REPORT OF THE STANDING COMMITTEE ON
DOCUMENTATION AND POLICY REVIEW

**Background:** The Standing Committee on Documentation and Policy Review met via telephone conference call on June 19, 2019. Committee members in attendance included: Dr. Jeffery Hicks, chair; Dr. Susan Callahan Barnard, Mr. David Cushing, Dr. Steven Friedrichsen, Dr. Christopher Hasty, Dr. John Hellstein, and Dr. Bradford Johnson. Dr. Bruce Kinney was unable to participate in the meeting. In addition, Dr. Sherin Tooks, director, CODA, CODA managers, and Ms. Cathryn Albrecht, senior associate general counsel, were also in attendance. The Committee discussed the following items:

**Regular Review of Commission Policies:** One of the charges of the Standing Committee on Documentation and Policy Review is to regularly review Commission policies and procedures found in the Commission’s Evaluation and Operational Policies and Procedures manual (EOPP) to ensure that they are current and relevant. Appendix 1 identifies the policy review timeline, including the policies and procedures due for review at this time.

Through discussion of the policies for review found in Appendix 2, the Standing Committee noted one of the proposed revisions constituted deletion of the policy “Role Of The Site Visitor Trainee (All Disciplines).” The Standing Committee learned the option to attend a site visit for training was previously offered only when the new site visitor was unable to attend the in-house training session. However, it was believed that site visit observation training sessions lacked consistency, may not cover all the content of the Commission’s two (2) day in-house training program, and could distract from the overall site visit process. Following further discussion, the Committee concluded that in-house training offers more consistency and calibration rather than variability of attending a site visit as a trainee. Therefore, the Standing Committee believed attending a site visit as a trainee should not be permitted for site visitor training and agreed the policy should be rescinded and removed from the EOPP.

The Standing Committee also considered the “Policy on Third Party Comments” noting that the Commission’s intent regarding posting for third party comments should be enhanced to distinguish between the processes for regular site visits, initial accreditation site visits, and special site visits. As such, additional clarification was added to the policy.

Upon consideration of the “Enrollment Requirement For Site Visits For Fully Developed Programs,” the Standing Committee believed the policy could be further clarified to indicate the intent that after a period of non-enrollment that has delayed a regular site visit, the Commission will conduct the program’s site visit when students are enrolled, preferably in the latter part of the final year of the program prior to graduation.

The Standing Committee also noted that although the “Policies and Procedures for Accreditation of Programs in Areas of Advanced Dental Education” and “Principles and Criteria Eligibility of Allied Dental Programs for Accreditation by the Commission on Dental Accreditation” are
included in the policies for regular review at this time, they are discussed elsewhere in this report.

Following discussion of the remaining policies, the Standing Committee determined that revisions to policies, as noted in Appendix 2, are warranted and recommend they be adopted.

**Standing Committee Recommendation:** It is recommended that the Commission on Dental Accreditation adopt and implement immediately the proposed revisions to policies found in Appendix 2, including the revision of policies in the Commission’s EOPP and in all appropriate Commission documents.

**Review of Additional Policies and Procedures:** On occasion, policies requiring consideration for revision outside of the regular review process are identified. Therefore, the Standing Committee considered proposed revisions to additional policies not scheduled for regular review, including the Commission’s “Policy on Failure to Comply with Commission Requests for Survey Information and Policy on Reporting” and “Approval of Sites Where Educational Activity Occurs.”

The Standing Committee learned the proposed revisions to Commission’s “Policy on Failure to Comply with Commission Requests for Survey Information” are suggested to reduce the amount of time a program could request for an extension to submit the annual survey beyond the deadline date. Doing so will allow CODA staff additional time to follow up with programs regarding possible areas of non-compliance in advance of the Winter CODA meeting. Following discussion, the Standing Committee determined the proposed revisions to the “Policy on Failure to Comply with Commission Requests for Survey Information” found in Appendix 3 are warranted and recommend they be adopted.

The Commission’s “Policy Statement on Reporting and Approval of Sites Where Educational Activity Occurs” was also provided for possible revision. The Standing Committee noted the proposed revision included deletion of the asterisk, found below the reporting requirements grid, indicating “sites used for community service and service learning are exempt.” The Standing Committee learned the revision was proposed because retaining the asterisk would contradict current Commission reporting and evaluation requirements for dental hygiene and predoctoral dental education programs related to service learning and community service as program requirements. Additionally, it was believed that the Commission should have oversight of sites used for educational purposes, and service learning/community service sites could be submitted as minor sites as long as no competency assessment occurred at the sites. As such, these activities should not be exempt from being reported and evaluated as CODA has a responsibility to do so as an accrediting agency.

The Standing Committee learned that predoctoral dental and dental hygiene education programs may use a variety of community service and service learning sites, which can vary by year, the length of time the sites are used, and by student preference for the purpose of completing
community service and/or service learning experiences, as applicable. Because of the variability of a program’s use of community service and service learning sites, the Committee discussed the possible hardship that may be created by moving these sites from a “supplemental” site designation that requires no Commission oversight, to a “major” or “minor” site designation that has some level of Commission oversight, depending on the program requirements and whether competencies are assessed. Alternatives to prior reporting and approval were discussed, including retaining the “supplemental” designation with no prior Commission review required, and instead requiring that community service and/or service learning sites be reported in the self-study, which would require site visit teams to review and perhaps choose several sites to visit, in lieu of reporting 30 days prior to using the sites as would occur with “minor” sites.

The Standing Committee also discussed the statement “no site visit required” found in the policy related to educational activity sites that are classified as “supplemental” sites. Through discussion, the Standing Committee learned that this statement appears to contradict the current practice of visiting community service or service learning sites used by dental education, typically selected based on their use and whether they are a required component of educational or clinical experiences within the program.

Following lengthy discussion, the Standing Committee believed the designation, reporting and approval process for “supplemental” sites used for required community service and/or service learning opportunities warrants further study by the Commission and agreed no revisions should be made at this time.

**Standing Committee Recommendation:** It is recommended that the Commission on Dental Accreditation adopt and implement immediately the proposed revisions to the Policy on Failure to Comply with Commission Requests for Survey Information found in Appendix 3, including the revision of the policy in the Commission’s EOPP and in all appropriate Commission documents.

It is further recommended that the Commission on Dental Accreditation study the Policy Statement on Reporting and Approval of Sites Where Educational Activity Occurs as it relates to the classification of “supplemental” sites for required community service and/or service learning requirements.

**Consideration of the term “Should” within the Definition of Terms used by the Commission in All Accreditation Standards:** At its Winter 2019 meeting, the Predoctoral Dental Education Review Committee (PREDOC RC) recommended, and the Commission on Dental Accreditation directed, that the Standing Committee on Documentation and Policy Review to consider the term “Should” within the Definition of Terms of Accreditation Standards, among all disciplines under the Commission’s purview, to ensure consistent application and interpretation of the Commission’s expectation, with a report for review by the Commission in Summer 2019.
Through further review of background information, the Standing Committee noted that the definition of “should” is inconsistent among all disciplines under CODA’s purview. For example, predoctoral dental education and dental therapy education program standards state that “Should: Indicates an expectation” while some of the advanced dental education standards state that “Should: Indicates a suggested way to meet the standard; highly desirable, but not mandatory” or “Should: Indicates a method to achieve the standards.” The Committee also noted that dental hygiene standards state: “Should: Indicates a method to achieve the Standards,” while dental laboratory technology and dental assisting standards do not include a definition for “should.”

The Standing Committee also recalled that the PREDOC RC was concerned that the term “should,” defined as “indicates an expectation” in the predoctoral dental education and dental therapy standards has the potential for inconsistent application and review of educational programs because some CODA site visitors mistakenly use the intent statement as the requirement by which a program is evaluated, rather than the “must” statement which has historically been viewed by CODA as the mandatory compliance requirement.

Following further consideration of the various definitions of “should,” the Standard Committee agreed the following statement be used to define “should” and applied to the Accreditation Standards of all disciplines under the Commission’s purview (Underline is new language):

\textit{Should: Indicates a method to achieve the standard; highly desirable, but not mandatory.}

Through further discussion, the Standing Committee also noted the potential impact the revised definition could have on the Accreditation Standards. Specifically, the Committee discussed the possibility that changing the definition of “should” could result in the need to convert previous “should” statements to “must” statements within discipline specific Accreditation Standards documents. Therefore, the Standing Committee believed the Commission should direct each review committee to review the use of “should” in its Accreditation Standards and consider the possible impact, if any, with a report to the Commission for the Winter 2020 meeting. The Standing Committee recognized that some discipline-specific standards are currently being assessed for validity and reliability or may undergo review in the near future; therefore, it may be advisable for each Review Committee to consider the timing its review and revision of the term “should” to correlate with other revision activities.

