Commission on Dental Accreditation
Allied Dental Education Site Visit Orientation

2018 Allied Program Directors’ Conference
American Dental Education Association
Monday, June 4, 2018
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Doreen Johnson, RDH, MA Ed
Session Overview

• Session 1: CODA Policy Update
  ▪ 1:00pm-1:30pm

• Session 2: Preparing for an Allied Accreditation Site Visit
  ▪ 1:30pm-3:30pm

• Session 3: Q&A Forum
  ▪ 3:30pm-5:00pm
Presentation Objectives

To reacquaint you with the Commission’s site visit evaluation process, including:

• Review of Current Policies/Documents Used by CODA

• Preparation Before the Visit:
  – Timelines for mailings and correspondence
  – Completion of the self-study

• Activities During the Visit

• Follow-up After the Visit

• On-line and Staff Resources
What’s New and What to Review: Policies and Procedures
Overview of Commission Policies

- Accreditation Status Definitions
- Policy on Integrity
- Reporting Program Changes
- Distance Education
- Policy on Discontinuance or Closure of Educational Programs Accredited by CODA Confidentiality
- Principles of Ethics in Programmatic Advertising and Student Recruitment
Overview of Commission Policy, Continued

• Reporting and Approval of Sites Where Educational Activity Occurs
• Frequency of Citings
• Complaints Against Educational Programs
• Conflict of Interest
• Confidentiality
• Compliance with HIPAA (Privacy and Data Security)
• Third Party Comments
Overview of Commission Policy, Continued

• Due Process-Review Committee Special Appearances
• Policy on Preparation and Submission of Reports to the Commission (effective 8/17)
• Electronic Submission of Self-Study and Reports
• CODA’s Development of Electronic Accreditation System
• On-Demand Webinar
What’s New:

• Policy and Procedures
Accreditation Status Definitions

Modification of Status: **Withdraw**

- CODA added the statement below to its definition of “withdraw”:

  Upon withdrawal of accreditation by the Commission, the program is no longer recognized by the United States Department of Education.
Accreditation Status Definitions

- Modification of Status: Approval *(with reporting requirements)*

- An accreditation classification granted to an educational program indicating that specific deficiencies or weaknesses exist in one or more areas of the program. Evidence of compliance with the cited standards or policies must be demonstrated within a timeframe not to exceed eighteen (18) months if the program is between one and two years in length or two years if the program is at least two years in length. If the deficiencies are not corrected within the specified time period, accreditation will be withdrawn, unless the Commission extends the period for achieving compliance for good cause. Identification of new deficiencies during the reporting time period will not result in a modification of the specified deadline for compliance with prior deficiencies.
Policy on Integrity

• Integrity is expected throughout the accreditation process

• New language: All program changes will be reported in a timely manner and in accordance with the Commission’s Policy on Reporting Program Changes
Reporting Program Changes in Accredited Programs

- 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

- 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. (Advanced education programs see Policy on Enrollment Increases In Advanced Education Programs; Predoctoral programs see Guidelines for Requesting an Increase in Enrollment in a Predoctoral Dental Education Program and Postdoctoral General Dentistry Education programs see Guidelines for Reporting Enrollment Increases in Postdoctoral General Dentistry Education Programs)
Examples of Program Changes that Need Prior Commission Approval-Reminder

• 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 for Postdoctoral programs;
• Any increase in program enrollment for advanced education programs;
• 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;
Examples of Program Changes that Need Prior Commission Approval-Reminder

- Change in the nature of the 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;
- Change in the required length of the program;
- Reduction of program dental facilities that could affect the ability of the program to meet the standards;
- Addition of advanced standing opportunity (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
NEW - Policy on Preparation and Submission of Reports to the Commission (effective 8/17)

• All institutions offering programs accredited by the Commission are expected to prepare reports that adhere to guidelines set forth by the Commission on Dental Accreditation, including required verification signatures by the institution’s chief executive officer. The Commission’s various guidelines for preparing and submitting reports, including electronic submission, can be found on the Commission’s website or obtained from the Commission staff.

