Commission on Dental Accreditation
Dental Education Site Visitor Update

96th ADEA Annual Session
Sunday, March 17, 2019
Site Visitor Update Objectives

- Review Site Visit Procedures and Protocol
- The SVER and Site Visit Report Writing
- Policy and Procedure Reminders and Updates
- Using Technology on a Site Visit
- What’s New at CODA
- Predoctoral Standards Revisions
- Site Visit Logistics and Reimbursement
- Online Resources
Site Visit Procedures and Protocol
Preparing for the Site Visit

- Thoroughly review the self-study well in advance
- Review the background information (e.g., CODA transmittal letters and data profile) provided to you by the Commission
- Carefully review the five-year compilation of Annual Survey data as part of your background review. The redesigned Data Profile is more user friendly
- Review your designated standards and writing assignments based on your site visitor role
- Bring the current Standards and electronic SVER (available on CODA website)
- Bring a laptop for report writing
Preparing for the site visit

Once CODA materials and self-study are received:

- Review agenda and off-campus sites to visit

- Review self-study for completeness and PII and PHI (alert CODA staff immediately if found)

- CODA Staff will email the team to initiate pre-visit planning

- Request additional information through CODA staff, if needed
Site Visit Schedules

• Review the schedule carefully to ensure that all individuals with whom you want to meet are identified.

• Determine whether visitation to off-campus sites is warranted.
  – Session on Educational Activity Sites

• Take note of time commitment and book travel accordingly.
Composition of the Visiting Committee

Committee may include the following members…

• Predoctoral Team (chair, basic science, clinical science, curriculum, finance, national licensure)
• Discipline-specific site visitor(s) for advanced or allied dental education programs
• State board representative (if invited by program)
• Silent observer (if requested by CODA)
• Review Committee member and/or Commissioner observer (if requested by CODA)
• CODA Staff
• All observers must sign confidentiality agreements prior to obtaining site visit materials
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
  - on dental school visits: functions primarily as a clinical site visitor working closely with the clinical specialist member(s) who evaluate the adequacy of the preclinical and clinical program(s) and the clinical competency of students
  - The state board representative is a member* of the site visit team and will be treated accordingly. He/She is not merely an observer

*If a vote is required for a recommendation, only the CODA members will vote
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.
Interviews

• Begin interviews by stating that the conversation will be kept confidential
• Remind all interviewees that sessions must not be recorded, although handwritten notes are encouraged
• Only the program personnel needed in the session should be included in interviews
• Be prepared, develop questions in advance, flag areas of the self-study for which you have questions
• Proceed with interviews in a systematic fashion
• Be mindful of the time and other schedule commitments (both yours and the program personnel’s)
On-site Review / Verification

• All information found in the self-study must also be verified on-site through interviews or review of documentation

• Inform the program early in the process of all materials to be reviewed on-site and maintain communication early in the process and throughout the site visit

• Request additional information, as needed, throughout the visit
Site Visitor Reminders

• Assess the program according to established, current Accreditation Standards, not according to personal preferences
• Be aware of bias and consider potential conflicts of interest before accepting any assignment
• Be sensitive to how your comments/questions, tone, and decorum may be perceived
  – Be mindful when discussing findings – don’t divulge source of information gained through interviews
Site Visitor Reminders

- Don’t be overly critical, negative or judgmental; and do not compare the program to your own. A joke or casual remark could be considered offensive to program personnel. Please use sensitivity and maintain professional decorum throughout the site visit.
- Don’t bring your biases on the site visit.
- Don’t use your cell phone, iPad or other devices (even for checking messages or texting) during sessions with the program or interviews. These should be used during executive session only.
- Don’t compare the program to your own or give an opinion on how the program is doing.
Site Visitor Reminders

• Don’t use outside information to determine if the program is in compliance; only use the information presented to you in the self-study or on-site.
  – This includes accessing the program’s website or “googling” information
• Don’t accept social invitations or gifts from the hosts
  – Don’t make plans to visit with a colleague after the site visit, even if unrelated to the site visit
• Don’t leave the self-study at the institution if you have made notes in it. Suggestion: use “post it” notes that can be removed
Site Visitor Reminders

- Only the individuals on the roster provided to you by CODA are permitted to participate (and have signed confidentiality agreements)

- Do not sign any agreements provided to you by the program or its off-campus sites prior to the visit or on site

- Do not promise to fix things, provide a favor, etc.
The SVER and the Site Visit Report Writing
Developing the Site Visitor Evaluation Report

- Findings have been discussed with the entire predoctoral team during executive sessions throughout the visit
- Program has been informed of “concerns” throughout the visit
- Site visit team has reached consensus in its findings
- Writing assignments have been identified and narrative is developed
Site Visitor Evaluation Report (SVER)

- The Site Visitor Evaluation Report (SVER) is the “official” record of the site visit team’s evaluation of the site visit.

