Commission on Dental Accreditation
Orientation for Dental School Administrators with Site Visits 2017-2019

94th American Dental Education Association’s Annual Session

Sunday, March 19, 2017
Purpose of this orientation

• To review the accreditation process, including:
  • Accreditation Standards
  • Commission policies update
  • Communications from the Commission (Timeline for mailings)
  • Completion of self-study
  • Conduct of the site visit
  • Follow-up after the site visit
  • Additional on-line resources
Predoctoral: Overview

- 66 predoctoral programs
  - 4 developing programs (initial accreditation)
  - 3 approval with reporting requirements
Accreditation Standards
Proposed New Standard 2-6

• Students **must** receive comparable instruction and assessment at all sites where required educational activity occurs through calibration of all appropriate faculty.

• Examples of Evidence to demonstrate compliance may include:
  • On-going faculty training
  • Calibration Training Manuals
  • Periodic monitoring for compliance
  • Documentation of faculty participation in calibration-related activities
Proposed Revised Standard 3-1

• The number and distribution of faculty and staff **must** be sufficient to meet the dental school’s stated purpose/mission, goals and objectives at all sites where required educational activity occurs.
Proposed Revised Standard 3-2

• 3-2 The dental school must show evidence of an ongoing faculty development process.

• Intent:
  Ongoing faculty development is a requirement to improve teaching and learning, to foster curricular change, to enhance retention and job satisfaction of faculty, and to maintain the vitality of academic dentistry as the wellspring of a learned profession.

• Examples of evidence to demonstrate compliance may include:
  - Participation in development activities related to teaching and learning
  - Attendance at regional and national meetings that address education
  - Mentored experiences for new faculty
  - Scholarly productivity
  - Maintenance of existing and development of new and/or emerging clinical skills
  - Documented understanding of relevant aspects of teaching methodology
  - Curriculum design and development
  - Curriculum evaluation
  - Student/Resident assessment
  - Cultural Competency
  - Ability to work with students of varying ages and backgrounds
  - Use of technology in didactic and clinical components of the curriculum
  - Records of Calibration of Faculty.
Proposed new Standard 4-6

• Any site not owned by the sponsoring institution where required educational activity occurs must have a written agreement that clearly defines the roles and responsibilities of the parties involved.
Proposed new Standard 2-23e
(in place of the previous proposed new Standard 2-23p )

• At a minimum, graduates **must** be competent in providing oral health care within the scope of general dentistry, as defined by the school, including:
  • e. local anesthesia, and pain and anxiety control, including consideration of the impact of prescribing practices and substance abuse.
Proposed Revised Standard 3-1

• The number, and distribution and qualifications of faculty and staff **must** be sufficient to meet the dental school’s stated purpose/mission, goals and objectives.

• **Intent:** Faculty should have knowledge at an appropriate level for the curriculum areas for which they are responsible (e.g., the faculty member responsible for endodontics is not required to be an endodontist. Instead, it could be someone with knowledge and appropriate level of experience in endodontics). The faculty, collectively, should have competence in all areas of dentistry covered in the program.
Proposed new/revised Standards out for Comment Due: June 1, 2017

Proposed new/revised standards

2-6

2-23e

3-1 (oversight of areas of educational activity)

3-2

4-6
Proposed new/revised Standard out for Comment Due: December 1, 2017

• 3-1
Review of Policies and Procedures
Overview of Commission Policies

• Confidentiality
• Screening Lists for Site Visitors
• Silent Observer Opportunity
• Policy on Missed Deadlines
• Reporting Program Changes
• Reporting and Approval of Sites Where Educational Activity Occurs
• Enrollment Increases in Predoctoral Programs
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 and program director) of the dental education 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

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

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

• Contact CODA staff for guidance and review program change policy for more information.
Examples of Program Changes that Need Prior Commission Approval-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;
- Increase in program enrollment >5%
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
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

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Is the educational activity at the site SUPPLEMENTAL and not required for accreditation or program requirements?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>No site visit required; No report required; No approval of site required</td>
</tr>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2</th>
<th>Is the activity site OWNED by the sponsoring institution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>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</td>
</tr>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>Step 3</th>
<th>Are Students/Residents assessed for COMPETENCE at this site?</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES (This is a Major Site)</td>
<td>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</td>
</tr>
<tr>
<td>NO (This is a Minor Site)</td>
<td>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</td>
</tr>
</tbody>
</table>

**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 occur.
- **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/residents, 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.
• 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.
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/100.aspx.
Communications from the Commission
Letter #1: Approximately two years 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 and Dean announcing site visit
- Forms and documents include:
  - Site Visit Confirmation of Site Visit Date Form
  - Institutional Officers, Program Director and Personnel Data Forms

New timeline taking affect with 2019 site visits
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 scheduling your site visit without the following documents:

  • Confirmation of Site Visit Date Form
  • Institutional Officers, Program Director and Personnel Data Forms
Letter #2: Approximately two years before the site visit for

- Sent to the Dean after the requested documentation in Letter #1 has been received by the Commission office.