• In addition, all institutions must meet established deadlines for submission of requested information. Any information that does not meet the preparation or submission guidelines or is received after the prescribed deadline may be returned to the program or held for consideration at the following meeting in accordance with the wishes of the program. The Commission’s timelines for demonstration of full compliance with the cited standards will not be modified as a result of the delayed review. See the Commission’s Policy on Missed Deadlines.
Administrator Verification
Self-Study Guide for the Evaluation of a Dental Hygiene Education Program

I have reviewed this document and verify that the information it is accurate and complete, and that it complies with the Commission on Dental Accreditation’s Privacy and Data Security Requirements for Institutions.

*If the program is co-sponsored by more than one institution, the appropriate administrators of both institutions must verify the contents of the application. This page may be expanded to include all verifications.
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.
Does this Site Need Prior Approval?

• Prior approval required:
  – Establishing Off-Campus sites not owned by the sponsoring institution used to meet accreditation standards or program requirements

• Prior approval not required:
  – Establishing Off-Campus sites owned by the sponsoring institution used to meet accreditation standards or program requirements
Reporting Sites Where Educational Activity Occurs

Is the educational activity at the site supplemental and not required for accreditation or program requirements?  
- Yes: No site visit required; No report required; No approval of site required
- No: Is the activity site owned by the sponsoring institution?

Is the activity site owned by the sponsoring institution?  
- Yes: Report required to CODA at least 30 days prior to using site, using Guidelines for Reporting Sites Where Educational Activity Occurs; Acknowledged by CODA; May be visited at the time of the next site visit.
- No: Are Students/Residents assessed using competency assessments or comparable summative assessments at this site?

Are Students/Residents assessed using competency assessments or comparable summative assessments at this site?  
- Yes (This is a Major Site): Report required to CODA by June 1 for Summer meeting or December 1 for Winter meeting, using Guidelines on Reporting and Approval of Sites Where Educational Activity Occurs; Must be approved before using; CODA may direct special focused site visit; Site may be visited during future site visit.
- No (This is a Minor Site): Report required to CODA 30 days prior to using site, using Guidelines on Reporting and Approval of Sites Where Educational Activity Occurs; Acknowledged by CODA; May be visited at the time of the next site visit.

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 fair, 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 site 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.
Policy on Reporting and Approval of Sites Where Educational Activity Occurs

- The Commission expects programs to follow the EOPP guidelines and accreditation standards when developing, implementing and monitoring activity sites used to provide educational experiences.

- The Commission must ensure that the necessary education as defined by the standards is available, and appropriate resources (adequate faculty and staff, availability of patient experiences, and distance learning provisions) are provided to all students/residents enrolled in an accredited program.

- Generally, only programs without reporting requirements will be approved to initiate educational experiences at major activity sites.
Frequency of Citings

Dental Assisting

- From January 1, 2014 to October 31, 2017
- 145 site visit reports
- 1,101 citings of non-compliance
  - Standard 1-80 citings
  - Standard 2-778 citings
  - Standard 3-144 citings
  - Standard 4-40 citings
  - Standard 5-52 citings
  - Standard 6-7 citings
Frequency of Citings, continued

• Most frequently cited:
  – **Standard 2-6**, a through f, which describes the course documentation components provided to students and represents 21.5% (167) of all Standard 2 citations
  – Subsets of **Standard 2-8**, related to content in essential dental assisting skills-17% (132)
  – **Standard 2-9** related to content in chairside dental assisting functions-10.4% (81)
Frequency of Citings, continued

Dental Hygiene

– From January 1, 2014 to October 31, 2017

• 409 site visit reports

• 1,793 citings of non-compliance
  – Standard 1- 125 citings
  – Standard 2- 956 citings
  – Standard 3- 306 citings
  – Standard 4- 143 citings
  – Standard 5- 86 citings
  – Standard 6- 177 citings
• Most frequently cited:
  – **Standard 2-12** (subsets) received a total of 219 citations. Standard 2-12 requires graduate competence in providing dental hygiene care for various patient types and for assessing the treatment needs of patients with special needs.
    • Child (42)
    • Adolescent (52)
    • Adult (31)
    • Geriatric (48)
    • Patients with special needs (46)
Frequency of Citings, continued