- It is crucial that all sections of the SVER are completely filled out. This will occur on-site during executive sessions.

- Adequate narrative must support the SVER
Please remember…….

- Please make sure you are using the most current SVER, which is available through:
  - ADA Connect
  - CODA Web Site

- During Executive Sessions, present findings on your assigned Standards for discussion by the entire visiting committee
Site Visitor Evaluation Report (SVER)

• All sections/questions must be answered, including:

• Compliance with Commission Policies
  – Third Party Comments
  – Complaint Policy
  – Program Changes
  – Distance Education
  – Program Effectiveness
Program Effectiveness

• Three (3) important sections of the SVER under the Program Effectiveness Section

• Program Effectiveness questions are found immediately after the Distance Education section in the SVER

• Writing is assigned to the Chair, with input from the site visit committee
Program Effectiveness

• Program Effectiveness Question #1
  – Document the tools programs are using to assess student/resident achievement.
  – Provide an analysis of the program’s performance with regard to student/resident achievement.

• Program Effectiveness Question #2
  – Document the outcomes, both positive and negative.
  – Document Program changes, made as a result of the outcomes assessment process.
Program Effectiveness

• Program Effectiveness Question #3
  – Identify suggestions or recommendations cited in their report, which relate to program effectiveness.
Site Visitor Evaluation Report (SVER)

• “Must” statements in “yes” and “no” format.

• If you mark NO, the program is not in compliance with this standard and you must write a recommendation.
  – Programs must respond to recommendations.

• If you mark YES, you have two options:
  – Make no comment
  – Write a suggestion
The Written Report: Review of the Basics

- The Preliminary Draft Site Visit Report (PDSVR) contains information taken from your SVER
  - The team will approve the PDSVR before it is sent to the program

- The “bridge” between the site visit and review by the Review Committee and Commission.

- The PDSVR, along with the program’s response (if there is one) is the only information the Review Committee will have to make a recommendation to the Commission. They will not have the self-study or the SVER.

- The report must contain enough background and details in order to make decisions.
Writing the Recommendation

• The narrative/recommendation cannot be prescriptive. Tell the institution what the deficiency is, not how to “fix” it.
• Provide as much detail as possible.
• Restate the standard, use the “stem.” “It is recommended that…..” Include only those aspects of the standard that are not being met.
• Treat each NO as a separate issue and provide rationale for each.
• Cite multiple sources (self-study, on-site interviews, on-site documentation, observation)
Writing the Recommendation

• Remember: the language for the recommendation is already written for you (the Standard); you cannot make up your own language
Writing a Suggestion

- Program is compliant at the time of the site visit, but could be improved.
- Emphasis is on enhancing compliance
- Program is not obligated to respond
- Written in the basic format of a recommendation:
  - Must relate to a Standard
  - Cite multiple sources, if applicable
  - Provide the “story.”
  - Begin with “It is suggested that…..”
Reminders on Writing Recommendations and Suggestions

• Recommendations and/or suggestions are not written to provide a “favor”
• Every recommendation and suggestion must be accompanied by a rationale
  – Move from general to specific in the writing of the rationale

  Consider the following:
  - What specifically is the issue?
  - What does the program currently provide? How well is it provided? How well does it work?
  - To what extent are students/residents gaining the required training and experience?
  - What training and experiences are the students/residents not gaining?
Reminders on Report Writing

• Remember: no written commendations or written “strengths”
• Note recommendations that have been previously cited at the last site visit.
• Note any trends in the program’s complaint record with the site visit findings.
• Be sure to comment only on those areas tied to recommendations or suggestions
  – However, do include comments that document a specific situation that could be useful for future site visits.
Acceptable/Unacceptable Verification Data