\textbf{Standing Committee Recommendation:} It is recommended that the Commission on Dental Accreditation direct the revision or addition, as applicable, of the definition of “should,” as noted below, within the Definition of Terms used by the Commission in the Accreditation Standards for all disciplines within the Commission’s purview, with consideration of this change in Winter 2020 and application within a time frame to correlate with other revision activities.
**Should**: Indicates a method to achieve the standard; highly desirable, but not mandatory.

It is further recommended that the Commission on Dental Accreditation direct each review committee to review the use of “should” in its Accreditation Standards and consider the impact its revised definition could have on the Accreditation Standards, including possible conversion of “should” statements to “must” statements, if appropriate, including application within a time frame to correlate with other revision activities, with a report on progress or a plan for implementation to the Commission for consideration at the Winter 2020 meeting.

**Consideration of Criteria for Accreditation of Programs in New Dental Education Areas or Disciplines**: At its Summer 2018 meeting, through new business, the Commission discussed the process by which an individual or organization may request that CODA establish an accreditation process for an educational area in dentistry. The Commission directed the Standing Committee on Documentation and Policy Review to review the criteria for accrediting areas of advanced dental education with a report to be considered by the Commission in Summer 2019.

During the January 16, 2019 conference call of the Standing Committee on Documentation and Policy Review, it was noted that the “Policies and Procedures for Accreditation of Programs in Areas of Advanced Dental Education” has considerable redundancy in the required elements to be addressed. The Standing Committee believed further study of the criteria and process was warranted to ensure criteria are clear, redundancy is eliminated, and that the process for establishing an accreditation process in areas of advanced dental education is clearly described and user friendly. The Standing Committee also believed that the criteria used for allied education programs could be reviewed and potentially revised, though the revisions may differ from those of the advanced dental education criteria.

At its June 19, 2019 meeting, the Standing Committee considered a proposed new policy (Appendix 4), which combined the criteria previously used for advanced dental education programs with those used for allied dental education programs. The Standing Committee noted a few points for discussion by CODA, including: 1) whether the proposed criteria allow for emerging disciplines to be accredited by the Commission, 2) whether the criteria are clear and succinct, with elimination of vagueness and repetition, and 3) whether the criteria would provide the Commission with sufficient information to make a decision of developing an accreditation process for areas of dentistry not currently under the Commission’s purview.

Following discussion, the Standing Committee agreed the proposed revised, combined document contains criteria that are clear, eliminates redundancy, and clearly defines a user-friendly process and recommends the new policy in Appendix 4 should be immediately implemented, along with the deletion of pre-existing policies.
**Standing Committee Recommendation:** It is recommended that the Commission on Dental Accreditation adopt and implement immediately the proposed Criteria for Accreditation of Programs in New Dental Education Areas or Disciplines found in Appendix 4, for inclusion in the Commission’s EOPP and in all appropriate Commission documents.

It is further recommended that the Commission on Dental Accreditation direct that the Policies and Procedures for Accreditation of Programs in Areas of Advanced Dental Education and the Principles and Criteria Eligibility of Allied Dental Programs for Accreditation by the Commission on Dental Accreditation found in Appendix 4, be immediately rescinded and removed from the Commission’s EOPP and all appropriate Commission documents.

**Commission Recommendations:**

Prepared by: Ms. Peggy Soeldner
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D. CRITERIA FOR GRANTING ACCREDITATION

The application for accreditation of a dental or dental-related program is considered complete when the following criteria, as applicable, have been adequately addressed in the application.

a. A dean/program director/program administrator, as applicable, who meets the requirements of the discipline-specific standards, has been employed at the time the application is submitted and at least six (6) months prior to a projected accreditation site visit.

b. The program is sponsored by an institution that, at the time of the application, complies with the discipline-specific accreditation standards related to institutional accreditation.

c. A strategic plan/outcomes assessment process, which will regularly evaluate the degree to which the program’s stated goals and objectives are being met, is developed.

d. The long and short-term financial commitment of the institution to the program is documented.

e. Contractual agreements are drafted and signed providing assurance that a program dependent upon the resources of a variety of institutions and/or extramural clinics and/or other entities has adequate support.

f. A defined student/resident admission process and due process procedures are developed.

g. A projection of the number, qualifications, assignments and appointment dates of faculty is developed.

h. An explanation is included of how the curriculum was developed including who developed the curriculum and the philosophy underlying the curriculum. If curriculum materials are based on or are from an established education program, there must be documentation that permission was granted to use these materials.

i. The first-year curriculum with general course and specific instructional objectives, learning activities, evaluation instruments (including, as applicable, laboratory evaluation forms, sample tests, quizzes, and grading criteria) is developed.

j. As applicable, courses for the subsequent years of the curriculum are developed, including general and specific course objectives.

k. If the capacity of the facility does not allow all students to be in laboratory, pre-clinical laboratory and/or clinic at the same time, a plan documenting how students/residents will spend laboratory, pre-clinical and/or clinical education sessions has been developed and is included.

l. As applicable, evaluation instruments for laboratory, pre-clinical, clinical, and clinical enrichment experiences are developed.

m. As applicable, policies and procedures such as a patient recruitment system; patient classification system; an ionizing radiation policy; an infection control policy; and a student/resident tracking system are developed.

n. As applicable, the adequacy of the patient caseload in terms of size, variety and scope to support required clinical experiences is available.

o. Class schedule(s) noting how each class will utilize the facility are developed.

p. As applicable, diagrams or blueprints of the didactic, laboratory, pre-clinical laboratory and clinical facilities, and equipment needs are developed to support the anticipated enrollment date.

Revised: 8/16; 8/10, 7/08, 8/03; Reaffirmed: 8/19; 8/13; Adopted: 8/02
E. POLICIES AND PROCEDURES FOR ACCREDITATION OF PROGRAMS IN AREAS OF ADVANCED DENTAL EDUCATION

In the initiation of an accreditation review process for programs in a dental education area, the Commission on Dental Accreditation seeks only to ensure the quality of the education programs in the area.

The Commission’s accreditation process for programs in areas of advanced dental education does not confer dental specialty status.

Items A through E listed below provide a framework for the Commission in determining whether a process of accreditation review should be initiated for advanced dental education programs. Each must be addressed in a request to establish an accreditation process for programs in an area of advanced dental education.

A. A well-defined body of established scientific dental knowledge exists that underlies the advanced dental education area – knowledge that is in large part distinct from, or more detailed than, that of other dental education areas already in accreditation review.

Elements to be addressed:
- Definition and scope of the education area;
- Educational goals and objectives of the education area;
- Competency statements for the education area; and
- Description of how scientific dental knowledge in the education area is substantive and distinct from other education areas already under accreditation review.

B. The body of knowledge is sufficient to educate individuals in a distinct advanced dental education area, not merely one or more techniques.

Elements to be addressed:
- Identification of distinct components of biomedical, behavioral and clinical science in the advanced dental education area;
- Description of why this area of knowledge is a distinct advanced dental education area, rather than a series of just one or more techniques;
- Documentation demonstrating that the body of knowledge is unique and distinct from that in any current Commission-accredited education area; and
- Documentation of the complexity of the body of knowledge of the education area by identifying specific advanced techniques and procedures, representative samples of curricula from existing programs, textbooks and journal.

C. A sufficient number of established programs exist and contain structured curricula, qualified faculty and enrolled individuals so that accreditation can be a viable method of quality assurance.

Elements to be addressed:
- Description of the historical development and evolution of educational programs in
advanced dental education

- A listing of the current operational programs in the advanced dental education discipline, identifying for each, the:
  - a. sponsoring institution;
  - b. name and qualifications of the program director;
  - c. number of full-time and part-time faculty (define part-time for each program);
  - d. curriculum (course outlines, student competencies, class schedules);
  - e. outcomes assessment methods;
  - f. minimum length of the program;
  - g. certificate and/or degree awarded upon completion;
  - h. number of enrolled individuals per year for at least the past 5 years; and number of graduates per year for at least the past 5 years. If the established education programs have been in existence less than 5 years, provide information since their founding; and
  - i. Documentation on how many programs in the education area would seek voluntary accreditation review, if available.

