Commission on Dental Accreditation
Allied Dental Education Site Visit Orientation

2017 Allied Program Directors’ Conference
American Dental Education Association

Monday, June 5, 2017

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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-4:00pm
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
Session 1: Review of Policies and Procedures
Overview of Commission Policies

- Confidentiality
- Screening Lists for Site Visitors (Conflict of Interest)
- Silent Observer Opportunity
- Policy on Missed Deadlines
- Reporting Program Changes
- Reporting and Approval of Sites Where Educational Activity Occurs
Overview of Commission Policy, Continued

- Third Party Comments
- Complaint Policy
- Anonymous Complaints
- Distance Education
- Consulting
- Advertising
Confidentiality

• All materials generated and received in the accreditation process are confidential
• All sessions within the site visit are confidential
• No audio or video recording is permitted
• Oral comments made by site visitors during the visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized
• Publication of site visit team members’ names and/or contact information is prohibited.
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
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.
Policy on Missed Deadlines

• Program information (i.e., self-studies, progress reports, annual surveys or other kinds of accreditation-related information requested by the Commission) is considered an integral part of the accreditation process. If an institution fails to comply with the Commission’s request, or a prescribed deadline, it will be assumed that the institution no longer wishes to participate in the accreditation program. In this event, the Commission will immediately notify the chief executive officer of the institution of its intent to withdraw the accreditation of the program(s) at its next scheduled meeting.

• CODA expects programs to adhere to ALL deadlines, including those provided by CODA staff when following up on annual surveys or program changes, for example.

• Missed deadlines will be reported to the appropriate Review Committee and Commission for action.
Reporting Program Change

• Deadlines:
  – June 1 for Summer CODA Meeting
  – December 1 for Winter CODA Meeting

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

• 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.

• Contact CODA staff for guidance and review program change policy for more information.
Examples of Program Changes that Require 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;
Examples of Program Changes that Require 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);
- 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
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.
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
Policy on Reporting and Approval of Sites Where Educational Activity Occurs (Exemptions)

• Sites used for community service and service learning are exempt

• DA & DLT: extramural private dental offices and laboratories to provide students with clinical/laboratory work experience are exempt (DA Standard 2-21 and DLT 2-23)
  – list sites in self-study and reviewed during site visit
Policy on Reporting and Approval of 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?
  - **YES**: Report required to CODA at least 30 days prior to using site, using Policy on Reporting Program Changes in Accredited Programs; Acknowledged by CODA; May be visited at the time of the next site visit
  - **NO**: Are Students/Residents assessed for COMPETENCE 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:

- **Major Site**: Students/Residents required to complete an experience at this site to meet a program requirements or accreditation standards, and Competency Assessments performed at the site.
- **Minor Site**: Students/Residents required to complete an experience at this or another site to meet a program requirements or accreditation standards, and No Competency Assessments performed at the site. Evaluation may
- **Supplemental Activity Site**: Student/Resident chooses whether to visit the site outside of the educational program (e.g., volunteer mission trips, health fair, etc. not used to fulfill program or accreditation requirements).
Third Party Comment

- Posting provided in a mailing to the program from the Commission
- Must post 90 days prior to the site visit to demonstrate that students, patients and the public were notified of the upcoming visit
- Comment period expires 60 days prior to site visit
- Recommend that the third-party comment notification remain posted until after the site visit. Alternatively, provide a dated copy of the third-party comment posting to the visiting committee
- Program is notified if “relevant” comments are received
- Program provides written response 15 days prior to visit
- Adverse comments received after deadline (60 days) will be handled as a complaint
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
Anonymous Complaints

• Unsigned comment/complaint submitted to CODA
• Added to the program’s file for evaluation during the next scheduled site visit
• The program will have an opportunity to respond; response will be considered during the site visit evaluation
• Site visit team will be informed of the anonymous comment/complaint at the time of the site visit
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
Consulting

• Active site visitors may independently consult with educational programs accredited by CODA or applying for accreditation
  – All consulting roles must be disclosed to the Commission
  – Site visitors must file a declaration form signed by themselves and the institution/program with whom they consulted
  – Contact the Commission office for the declaration form
Consulting

- Individuals who provide consultation services do not represent CODA

- If you use a CODA site visitor for consultation services, the program must identify that individual on the screening list
Consulting-Review Committee Members

• Review committee members may not independently consult with a CODA-accredited program or a program applying for CODA accreditation
• Review Committee members may not serve as a site visitor for mock accreditation purposes
• Review Committee members should not serve as site visitors for an actual accreditation site visit to an accredited or developing program, unless deemed necessary in the following situations:
  – there is an inability to find a site visitor from the comprehensive list of site visitors
  – when the review committee believes a member should attend a visit for consistency in the review process.
Consulting-Commissioners

- Commissioners may not independently consult with a CODA-accredited program or a program applying for CODA accreditation or serve on a site visit team during their term of service.
• CODA logo cannot be used without the official Commission advertising statement
• If used online, must include link to CODA website
• Accreditation statement must be exact (status optional)

• Website must comply with all components of Policy on Ethics in Advertising and Student Recruitment
  – Faculty, degrees held, conferring institution
  – Admission requirements and procedures
  – Fees, tuition, program costs
  – Program completion requirements
  – Current employment opportunities
Advertising

• Must include CODA’s web address in announcement of programmatic accreditation.