• Site visit is a “Moment in Time”
• Unimplemented plans (not accepted)
• Implemented plans without data (not accepted)
• Data that was not included in the self-study (accepted)
• Additional documentation can be presented until the site visit committee’s prescribed deadline prior to the “Final Conference” (accepted)
Tips for Report Writing

• Keep your audience in mind.
• Be simple and direct.
• The report should be a straightforward and detailed explanation of your findings.
• Vague comments are confusing; stick to the facts.
• Programs are evaluated on “must” statements.
  • CODA is reviewing the intent behind the definition of “should” statements (see later slides)
Final Conference

• The team will present its findings at the final/exit conferences in a verbal report
  – Verbal report may include recommendations and/or suggestions

• What is said verbally at the exit (recommendations and/or suggestions) must be included in the SVER, which will be reflected in the preliminary draft site visit report.
  – If a recommendation and/or suggestion was not made at the exit, it can’t be included in the SVER or PDSVR after the fact
Final Conference

- Site Visitors MUST attend
- Site Visitors cannot depart conference early for plane departure
  - Make reservations accordingly
- Program/Institution makes decision as to who attends other than program director, CAO and the CEO or designee
- Inform program to contact CODA staff following visit; **not** the site visit team (your work is done)
- *Please be sure to leave promptly at the conclusion of the visit*
The Final SVER

• The completed **Site Visitor Evaluation Report (SVER)** including any written narratives will be collected by the appropriate CODA manager **on-site** on all dental school based site visits.

• The draft site visit report will be developed within a few weeks of the visit and circulated for your approval. Make sure to retain sufficient notes in order to review the draft site visit report.
Site Visitor Reminders-After the Visit

• Appropriately delete/destroy all site visit materials following approval of the draft report

• Promptly respond to CODA staff requests for clarification; each member of the team must approve the written draft report even if there are no recommendations or suggestions

• If the program contacts you, do not reply. Forward to CODA staff
After the Team Approves the Site Visit Report:

• Forwarded to the institution. Directed to prepare a response, if applicable

• Review Committee considers the site visit report, along with the program’s response

• Makes a recommendation to the Commission regarding accreditation status

• Suggestions cannot become recommendations

• Recommendations can become suggestions or be removed if Commission deems appropriate

• CODA makes final accreditation decision
E-Mail from CODA to Site Visitor: After the Site Visit

- Post-Site Visit Survey

  Confidentially distributed
  - Request feedback on logistics
  - Request feedback on process
  - Request feedback on co-visitor(s)
  - Results reviewed to assess areas where training and process can be strengthened
  - Results reviewed in determining re-appointment of site visitors
Policy and Procedure Reminders
Program Change Policy

• When reviewing program background and on-site material, you will note whether the program has complied with CODA’s policy on reporting program changes

• 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;
- Any increase in program enrollment for advanced education programs (see policy);
- Addition of part-time program;
- 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 (continued)

- 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.
Complaint Policy

• **Part 1:** Demonstrate that students 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; visiting committee looks for themes related to Standards
Anonymous Complaints

– Unsigned comment/complaint submitted to CODA
  • 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.

– 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

– Section on SVER to complete relative to anonymous complaints
Distance Education

• Related to Off-Campus Sites but separate & distinct policy

• Technology-driven

• Expectation is that programs using this modality must comply with accreditation standards; must have a student identity verification process, and must alert students to possible associated charges

• Programs are reviewed at time of site visit for compliance with Distance Education policy

• Site Visitor Evaluation Report (SVER) includes questions on Distance Education in the Compliance with Commission Policies section
Distance Education 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.
Third Party Comments

• Programs must solicit comment through appropriate notification of communities of interest and the public such as faculty, students, program administrators, dental-related organizations, patients, and consumers.

• Programs must solicit third-party comments at least ninety (90) days prior to their site visit. The notice should indicate the deadline of sixty (60) days for receipt of third-party comments in the Commission office.
Third Party Comments, continued

- Identification of the individual making comment will be removed prior to referral to the site visitors and program
- Third Party Comment and program’s response provided to team 15 days prior to site visit
- Site Visitor Evaluation Report (SVER) includes questions on Third Party Comments in the Compliance with Commission Policies section
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
Conflict of Interest (Reminder)

• The site visitor is obligated to report any conflict of interest – real or perceived

• If you think you have a conflict of interest, contact Commission Staff

• See the entire Conflict of Interest Policy, found in Evaluation and Operational Policies and Procedures manual
Conflict examples include a site visitor who...