D. The education programs are the equivalent of at least one twelve-month full-time academic year in length. The programs must be academic programs sponsored by an institution accredited by an agency recognized by the United States Department of Education or accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS) rather than a series of continuing education experiences. Elements to be addressed:

- Evidence of the minimum length of the program for full-time students;
- Evidence that a certificate and/or degree is awarded upon completion of the program;
- Programs’ recruitment materials (e.g. bulletin, catalogue); and

E. Other evidence that the programs are bona fide higher education experiences, rather than a series of continuing education courses (e.g. academic calendars, schedule of classes, and syllabi that address scope, depth and complexity of the higher education experience, formal approval or acknowledgment by the parent institution that the courses or curricula in the education area meet the institution’s academic requirements for advanced education). The quality of the advanced dental educational program is important to the health care of the general public. Elements to be addressed:

- Description of the need for accreditation review of the programs to ensure quality health care for the public;
- Description of current and emerging trends in the education area;
- Documentation that dental health care professionals currently provide health care services in the identified education area; and
- Evidence that the area of knowledge is important and significant to patient care and dentistry.

Revised: 8/18; 8/16; 8/15; 8/13; 7/07; Reaffirmed: 8/13; 8/10, 7/09; Adopted: 7/04
REVISIONS TO THE FOLLOWING POLICY ARE FOUND IN APPENDIX 4

F. PRINCIPLES AND CRITERIA ELIGIBILITY OF ALLIED DENTAL PROGRAMS FOR ACCREDITATION BY THE COMMISSION ON DENTAL ACCREDITATION

In the initiation of an accreditation review process for programs in a dental education area, the Commission on Dental Accreditation seeks to ensure the quality of the education programs, for the benefit and protection of both the public and students. Items A through E listed below provide a framework for the Commission in determining whether a process of accreditation review should be initiated for new allied dental education areas or disciplines. Each must be addressed in a request to establish an accreditation process for programs in an area of allied dentistry. If the Commission determines that appropriate documentation can be provided for each criterion, then the Commission may either appoint a Workgroup made of appropriate communities of interest or task the relevant standing Review Committee to develop accreditation standards.

1. Does the allied dental education area align with the accrediting agency’s mission and scope?
   CODA’s mission is as follows: “The Commission on Dental Accreditation serves the public and profession by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education programs.” (Reaffirmed: 8/13; 07/07; Revised: CODA: 08/16; 01/01).
   Elements to be addressed:
   • Definition and scope of the allied dental education area.
   • List the educational goals and objectives of the allied dental education area.
   • Description of how the area of allied dental education aligns with the Commission on Dental Accreditation’s mission and scope.

2. Has the allied dental education area been in operation for a sufficient period of time to establish benchmarks and adequately measure performance?
   Elements to be addressed:
   • List the competency statements and performance measures that define competence for the discipline.
   • Provide documentation that there is a body of established, substantive, scientific dental knowledge that underlies the education area.

3. Is the program part of an institution or clearly identified responsible entity encompassed under the agency’s scope, e.g., formal, postsecondary education program leading to a bona fide educational credential (certificate or degree)?
   Elements to be addressed:
   • A listing of the current operational programs in the allied dental education area, identifying for each, the:
     o sponsoring institution; present evidence that the sponsoring institutions are accredited by an agency recognized by the United States Department of Education.
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1. documentation of the existence of an sufficient number of qualified individuals
   serving or available to serve as program directors;
2. documentation of the existence of a sufficient number of full-time and part-time
   faculty (define part-time for each program) qualified to teach in the programs;
3. documentation of existing curriculum in the area (course outlines, student
   competencies, class schedules);
4. evidence that the programs are bona fide higher education experiences, rather than
   preceptorships or a series of continuing education courses, that address scope,
   depth and complexity of the higher education experience;
5. outcomes assessment methods for the programs;
6. minimum length of the program;
7. certificate and/or degree or other credential awarded upon completion;
8. formal approval, authorization or acknowledgment by the parent institution that the
   courses or curricula in the education area meet the institution’s academic
   requirements for operation and awarding of the appropriate credential;
9. number of enrolled individuals per year for at least the past 5 years; and number of
   graduates per year for at least the past 5 years. If the established education
   programs have been in existence less than 5 years, provide information since their
   founding; and
10. documentation on how many programs in the education area would seek voluntary
    accreditation review, if available.

4. Is there sufficient level of activity and expertise in the discipline, including individuals with
the academic or professional credentials, to establish standards and sustain a quality review
process?
   Elements to be addressed:
   • Description of the historical development and evolution of educational programs in the
     area of allied dentistry.
   • For each program, list the academic credentials required to be a full-time faculty and the
     academic credentials to be a part-time faculty member.
   • For each program, list the academic and administrative credentials required to be a
     program director.
   • Description of sponsoring, professional organization/association(s), if any, and (if
     applicable) the credentialing body, including the following information:
     o number of members
     o names and contact information of association officers
     o organization/association bylaws
     o list of sponsored continuing education programs for members
     o for credentialing body: exam criteria; number of candidates; pass rate

5. Is there evidence of need and support from the public and professional communities to sustain
educational programs in the discipline?
   Elements to be addressed:
• Description of the need for accreditation review of the programs to ensure quality health care for the public, including evidence of consideration of public interests in the development and operation of the programs.

• Documentation of current and emerging trends in the education area.

• Documentation of the available programs with rationale for ability to perform a robust, meaningful peer-review accreditation process.

• List of states where graduates of the allied dental education programs can be licensed and/or practice.

• Evidence that the programs in the discipline are legally authorized to operate by the relevant state or government agencies.

• Evidence that the discipline’s institutions and programs are in compliance with all applicable US Department of Education expectations including those described in the Regulations on Gainful Employment Reporting Associated with the Higher Education Opportunity Act.

• Evidence documenting (or plans to document) outcomes assessment of graduates.

• Evidence of the potential for graduates to obtain gainful employment, including:
  o Average student loan indebtedness
  o Average salary new graduates can expect to earn
  o Employment placement rates (when available)
  o Documentation of employment/practice opportunities/settings
  o Evidence from a feasibility study and/or needs assessment (where available)
    showing career opportunities, student interest, an appropriate patient base,

Reaffirmed: 8/13; Adopted: 8/10

G. SELF-STUDY GENERAL INFORMATION

In preparation for a site visit, institutions are required to complete a self-study for each program being evaluated. A self-study involves an analysis of the program in terms of the accreditation standards and an assessment of the effectiveness of the entire educational program. It includes a review of the relevance of all its activities to its stated purposes and objectives and a realistic appraisal of its achievements and deficiencies. The self-study process permits a program to measure itself qualitatively prior to evaluation by an on-site committee of peers in education and the profession. On-site evaluation assesses the degree to which the accreditation standards are met and assists the program in identifying strengths and weaknesses.

The self-study manual includes questions which require qualitative evaluation and analysis of the educational program. The intent of the self-study process is to identify program strengths and weaknesses. Latitude is permitted in interpreting questions to meet the specific needs of the program; however, Commission staff should be consulted if revisions are planned.

The sponsoring institution is required to forward a copy of the completed self-study document to each member of the visiting committee and to the Commission office no later than sixty (60) days
prior to the scheduled site visit. Visiting committee members review the completed self-study
documents. Any requests by committee members for additional materials relating to the on-site
review are forwarded to the institution by the Commission staff, when staff attends the visit, or site
visit chair staff representative. All such requests are compiled into one official communication
from the Commission staff or site visit chair office to the institution. Individual site visitors may
not request additional material or information directly from an institution. The institution’s
response serves as an addendum to the self-study document.

Guidelines for preparing self-study documents for each discipline, including more specific
information and instructions, are available upon request from the Commission office or on the
Commission’s website.

Revised: 8/19; 8/14; Reaffirmed: 8/10

H. PRE-VISIT GENERAL INFORMATION

The Commission proposes and confirms dates for the site visit, assists the institution with pre-visit
plans and communicates with the visiting committee regarding transportation, hotel
accommodations and the program’s accreditation history.

A site visit focuses only on the program(s) in operation at the time of the visit. The visiting
committee will expect, however, to be apprised of any change in admissions, facilities, faculty,
financial support or curriculum which is contemplated, but not yet implemented.