• The program(s) in --discipline(s)-- is/are accredited by the Commission on Dental Accreditation [and has/ have been granted the accreditation status(es) of (--X--)]. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission’s web address is: http://www.ada.org/en/coda.
Policy on Electronic Submission of Accreditation Materials

• Effective January 1, 2008, CODA will charge programs for scanning accreditation materials, including self-study

• The Commission will assess a fee to the program for converting the document.

• It is the program’s responsibility to ensure that the electronic version of the self-study is **complete** and an **exact duplicate** of the paper copy sent to the site visitors.
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.
- 2017 annual fee is $1,750 for all DA & DH programs and $1,235 for DLT programs. The 2018 annual fee is $1,890 for all DA & DH programs and $1,340 for DLT programs. Invoices are sent in March/April.
Session 2: Preparing for an Allied Accreditation Site Visit

- Frequency of Citings
- Communications from CODA
- Timelines for Mailings and Correspondence
- Completion of the self-study
Frequency of Citings

Dental Assisting

- From January 1, 2014 to October 31, 2015
- 82 site visit reports
- 597 citings of non-compliance
  - Standard 1-39 citings
  - Standard 2-420 citings
  - Standard 3-78 citings
  - Standard 4-21 citings
  - Standard 5-32 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 16.9% (71) of all Standard 2 citations
  – Subsets of **Standard 2-8**, related to content in essential dental assisting skills-16.6% (70)
  – **Standard 2-9** related to content in chairside dental assisting functions-13.8% (58)
Frequency of Citings, continued

Dental Hygiene

- From January 1, 2014 to October 31, 2015

- 322 site visit reports

- 1,552 citings of non-compliance
  - Standard 1- 108 citings
  - Standard 2- 795 citings
  - Standard 3- 282 citings
  - Standard 4- 21 citings
  - Standard 5- 81 citings
  - Standard 6- 153 citings
**Frequency of Citings, continued**

- **Most frequently cited:**
  - **Standard 2-12** (subsets) received a total of 183 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 (35)
    - Adolescent (42)
    - Adult (25)
    - Geriatric (34)
    - Patients with special needs (41)
Frequency of Citings, continued

- Standard 2-7 was cited a total of 169 times.
  - Describes the course documentation components provided to students

- Standard 3-7 was cited a total of 108 times
  - Requires current knowledge of the specific subject(s) faculty are teaching (47)
  - Requires educational methodology for faculty (61)
Frequency of Citings, continued

Dental Laboratory Technology

- From January 1, 2014 to October 31, 2015

• 5 site visit reports

• 12 citings of non-compliance
  - Standard 1- 2 citings
  - Standard 2- 6 citings
  - Standard 3- 3 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 indentified.
Letter #1: Approximately one year before the site visit

- Site visit communications regarding the logistical aspects of the site visit are sent by CODA Site Visit Coordinators.
- 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 requested
- Institutional Officers, Program Director and Personnel Data Forms - return of form requested
- Transportation and Hotel Information Form - return of form requested
- Sites Where Education Activity Occurs Form - return of form requested
- Accreditation Standards and Self-Study Guide
- Site Visitor Evaluation Report (SVER)
- Suggested Agenda
- Electronic Submission Guidelines
- Privacy and Data Security Reminder
Completion and Return of Site Visit Documents to CODA

• It is important that you return the following documents by the due date because we cannot move forward with scheduling your site visit without the following documents:

  • Confirmation of Site Visit Date Form
  • Institutional Officers, Program Director and Personnel Data Forms
  • Transportation and Hotel Information Form
  • Sites Where Educational Activity Occurs Form
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
Letter #2: 8-9 months before the site visit

- 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 requested
- Site Visitor Screening Lists-return of form requested
- 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
Completion and Return of Site Visit Documents to CODA

- 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:
  - State Board Participation Form
  - Site Visitor Screening Lists
Suggested Agenda

• 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
- Faculty interviews
- Advisory board session
- All student interviews
- Learning Resource Center

- Off-campus sites
- Debriefings
- Final program director conference
- Final administration conference
Letter #3: Three (3) months prior to site visit

