessments” is a major site

• Minor Activity Sites:
  – Clarification that a site used for “no competency assessment or comparable summative assessments” is a minor site. Though other evaluations (daily evaluation, for example) may occur.
Sites Where Educational Activity Occurs

Reporting Requirements:

• The Commission on Dental Accreditation must be informed when a program accredited by the Commission plans to initiate educational experiences in new settings and locations. Off-Campus training sites that are owned by the sponsoring institution or where the sponsoring organization has legal responsibility and operational oversight do not need prior approval before utilization but must be reported to the Commission in accordance with the Policy on Reporting Program Changes in Accredited Programs.

• Sites (whether major or minor) will be reviewed by CODA if the change could impact the programs ability to comply with Standards.
Discipline-Specific Exemptions

Dental Assisting
Dental Laboratory Technology

• DA & DLT utilize numerous extramural dental offices and laboratories, these will be randomly selected and visited during site visits.

• The visiting committee will visit two extramural sites
  • Non-advisory committee members
  • Representative facilities near program
Enrollment Increases in Advanced Dental Education

• The following advanced dental education disciplines have authorized total complement enrollment: dental public health, endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial surgery (per year enrollment is authorized), orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics, and prosthodontics. Programs with authorized enrollment must use the discipline-specific Guidelines to request and obtain approval for an increase in enrollment prior to implementing the increase.

• The following advanced dental education disciplines do not have authorized enrollment: advanced education in general dentistry, general practice residency, dental anesthesiology, oral medicine, and orofacial pain. Programs must use the discipline-specific Guidelines to request an increase in enrollment prior to implementing the increase. Upon submission of the program change report, a substantial increase in program enrollment as determined by preliminary review by the discipline-specific Review Committee Chair will require prior approval by CODA.
Policy on Third Party Comments

• Programs with special focused visits are expected to solicit third party comments as soon as the program is notified of the visit by CODA, if posting 90 days prior to the visit is not possible

• CODA will consider signed and unsigned third-party comments
Distance Education

• Related to Off-Campus Sites but separate and distinct policy
• Technology-driven
• Expectation is that programs using this modality must comply with accreditation standards; must have a student identity verification process, and must alert students to possible associated charges
• Programs are reviewed at time of site visit for compliance with Distance Education policy
• Site Visitor Evaluation Report (SVER) includes questions on Distance Education in the Compliance with Commission Policies section
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

- the internet;
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- audio conferencing; and/or
- video cassettes, DVDs, and CD–ROMs, if the cassettes, DVDs, or CD–ROMs are used in a course in conjunction with any of the technologies listed above.
Distance Education Policy, Continued

Programs that offer distance education must have processes in place through which the program establishes that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit.

– Programs must verify the identity of a student who participates in class or coursework by using, at the option of the program, methods such as a secure login and pass code; proctored examinations; and/or new or other technologies and practices that are effective in verifying student identity.

– The program must make clear in writing that processes are used that protect student privacy and programs must notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.
Electronic Submission of Self-Study and Reports

• The Commission must retain an accurate record of the program’s submission; therefore, links in accreditation documents (self-study, reports, etc.) must be avoided.

• Provide screen capture, download, “embedded” file, or scanned copy of content that is found at the link.
CODA’s Development of Electronic Accreditation System

• Electronic accreditation tool is currently under development
• Will provide access to institutional personnel for upload of Self-Study, program reports, and other communications to CODA
• Will allow site visitor review of Self-Study and completion of SVER online
• Will allow CODA staff to transmit communications and information to programs
• More information to come
Policy on Electronic Submission of Accreditation Materials

• All institutions will provide the Commission with an electronic copy of all accreditation documents/reports and related materials. The program’s documentation for CODA must not contain any patient protected health information (PHI) or personally identifiable information (PII).

• CODA will no longer convert paper documents to an electronic version for programs.
CODA Fees and EOPP

• Annual Fees [https://www.ada.org/en/coda/accreditation/fees](https://www.ada.org/en/coda/accreditation/fees)
  – Annual fee increased 4% for 2020
  – Annual fee is doubled in the year of a site visit
  – $4,000 HIPAA administrative fee
  – Special Focused Site Visit Administrative Fee ($4,320 in 2019; $5,000 in 2020)

NEW: Policy on Reprints

All Commission on Dental Accreditation material is copyrighted and may be reprinted by permission only. Requests must be in writing or via e-mail. Permission will not be granted over the phone.

Requests must include the exact materials intended for reprint, i.e.: “Accreditation Standards for Dental Education Programs – Standard 5.” All permissions are granted for one-time usage only, as stated in the permission agreement.

The Commission requires that materials be reprinted, unedited and in their entirety. Deletion or alteration of any Commission on Dental Accreditation material is prohibited. Content must not be placed on any electronic platform; however, the reprint may include a link to the Commission’s website where the material is located.