Although the Commission provides a suggested site visit schedule, the institution is responsible for
preparing the actual schedule. Any necessary modifications to the schedule proposed by the
institution are made prior to the visit either by Commission staff or by the staff representative
assigned to the visiting committee. The schedule is also reviewed at the beginning of the visit to
determine whether any other changes are indicated. The institution notifies all individuals
associated with the institution, who are participating in the review, of the time and place of their
scheduled conferences with the visiting committee.

Reaffirmed: 8/19; 8/10

I. POLICY ON THIRD PARTY COMMENTS

The Commission currently publishes, in its accredited lists of programs, the year of the next site
visit for each program it accredits. In addition, the Commission posts its spring and fall site visit
announcements on the Accreditation News Site Visit Process and Schedule area of the
Commission’s website for those programs being site visited January through June or July through
December in the current and next year. Special site visits and initial accreditation site visits for
developing programs may be scheduled after the posting on the Commission’s website; thus, the
specific dates of these site visits will may not be available for publication. Parties interested in
these specific dates (should they be established) are welcomed/encouraged to contact the
The United States Department of Education (USDE) procedures require accrediting agencies to provide an opportunity for third-party comment, either in writing or at a public hearing (at the accrediting agencies’ discretion) with respect to institutions or programs scheduled for review. All comments must relate to accreditation standards for the discipline and required accreditation policies. In order to comply with the Department’s requirement on the use of third-party comment regarding program’s qualifications for accreditation or initial accreditation, the following procedures have been developed.

Those programs scheduled for regular review must solicit third-party comments through appropriate notification of communities of interest and the public such as faculty, students, program administrators, dental-related organizations, patients, and consumers 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 and should stipulate that signed or unsigned comments will be accepted, that names and/or signatures will be removed from comments prior to forwarding them to the program, and that comments must pertain only to the standards for the particular program or policies and procedures used in the Commission’s accreditation process. The announcement may include language to indicate that a copy of the appropriate accreditation standards and/or the Commission’s policy on third-party comments may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611, or by calling 1/800-621-8099, extension 4653.

All comments submitted must pertain only to the standards relative to the particular program being reviewed or policies and procedures used in the accreditation process. Comments will be screened by Commission staff for relevancy. Signed or unsigned comments will be considered. For comments not relevant to these issues, the individual will be notified that the comment is not related to accreditation and, where appropriate, referred to the appropriate agency. For those individuals who are interested in submitting comments, requests may be made to the Commission office.

All relevant comments will have names and/or signatures removed and will then be referred to the program at least fifty (50) days prior to the site visit for review and response. A written response from the program should be provided to the Commission office and the visiting committee fifteen (15) days prior to the site visit. Adjustments may be necessary in the site visit schedule to allow discussion of comments with proper personnel. Negative comments received after the established deadline of sixty (60) days prior to the site visit will be handled as a complaint. Any unresolved issues related to the program’s compliance with the accreditation standards will be reviewed by the visiting committee while on-site.

Programs with the status of initial accreditation, and programs seeking initial accreditation 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 utilizing the procedures noted above.
On occasion, programs may be scheduled for special focused or special comprehensive site visits and because of the urgency of the visit, solicitation of third-party comments within the ninety (90) day time-frame may not be possible. However, third party comments must be solicited at the time the program is notified of the Commission’s planned site visit, typically sixty (60) days in advance of the visit. In this case, the timeframe for solicitation of third-party comments will be shortened. The notice should indicate the deadline of thirty (30) days for receipt of third-party comments in the Commission office and should stipulate that signed or unsigned comments will be accepted, that names and/or signatures will be removed from comments prior to forwarding them to the program, and that comments must pertain only to the standards for the particular program or policies and procedures used in the Commission’s accreditation process. All relevant comments will have names and/or signatures removed and will then be referred to the program at least twenty (20) days prior to the site visit for review and response. A written response from the program should be provided to the Commission office and the visiting committee ten (10) days prior to the site visit. Adjustments may be necessary in the site visit schedule to allow discussion of comments with proper personnel. Any unresolved issues related to the program’s compliance with the accreditation standards will be reviewed by the visiting committee while on-site. Negative comments received after the established deadline of thirty (30) days prior to the site visit will be handled as a complaint.

The Commission will request written comments from interested parties on the CODA website. All comments relative to programs being visited will be due in the Commission office no later than sixty (60) days prior to each program’s site visit to allow time for the program to respond. Therefore, programs being site visited in January through June will be listed in the fall posting of the previous year and programs scheduled for a site visit from July through December will be listed in the spring posting of the current year. Any unresolved issues related to the program’s compliance with the accreditation standards will be reviewed by the visiting committee while on-site.

Those programs scheduled for review must solicit third-party comments through appropriate notification of communities of interest and the public such as faculty, students, program administrators, dental related organizations, patients, and consumers 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 and should stipulate that signed or unsigned comments will be accepted, that names and/or signatures will be removed from comments prior to forwarding them to the program, and that comments must pertain only to the standards for the particular program or policies and procedures used in the Commission’s accreditation process. The announcement may include language to indicate that a copy of the appropriate accreditation standards and/or the Commission’s policy on third-party comments may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611, or by calling 1/800-621-8099, extension 4653.

All comments submitted must pertain only to the standards relative to the particular program being reviewed or policies and procedures used in the accreditation process. Comments will be screened by Commission staff for relevancy. Signed or unsigned comments will be considered. For
comments not relevant to these issues, the individual will be notified that the comment is not related
to accreditation and, where appropriate, referred to the appropriate agency. For those individuals
who are interested in submitting comments, requests may be made to the Commission office.

All relevant comments will have names and/or signatures removed and will then be referred to the
program at least fifty (50) days prior to the site visit for review and response. A written response
from the program should be provided to the Commission office and the visiting committee fifteen
(15) days prior to the site visit. Adjustments may be necessary in the site visit schedule to allow
discussion of comments with proper personnel. Negative comments received after the established
deadline of sixty (60) days prior to the site visit will be handled as a complaint.

Revised: 8/19; 8/18; 2/18; 2/16; 2/15; 8/13; 8/12, 8/11, 7/09, 8/02, 1/97; Reaffirmed: 8/13; 8/10,
1/03; Adopted: 7/95

J. SITE VISITS

The Commission on Dental Accreditation formally evaluates accredited programs at regular
intervals.

Comprehensive site visits based on a self-study are routinely conducted every seven years. Site
visits of advanced dental education programs in oral and maxillofacial surgery are conducted at five
year intervals.

Special site visits (which may be either focused or comprehensive in scope) are conducted when it
is necessary for the Commission to review information about the program that can only be obtained
or documented on-site. Information on special site visits is included elsewhere in this manual.

Revised: 8/18; 1/14; Reaffirmed: 8/19; 8/10

1. Overview And Accreditation Cycle: The Commission requires that each accredited program,
or program seeking initial accreditation, conduct a self-analysis and submit a self-study report prior
to its on-site review. Using the Commission’s self-study guide helps the program ensure that its
self-study report addresses, assesses critically, and documents the degree of compliance with each
of the accreditation standards and with the program’s own stated goals.

The Commission expects that one of the goals of a dental or dental-related educational program is
to prepare qualified individuals in their respective disciplines. Accredited programs must design
and implement their own outcomes measures to determine the degree to which stated goals and
objectives are being met. Results of this ongoing and systematically documented assessment
process must be used to evaluate the program’s effectiveness in meeting its goals, to improve
program quality and to enhance student achievement.

All members of the visiting committee carefully review the self-study document prior to the on-site
review. This initial assessment serves to identify areas where the program may not comply with the
accreditation standards or to raise questions about information that is unclear. While on site, the
visiting committee verifies the information provided in the self-study document and carefully
assesses any unclear or problem areas. The verification process includes interviews with
institutional personnel and review of program documentation. A recommendation is included in the
report of the site visit when noncompliance with a standard is identified. If a particular standard is
not addressed by the site visit report, the program is viewed as meeting that standard.

The site visit report, along with the institutional response to the report, serves as the Commission’s
primary basis for accreditation decisions. The report also guides chief executive officers and
administrators of educational institutions in determining the degree of the program’s compliance
with the accreditation standards. The Commission, assisted by the visiting committees, identifies
specific program deficiencies or areas of noncompliance with the standards, but it is the
responsibility of the program to identify specific solutions or means of improvement.

Reaffirmed: 8/19; 8/10

2. Coordinated Site Visits: If an institution offers more than one dental education program, the
Commission evaluates all programs during a single site visit whenever possible and may, at the
program’s/institution’s request reduce the site visit date cycle to coordinate visitation to all
programs at one time. Shared faculty, shared facilities and integrated curricula, as well as the time
and expense involved in preparing for a visit, are among the reasons for coordinated evaluations.