- Letter and forms to Dean (via e-mail); copy to CEO
  - Letter acknowledging confirmation of the site visit date
  - Previous site visit report
  - Timetable for Accreditation Activities
  - Electronic Submission of Self-Study Guides
  - Evaluation & Operational Policies and Procedures (EOPP)
  - Accreditation Standards, Self-Study Guides, Site Visitor Evaluation Reports
  - Frequency of Citings
Letter #2: Approximately two years before the site visit (Cont)

• Letter and forms to Dean (via e-mail); copies to CEO
  – Policy on Silent Observer Opportunities
  – CODA Policy on State Board Participation and Role on Site Visit Teams
  – Policy on Conflict of Interest
  – Policy on Complaints Directed at CODA accredited programs
  – Policy on Site Visitors
  – State Board Participation Information – return of form requested
  – Transportation and Hotel Information – return of form requested
  – Site Visit Schedule templates: predoctoral, advanced, and allied – return of form requested
Completion and Return of Site Visit Documents to CODA

• It is very important that you return the following documents by the due date

• State Board Participation Information
• Transportation and Hotel Information
• Site Visit Schedule
Letter #3: Approximately one year before the site visit year

- Sent to the Dean after the requested documentation in Letter #1 and #2 have been received by the Commission office.
- Letter and forms to Dean (via e-mail); copy to CEO
  - Instructions for materials to be available on-site
  - Electronic Submission of Self-Study Guides
  - Educational Activity Form – return of form requested
  - Screening Lists – return of form requested
  - Student notification letter
  - Third Party Comment Posting
  - Data Profile and Supporting 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 or additional site visitors needed to accommodate travel to sites, the program is responsible for additional expenses and will be invoiced following the visit
Completion and Return of Site Visit Documents to CODA

• It is very important that you return the following documents by the due date:
  
  • Educational Activity Form
  • Site Visitor Screening Lists
Letter #4: Four months prior to site visit

- Final correspondence from the Site Visit Coordinators sent to the Dean (via e-mail); copy to CEO.

- Site Visit Team Roster

- Remaining communication regarding the site visit is from the Predoctoral Manager
The Self-Study Process
Self-Study Process Provides the Program the Opportunity to:

• Consider and Clarify
  – Goals, objectives, and outcomes
  – Strengths and weaknesses
  – The external factors influencing the dental education program

• Communicate and Consolidate
  – The achievement of programmatic objectives
  – Improve internal communication

• Continue
  – Internalize the self-improvement process
  – Translate the insights gained into program improvements
For the Commission and Visiting Committee, the Self-Study Should:

• Provide site visitors the basic information about the program

• Ensure accrediting process is perceived as an essential component of program improvement, not just an external review
A CHECKLIST before submitting completed Self-Study

• Complete

• Consistent

• Correct

• Compliant with HIPPA
The Self-Study Process is NOT:

• Simply a compilation of quantitative data.

• Answers to a questionnaire or a check-off sheet.

• A simple narrative description of the program.

• Written exclusively by a consultant or an assigned administrator or faculty member.
Organizing the Self-Study

- See Preface sections of self-study
- Website
Document should include:

- **Title Page** - include name of program and sponsoring institution; address; telephone number and date of visit

- **Verification Page** - names, titles and signatures of administrators who have reviewed and verified report

- **Table of Contents** - should include all sections including verification page and appendices

- **Foreword** – At the beginning of the report, a Standard by Standard qualitative analysis of the program’s strengths and weaknesses is required. Categorize any recommendations according to high, medium and low priority; to include **Conduct of Self-Study**
Document should also include:

- Previous Site Visit Recommendations

- Selected Policies
  - Third Party Comment
  - Complaints
  - Program Change
  - Distance Education
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.
Assembling and Distributing the Self-Study

- Paper copies should be printed double-sided and single-spaced

- Bind in soft pliable plastic binders that will allow the report to lie flat for ease in reading