- Final correspondence and forms to Director (via e-mail); copies to CEO and CAO:
  - Site Visit Committee Roster
  - Suggested Agenda
  - Documentation of Activities
  - Instructions for Site Visitors
  - Letter to Students/Residents from CODA
  - Data Profile (5-year annual survey data)
  - Electronic Submission of Self-Study Guides
  - Privacy and Data Security Reminder
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.
## Composition of Visiting Committee

### Single Discipline Visit
- Staff or 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

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

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
Silent Observation Opportunity

- One institutional representative may request to observe a site visit in the discipline to be assessed.
- Formal written request is made by CAO.
- Expenses paid by your own institution.
- Opportunities granted on first come first serve, pending approval of program to be observed.
- Scheduling arranged by CODA staff.
- Request should be made at a minimum one year in advance
- One observer allowed per site visit
Silent Observer

- Observer receives all self-study materials and is allowed to observe all interviews and meetings, but does not attend the briefing at the end of each day.
- The observer must remain silent during all sessions where university and/or program officials, faculty, staff or students are present at the site visit.
- The observer is encouraged to ask questions of the visiting committee during executive session meetings only but does not participate in decision-making discussions.
- As an observer of the site visit, it is expected that this individual will remain with the designated site visit team members at all times during the visit.
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 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 PPI/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**
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 CVs 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 $1,000**
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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*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
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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

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<td>3-5.4</td>
<td>Faculty Teaching Commitments</td>
<td>29</td>
</tr>
<tr>
<td>3-7.1</td>
<td>Faculty BioSketch</td>
<td>59</td>
</tr>
<tr>
<td>3-7.3</td>
<td>Job Description of Supervising Dentist</td>
<td>239</td>
</tr>
<tr>
<td>3-8.3</td>
<td>Faculty In-Service Programs and Roster</td>
<td>241</td>
</tr>
<tr>
<td>3-9.1</td>
<td>Merit Rating form</td>
<td>245</td>
</tr>
<tr>
<td>3-10.1A</td>
<td>Faculty Handbook</td>
<td>251</td>
</tr>
<tr>
<td>3-10.1B</td>
<td>Manual</td>
<td>361</td>
</tr>
<tr>
<td>3-10.1C</td>
<td>Appointment and Promotion Guidelines for Non-Tenure Track Faculty</td>
<td>413</td>
</tr>
</tbody>
</table>
**Exhibit 3-5.2 Summary of Faculty Teaching Commitments**

**Name of faculty member:**

**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>Lec.</th>
<th>Lab.</th>
<th>Clinic</th>
<th>Clock Hrs./Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHYG 320: Preventive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dental Therapy</td>
<td>2</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>DHYG 422: Essentials of</td>
<td>1</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Dental Hygiene Practice</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>DHYG 410c DH Clinic</td>
<td></td>
<td>4</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>DHYG 311a</td>
<td></td>
<td></td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Clinic Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL HRS/WEEK</strong></td>
<td>4</td>
<td>8</td>
<td></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

**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
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) 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 discouraged. 5 mg. 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>Course Title</th>
<th>Number</th>
<th>Clock Hours/Week</th>
<th>Faculty/Student Ratio</th>
<th>Faculty Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Histol.</td>
<td>2</td>
<td>1:30</td>
<td></td>
<td>Ms. Doe</td>
</tr>
<tr>
<td>CHE-105</td>
<td>3</td>
<td>1:30</td>
<td></td>
<td>Ms. White</td>
</tr>
<tr>
<td>CHE-105</td>
<td>3</td>
<td>1:30</td>
<td></td>
<td>Dr. Grey</td>
</tr>
<tr>
<td>BIO-105</td>
<td>3</td>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO-105</td>
<td>3</td>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHE-105</td>
<td>3</td>
<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEH-107</td>
<td>2</td>
<td>1:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Correct

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Number</th>
<th>Clock Hours/Week</th>
<th>Faculty/Student Ratio</th>
<th>Faculty Person Responsible</th>
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<td>1:30</td>
<td></td>
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<td>3</td>
<td>1:30</td>
<td></td>
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</tr>
<tr>
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<td></td>
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<td>1:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEH-107</td>
<td>2</td>
<td>1:30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Only use Landscape for electronic documents, not printed.