- is a graduate of a program at the institution;
- has served on the programs visiting committee within the last 10 years;
- Has served as an independent consultant, employee or appointee of the institution;
- has a family member who is employed or affiliated with the institution;
- has a close professional or personal relationship with the institution/program or key personnel in the institution/program which would, from the standpoint of a reasonable person, create the appearance of a conflict;
- Manifests a partiality that prevents objective consideration of a program for accreditation;
- Is a former employee of the institution or program;
- Previously applied for a position at the institution within the last five (5) years;
- is affiliated with an institution/program in the same state; and or
- is a resident of or owns property in the state; and/or-
- is in the process of considering, interviewing and/or hiring key personnel at the institution
Confidentiality

- A **FOUNDATION** of the Commission’s process of program evaluation
- Covers:
  - All site visit materials received prior to the visit
  - All written information obtained on site
  - All patient protected health information
  - All meetings and discussions related to the program’s accreditation
- Has **NO** expiration date - - It lasts forever
Confidentiality, continued

- All materials generated and received in the accreditation process are confidential.
- All sessions within the site visit are confidential.
- No audio or video recording or photographs are permitted (by the program or site visitors).
- 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.
Policies and Procedures Updates
Site Visitors - Appointments

• The Commission reviews nominations received from its communities of interest, including each specialty discipline-specific sponsoring organizations and certifying boards. Individuals may also self-nominate.
Site visitors are appointed/reappointed annually and asked to sign the Commission’s Conflict of Interest Statement, the Agreement of Confidentiality, the Copyright Assignment, Licensure Attestation, and the ADA’s Professional Conduct Policy and Prohibition Against Harassment. Site visitors must also complete annual training and will receive periodic updates on the Commission’s policies and procedures related to the Health Insurance Portability and Accountability Act (HIPAA). The Commission office stores these forms for seven (7) years. In addition, site visitors must comply with training requirements, the ADA’s travel policy and other CODA Rules and Regulations. The Commission may remove a site visitor for failing to comply with the Commission’s policies and procedures, continued, gross or willful neglect of the duties of a site visitor, or other just cause as determined by the Commission.
Site Visitors – Criteria for Nomination

• Dentist site visitors are no longer required to be members of a professional organization.
  – For advanced specialty dental education programs, the Commission solicits nominations for site visitors from the recognized dental specialty discipline-specific sponsoring organizations and their certifying boards. Dentist site visitors must be members of the ADA and their ADA-recognized specialty organizations.
  – All predoctoral dental education site visitors, who are eligible, must be members of the American Dental Association.
Policy Statement on Site Visitor Training

- New site visitors attend a two-day formal workshop.

- All active site visitors **must complete mandatory annual web-based retraining in order to retain appointment.** Those who have not been assigned on a site visit during the previous two years must re-attend the in-house training provided to new site visitors, observe a site visit in the appropriate discipline, or review the training materials of the American Dental Education Association (ADEA) Annual Meeting, before being assigned to evaluate a program on a site visit.
Conflict of Interest – Site Visitors

Modifications include:

• is a resident of **or owns property in** the state; and/or.

• is in the process of considering, interviewing and/or hiring key personnel at the institution.
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.
Enrollment Increases in Advanced Dental Education

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

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

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

1. 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?

2. Is the activity site owned by the sponsoring institution? 
   - Yes: Report required to CODA at least 36 days prior to using site, using Guidelines for Reporting Sites Where Educational Activities Occur; 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?