- Commission requests one paper copy as directed and a complete electronic version of all documents
  - Consider linking appendices, manuals at appropriate places in the narrative

- Distribute as outlined in *Self Study Guide* at least 60 days prior to the site visit.
Electronic Submission of Self-Study and Reports

• Reports must be saved or scanned as a single document, whenever possible.
• Electronic Submission guidelines have been revised to reflect submissions larger than 50 MB, due to a new electronic management system of the Commission.
• Reports exceeding 50 megabytes must be split and scanned into the least number of documents with each document not to exceed 50 megabytes (For example, a document of 100 megabytes total document size must be split into 2, 50 megabyte documents)
• Photographs, unless directly related to your report, should not be included.
• Documents should be positioned so that they do not need to be rotated to view.
Web-based information

- The Commission must retain a snapshot of the information presented at the time of the submission of the report
- The electronic report must not link to information on the Internet
- Insert or “embed” all web-based information into the report
Conduct of the Site Visit
Visiting Committee

- Predoc site visitors
  - Site Visit Chair
  - Finance
  - Curriculum
  - Basic Science
  - Clinical Sciences
  - National Licensure
  - State Board of Dentistry Representative (if invited)
- Silent Observer (if assigned and approved)
- 1 Discipline-specific site visitor for each allied discipline being evaluated (DH has 2)
- 1 Discipline-Specific site visitor for each advanced discipline being evaluated (OMS has 2)
- Trainees
- CODA Staff
- Review Committee member and/or Commissioner observer and/or CDAC representative (not silent)
Verification Activities

• Interviews
  1. Administrators
     • Dean
     • Program Directors
  2. Faculty and Junior Faculty (chosen by CODA staff)
     • What is your role?
     • What, when, how do you teach?
     • Clinical Supervision
     • Your input into conduct and evaluation of the program
     • Questions about policies, procedures, tenure, etc.
  3. Students
     • Open session
     • Limited session with class representatives chosen by students

• Review of Documentation
• Observation
Details, details, details…

- 2 “work rooms” needed for entire 2 ½ days of the visit even if only predoctoral program, as needed
  - Executive sessions, meals
  - Work room/gathering space for advanced/allied dental site visitors
  - Computer support; access to printer; access to a shredder
- Nametags, name tents help site visitors identify “who’s who”
- Guides help site visitors get to the right place
- Dinner suggestions come from you
On-Site Documentation

• **Must** be organized and placed in conference room for each discipline (in addition to SSG)
  
  – Affiliation agreements

  – Records of each student clinical activity (last class)

  – Evaluations: Teaching staff and student

  – Minutes of standing committees

  – Dental school’s manuals
Site Visit Schedule – Predoc Day 1

- Review of Programs with Dean
- Tour of facility, including basic science/research
- Conferences:
  - Institutional Relations (with University president, provost, chancellor, etc.)
  - Institutional Outcomes Assessment
  - Open and limited sessions with Students
  - Quality Assurance and Patient Care Services
  - Finances and Physical Facilities and Equipment
  - Research and Admissions and Educational Support Services
  - Behavioral Sciences, Practice Management and Ethics and Professionalism Outcomes
Site Visit Schedule – Predoc Day 2

- Continues clinical sciences
- Tour of clinic
- Visitation of sites where educational activity occurs
- Faculty/staff interviews
  - Junior faculty
  - Senior faculty
Site Visit Schedule – Predoc Day 3

– Additional interviews if necessary
– Final Conference with Dental School Dean and Administration
– Final Conference with University Administration
– End at **10:30 am**, Day 3
Site Visit Schedules for Developing Programs

- Initial Accreditation Schedule modified to 1.5 days
  - Emphasis is on verification of application plans and potential to meet Standards

- Mid-Cycle Initial Accreditation Schedule is regular duration of 2.5 days but modified by selected standards
  - Evaluation of preclin years
  - Progress on moving forward with plans for clinical years, including off-campus sites
Final Conference

• **Who attends: at discretion of institution**
  – Briefing for Dean and other administrators (separate conferences)
  – Oral report of findings to program and institution

• **If there are recommendations**
  – Program can begin addressing any recommendations before receiving preliminary draft
  – Suggestions need not be addressed
Final Conference

• Final verbal report may include:
  – Strengths of program
  – Commendations are no longer part of written report

• Final report will have some language that is not part of verbal report
  – Information judged to be important for next visit team to know (e.g., clinic construction)
  – Template language, including comments on student achievement
After the Site Visit
After the site visit…