The Commission encourages the coordination of its evaluations with evaluations by regional and/or
other nationally recognized accrediting associations. It will make every effort to coordinate its
evaluations with those of other associations if requested to do so by an institution. The Commission
has conducted simultaneous evaluations with regional accrediting associations such as the
Commission on Colleges of the Southern Association of Colleges and Schools and other specialized
agencies such as the Commission on Accreditation of Allied Health Education Programs
(CAAHEP) or with state accrediting agencies such as the State Education Department, the
University of the State of New York Division of College and University Evaluation. If an
institution wishes to coordinate accreditation activities, the Commission should be contacted well in
advance of the projected time of the site visit.

Revised: 8/16; Reaffirmed: 8/19; 8/10

Accreditation is recognized by the U.S. Department of Education (USDE) as an umbrella
specialized accrediting agency for dental and dental-related disciplines. As a specialized
accrediting agency, the Commission is responsible for the review of all dental, allied dental, and
advanced dental educational programs. The Commission is also responsible for evaluating
educational programs which are sponsored in a variety of educational settings, including hospitals.
For this reason, when an institution sponsors multiple programs falling within the Commission’s
accreditation purview, the institutional component is included as an integral part of the umbrella
review process.

Although the Review Committees play a significant role in this broad-based review, the Commission
has the final responsibility for ensuring that the impact of the programs on the sponsoring institution is
considered.
4. **Policy On Cooperative Site Visits With Other Accreditors:** The Commission encourages the coordination of its site visits with the accreditation reviews of other specialized or regional accrediting agencies. The Commission consults with institutional and program administrators to determine whether a coordinated visit can meet the accreditation needs of each agency involved in the visit. If so, a coordinated visit is scheduled. In order to protect the confidentiality of information gathered during the review, the cooperating agencies usually specify in advance the degree of access each will have to the other’s site visit documents and reports. Each visiting committee may develop its own report or certain sections of the report may meet the needs of the cooperating agencies.

The institution that sponsors the accredited program must request that a coordinated site visit be conducted. An offer to try to work cooperatively with other agencies is routinely included in the initial letter that announces an upcoming scheduled site visit by the Commission. If a request is received from the institution, the Commission contacts the other accrediting agencies. The agencies work together with the institution to attempt to develop a schedule or protocol that will meet the needs of both accrediting agencies and the institution.

The Commission requests the members of the visiting committees from other agencies sign the Commission’s Statement of Confidentiality in order to participate in interviews conducted by the Commission’s site visitors.

A reminder about the Commission’s willingness to conduct coordinated site visits is included periodically in the *CODA Communicator* e-newsletter.

5. **Policy On Special Site Visits:** Special site visits are conducted when it is necessary for the Commission to review information about the program that can only be obtained or documented on-site. When necessary, special site visits are conducted to ensure the quality of the educational program, but are used selectively in order to avoid perceived harassment of programs. A special site visit may be either focused, limited to specified standards, or comprehensive, covering all accreditation standards. In making recommendations to the Commission for a special site visit, the Review Committee will indicate the specific standards or required accreditation policy in question. The Commission will communicate these concerns to the program in the letter transmitting the action related to a special site visit. If a comprehensive special visit will be conducted, the program must prepare a self-study prior to the visit. If a focused visit will be conducted, the program will be required to complete some portions of the self-study and/or to develop some other materials related to the specific standards or required policies that have been identified as areas of concern. With the exception of a special site visit due to falsification of information, all costs related to special site visits are borne by the program, including an administrative special focused site visit fee. (See Invoicing Process for Special Focused Site Visits)

The Commission may conduct a special site visit for any of the following reasons:
a. Failure to document compliance: A special site visit may be directed for an accredited program when, six (6) months prior to the time period allowed to achieve compliance through progress reports (eighteen (18) months if the program is between one and two years in length or two years if the program is at least two years in length), the program has not adequately documented compliance with the accreditation standards. The special site visit will be focused on the recommendations contained in the site visit report. Recommendations for which supplemental information or documentation is submitted after the last progress report or special site visit report is reviewed by the appropriate Review Committee or the Commission and that in the Commission’s opinion requires on-site verification, shall be considered as not met for purposes of accreditation. Following the special site visit, if compliance is not demonstrated, the Commission will withdraw the program’s accreditation unless the Commission extends the period for achieving compliance for good cause.

b. Major change within a program: A special site visit may be directed for an accredited program when a report of program major change, review of annual survey data, or information received in other ways, indicates that major changes in a program may have affected its ability to maintain compliance with the accreditation standards. The Commission may also request a special report from the involved program prior to conducting a special site visit. The Commission’s Policy on Reporting Program Changes in Accredited Programs found in Section IV.D V.C of this manual provides details.

c. Investigating complaints: A special site visit may be directed for an accredited program to investigate a complaint raising questions about the program’s compliance with the accreditation standards. The Commission’s Policy and Procedure Regarding Investigation of Complaints Against Educational Programs found in Section V.D of this manual provides details.

d. Falsifying information: A special site visit may be directed for an accredited program to investigate the possible intentional falsification of information provided to the Commission. The Commission’s policy on Integrity found in Section I.G provides details. The cost of such a special site visit is shared by the Commission and the program.

e. Sites Where Educational Activity Occurs: The Commission’s Policy Statement on Reporting and Approval of Sites Where Educational Activity Occurs found in Section V.R provides details.

f. Other reasons: A special site visit may, on occasion, be directed for an accredited program to respond to a request from the Commission from the chief executive officer or program administrator. The Commission may also direct that a focused site visit is necessary for just cause if it determines that a program may be unable to maintain compliance with the accreditation standards.

Revised: 8/19

Invoicing Process for Special Focused Site Visits

Invoice #1: In advance of the site visit, the program will remit payment for the Administrative Fee ($4,320 in 2018 and 2019; $5,000 in 2020) plus 75% of the remaining estimated actual expenses (calculated as an estimate, 75% of $1200 per site visitor or staff). See Program Fee Policy.

Invoice #2: Following the site visit, the program will remit payment for the remaining balance of actual expenses to the Commission.
K. SITE VISITORS

The Commission uses site visitors with education and practice expertise in the discipline or areas being evaluated to conduct its accreditation program. Nominations for site visitors are requested from national dental and dental-related organizations representing the areas affected by the accreditation process. Self-nominations are accepted. Site visitors are appointed by the Commission annually and may be re-appointed.

During the term of service as a Review Committee member, these individuals should not serve as site visitors for an actual accreditation site visit to an accredited or developing program, unless deemed necessary. Two instances when a review committee member could serve on a site visit include: 1) an inability to find a site visitor from the comprehensive site visitor list, or 2) when the review committee believes a member should attend a visit for consistency in the review process. This applies only to site visits that would be considered by the same review committee on which the site visitor is serving. Review committee members are prohibited from serving as independent consultants for mock accreditation purposes. These policies help avoid conflict of interest in the decision making process and minimize the need for recusals.

During the term of service as a commissioner, these individuals may not independently consult with a CODA-accredited program or a program applying for CODA accreditation. In addition, site visitors serving on the Commission may not serve on a site visit team during their terms.

All other active site visitors who independently consult with educational programs accredited by CODA or applying for accreditation must identify all consulting roles to the Commission and must file with the Commission a letter of conflict acknowledgement signed by themselves and the institution/program with whom they consulted. All conflict of interest policies as noted elsewhere in this document apply. Contact the CODA office for the appropriate conflict of interest declaration form.

Prior to a site visit, a list of site visitors and other participants is reviewed by the institution/program for conflict of interest or any other potential problem. The program/institution being site visited will be permitted to remove individuals from the list if a conflict of interest, as described in the Commission’s Conflict of Interest Policy, can be demonstrated. Information concerning the conflict of interest must be provided in writing clearly stating the specifics of the conflict. Site visitors are appointed by the Chair and approved by the institution’s administration, i.e. dental school dean or program director. The visiting committee conducts the site visit and prepares the report of the site visit findings for Commission action. The size and composition of a visiting committee varies with the number and kinds of educational programs offered by the institution. All visiting committees will include at least one person who is not a member of a Review Committee of the Commission or a Commission staff member. Two dental hygiene site visitors shall be assigned...
to dental school-sponsored dental hygiene site visits.