The Commission does not provide hard copies of the requested reprint content.

Each page of the reproduced Commission on Dental Accreditation material should contain the following statement, clearly indicting these materials are the Commission’s. The statement must be placed at the bottom of each page of the print copy (remove quotation marks):

“Reprinted by permission of the Commission on Dental Accreditation, [current year]. Further reproduction by permission only.”

No content may be translated into any language without the expressed permission of the Commission on Dental Accreditation. Adopted: 8/18
Coming Soon: On-Demand Webinar

• An Introduction to CODA: A Briefing on the Commission on Dental Accreditation for Program Directors


• (Note: as of March 2019, the videos on this webpage are being updated – please check this page occasionally for their re-posting)
Preparation Before the Visit:

Communications from CODA
Timelines for Mailings and Correspondence
Completion of the Self-Study
Site Visit Letter #1: Notification of Site Visit

Sent in February the year prior to the site visit

Letter to CEO, CAO and Director announcing site visit (via e-mail)
Site Visit Letter #1: Notification of Site Visit

Required Forms

(the following documents must be returned by due date in order to schedule the site visit)

- Confirmation of Site Visit Date Form- return of form required
- Institutional Officers, Program Director and Personnel Data Forms- return of form required
- Transportation and Hotel Information Form- return of form required
- Educational Activity Sites Form- return of form required
Site Visit Letter #1: Notification of Site Visit

Documents Related to Your Site Visit

- Accreditation Standards and Self-Study Guide
- Site Visitor Evaluation Report (SVER)
- Electronic Submission Guidelines-provided link to CODA website
- Privacy and Data Security Reminder- provided link to CODA website
Site Visit Letter #2: Acknowledgement of Site Visit

Sent in April (after program has returned documentation from Site Visit Letter #1)

- Letter and forms to Director (via e-mail); copies to CEO and CAO - Provided there is enrollment in program
  - State Board Participation Form - return of form required
  - Site Visitor Screening Lists - return of form required
Site Visit Letter #2: Acknowledgement of Site Visit

Policies and Other Important Documents

- Policy on Site Visitors
- Policy on Complaints Directed at CODA-accredited Programs
- Policy on Conflict of Interest
- Frequency of Citings
- Third Party Comment Posting
- Suggested Agenda
Site Visit Letter #3: Final Communication

- Final correspondence and forms to Director (via e-mail); copies to CEO and CAO
- Site Visit Committee Roster
- Instructions for Site Visitors Evaluating Dental Education Programs
- Letter to Students from CODA
- Data Profile (5-year annual survey data)
- Electronic Submission of Self-Study Guides—provided link to CODA website
- Privacy and Data Security Reminder—provided link to CODA website

Sent 3-4 months prior to site visit
Screening Lists for Site Visitors

Program review of site visitors for conflict of interest:

- No longer permitted to “strike” names of two potential site visitors for no reason
- All program-reported conflicts with potential site visitors must include a reason in accordance with the conflict of interest policy
- Please identify individuals who have previously applied for a position at the institution within the last five (5) years, as this is a conflict
Feedback After the Site Visit

Post-Site Visit Survey

- E-mailed to program director and CAO (confidential).
- CODA requests feedback on site visit logistics and Commission materials
- CODA requests feedback on site visit team
Silent Observer Opportunity

- Requests for the opportunity to have a faculty member or administrator observe a site visit are made through a letter from the chief administrative officer (dean, chair) of the program.
- Requests should be made, at a minimum, a year in advance.
- While the observer may request to observe a specific site visit, Commission staff will make the final determination based upon the site visit schedule and availability of observation opportunities.
- Generally, a program is provided one opportunity to send an observer to a site visit.
Fees

- The Annual Fee is **doubled** the year of the program’s regular interval accreditation site visit.
- Otherwise, site visits are conducted without any additional charge to the institution and the Commission assumes all expenses incurred by its site visitors.
- If the visit must be extended to accommodate travel to sites, the program is responsible for additional expenses and will be invoiced following the visit.
Fees

• **2019** annual fee is $1,970 for all DA & DH programs, and $1,400 for DLT programs.

• **2020** annual fee is $2,050 for all DA & DH programs, and $1,470 for DLT programs.

• There is a $35 R&D Research Fund Administrative Fee assessed to each program each year.