• Preliminary Site Visit Report
  – Receipt approximately 4 to 6 weeks following the visit
  – Sent to the President
  – Cc: Dean, Program directors

• Program has 30 days to review and respond to:
  • Factual inaccuracies
  • Differences in perception
  • Begin to address recommendations, if applicable

• Deadline for Response to the Report: June 1 or December 1
  • Progress made in implementing recommendations
  • Suggestions do not require responses
After the site visit…

• The Commission makes accreditation decisions
  – Site visits conducted May 1 through October 31 considered at CODA Jan-Feb/Winter meeting
  – Site visits conducted November 1 through April 30 considered at CODA July-Aug/Summer meeting
• 30 days following CODA meeting CEO receives letter and final report with accreditation status (strict deadline)
  – Dean and program directors copied on the letter
• Electronic post-site visit evaluation
  Please be honest and candid
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/site visitors
Accreditation decisions

• If program is awarded “approval with reporting requirements”; a progress report will be required in 6 months
  – Programs that are 4 years in length have 2 years to satisfy recommendations
  – Programs that are 1 – 2 years in length have 18 months to satisfy recommendations

• If program is awarded “approval without reporting requirements”; no additional information is required
Online resources
http://www.ada.org/en/coda/site-visits/prep-for-dds-dmd-site-visit

- Provides narrative information on site visit process
- Site visit related documents are downloadable
Site Visit information: What’s Included?

• The Site Visit Process
  – Introduction

• Left navigation to…
  – Predoctoral program
  – Advanced education programs
  – Allied education programs
Site Visit information: What’s Included?

• **Information about the site visit**
  – Before the visit
  – During the visit
  – After the visit

• **Documents**
  – Standards
  – Self-study guide
  – Site Visitor Evaluation report (SVER)
  – Frequency of citings
  – Materials to be available onsite
Commission Policies and Procedures

• **Policies and Procedures**
  – Evaluation and Operational Policies and Procedures Manual (EOPP), including
    • Complaint Policy
    • Policy and Guidelines for reporting a change, off-campus sites, enrollment
    • Distance Education
Accreditation Updates

http://stage.ada.org/en/coda/accreditation/accreditation-news

• Provides updates policies, procedures and documents resulting from CODA Meetings
• Meeting dates
• Reports of major actions
• Minutes of past meetings
• Hearing information
• Site Visit Schedules
Other CODA Communications

• CODA Communicator E-Newsletter
  – Distributed twice per year, following each Commission meeting

• Commission Alerts Emails
  – Hearings
  – Review Committee Openings
  – Nominations for Site Visitors
To contact CODA staff

Dr. Catherine Horan  Predoctoral dental education  
horanc@ada.org

International Accreditation Program  
Standing Committee on International Accreditation

Dental Therapy

Joint Advisory Committee on Dental Education  
Information

• Robert McLeod  mcleodr@ada.org
To contact CODA staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</tr>
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<tbody>
<tr>
<td>Ms. Jennifer Snow</td>
<td>Endo, OMS, Ortho, Perio</td>
<td><a href="mailto:snowj@ada.org">snowj@ada.org</a></td>
</tr>
<tr>
<td></td>
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<td>• Ms. Marsha McKinney</td>
</tr>
<tr>
<td>Ms. Cathy Baumann</td>
<td>DPH, OMP, OMR, Pedo, Pros</td>
<td><a href="mailto:baumannc@ada.org">baumannc@ada.org</a></td>
</tr>
</tbody>
</table>
To contact CODA staff

Ms. Peggy Soeldner
Education in
GPR, AEGD; and soeldnerp@ada.org Advanced Dental Oral Medicine Orofacial Pain Dental Anesthesiology Standing Committee on Policy

• Bridget Blackwood blackwoodb@ada.org

Ms. Patrice Renfrow
renfrowp@ada.org DA, DH, DLT

Ms. Michelle Smith
smithmi@ada.org DA, DH, DLT Standing Committee on Nominations

• Daniel Sloyan sloyand@ada.org
To contact CODA staff

Mr. Gregg Marquardt, manager
marquardtg@ada.org

• Communication and Technology Strategies

• Coordinates all CODA Communications

• Website
To contact CODA staff

Dr. Sherin Tooks  CODA Director
tookss@ada.org

Dental Therapy
International Accreditation Program

Finance Committee
Standing Committee on Quality Assurance and Strategic Planning

– Ms. Marjorie Hooper  hooperm@ada.org
QUESTIONS?

Thank You!