Make it easy for the site visit team to read your documents.
**Does your Self Study have ALL of the following?**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Cover Page that identifies the program for each physical book (also included in the digital copy)?</td>
<td></td>
</tr>
<tr>
<td>Sequential Page Numbers throughout each physical book?</td>
<td></td>
</tr>
<tr>
<td>A Table of Contents for each physical book that lists each document and the corresponding page number?</td>
<td></td>
</tr>
<tr>
<td>A Tab for each standard, exhibit section (i.e., “Standard 1 Exhibits, etc.”) and course in the curriculum?</td>
<td></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 (“PII”) such as social security numbers, drivers’ license numbers, credit card numbers, account numbers, etc.?</td>
<td></td>
</tr>
</tbody>
</table>

*If the program/institution submits documentation that does not comply with the directives on PHI and PII, CODA will assess a penalty fee of $1,000 to the institution; a resubmission that continues to contain PHI or PII will be assessed an additional $1,000 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 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>
</tr>
<tr>
<td></td>
<td>Revised Standard: 5-3</td>
<td></td>
</tr>
<tr>
<td>February 5, 2016</td>
<td>Revised Accreditation Status Definition</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td>August 5, 2016</td>
<td>Revised Standard and Intent Statement: 4-10</td>
<td>Adopted and Implemented</td>
</tr>
<tr>
<td></td>
<td>Revised Standards: 2-9 and 5-1</td>
<td></td>
</tr>
<tr>
<td>January 1, 2017</td>
<td>Revised Mission Statement</td>
<td>Implemented</td>
</tr>
</tbody>
</table>
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

- Time depends on size of facility
- Guided by program director (disciplines separate)
- Clinic reception, clinic, radiology, materials laboratory, classroom, faculty offices, sterilization
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
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.
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
• 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
    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
• 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
Dental Hygiene Standards/Document Revisions

• August 4-5, 2016 meeting:
  – adopted revision to DH Standard 2-15 related to oversight for existing dental hygiene curricula in interprofessional education, with immediate implementation.
  – adopted revision to DH Standard 3-6 with implementation July 1, 2017.
  – adopted revision to DH Standard 4-4f, with immediate implementation, to ensure that instruction at off-campus sites is provided and evaluated by calibrated dental hygiene faculty.
Dental Hygiene Standards/Document Revisions

- February 2-3, 2017 meeting:
  - adopted revision to DH Standard 2-8b and 4-4b, with immediate implementation.
  - reviewed Dental Hygiene Standards related to sudden program closures and determined that support documents (self-study and site visitor evaluation report) related to course transferability (DH Standard 2-3) should be revised to ensure that programs provide adequate information on how applicants are informed about dental hygiene program course transferability. The revised self-study report documents have been posted online and take effect immediately.
  - directed that CODA site visitors be informed of this change during update sessions in 2017. The revised site visitor evaluation report documents have been posted online and take effect immediately.
2-3 Admission of students must be based on specific written criteria, procedures and policies. Previous academic performance and/or performance on standardized national tests of scholastic aptitude or other predictors of scholastic aptitude and ability must be utilized as criteria in selecting students who have the potential for successfully completing the program. Applicants must be informed of the criteria and procedures for selection, goals of the program, curricular content, course transferability and the scope of practice of and employment opportunities for dental hygienists.

How are applicants informed of the dental hygiene program’s (address each component):

• criteria and procedures for selection,
• program goals,
• curricular content,
• transferability of the dental hygiene program courses,
• scope of practice of dental hygienists, and
• current employment opportunities for dental hygienists?

As an exhibit, provide a program application packet and/or forms that address each item previously listed.
2-3 Admission of students is based on specific written criteria, procedures and policies.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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Previous academic performance and/or performance on standardized national tests of scholastic aptitude or other predictors of scholastic aptitude and ability are utilized as criteria in selecting students who have the potential for successfully completing the program.

Applicants are informed of the program’s:

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<th>YES</th>
<th>NO</th>
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criteria and procedures for selection,

<table>
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<tr>
<th>YES</th>
<th>NO</th>
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goals of the program,

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curricular content,

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course transferability,

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scope of practice of dental hygienists, and

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</table>

employment opportunities for dental hygienists.
Dental Assisting Standards/Document Revisions

• August 4-5, 2016 meeting:
  – adopted revisions to DA Standards 4-10g and the intent statement of Standard 4-10 related to faculty calibration, with immediate implementation.
  – adopted revisions to Standards 2-9k and 5-1, with immediate implementation.
Hearing on Standards/Comments Due

Comments due December 1, 2017:

- Dental Therapy to address areas of oversight at sites where educational activity occurs

- Dental Assisting, Standard 2-1 related to course transferability and reinforcing the current requirement that applicants to dental assisting programs be high school graduates
CODA Contacts

• **Patrice Renfrow**, manager, Allied Dental Education
  312-440-2695  renfrowp@ada.org

• **Michelle Smith**, manager, Allied Dental Education
  312-440-4660  smithmi@ada.org

• **Daniel Sloyan**, senior project assistant
  312-440-2718  sloyand@ada.org

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

Thank You!