When appropriate, a generalist representative from a regional accrediting agency may be invited by the chief executive officer of an institution to participate in the site visit with the Commission’s visiting committee. A generalist advises, consults and participates fully in committee activities during a site visit. The generalist’s expenses are reimbursed by the institution. The generalist can help to ensure that the overall institutional perspective is considered while the specific programs are being reviewed.

The institution is encouraged to invite the state board of dentistry to send a current member to participate in the site visit. If invited, the current member of the state board receives the same background materials as other site visit committee members and participates in all site visit conferences and executive sessions. The state board of dentistry reimburses its member for expenses incurred during the site visit.

In addition to other participants, a newly appointed site visitor and/or Commission staff member may participate on the visiting committee for training purposes. It is emphasized that site visitors are fact-finders, who report committee findings to the Commission. Only the Commission is authorized to take action affecting the accreditation status.

Revised: 8/19; 2/16; 8/14; 1/03, 1/00, 7/97; Reaffirmed: 8/10, 7/09, 7/07, 7/06, 7/01; CODA: 07/96:10, 12/83:4

1. Appointments: All site visitor appointments are made annually for one year terms for a maximum of six consecutive years. Following the maximum appointment period of six consecutive years, the site visitor may reapply for appointment after one year. In exceptional circumstances the Review Committee may recommend that the Commission alter an individual’s term limits. Site visitors assist the Commission in a number of ways, including: developing accreditation standards, serving on special committees, and serving as site visitors on visits to predoctoral, advanced dental and allied dental education programs.

The Commission reviews nominations received from its communities of interest, including discipline-specific sponsoring organizations and certifying boards. Individuals may also self-nominate. In addition to the mandatory subject expertise, the Commission always requests nominations of potentially under-represented ethnic groups and women, and makes every effort to achieve a pool of site visitors with broad geographic diversity to help reduce site visit travel expenses.

Site visitors are appointed/reappointed annually and asked required 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.

Subsequent to appointment/reappointment by the Commission, site visitors receive an appointment letter explaining the process for appointment, training, and scheduling of Commission site visitors.

Revised: 8/19; 8/18; 8/14; 7/08; Reaffirmed: 8/10, 1/98, 8/02; CODA: 07/94:9, 01/95:10

2. Criteria For Nomination Of Site Visitors: For predoctoral dental education programs, the Commission solicits nominations for site visitors from the American Dental Education Association to serve in five of six roles on dental education program site visits. The site visitor roles are Chair, Basic Science, Clinical Science, Curriculum, and Finance. Nominations for the sixth role, national licensure site visitor, are solicited from the American Association of Dental Boards.

For advanced dental education programs, the Commission solicits nominations for site visitors from the discipline-specific sponsoring organizations and their certifying boards.

For allied dental education programs, the American Dental Education Association is an additional source of nominations that augments, not supersedes, the nominations from the Commission’s other participating organizations, American Dental Assistants Association (ADAA), American Dental Hygienists’ Association (ADHA) and National Association of Dental Laboratories (NADL)

Revised: 8/18; 8/15; 8/14; 8/12; Reaffirmed: 8/19; 8/10, 7/07, 7/01; CODA: 05/93:6-7

A. Predoctoral Dental Education: The accreditation of predoctoral dental education programs is conducted through the mechanism of a visiting committee. Membership on such visiting committees is general dentistry oriented rather than discipline or subject matter area oriented. The composition of such committees shall be comprised, insofar as possible, of site visitors having broad expertise in dental curriculum, basic sciences, clinical sciences, finance, national licensure (practitioner) and one Commission staff member. The evaluation visit is oriented to an assessment of the educational program’s success in training competent general practitioners.

Although a basic science or clinical science site visitor may have training in a specific basic science or discipline-specific advanced dental education area, it is expected that when serving as a member of the core committee evaluating the predoctoral program, the site visitor serves as a general dentist. Further, it is expected that all findings, conclusions or recommendations that are to be included in the report must have the concurrence of the visiting committee team members to ensure that the report reflects the judgment of the entire visiting committee.

In appointing site visitors, the Commission takes into account a balance in geographic distribution as well as representation of the various types of educational settings and diversity. Because the Commission views the accreditation process as one of peer review, predoctoral dental education site visitors, with the exception of the national licensure site visitor, are affiliated with dental education programs.

The following are criteria for the six roles of predoctoral dental education site visitors:
Chair:
- Must be a current dean of a dental school or have served as dean within the previous three (3) years.
- Should have accreditation experience through an affiliation with a dental education program accredited by the Commission and as a previous site visitor.

Basic Science:
- Must be an individual who currently teaches one or more biomedical science courses to dental education students or has done so within the previous three (3) years.
- Should have accreditation experience through an affiliation with a dental education program accredited by the Commission or as a previous site visitor.

Clinical Science:
- Must be a current clinical dean or an individual with extensive knowledge of and experience with the quality assurance process and overall clinic operations.
- Has served in the above capacity within the previous three (3) years.
- Should have accreditation experience through an affiliation with a dental education program accredited by the Commission or as a previous site visitor.

Curriculum:
- Must be a current academic affairs dean or an individual with extensive knowledge and experience in curriculum management.
- Has served in the above capacity within the previous three (3) years.
- Should have accreditation experience through an affiliation with a dental education program accredited by the Commission or as a previous site visitor.

Finance:
- Must be a current financial officer of a dental school or an individual with extensive knowledge of and experience with the business, finance and administration of a dental school.
- Has served in the above capacity within the previous three (3) years.
- Should have accreditation experience through an affiliation with a dental education program accredited by the Commission or as a previous site visitor.

National Licensure:
- Should be a current clinical board examiner or have served in that capacity within the previous three (3) years.
- Should have an interest in the accreditation process.

Revised: 8/18; 2/18; 2/16; 8/14; 1/99; Reaffirmed: 8/19; 8/10, 7/07, 7/01; CODA: 07/05, 05/77

B. Advanced Dental Education: In the disciplines of dental public health, endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial surgery, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics and prosthodontics, sponsoring organizations are advised that candidates recommended to serve as site visitors be board certified and/or have completed or participated in a CODA-accredited advanced dental education program in the discipline and must have experience in advanced dental education as teachers or
administrators. Each applicable Review Committee will determine if board certification is required. Some sponsoring organizations have established additional criteria for their nominations to the Commission.

The Commission requests all agencies nominating site visitors to consider regional distribution, gender and minority representation and previous experience as a site visitor. Although site visitors are nominated by a variety of sources, the Commission carefully reviews the nominations and appoints site visitors on the basis of need in particular areas of expertise. The pool of site visitors is utilized for on-site evaluations, for special consultations and for special or Review Committees.

All site visitors are appointed for a one-year term and may be re-appointed annually for a total of six consecutive years. Appointments are made at the Winter (January/February) Commission meeting and become effective with the close of the ADA annual session in the Fall. 

Revised: 8/19; 8/18; 8/14; 8/12, 7/09, 7/07, 7/01; Reaffirmed: 8/10; Adopted: 7/98

C. Allied Dental Education in Dental Hygiene: In appointing site visitors, the Commission takes into account a balance in geographic distribution, representation of the various types of educational settings, and diversity. Because the Commission views the accreditation process as one of peer review, the dental hygiene education site visitors are affiliated with dental hygiene education programs.

The following are criteria for selection of dental hygiene site visitors:
- a full-time or part-time appointment with a dental hygiene program accredited by the Commission on Dental Accreditation;
- a baccalaureate or higher degree;
- background in educational methodology;
- accreditation experience through an affiliation with a dental hygiene education program that has completed a site visit; and
- accreditation experience within the previous three (3) years.

Revised: 8/18; 8/16; 8/14; Reaffirmed: 8/19; 8/10; Adopted: 7/09

D. Allied Dental Education in Dental Assisting: The following are criteria for selection of dental assisting site visitors:
- certification by the Dental Assisting National Board as a dental assistant;
- full-time or part-time appointment with a dental assisting program accredited by the Commission on Dental Accreditation;
- equivalent of three (3) years full-time dental assisting teaching experience;
- baccalaureate or higher degree;
- demonstrated knowledge of accreditation; and
- current background in educational methodology.