• Standard 2-7 was cited a total of 196 times.
  – Describes the course documentation components provided to students

• Standard 3-7 was cited a total of 137 times
  ➢ Requires full-time faculty of a dental hygiene program possess a baccalaureate or higher degree. (20)
  ➢ Requires current knowledge of the specific subject(s) faculty are teaching (50)
  ➢ Requires educational methodology for faculty (67)
Frequency of Citings, continued

**Dental Laboratory Technology**

- From January 1, 2014 to October 31, 2017

- 10 site visit reports

- 15 citings of non-compliance
  - Standard 1- 2 citings
  - **Standard 2- 7 citings**
  - Standard 3- 5 citings
  - Standard 4- 0 citings
  - Standard 5- 1 citing

- Due to the limited number of site visits and a total of 12 citings of noncompliance, a trend in the data cannot be identified.
Clarification added that CODA’s assistance to students/residents transferring from a discontinuing or closing program to another accredited program will be provided in the form of guidance with reporting program changes to CODA for review.
• Under Advertising, Publications, and Promotional Literature, CODA clarified that: The sponsor of the educational program must be clearly identified when referencing the program’s accreditation status with CODA.
Complaints Against Educational Programs

• Establishment of a process for consideration of “anonymous” comments/complaints (unsigned comments/complaints)
  – Complaint with sufficient evidence of probable cause of noncompliance with standard(s) or policy(ies) will be handled like a formal written complaint.
  – Complaint without sufficient evidence of probable cause of noncompliance with standard(s) or policy(ies) will be added to program’s file for review at next accreditation site visit.

• Once a complaint is submitted and reviewed by CODA staff, it becomes the property of CODA and may not be withdrawn by the complainant for the purpose of CODA review.
Conflict of Interest Policy

- Clarifying that the state board representative may be a graduate of the program or reside in the state; however, this individual is held to all other conflict of interest requirements as would be expected for the site visit team members.
Confidentiality Policy

• Clarifying that CODA may share program information in instances related to USDE re-recognition or responding to state or federal legal requirements, as appropriate.
• CODA has increased the penalty fee from $1000 to $4000 per program submission, effective with any documents submitted to CODA postmarked or emailed on or after February 19, 2018
• Resubmissions that continue to contain PHI/PII will be issued an additional $4000 per program submission
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
Due Process – Review Committee Special Appearances

• Programs that may request review committee special appearance at its next meeting are programs that, at its prior meeting, CODA granted the status of:
  – “approval with reporting requirements,”
  – “approval with reporting requirements, intent to withdraw,” or
  – denied a requested program change, and the program submits a subsequent program change report for the next CODA meeting
Due Process – Review Committee Special Appearances

• Additional written materials for the Review Committee must be submitted at least one (1) week prior to the meeting, absent documented extraordinary circumstances

• No additional information may be provided on the day of the special appearance at the Review Committee meeting
What to Review:

• Policies and Procedures
Complaint Policy

- Two (2) parts…
- Part 1: Demonstrate that students/residents are notified, at least annually, of the opportunity and the procedures to file complaints with the Commission
- Part 2: Maintain a record of student/resident complaints
- Provide evidence of notification and records to the visiting committee
Distance Education Policy

- 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
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
New On-Demand Webinar

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

New Documents Available

• CODA Fees Schedule 2017 - 2019
  https://www.ada.org/en/coda/accreditation/fees
  – Remember, annual fee is doubled in the year of a site visit

• Evaluation and Operational Policies and Procedures
Session 2: Preparing for an Allied Accreditation Site Visit