• Invoices are typically emailed in March.
### Composition of Visiting Committee

<table>
<thead>
<tr>
<th>Single Discipline Visit</th>
<th>Combined Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Site Visit Chair</td>
<td>• Staff or Site Visit Chair</td>
</tr>
<tr>
<td>• 2\textsuperscript{nd} Site Visitor</td>
<td>• Discipline Site Visitors</td>
</tr>
<tr>
<td>• Allied Dentist*</td>
<td>• (1 for each discipline)</td>
</tr>
<tr>
<td>• NADL Representative*</td>
<td>• Allied Dentist</td>
</tr>
<tr>
<td>• State Board Representative</td>
<td>• (if invited)</td>
</tr>
<tr>
<td>• (if invited)</td>
<td>• NADL Representative*</td>
</tr>
<tr>
<td>• Silent observer</td>
<td>• Silent observer</td>
</tr>
<tr>
<td>• (if requested by CODA)</td>
<td>• (if requested by CODA)</td>
</tr>
<tr>
<td>• Review Committee member and/or Commissioner observer</td>
<td>• Review Committee member and/or Commissioner observer</td>
</tr>
<tr>
<td>• (if requested by CODA)</td>
<td>• (if requested by CODA)</td>
</tr>
<tr>
<td>• 1.75 days in length ends at 3:00PM second day</td>
<td>• 2.5 days in length ends at 10:00AM third day</td>
</tr>
<tr>
<td>• Book flights after 5:00pm</td>
<td>• Book flights after 1:00pm</td>
</tr>
</tbody>
</table>

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The state board member participates in an accreditation site visit in order to develop a better understanding of the accreditation site visit process and its role in ensuring the competence of graduates for the protection of the public.

The state board member is expected to be in attendance for the entire site visit, including all scheduled conferences and during executive sessions of the visiting committee. While on site the state board member:

- provides assistance in interpreting the state’s dental practice act and/or provides background on other issues related to dental practice and licensure within the state
- In the event the chair of the site visit committee determines that a vote is necessary to make a recommendation to the Commission, only team members representing the Commission will be allowed to vote.
Team Roster/Contact With Team

- Contact: staff/site visit chair **ONLY**
- Schedule finalized through staff/site visit chair
- Expect requests for additional documentation
- Ask if dietary considerations/allergies, etc.
- Provide information on directions to/on campus, parking, etc.
Before the Site Visit

The Self-Study: Formatting and Process
Preparation of Self-Study: Timetable

12-14 months
- Begin compilation of document

6 months
- Last exhibits added; draft document complete

5 months
- Draft document reviewed institution-wide
- **No Protected Health Information (PHI) or Personally Identifiable Information (PII)**

4 months
- Document finalized and duplicated

3 months
- Third Party Comments Posting

2 months
- Final self-study document and agenda forwarded to members of visiting committee 60 days prior to visit.
- Electronic and hard copy of self-study and agenda forwarded to Commission.
The Self-Study Process

Goals of self-assessment

- Examine resources
- Involve entire program; tool for program improvement
- Identify strengths and weaknesses
- Demonstrate program effectiveness
  - Meeting goals and objectives?
  - In compliance with Accreditation Standards and Commission policies?
  - Competencies still relevant?
The Self-Study Process

**Self-Study Report**
- Policy compliance demonstration
- Previous recommendations
- Includes narrative responses and exhibits
- Separate curriculum document
- Summary and conclusions

**Concise Supportive Documentation**
- Don’t exceed what is necessary to demonstrate compliance
- Title exhibits, (pages numbered, list in Table of Contents)

**Conclusions & Summary**
- Evaluate strengths and weaknesses
- Describe action plans for remediation
Instructions for Completing the Self-Study

• Self-Study Guide provided in Word format
• Answer all questions in guide
• Copy/paste the question and provide narrative answer
• Don’t rely solely on exhibits
• The Commission must retain a “snapshot” of the information presented at the time of the submission of the report.
  • No internet links except current state DPA, institutional catalog
  • Must export web-based information and insert
## Self-Study Must Include:

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
<td>• Name, address, telephone number, web address, date of site visit</td>
</tr>
<tr>
<td><strong>Verification Page</strong></td>
<td>• Signatures and titles of administrators (verifies content accuracy and no PPI/PHI)</td>
</tr>
<tr>
<td></td>
<td>• Included in hard and electronic copy</td>
</tr>
<tr>
<td><strong>Table of Contents (TOC)</strong></td>
<td>• Include for all volumes including verification page and exhibits</td>
</tr>
<tr>
<td></td>
<td>• Include TOC for each separate binder</td>
</tr>
<tr>
<td><strong>Separate Curriculum Document</strong></td>
<td>• All Course Syllabi</td>
</tr>
<tr>
<td></td>
<td>• General Education courses (samples)</td>
</tr>
<tr>
<td><strong>Schedule of Conferences</strong></td>
<td>• Must accompany self-study and not sent separately</td>
</tr>
<tr>
<td></td>
<td>• Single or Combined Visit Schedule</td>
</tr>
</tbody>
</table>
Electronic Submission of Self-Study and Reports

• The Commission must retain an accurate record of the program’s submission; therefore, links in accreditation documents (self-study, reports, etc.) must be avoided.