Revised: 8/18; 8/16; 8/14; 2/13, 1/08, 1/98, 2/02; Reaffirmed: 8/19; 8/10, 7/08; CODA: 07/95:5
E. Allied Dental Education in Dental Laboratory Technology: The following are criteria for selection of dental laboratory technology site visitors:

- background in all five (5) dental laboratory technology specialty areas: complete dentures, removable dentures, crown and bridge, dental ceramics, and orthodontics;
- background in educational methodology;
- knowledge of the accreditation process and the Accreditation Standards for Dental Laboratory Technology Education Programs;
- Certified Dental Technician (CDT) credential through the National Board of Certification (NBC); and
- full or part-time appointment with a dental laboratory technology education program accredited by the Commission on Dental Accreditation or previous experience as a Commission on Dental Accreditation site visitor.

Revised: 8/18; 8/14; Reaffirmed: 8/19; 8/10; Adopted: 07/09

F. Allied Dental Education in Dental Therapy: The following are criteria for selection of dental therapy site visitors:

- a full-time or part-time appointment with a predoctoral dental or allied dental education program accredited by the Commission on Dental Accreditation or an accredited (or recognized) dental therapy program;
- a baccalaureate or higher degree;
- background in educational methodology;
- accreditation experience through an affiliation with a dental therapy, allied, or predoctoral dental program that has completed a site visit;*
- accreditation experience within the previous three (3) years;*
- must either be a licensed dentist educator (general dentist) or licensed dental therapist educator; and
- the “licensed dentist educator” may be predoctoral dental educator site visitors (i.e., a general dentist educator who serves as curriculum or clinical predoctoral site visitor) or allied dental educator site visitors.

*temporarily waived for dental therapist educator position until after CODA accredits dental therapy education programs

Revised: 8/18; 8/16; Reaffirmed: 8/19; Adopted: 02/16

3. Policy Statement On Site Visitor Training: The Commission has a long history of a strong commitment to site visitor training and requires that all program evaluators receive training. Prior to participation, site visitors must demonstrate that they are knowledgeable about the Commission’s accreditation standards and its Evaluation and Operational Policies and Procedures. Initial and ongoing training takes place in several formats.

New site visitors must attend a two-day formal workshop that follows the format of an actual site visit. All new site visitors are directed to the Commission’s on-line training program and are required to successfully complete the training program and site visitor final assessment.
Site visitor update sessions take place at several dental-related meetings, such as the annual session of the American Dental Education Association (ADEA), the American Association of Oral and Maxillofacial Surgeons and the ADEA Allied Dental Program Directors’ Conference. The Commission may entertain requests from other organizations. Components from the workshop are sometimes presented at these meetings; however, the primary purpose of the update sessions is to inform site visitors about recent Commission activities, revisions to standards and newly adopted policies and procedures.

Keeping costs in mind, the Commission continually explores new methods of providing initial training to site visitors, as well as ensuring their ongoing competence and calibration. Methods being examined include on-line materials, conference calls, broadcast e-mails and other self-instructional materials.

The Commission emphasizes its increased commitment to quality training for site visitors. While the Commission sponsors comprehensive training for new site visitors and provides updates for site visitors on a regular basis, all parent organizations are urged to provide support for training to augment the Commission’s programs. All active site visitors must complete mandatory annual web-based retraining in order to retain appointment.

Revised: 8/19; 2/19; 8/14; 7/06, 7/00, 1/98; Reaffirmed: 7/07, 7/01, 7/96; CODA: 01/94:9

4. Job Descriptions For Predoctoral Dental Education Visiting Committee Members:

A. Chair:
- Will conduct a briefing session with the entire visiting committee relative to the philosophy of the Commission on the approach, purpose and methodology of the conduct of the site visit on the evening prior to the first day of the site visit;
- Will be responsible for the continual reinforcement of the above concepts during the course of the site visit and for monitoring continually the conduct of the site visit;
- Will brief visiting committee members as to their role as a fact-finding and reporting committee and the appropriate protocol during the course of the site visit; including what is expected of each member in terms of kinds of activities and relative to the report of findings and conclusions and recommendations, with adequate background rationale for making recommendations and enumerating strengths and weaknesses in the education program being evaluated;
- Will lead all assigned conferences and executive sessions;
- Will serve as liaison between the visiting committee members and the dental administration and the executive administrators of the institution;
- Will make specific and special assignments to individual visiting committee members relative to evaluating and reporting on specific matters and sections of the site visit report, e.g. administrative organization, faculty, library facilities and resources, research program, facilities and equipment, admission process, hospital program(s), student achievement;
- Will be responsible for ensuring that site visitors fully understand their responsibility for reporting adequately, but succinctly, in their area of expertise (finance, curriculum, basic sciences, clinical sciences and national licensure);
• Will consult with the dental administration at regular intervals to discuss progress of the visit;
• Will be responsible, during executive sessions with visiting committee members, for the separation of recommendations from suggestions—focusing upon the recommendations which are to be included in the site visit report which are considered to be major, critical and essential to the conduct of the education program(s); suggestions for program enhancement are to be included as part of the narrative of the report;
• Will be responsible for the preparation of a written summary of the visiting committee’s conclusions, findings, perceptions and observations of the program(s)’ in the form of suggestions and recommendations, as appropriate, for oral presentation during the exit interview with the Dean, and for presentation of an abbreviated summary during the exit interview with the institution’s executive administrators.
• Will assess institutional effectiveness including:
  • Assessment of the school’s mission statement;
  • Assessment and evaluation of the school’s planning, and achievement of defined goals related to education, patient care, research and service;
  • Assessment of the school’s outcomes assessment process; and
  • Evaluation of the school’s interaction with other components of higher education, health care education or health care delivery systems.
• Will assess the effectiveness of faculty and staff including:
  • Assessment of the number and distribution of faculty in meeting the school’s stated objectives;
  • Assessment of the school’s faculty development process;
  • Assessment of the school’s faculty governance;
  • Assessment of the school’s measurement of faculty performance in teaching, patient care, scholarship and service; and
  • Assessment of the school’s promotion and tenure process.

B. Financial Site Visitor: Will confer with the sponsoring institution’s chief financial officer(s) and the dental administration and its financial manager to assess the adequacy of the full spectrum of finance as it relates to the dental school including:
• Assessment of the operating budget and budgeting process;
• Assessment of all sources of revenue (state, federal, tuition and fees, practice plans, etc.);
• Evaluation of the maintenance of the facilities and learning resources to support the school’s mission and goals;
• Assessment of the school’s compliance with applicable regulations;
• Assessment of the resources for planned and/or future renovations and/or new construction; and
• Assessment of the school’s resources as they relate to its mission and goals.

C. Curriculum Site Visitor: Will examine the education program and the education support services including:
• Admissions
• Instruction
• Curriculum Management
• Behavioral Sciences
• Practice Management
• Ethics and Professionalism
• Information Management and Critical Thinking
• Student Services

D. Basic Science Site Visitor: Will work closely with curriculum site visitor to ensure consistency of evaluation and assessment. During the formal and informal evaluation of the basic sciences, the site visitor will conduct personal interviews with students, faculty and departmental Chairs and during the assessment will focus on:
• Biomedical Sciences
• Research Program

E. Clinical Sciences Site Visitor: Within the limitations imposed by the length of the site visit, will examine and evaluate the preclinical and clinical portions of the predoctoral dental education program and activities in terms of the details of what is occurring in these areas and assess the quality of the education and experiences provided to students to prepare them for dental practice. Will work closely with curriculum site visitor to ensure consistency of evaluation and assessment. During the formal and informal evaluation of the preclinical and clinical sciences, will conduct personal interviews with students, faculty and departmental chairs and during the assessment will focus upon:
• Clinical Sciences
• Patient Care Services
• During the formal and informal evaluation of the clinical program, will conduct personal interviews with students, faculty and departmental chairs and during the assessment will focus upon:
  • stated objectives;
  • adequacy of instruction;
  • appropriateness of subject matter;
  • intra/extra-mural experiences;
  • student clinic requirements;
  • student performance evaluation mechanisms;
  • sterilization of instruments;
  • patient care policies;
  • laboratory tests for patients;
  • patient physical examinations; and
  • clinic administration.
F. National Licensure (Practitioner) Site Visitor: Will serve in the same capacity as the clinical sciences site visitor on the visiting committee.

Revised: 8/14; 7/07; Reaffirmed: 8/19; 8/10, 7/05; Adopted: 7/96; CODA: 01/99:1

5. Job Description For Advanced Dental Education Site Visitors: Dental Public Health, Endodontics, Oral and Maxillofacial Pathology, Oral and Maxillofacial Radiology, Oral and Maxillofacial Surgery (Residency and Fellowship), Orthodontics and Dentofacial Orthopedics (Residency and Fellowship), Pediatric Dentistry, Periodontics, Prosthodontics (Combined and Maxillofacial), and Advanced Education in General Dentistry, General Practice Residency, Oral Medicine, Orofacial Pain, and Dental Anesthesiology.