- Communications from CODA
- Timelines for Mailings and Correspondence
- Completion of the self-study
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 (via e-mail) announcing site visit
- Forms and documents include:
  - 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
  - Sites Where Education Activity Occurs Form - return of form required
  - 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
- It is very important that you return the following documents by the due date because we cannot move forward with scheduling your site visit without the documents
Sites Where Educational Activity Occurs Form

- All sites (not the primary clinic) and all program rotations must be documented (clinical and didactic)
- Site visit team will review this form and determine which sites will be included in the visit
- 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
Discipline-Specific Exemptions

Dental Assisting and 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
Site Visit Letter #2: Acknowledgement of Site Visit

- Sent after the program has returned requested documentation from Site Visit Letter #1 in April.
- 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
- 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
- It is very important that you return the following documents by the due date because we cannot move forward with assigning site visitors to your site visit
Site Visit Letter #3: Final Communication

• Sent 3 to 4 months prior to the site visit

• 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/Residents 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
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 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
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 in 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.
• 2018 annual fee is $1,890 for all DA & DH programs and $1,340 for DLT programs. The 2019 annual fee is $1,970 for all DA & DH programs and $1,400 for DLT programs. Invoices are sent in March.
### Composition of Visiting Committee

#### Single Discipline Visit
- Site Visit Chair
- 2nd Site Visitor
- Allied Dentist*
- NADL Representative*
- State Board Representative (if invited)
- Silent observer (if requested by CODA)
- Review Committee member and/or Commissioner observer (if requested by CODA)

1.75 days in length ends at 3:00PM second day

#### Combined Visit
- Staff or Site Visit Chair
- Discipline Site Visitors (1 for each discipline)
- Allied Dentist
- State Board Representative (if invited)
- NADL Representative*
- Silent observer (if requested by CODA)
- Review Committee member and/or Commissioner observer (if requested by CODA)

2.5 days in length ends at 10:00AM third day
State Board Representative

- 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.
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
Preparing Self-Study

Approximate timetable (months prior to the visit):

12-14  Begin compilation of document
6      Last exhibits added; draft document complete
5      Draft document reviewed institution-wide
      **No Protected Health Information (PHI) or Personally Identifiable Information (PII)**
4      Document finalized and duplicated
3      Third Party Comments Posting
2      Final self-study document and agenda forwarded to members of visiting committee 60 days prior to visit. Electronic 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 is 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:

- **Title Page**
  - Name, address, telephone number, web address, date of site visit

- **Verification Page**
  - Signatures and titles of administrators (verifies content accuracy and no PII PHI)
  - Included in hard and electronic copy

- **Table of Contents (TOC)**
  - Include for all volumes including verification page and exhibits
  - Include TOC for each separate binder

- **Separate Curriculum Document**
- **Schedule of Conferences**
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)
• Staff/Site visit chair may discuss revisions until team approves
• Have finalized version hard copies available on-site
Schedule Components Overview

- Director
- Administration
- Tour of facilities/ LRC
- Faculty interviews
- Advisory board session
- All student interviews

- Off-campus sites
- Debriefings
- Final program director conference
- Final administration conference
About PHI and PII…

• The program’s documentation for CODA (self-study, application, or reports to CODA, for example) must NOT contain any sensitive personally identifiable information (“Sensitive Information” or “PII”) as outlined in “Privacy and Data Security Requirements for Institutions”. Similarly, such documentation must not contain any identifiable patient information (“PHI”); therefore, 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 to CODA, institutions must fully and appropriately redact all PII 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.
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
    - Program completion
    - Job placement
    - Standardized exams
Example Self Study Narrative Table of Contents

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<td>Standard 6 – Patient Care Services</td>
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<td>Conclusions and Summary of Self-Study Report</td>
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*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
# Example Curriculum Table of Contents

## Courses

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<td>310</td>
<td>Introduction to Periodontal Diseases</td>
<td>pg. 431</td>
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</tbody>
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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
# Sample Exhibits Table of Contents