3. 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 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 Statement on Reporting and Approval of Sites Where Educational Activity Occurs

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

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

Reporting Requirements:

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

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

- Site Visit Reports:

Oral comments made by site visit team members during the course of the site visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized. Further, publication of site visit team members’ names and/or contact information is prohibited.
Electronic Submission of Self-Study and Reports

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

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

- Electronic accreditation tool is currently under development
- Will provide access to institutional personnel for upload of Self-Study, program reports, and other communications to CODA
- Will allow site visitor review of Self-Study and completion of SVER online
- Will allow CODA staff to transmit communications and information to programs
- More information to come…
On-Demand Webinar

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


(Note: as of March 2019, the videos on this webpage are being updated – please check this page occasionally for their re-posting)
CODA Fees and EOPP

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

Site Visitor Expense Reimbursements

- Expense reports must be submitted electronically through Concur, no exceptions

- CODA on-demand webinar on how to submit Concur expense reports
  - Visit ADA Connect | Site Visitor Materials | 3-Concur Reimbursements | Concur Webinar
  - Download to View
Coming Soon – Mandatory Annual Site Visitor Training

- CODA has identified a need for mandatory annual retraining and calibration of CODA site visitors

- Staff directed to initiate development of web-based training programs for implementation in Fall 2019

- Training will be web-based, on-demand and will include mechanisms for tracking completion and acquisition of knowledge
NEW: Policy on Reprints

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Adopted: 8/18
Using Technology on a Site Visit
Current Use of Technology

• Resource for programs preparing for a site visit.
  – Site Visit Orientation Web Site

• Method by which site visit materials are distributed to programs and site visitors.
  – Via E-mail and ADA Connect

• Method by which site visit team and CODA staff communicate.
  – Via E-mail

• Please make sure CODA has most current contact information and academic affiliation, including e-mail
CODA Website

- [http://www.ada.org/coda](http://www.ada.org/coda)
- Standards, Self-Study, Citings, and SVER
- Policy 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.
E-Mail from CODA to Site Visitor: Prior to Site Visit

- Site visit forms and logistical information is **E-Mailed**
  - Previous site visit report and background information*
- Program history (Data Profile)*
- Online flight and hotel booking procedures

* Destroy after site visit
Site Visitor Material Available on ADA Connect

- Site visit forms and logistical information available on ADA Connect. These are not sent via email.
  - Standards and SVER (on CODA web site)
  - Resident Questionnaire (GPR and AEGD programs)
  - Fox Travel Protocol
  - EOPP
  - Site Visitor site visit manual, including HIPAA/PII reminders
  - And others
E-Communication from Institution to Site Visitor

• Programs asked to send paper and electronic copy of self-study to Site Visit Team. E-SSG may be sent by CD or USB drive. *E-mail delivery is not acceptable, neither are third party vendors such as Drop Box, Google Docs, etc.*
  – Site visitor must maintain materials securely per CODA’s Privacy and Data Security policy

• Check “spam” filters if missing communication from CODA or program
What’s New at CODA?

Including New and Proposed Accreditation Standards
Revised Standards


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

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

• February 8, 2019 implementation
  – Predoctoral Dental
    • Revised Intent Statements Standards 2-20 and 2-24; New Intent Statement Standard 2-9

• July 1, 2019 implementation
  – Predoctoral Dental
    • Revision to Standards 2-8 and 3-1
  – Clinical Fellowship in Oral and Maxillofacial Surgery
  – Oral and Maxillofacial Surgery Residency
Revised Standards

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

• January 1, 2020 implementation
  – Predoctoral Dental
    • Definition of Terms (Research and Health Literacy), Standard 6-Research; Standard 2-17

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

Comment Due June 1, 2019:

- Dental Education, 2-24d (caries management)
- Dental Education, 2-25 (patients with special needs)
- Dental Anesthesiology, 3-2
- Dental Assisting, 2
- Dental Assisting, 2-13
- Dental Hygiene, 2-12
- Orthodontics and Dentofacial Orthopedics, 4-3.4
- Dental Education, 2-3 (intent, program length)
Proposed Standards: Comments Due

• Comment Due December 1, 2019:
  – Orthodontics and Dentofacial Orthopedics
  – Periodontics, 4-12e
2019 Validity and Reliability Studies of the Standards

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

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

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

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

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

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

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

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

• CODA seeks nominations for various positions on review committees.

• Nomination Deadline is June 1, 2019

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

• Site Visitor Nomination form, Criteria for Nomination of Site Visitors & CODA Site Visitor Job Descriptions available on CODA website here:
  https://www.ada.org/en/coda/accreditation/accreditation-news/call-for-nominations

• Deadline for Review at CODA Winter 2020 meetings is December 1, 2019
Predoctoral Standards
Revisions
Predoctoral Dental

- Revised Intent Statements Standards 2-20 and 2-24; New Intent Statement Standard 2-9

"Curriculum Management"

2-9 → The dental school must ensure the availability of adequate patient experiences that afford all students the opportunity to achieve its stated competencies within a reasonable time.