• Provide screen capture, download, “embedded” file, or scanned copy of content that is found at the link.
Suggested Agenda/Schedule of Conferences

- Use appropriate agenda
  - Single discipline visit
  - Multiple discipline visit
- Follow suggested agenda as closely as possible
- Variations should be discussed with staff/site visit chair
- Due with self-study (60 days prior to the visit)
- Advisory Board Executive Session Luncheon
- Staff/Site visit chair may discuss revisions until team approves
- Have finalized version hard copies available on-site
Schedule Components Overview

- Meeting with Program Director
- Meeting with Administration
- Tour of facilities / LRC
- Faculty interviews
- Advisory Board session/luncheon
- All student interviews
- Off-campus sites
- Final program director conference
- Final administration conference
About PHI and PII

• The program’s documentation for CODA (self-study, application, or reports to CODA) must **NOT** contain any sensitive personally identifiable information ("Sensitive Information” or “PII”) as outlined in “Privacy and Data Security Requirements for Institutions.”

• Documentation must not contain any identifiable patient health information ("PHI"); no “patient identifiers” may be included. This applies whether or not the program is required to comply with HIPAA.

• Before sending documents such as self-studies or faculty biosketches, institutions must **fully and appropriately redact** all PHI and all PII (all patient identifiers) such that the PII and patient identifiers cannot be read or otherwise reconstructed.
  - Covering data with ink is not an appropriate means of removing data from a hard copy document and may sometimes be viewable when such documents are scanned to an electronic format.
More about PHI and PII

• When a self-study is received at the CODA office, it is reviewed page by page for PHI and/or PII

• If PHI and/or PII is found, or if it is inappropriately or inadequately redacted:
  – The institution’s CEO, CAO, and HIPAA compliance officer, along with the program director, is notified of the CODA violation
  – Program is asked to send another electronic version of the self-study, minus the PHI or PII, to the visiting committee and the Commission office
  – **Program will be assessed fee of $4,000 per program submission**
Policies and Previous Recommendations

• Responses and documentation required to demonstrate compliance with policies
• Address all recommendations cited in previous Site Visit Report
  – Evidence of continuous compliance
  – Include those subsequently determined to be met regardless of status determined by Commission following visit
Verify Student Achievement

Associated with Standard 1-1

– Objective measures

• Attrition/Program completion – statistics?
• Job placement – statistics?
• Student/Employer Surveys
• Standardized examinations (RDA, DANB, NBDHE, WREB, CRDTS, etc.)
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<th>Section</th>
<th>Page</th>
</tr>
</thead>
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<td>Administrator Verification Page</td>
<td>3</td>
</tr>
<tr>
<td>Summary of Factual Information</td>
<td>5</td>
</tr>
<tr>
<td>Previous Site Visit Recommendations</td>
<td>7</td>
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<td>Compliance with Commission Policies</td>
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<td>Program Effectiveness</td>
<td>13</td>
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<td>Standard 1 – Institutional Effectiveness</td>
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<td>Standard 2 – Educational Program</td>
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<td>Standard 3 – Administration, Faculty and Staff</td>
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<td>Standard 5 – Health and Safety Provisions</td>
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<td>Standard 6 – Patient Care Services</td>
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<tr>
<td>Conclusions and Summary of Self-Study Report</td>
<td>169</td>
</tr>
</tbody>
</table>

*Appendices and Exhibits are included in separate volumes*
Self-Study Formatting

Formatting

– continuous pagination for each volume
– exhibits follow the standard or in separate exhibit document (with its own TOC)
– exhibits labeled with the standard they support
– exhibits may be cross-referenced
– double-sided, 12-pt font, 1” page margins
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>521</td>
<td>Head &amp; Neck Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>310</td>
<td>Oral Biochemistry</td>
<td>29</td>
</tr>
<tr>
<td>310</td>
<td>Basics Tissues &amp; Histology &amp; Embryology</td>
<td>39</td>
</tr>
<tr>
<td>DHYG 311a</td>
<td>Fundamentals of Clinical Dental Hygiene Practice</td>
<td>57</td>
</tr>
<tr>
<td>DHYG 316</td>
<td>Patient Education in Preventive Dental Care</td>
<td>239</td>
</tr>
<tr>
<td>521</td>
<td>Principles of Oral Radiology</td>
<td>273</td>
</tr>
<tr>
<td>310</td>
<td>Fundamentals of Dental Morphology /DHYG 314</td>
<td>315</td>
</tr>
<tr>
<td>506</td>
<td>Infection Control</td>
<td>411</td>
</tr>
<tr>
<td>310</td>
<td>Introduction to Periodontal Diseases</td>
<td>431</td>
</tr>
</tbody>
</table>
Exhibits