## 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>DHYG 320: Preventive Dental Therapy</td>
<td>2</td>
</tr>
<tr>
<td>DHYG 422: Essentials of Dental Hygiene Practice</td>
<td>1</td>
</tr>
<tr>
<td>DHYG 410c DH Clinic</td>
<td>4</td>
</tr>
<tr>
<td>DHYG 311a</td>
<td>4</td>
</tr>
<tr>
<td>Clinic Correlation</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL HRS/WEEK** 4

### B. Supplemental Responsibilities

| Administration               | 10              |
| Class Preparation            | 6               |
| Student Counseling           | 2               |
| Committee Activity           | 2               |
| Extramural Employment        | 8               |
| Other (specify)              |                 |

**TOTAL HRS/WEEK** 28

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

• **Formatting cont.**
  – tabs divide sections within each volume
    • 6 tabs (once 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
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) 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 MB limit

  – Test file opening from a home computer

  – Don’t position documents sideways (portrait not landscape)

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Lec.</th>
<th>Lab.</th>
<th>Clinic</th>
<th>Clock Hours/Week</th>
<th>Faculty/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>CHE-105</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>17</td>
<td>BIO-105</td>
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<td>0</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>1.30</td>
<td>1.30</td>
<td>1.30</td>
<td>1.30</td>
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</tr>
</tbody>
</table>

*Faculty/Student Ratio:
- Ms. Doe
- Ms. White
- Dr. Grey

### Correct

<table>
<thead>
<tr>
<th>Number</th>
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<th>Lec.</th>
<th>Lab.</th>
<th>Clinic</th>
<th>Clock Hours/Week</th>
<th>Faculty/Student Ratio</th>
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</thead>
<tbody>
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<td>CHE-105</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>---</td>
</tr>
<tr>
<td>17</td>
<td>BIO-105</td>
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<td>0</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
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<td></td>
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<td>1.30</td>
<td>1.30</td>
<td>1.30</td>
<td>---</td>
</tr>
</tbody>
</table>

*Faculty/Student Ratio:
- Ms. Doe
- Ms. White
- Dr. Grey

### First Term:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>Lec.</th>
<th>Lab.</th>
<th>Clinic</th>
<th>Clock Hours/Week</th>
<th>Faculty/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Anatomy &amp; Physiol. I</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1:30</td>
<td>1:30</td>
</tr>
<tr>
<td>3</td>
<td>Chem.-Health Sciences</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1:30</td>
<td>1:30</td>
</tr>
<tr>
<td>2</td>
<td>Dental Anatomy: Histol.</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1:30</td>
<td>1:15</td>
</tr>
</tbody>
</table>

*Only use Landscape for electronic documents, not printed.

Make it easy for the site visit team to read your documents.
## Self-Study Formatting

### Does your Self-Study have ALL of the following?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Cover Page</td>
<td>that identifies the program for each physical book (also included in the digital copy)?</td>
</tr>
<tr>
<td>Sequential Page Numbers</td>
<td>throughout each physical book?</td>
</tr>
<tr>
<td>A Table of Contents</td>
<td>for each physical book that lists each document and the corresponding page number?</td>
</tr>
<tr>
<td>A Tab</td>
<td>for each standard, exhibit section (i.e. &quot;Standard 1 Exhibits, etc&quot;) and course in the curriculum?</td>
</tr>
<tr>
<td>As few physical books as possible?</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>ONE digital file (PDF or Word) per physical book submitted?</td>
<td>(Please note, for Allied Self-Studies ONLY, the 20 MB file size limit no longer applies.)</td>
</tr>
<tr>
<td>NO active internet links?</td>
<td></td>
</tr>
<tr>
<td>NO patient-protected health information (PHI) or HIPAA identifiers as outlined in section 164.514 of the HIPAA Privacy Rule?</td>
<td></td>
</tr>
<tr>
<td>NO sensitive personally identifiable information (&quot;PHI&quot;) such as social security numbers, drivers’ license numbers, credit card numbers, account numbers, etc.?</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
- If the program/institution submits documentation that does not comply with the directives on PHI and PHI, CODA will assess a penalty fee of $1000 to the institution; a resubmission that continues to contain PHI or PHI will be assessed an additional $1000 fee.
- If you have any questions regarding the formatting of your Self-Study, please contact a member of the CODA Allied Staff.