Intent:
The comprehensive care experiences provided for patients by students should be adequate to ensure competency in all components of general dentistry practice.
February 8, 2019 implementation

2-20 • Graduates must be competent in communicating and collaborating with other members of the health care team to facilitate the provision of health care.

• Intent: In attaining competence, students should understand the roles of members of the health care team and have educational experiences, particularly clinical experiences, that involve working with other healthcare professional students and practitioners. Students should have educational experiences in which they coordinate patient care within the health care system relevant to dentistry.
February 8, 2019 implementation

Clinical-Sciences

2-24. Graduates must be competent in providing oral health care within the scope of general dentistry as defined by the school, including:

a. patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent;

b. screening and risk assessment for head and neck cancer;

c. recognizing the complexity of patient treatment and identifying when referral is indicated;

d. health promotion and disease prevention;

e. local anesthesia, and pain and anxiety control, including consideration of the impact of prescribing practices and substance use disorder;

f. restoration of teeth;

g. communicating and managing dental laboratory procedures in support of patient care;

h. replacement of teeth including fixed, removable and dental implant prosthodontics therapies;

i. periodontal therapy;

j. pulpal therapy;

k. oral mucosal and osseous disorders;

l. hard and soft tissue surgery;

m. dental emergencies;

n. malocclusion and space management; and

o. evaluation of the outcomes of treatment, recall strategies, and prognosis.

Intent:

Graduates should be able to evaluate, assess, and apply current and emerging science and technology. Graduates should possess the basic knowledge, skills, and values to practice dentistry, independently, at the time of graduation. The school identifies the competencies that will be included in the curriculum based on the school’s goals, resources, accepted general practitioner responsibilities and other influencing factors. The comprehensive care experiences provided for patients by students should be adequate to ensure competency in all components of general dentistry practice—Programs should assess define overall competency, not simply individual competencies—in order to measure the graduate’s readiness to enter the practice of general dentistry.
Predoctoral Dental

- Revision to Standards 2-8 and 3-1

2-8 → The dental school must have a curriculum management plan that ensures:

a. → an ongoing curriculum review and evaluation process which includes:
   input from faculty, students, administration and other appropriate sources;

b. → evaluation of all courses with respect to the defined competencies of the
   school to include student evaluation of instruction;

c. → elimination of unwarranted repetition, outdated material, and unnecessary
   material;

d. → incorporation of emerging information and achievement of appropriate
   sequencing;

e. → incorporation of emerging didactic and clinical technologies to support the
   dental education program curriculum.
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, at all sites where required educational activity occurs. The faculty member responsible for the specific discipline must be qualified through appropriate knowledge and experience in the discipline as determined by the credentialing of the individual faculty as defined by the program/institution.°

**Intent:** Faculty should have knowledge and experience at an appropriate level for the curriculum areas for which they are responsible. The collective faculty of the dental school should have competence in all areas of dentistry covered in the program.°
January 1, 2020 implementation

Predoctoral Dental

- Definition of Terms (Research and Health Literacy); Standard 2-17; Standard 6-Research

Definition of Terms Used in Accreditation Standards for Dental Education Programs

**Research:** The process of scientific inquiry involved in the development and dissemination of new knowledge.

**Health literacy:** “The degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions.” (Institute of Medicine. 2004. Health Literacy: A Prescription to End Confusion. Washington, DC: The National Academies Press. https://doi.org/10.17226/10883.)
January 1, 2020 implementation

Critical Thinking

2-17 Graduates **must** be competent in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment.

**Intent:**

*Students should learn about factors and practices associated with disparities in health status among subpopulations, including but not limited to, racial, ethnic, geographic, or socioeconomic groups. In this manner, students will be best prepared for dental practice in a diverse society when they learn in an environment characterized by, and supportive of, diversity and inclusion. Such an environment should facilitate dental education in:*

- basic principles of culturally competent health care;
- **basic principles of health literacy and effective communication for all patient populations;**
- recognition of health care disparities and the development of solutions;
- the importance of meeting the health care needs of dentally underserved populations, and;
- **the development of core professional attributes, such as altruism, empathy, and social accountability, needed to provide effective care in a multi-dimensionally diverse society.**
STANDARD 6- RESEARCH PROGRAM

6-1 Research, the process of scientific inquiry involved in the development and dissemination of new knowledge, **must** be an integral component of the purpose/mission, goals and objectives of the dental school.