• All exhibits requested are required
• Some examples are provided
  – These are “Example Exhibits”
  – Numbered as such, e.g. “Example Exhibit 8”
• Some exhibits are requested with no example provided
• The program may provide additional exhibits
• The final exhibit names/numbers will be sequential and determined by program
**Exhibits Volume 2, Standard 3**

| Exhibit 3-1.1: | Organizational Chart | pg. 3 |
| Exhibit 3-1.4: | Faculty Meeting Minutes | pg. 5 |
| Exhibit 3-3.1: | Program Administrator BioSketch | pg. 15 |
| Exhibit 3-4.1: | Program Administrator Job Description | pg. 23 |
| Exhibit 3-5.2: | Summary: Full and Part-Time Faculty and Assigned Courses | pg. 25 |
| Exhibit 3-5.4: | Faculty Teaching Commitments | pg. 29 |
| Exhibit 3-7.1: | Faculty BioSketch | pg. 59 |
| Exhibit 3-7.3: | Job Description of Supervising Dentist | pg. 239 |
| Exhibit 3-8.3: | Faculty In-Service Programs and Roster | pg. 241 |
| Exhibit 3-9.1: | Merit Rating form | pg. 245 |
| Exhibit 3-10.1A: | Faculty Handbook | pg. 251 |
| Exhibit 3-10.1B: | Manual | pg. 361 |
| Exhibit 3-10.1C: | Appointment and Promotion Guidelines for Non-Tenure Track Faculty | pg. 413 |
### Exhibit 3-5.2 Summary of Faculty Teaching Commitments

**Name of faculty member:** [Redacted]

**Full- or Part-time appointment:** Full-Time Dental Hygiene

**Term:** Spring 2014

#### A. Teaching Contact Hours

<table>
<thead>
<tr>
<th>Course No. and Title</th>
<th>Clock Hrs./Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lec.</td>
</tr>
<tr>
<td>DHYG 320: Preventive</td>
<td>2</td>
</tr>
<tr>
<td>Dental Therapy</td>
<td>1</td>
</tr>
<tr>
<td>DHYG 422: Essentials of</td>
<td>4</td>
</tr>
<tr>
<td>Dental Hygiene Practice</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 410c: DH Clinic</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 311a</td>
<td></td>
</tr>
<tr>
<td>Clinic Correlation</td>
<td>1</td>
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<tr>
<td>TOTAL HRS/WEEK</td>
<td>4</td>
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</tbody>
</table>

#### B. Supplemental Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Clock Hrs./Week</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
<td>10</td>
</tr>
<tr>
<td>Class Preparation</td>
<td>6</td>
</tr>
<tr>
<td>Student Counseling</td>
<td>2</td>
</tr>
<tr>
<td>Committee Activity</td>
<td>2</td>
</tr>
<tr>
<td>Extramural Employment</td>
<td>8</td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL HRS/WEEK** 28

**Hours per week devoted to Total Effort (A+B)** 40
Self-Study Formatting

Formatting, continued

- tabs divide sections within each volume
  - 6 tabs (one for each standard)
  - tab for each course in curriculum document
  - tab for each exhibit
  - e-copy may not include tabs, page numbers must correspond w/ hard copy pagination
Example of Tabs
Assembling the Self-Study

Lightweight spiral bound or soft pliable plastic binders

- Do not use hard bound 3-ring binders

Send Self-Study at least 60 days prior to visit

- One (1) paper and electronic copy to each member of site visit committee
- One (1) paper and electronic copy to CODA office
- Include preliminary schedule* in MS Word

*staff or site visit chair will review and suggest revisions if needed
Sample of Binding and Number of Documents
Electronic Submission “Hints”

• File Formats most typically used:
  – Adobe Portable Document Format (.pdf)
  – Microsoft Word (.doc or docx)

• Media:
  – CD-ROM
  – Memory stick / USB travel drive
  – **Sending via e-mail** is prohibited
  – 5 mg. limit
Electronic Submission “Hints”

• Test file opening from a home computer

• Don’t position documents sideways (portrait, not landscape)

• Peer-to-peer file sharing software (Dropbox, Kazaa, Morpheus, LimeWare, Bit Torrent, etc.) is **not** permitted to transmit the documents to CODA or CODA volunteers
### Incorrect-Landscape

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Lec., Lab, Clinic</th>
<th>Lec.</th>
<th>Lab</th>
<th>Clinic</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>BIO-105 Anatomy: Histol.</td>
<td>2 3 0 1:30 1:15</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>CHE-105 Chem.-Health Sciences</td>
<td>3 3 0 1:30 1:30</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>DEH-107 Dental Anatomy: Histol.</td>
<td>1:30 1:30 1:30 1:30</td>
<td>-----</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Person Responsible</td>
<td>Ms. Doe Ms. White Dr. Grey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Correct-Portrait