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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 Assisting Education Programs

## Document Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1, 2013</td>
<td>Accreditation Standards for Dental Assisting Education Programs</td>
<td>Adopted</td>
</tr>
<tr>
<td>August 9, 2013</td>
<td>Revised Accreditation Status Definition</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>January 1, 2014</td>
<td>Accreditation Standards for Dental Assisting Education Programs</td>
<td>Implemented</td>
</tr>
<tr>
<td>August 1, 2014</td>
<td>Intent Statement Modified: Standard 2-5</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>February 6, 2015</td>
<td>Revised Standard 2-2</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>August 6, 2015</td>
<td>Revised Intent Statement and Examples of Evidence: 1-7</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td></td>
<td>Revised Examples of Evidence: 2-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Added Intent Statement: 2-17</td>
<td></td>
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<tr>
<td></td>
<td>Revised Standard: 5-3</td>
<td></td>
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<tr>
<td>February 5, 2016</td>
<td>Revised Accreditation Status Definition</td>
<td>Adopted and Implemented</td>
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<tr>
<td>August 5, 2016</td>
<td>Revised Standard and Intent Statement: 4-10</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
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<td>Revised Standards: 2-9 and 5-1</td>
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</tr>
<tr>
<td>January 1, 2017</td>
<td>Revised Mission Statement</td>
<td>Implemented</td>
</tr>
</tbody>
</table>

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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/resident
  - Complaint log
  - 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
## Qualifications Checklist

### 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>
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
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 a list of all extramural clinical/laboratory sites used by the program in the self-study
  - Type of facility or practice
  - Distance from the school
  - 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 with the office manager, the assistant in primary contact with the student, and the 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 Visit
What happens after the 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

- 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 4-6 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 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 visit

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

- Protocol-sent within 30 days of the Commission meeting
- Action/Date of Next Site Visit
- Follow-up
  - Progress Report
  - Site Visit
  - Documentation Requested for Area(s) of Deficiency
• 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
  – New Program Directors and Initial Applications
  – Site Visits
  – Meeting Recaps
  – General Process
• If you have any suggestions for future webinars, contact the CODA allied managers
Website: CODA News

- Accreditation News
  - New Standards
  - Hearings
  - Call for Review Committee Members
  - CODA Meeting Minutes
  - CODA Communicator
  - Unofficial Report of Major Actions
As of January 1, 2018, the following Standards have been revised and implemented:

- Intent statements for Standards 1-7, 2-5, 2-21, and 2-22
- Standard 3-4 related to program director (baccalaureate degree)
- Standard 3-6 related to faculty qualifications (baccalaureate degree for any faculty providing didactic instruction)

February 1-2, 2018 meeting:
- adopted revision to DA Standard 2-1 related to admissions criteria, with implementation July 1, 2018.
February 1-2, 2018 meeting:
- adopted definition of Sponsoring Institution in the Definitions of Terms, with immediate implementation.

Comment Due June 1, 2018:
- Dental Hygiene*
  - Definition of Terms (Dental Hygiene Diagnosis and Dental Hygiene Process of Care), Standards 2-8d and 2-13
  - Standards 2-1(instruction) and 2-24 (curriculum management)

*Hearing at ADHA Annual Session
CODA Staff Contacts, continued

- **Doreen Johnson,**
  Manager, Allied Dental Education-Dental Hygiene Programs

  - 312-440-2695
  - johnsond@ada.org

- **Michelle Smith,**
  Manager, Allied Dental Education-Dental Assisting and Dental Laboratory Technology Programs

  - 312-440-4660
  - smithmi@ada.org
CODA Contacts

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  312-440-2718  sloyand@ada.org

• Bernadette Molina, site visit coordinator  
  312-440-2668  molinab@ada.org

• Sherin Tooks, director  
  312-440-2940  tookss@ada.org
QUESTIONS?

Thank You!