**Intent:**
The institution should develop and sustain a research program on a continuing basis. The dental school should develop strategies to address the research mission and regularly assess how well such expectations are being achieved. Annual evaluations should provide evidence of innovations and advances which reflect research leadership within research focus areas of the institution.

**Examples of evidence to demonstrate compliance may include:**
- Established research areas and ongoing funded support of the research activities
- Commitment to research reflected in institution mission statement, strategic plan, and financial support
- Evidence of regular ongoing research programmatic review
- Extramural grant and/or foundation support of the research program
- Other evidence of the global impact of the research program
6-2  The dental school faculty, as appropriate to meet the school’s purpose/mission, goals and objectives, must engage in research or other forms of scholarly activity.

**Intent:**
*Schools should establish focused, significant, and sustained programs to recruit and retain faculty suitable to the institution’s research themes, and/or scholarly activity. The program should employ an adequate number of full-time faculty with time dedicated to the research mission of the institution. Financial resources should ensure that the program will be in a position to recruit and retain qualified faculty.*

**Examples of evidence to demonstrate compliance may include:**
- Faculty roster of full-time equivalents dedicated to research
- Extramural funding of faculty
- Documentation of research faculty recruitment efforts
- Peer reviewed scholarly publications (manuscripts, abstracts, books, etc.) based on original research
- Presentation at scientific meetings and symposia
- Other evidence of the impact of the research program and research productivity
§ 3  Dental education programs must provide opportunities, encourage, and support student participation in research and other scholarly activities mentored by faculty.

Intent:
The dental education program should provide students with opportunities to experience research including, but not limited to, biomedical, translational, educational, epidemiologic and clinical research. Such activities should align with clearly defined research mission and goals of the institution. The dental education program should introduce students to the principles of research and provide elective opportunities beyond basic introduction, including how such research is conducted and evaluated, and where appropriate, conveyed to patients and other practitioners, and applied in clinical settings.

Examples of evidence to demonstrate compliance may include:
- Formal presentation of student research at school or university events
- Scholarly publications with student authors based on original research
- Presentation at scientific meetings
- Research abstracts and table clinics based on student research
“Should” Statements within Standards

• Documentation and Policy Review Committee to consider the use of the word “should”

• In predoctoral standards, “Should: Indicates an expectation”

• Other standards, indicates “a method to achieve standards” and/or “highly desirable but not mandatory”

• Predoctoral Review Committee believed the term should be revised to state “Should: Indicates a method to achieve the standards, but not mandatory”
Site Visit Logistics and Reimbursement
Fox World Travel 24/7 Reservations

Follow the link to Fox World Travel:

ada@foxworldtravel.com

• Fox agents are available 7:00am-7:30pm central time to assist with business needs
  – CODA/ADA Local Number: 312-361-0144
  – CODA/ADA Toll Free Number: 844-319-2892

• To make online travel reservations and hotel reservations go to: www.concursolutions.com
Fox Travel After Hours

- Travel with the Fox World Travel after-hours emergency number and CODA staff number
  - CODA/ADA Local Number: 312-361-0411
  - CODA/ADA Toll Free Number: 844-319-2892
  - After-Hours CODE: A10MN
- Refer to Travel Policy for clarification on reimbursements
- After hours phone number is only for cancellations and flight delays
Site Visitor Expense Reimbursements

• Expense reports must be submitted electronically through Concur, no exceptions

• CODA on-demand webinar on how to submit concur expense reports
  – Visit ADA Connect | Site Visitor Materials | 3-Concur Reimbursements | Concur Webinar Download to View
Online Resources
“Site Visit Orientation” Web Site

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 (U.S. and International)
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

Open, Manager, Predoctoral Dental Education

Ms. Dani Patrick-Wade, Senior Project Assistant; waded@ada.org, 312-440-2713

Ms. Malinda Little, Coordinator, Site Visits littlem@ada.org, 312-440-2675

Dr. Sherin Tooks, Director, CODA tookss@ada.org, 312-440-2940
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