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Clock Hours/Week</th>
<th>Faculty/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>CHE-105 Anatomy &amp; Physiol. I</td>
<td>3 0 1:30 1:30</td>
<td>Dr. Grey</td>
</tr>
<tr>
<td>17</td>
<td>CHE-105 Chem.-Health Sciences</td>
<td>3 0 1:30 1:30</td>
<td>Ms. White</td>
</tr>
<tr>
<td>0</td>
<td>DEH-107 Dental Anatomy: Histol.</td>
<td>2 0 1:30 1:15</td>
<td>Ms. Doe</td>
</tr>
</tbody>
</table>
Self-Study Formatting

Does your Self Study have ALL of the following?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Cover Page</strong> that identifies the program for each physical book.</td>
<td>(also included in the digital copy).</td>
</tr>
<tr>
<td><strong>Sequential Page Numbers</strong> throughout each physical book.</td>
<td></td>
</tr>
<tr>
<td><strong>A Table of Contents</strong> for each physical book.</td>
<td>(lists each document and the corresponding page number).</td>
</tr>
<tr>
<td><strong>A Tab</strong> for each standard, exhibit section (i.e. “Standard 1 Exhibits, etc.) and course in the curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>As few physical books as possible?</strong></td>
<td>(Please note, for Allied Self Studies ONLY, the 200 page limit no longer applies. However, please make sure that Site Visitors will be able to easily navigate these physical books. Please limit your documents to what is requested to demonstrate compliance.)</td>
</tr>
<tr>
<td><strong>ONE digital file (PDF or Word) per physical book submitted?</strong></td>
<td>(Please note, for Allied Self Studies ONLY, the 20 MB file size limit no longer applies.)</td>
</tr>
<tr>
<td><strong>NO active internet links?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>NO patient protected health information (PHI) or HIPAA identifiers</strong></td>
<td>as outlined in section 164.514 of the HIPAA Privacy Rule.</td>
</tr>
<tr>
<td><strong>NO sensitive personally identifiable information (“PII”)</strong></td>
<td>such as social security numbers, drivers’ license numbers, credit card numbers, account numbers, etc.</td>
</tr>
</tbody>
</table>

*If the program/institution submits documentation that does not comply with the directives on PHI and PII, CODA will assess an administrative fee of $4000 to the institution; a resubmission that continues to contain PHI or PII will be assessed an additional $4000 fee.

If you have any questions regarding the formatting of your Self Study, please contact a member of the CODA Allied Staff.
Current CODA Documents

Always refer to the CODA website for the most recent documents

– Updated documents uploaded late Feb/March and Aug/Sept
– Check revision history

Updates sent to all COIs after each CODA meeting

– Unofficial Report of Major Actions
  • Summary of the Open CODA meeting
  • Includes a list of all disciplines with standards revisions
### Accreditation Standards for Dental Hygiene Education Programs

#### Document Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 26, 2007</td>
<td>Accreditation Standards for Dental Hygiene Education Programs</td>
<td>Adopted</td>
</tr>
<tr>
<td>July 26, 2007</td>
<td>Standards to Ensure Program Integrity Examples of Evidence Modified: Standard 1-3</td>
<td>Approved and Implemented</td>
</tr>
<tr>
<td>February 1, 2008</td>
<td>Intent Statement Modified: Standard 3-3</td>
<td>Approved and Implemented</td>
</tr>
<tr>
<td>February 1, 2008</td>
<td>Revised Definition of Terms and Usage of Examples of Evidence</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>January 1, 2009</td>
<td>Accreditation Standards for Dental Hygiene Education Programs</td>
<td>Implemented</td>
</tr>
<tr>
<td>July 30, 2009</td>
<td>Revised Standard 2-17</td>
<td>Adopted</td>
</tr>
<tr>
<td>January 1, 2010</td>
<td>Revised Standard 2-17</td>
<td>Implemented</td>
</tr>
<tr>
<td>February 3, 2012</td>
<td>Revised Standards 2-16, 2-17, 2-19, 2-22, 2-25, 3-3, 3-7, 4-3, 4-5, 4-7</td>
<td>Adopted</td>
</tr>
<tr>
<td>August 8, 2012</td>
<td>Revised Standard, 3-7 Intent Statement Modified, 3-8</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>January 1, 2013</td>
<td>Revised Standards 2-16, 2-17, 2-19, 2-22, 2-25, 3-3, 3-7, 4-3, 4-5, 4-7</td>
<td>Implemented</td>
</tr>
<tr>
<td>August 9, 2013</td>
<td>Revised Standards 2-20, 3-7</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>August 1, 2014</td>
<td>Renumbered Standards 2-9 through 2-12 to be subsection a, b, c and d of 2-8</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>February 6, 2015</td>
<td>Revised Standards 2-4, 3-6, 3-7,b</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>February 6, 2015</td>
<td>Revised Standard 2-1</td>
<td>Adopted</td>
</tr>
</tbody>
</table>

- **August 6, 2015**: New Standard 2-18 Adopted
- **January 1, 2016**: Revised Standard 2-1, New Standard 2-18 Implemented
- **February 5, 2016**: Revised Accreditation Status Definition Adopted and Implemented
- **August 5, 2016**: Revised Standards 2-15 and 4-4 Adopted and Implemented
- **August 5, 2016**: Revised Standard 3-6 Adopted
- **January 1, 2017**: Revised Mission Statement Implemented
- **February 3, 2017**: Revised Standards 2-8b and 4-4b Adopted and Implemented
- **July 1, 2017**: Revised Standard 3-6 Implemented
- **August 4, 2017**: Revised Standards 2-14 and 3-7 Adopted and Implemented
- **February 2, 2018**: Revised Definitions of Terms Adopted and Implemented
Distributing the Self-Study

• Occasionally, the site visit team is not finalized 60 days before the site visit. In these cases, the 60-day requirement is waived and the self-study should be sent as soon as the program is notified of the team by the site visit coordinator.

• Program should keep the team’s self-study until it is notified of the site visit team.
During the Visit
The Site Visit

Fact finding and verification activities

- Interviews *(private and confidential)*
- Observations
- Document reviews
Initial Conferences

Program Director
- Private
- Orientation information
- Re-confirm schedule
  - Address last minute changes
  - Provide any requested information or clarification

All Administration
- Institution/program invites attendees
- Faculty do not attend
- Admissions (unless combined visit)
- Questions on strategic planning and budget
Conference Room(s)

- One ‘lockable’ room per discipline
- Provide key
- Sufficient workspace
- Chairs outside for waiting faculty
- Sign outside
- Computer, printer, internet access
- Beverages and light snacks
On-Site Documentation

**Must** be organized and placed in conference room for each discipline in preparation for on-site review

- Complete copy of the Self-Study
- State Dental Practice Act sections
- Examples of student work
- Binder with faculty credentials
- Departmental statistical records
- Evaluations: Teaching staff and student
- Complaint log
- Student & Faculty CPR records
Responsibilities of the Program Director

✓ Meet/greet the visiting committee
✓ Available for assistance and requests
✓ Ensures faculty prepared and on-time
✓ Keep administration informed
✓ Facilitate requests
✓ Drive team to private dental offices/laboratories (DA/DLT) and educational activity sites, as applicable
Tour of the Facility/Learning Resources Center

• Time depends on size of facility

• Guided by program director (disciplines separate)

• Clinic reception, clinic, radiology, materials laboratory, classroom, faculty offices, sterilization

• Can include the Learning Resources Center if in close proximity to the facility
Learning Resources*

• Library
• Computer lab (if applicable)
• Departmental learning resources
• Team is reviewing holdings available to students as well as process for obtaining new materials

* May conduct with facility tour, with additional time built into facility tour schedule, as needed.
Faculty Interviews

✓ Confidential
✓ 10-15 minutes per course
✓ Schedule courses by faculty
✓ 1st year curriculum on 1st day
✓ Faculty with primary responsibility attends
  ✓ Team-taught courses (two primary)
  ✓ CODA will not interview additional clinical and laboratory faculty
✓ Faculty outside program (possible)
Faculty Interviews

✓ Prepare the faculty for the interview

✓ Ensure they are on-time and prepared

✓ Purpose to determine how the course fits into the curriculum, how it meets the standards – not so much about teaching strategies

✓ Binder with faculty qualifications on-site

(See Qualifications Checklist)
Faculty Interviews

Advise faculty to bring:

- ✔ Course materials/syllabi/schedules
- ✔ Completed evaluation examples
- ✔ Student assignment examples
- ✔ Be prepared to discuss qualifications
- ✔ Provide chair for waiting faculty
### Faculty Qualifications Checklist

*An aid to be used as needed*

<table>
<thead>
<tr>
<th>Name</th>
<th>Indicate Course Type(s)</th>
<th>Degree Type</th>
<th>Currently Enrolled</th>
<th>Ed Meth</th>
<th>Background/Experience</th>
<th>Current Subject Knowledge</th>
<th>CDA</th>
<th>RDH</th>
<th>CPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. D. Educator</td>
<td>D, L, C</td>
<td>MS</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>n/a</td>
<td>x</td>
</tr>
</tbody>
</table>
Liaison/Advisory Conference

• First day luncheon recommended*

• Program administration and faculty included* (1st half)

• Stress importance of advisory member attendance and prepare them well in advance
  – Should be able to discuss their experiences on advisory

• Allow 30-45 minutes for meal, same for conference with advisory committee members

* Alternatives should be arranged with staff/site visit chair
Student Interviews

- Separate session for each discipline (DA/DH/DLT)
- Faculty or administration does not attend
- Topics of discussion may include:
  - Admissions, Student Services, Financial Aid, Curriculum, Student Evaluations, Clinical Procedures
- Explain meeting is confidential, site visit team looks at many sources, they will be unaffected by any possible accreditation status changes
Tour 2 Extramural Facilities (DA & DLT Only)

- Provide list of all extramural clinical/laboratory sites used by the program in the self-study
  - Type of facility or practice
  - Distance from the school
  - Cannot be a site with advisory committee members
  - Program director drives and remains in waiting room
- Program notifies selected sites about the nature of the visit
- Approximately 10-15 minutes per site
- Team may speak to office manager, assistant in primary contact with the student, and student (if appropriate)
Final Conference

✓ Institution determines attendees.
✓ The draft team report is presented **verbally**.
✓ Notes are welcome, but **no recording, smart phones, etc.** allowed.
✓ Take notes and **ask questions** while the team is available.
✓ Chronology of events after visit will be explained.
After the Site Visit
What Happens after the Site Visit

• Contact CODA for questions – NOT THE TEAM

• Draft site visit report sent to the program
  – CAO, CEO and program director will receive copy and all attachments via e-mail approximately 6-8 weeks from the date of the site visit

• Institution has 30 days to report factual inaccuracies and/or differences of perception

• The site visit reports for visits November 1 through April 30 reviewed at Summer Commission meeting

• The site visit reports for visits May 1 through October 31 reviewed at Winter Commission meeting.
A "RECOMMENDATION" is made when the program does not comply with a standard. The program must report changes made to bring the program into compliance.

A "SUGGESTION" is made when a program complies with the standard, but an area could be enhanced. The program is not obligated to respond.
Preliminary Draft Site Visit Report

Sent by CODA staff within 6-8 weeks (email)

No Recommendations and/or Formal Suggestions
  – Nothing due, unless report of factual inaccuracies

Recommendations cited
  – Program must report and come into full compliance within:
    • DH and DLT – 24 months
    • DA – 18 months
If Recommendations Are Cited:

✔ Correct **factual inaccuracies** and/or note differences in perception within **30 days**

✔ You may report on progress implementing recommendations before the first meeting following your visit, but it is not required

✔ Clock “starts ticking” at Commission meeting
Feedback after the Site Visit

Post Site Visit Survey

– Emailed to program director and CAO
– Confidential
– CODA requests feedback on:
  • site visit logistics
  • materials
  • site visitors
The Letter of Transmittal

- Protocol-sent within 30 days of the Commission meeting.
- Commission database updated within 14 days of Commission meeting.
- Action/Date of Next Site Visit
- Follow-up
  - Progress Report
  - Site Visit
  - Documentation Requested for Area(s) of Deficiency
Progress Report

• If Recommendations as a result of CODA review
  – Defined period of compliance
  – Dependent upon length of program
    (up to 18 or 24 months)

• **Note**: If there are outstanding recommendations and the Standard has changed/revised, the institution will be held to the new standard
CODA Resources
Why is it important for programs to know “What’s NEW” with Accreditation Standards?

• Self-Study is sent about one year ahead; due to team members two months in advance of site visit

• Standards *may* change *within* that time
  – Proposals for revision
  – Adoption of revisions
  – Implementation of revisions

• Site visitors review program based upon standards *at time of visit*, which may be revised *(adopted and implemented)* from those that formed the basis for the Self-Study that was completed and studied before visit
CODA Website

- [http://www.ada.org/coda](http://www.ada.org/coda)
- Standards, Self-Study, Frequency of Citings, and SVER
- Policies and Procedures
- CODA Communicator
  - Information on Hearings/Call for Comments on proposed new & revised accreditation standards
  - Recently adopted accreditation standards and policy
  - Dates of Commission meetings
  - Upcoming site visits
Site Visit Materials & Policies

- Site Visit Documents
- Upcoming Site Visits

- EOPP
- Reporting Off-Campus Sites
- Program Change Guidelines
- Complaint Policy
- Submission Guidelines
CODA Webinars

• CODA website for Training Webinar Series

• Current webinar on Reporting Program Changes

• Future topics
  – Initial Applications
  – Site Visits
  – Meeting Recaps
  – Outcomes Assessment

• If you have any suggestions for future webinars, contact the CODA allied managers
Accreditation News


- New Standards
- Hearings
- Call for Review Committee Members
- CODA Meeting Minutes
- CODA Communicator
- Unofficial Report of Major Actions
CODA Contacts

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