Advanced dental education program site visitors will utilize the site visitors’ evaluation report form for their respective area, conduct personal interviews with Program Directors, faculty and students, and assess the advanced dental education program focusing upon:

- administration and staff;
- admissions procedures;
- physical facilities and equipment;
- didactic program (biomedical, lecture, seminar and conference program)
- clinical program;
- evaluation of residents;
- research activities and requirements;
- library resources;
- intra/extra-mural experiences;
- hospital program; and
- teaching conducted by residents.

An assessment of the strengths and weaknesses of the advanced dental education program is based upon the published accreditation standards for each respective program.

Revised: 8/18; 8/14; 7/07, 7/99, 7/00; Reaffirmed: 8/19; 8/10, 7/01; CODA: 11/87

6. Job Description For Allied Dental Education Site Visitors:

A. Site Visit Chair

- Will function as chair/staff representative of visiting committee of site visitors evaluating the allied dental education programs in dental assisting, dental hygiene, dental therapy and dental laboratory technology;
- Will be responsible for the continual reinforcement of the Commission’s procedures to be used for the site visit and for monitoring continually the conduct of the visit;
- Will brief site visitors as to their role as a fact finding and reporting committee and the appropriate protocol during the course of the site visit; including what is expected of each site visitor in terms of kinds of activities and relative to the report of findings and conclusions and recommendations, with adequate background rationale for making recommendations and enumerating strengths and weaknesses in the education program.
being evaluated;

- Will chair all conferences and meetings of the allied dental visiting committee, as well as those which occur during the visiting committee’s executive sessions;
- Will be responsible for maintaining closely the site visit evaluation schedule;
- Will serve as liaison between the visiting committee and the allied dental visiting committee members;
- Will make specific and special assignments to individual visiting committee members relative to evaluating and reporting on specific matters and sections of the site visit report, e.g. administrative organization, faculty, library facilities and resources, research program facilities and equipment, admissions process, hospital program(s), student achievement;
- Will be responsible for ensuring that site visitors fully understand their responsibility for reporting adequately, but succinctly, in their area of expertise;
- Will consult with the allied dental administration at regular intervals to discuss progress of the visit;
- Will be responsible, during executive sessions with visiting committee members, for the separation of recommendations from suggestions – focusing upon the recommendations which are to be included in the site visit report which are considered major, critical and essential to the conduct of the education program(s). Suggestions for program enhancement are to be included as part of the narrative of the report; and
- Will be responsible for the preparation of a written summary of the visiting committee’s conclusions, finding, perceptions and observations of program(s) strengths, weaknesses, recommendations and suggestions for oral presentation during the exit interview with the dean, and for presentation of an abbreviated summary during the exit interview with the institution’s executive administrators.

B. Dentist: A dentist is also included, when at all possible, on site visits to dental assisting and dental hygiene programs in settings other than dental schools. An additional dentist site visitor will be added to dental school visiting committees when multiple programs are to be reviewed.

The role of the dentist team member during allied site visits includes the following responsibilities:

- Take notes during conferences;
- Conduct meeting with advisory committee, when applicable;
- Ensure confidentiality by waiting to begin the meeting until all affiliated school personnel have left the room;
- Introduce the visiting committee to the advisory committee members;
- Thank the members of the committee for meeting with the team and for their interest in and commitment to the specific allied program(s);
- Explain the purpose of the site visit;
- Discuss the Commission’s policy on confidentiality as it applies to the meeting and the entire site visit;
- Begin discussion of the following topics/questions:
a. How often the committee meets and the purpose or goals of the committee
b. Strengths/weaknesses of the students
c. Specific current committee activities and future goals or anticipated activities
   - Ensure that all of the questions in the Site Visit Evaluation Report form under Standard
     1. Institutional Effectiveness, Community Resources are answered during the meeting;
   - Assist Curriculum site visitor in review of science courses;
   - Review clinical courses and clinical evaluation mechanisms;
   - Review learning resources – library & audiovisual materials/equipment (It is usually
     most efficient for this review to be conducted by the dentist site visitor only.);
   - Review documentation in the self-study prior to visit;
   - Conduct preclinical, clinical, and/or laboratory observations (on/off campus) with
     Curriculum site visitor;
     a. Extended campus laboratory facilities
     b. Extramural clinical facilities
   - Review equipment and instruments using Site Visit Evaluation Report Checklist under
     Standard 4. Educational Support Services;
   - Formulate recommendations and suggestions; and
   - After the visit, review and critique preliminary draft of the site visit report.

Revised: 2/16; 8/14; 7/07, 7/00, 7/99; Reaffirmed: 8/19; 8/10, 7/01; Adopted: 10/94, 11/87; CODA:
05/86:10

Role Of The Site Visitor Trainee (All Disciplines): When a site visitor cannot attend a formal site
visitor training workshop or if it is determined that additional training is warranted, s/he may be
requested to attend a site visit as a trainee. The trainee is accompanied by a Commission staff
member or staff representative and a comparable experienced site visitor who provide ongoing
training and guidance.

The trainee must sign the Commission’s Agreement of Confidentiality prior to the site visit and
must not have a conflict of interest with the institution. The site visitor trainee, if authorized to
participate in the site visit by the institution, receives all self-study materials from the institution
and background information from the Commission prior to the site visit.

The trainee participates during all site visit conferences and executive sessions. In the event the
chair/staff representative of the site visit committee determines that a vote is necessary to make
a recommendation to the Commission, the trainee will be considered a non-voting member of
the site visit committee.

Revised: 8/14; Reaffirmed: 8/10, 7/06; Adopted: 7/00

7.8. Role Of Observers On A Site Visit: Commissioners, Review Committee members, and
public members of the Commission or Review Committees that have not participated as a site
visitor are encouraged to participate on site visits as observers in order to become familiar with
the accreditation process. The observer must not have a conflict of interest with the institution.
This individual must be approved to participate in the site visit by the institution, receives all self-study materials from the institution and background information from the Commission prior to the site visit. This individual participates during all site visit conferences and executive sessions as a non-voting member of the site visit committee. As a participant 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. The chairperson of the site visit committee has the right to excuse and/or exclude the observer from any or all aspects of the site visit for improper and/or unprofessional behavior.

Reaffirmed: 8/19; Adopted: 8/10

L. POLICY ON SILENT OBSERVERS ON SITE VISITS

In order to facilitate a better understanding of the accreditation and site visit processes, any dental education program scheduled for a site visit of its program, may request the opportunity to send one administrator or faculty member as a silent observer to a Commission site visit. Representatives of international programs may also participate as a silent observer on a Commission site visit. The silent observer visit will be scheduled one to two years before the scheduled site visit of the observer’s program. The program being observed has the right to approve the designated observer. Requests for a faculty member or administrator to observe the site visit of another program are managed according to when the observer’s site visit is scheduled. 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, chief of dental service) of the program. 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. The observer’s program pays all expenses for such an observer.

The 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.

All observers must sign the Commission’s Agreement of Confidentiality prior to the site visit. The chair of the site visit committee has the right to excuse and/or exclude the observer from any or all aspects of the site visit for improper and/or unprofessional behavior. The chair’s decision to remove or exclude an observer from the site visit cannot be appealed.

A representative of the state dental society may attend a comprehensive dental school site visit as a silent observer, if requested by the society and approved by the institution.
M. POLICY ON STATE BOARD PARTICIPATION DURING SITE VISITS

It is the policy of the Commission on Dental Accreditation that the state board of dentistry is notified when an accreditation visit will be conducted in its jurisdiction. The Commission believes that state boards of dentistry have a legitimate interest in the accreditation process and, therefore, strongly urges institutions to invite a current member of the state board of dentistry to participate in Commission site visits. The Commission also encourages state boards of dentistry to accept invitations to participate in the site visit process.

If a state has a separate dental hygiene examining board, that board will be contacted when a dental hygiene program located in that state is site visited. In addition, the dental examining board for that state will be notified.

The following procedures are used in implementing this policy:

1. Correspondence will be directed to an institution notifying it of a pending accreditation visit and will include a copy of Commission policy on state board participation. The institution is urged to invite the state board to send a current member. The Commission copies the state board on this correspondence.

2. The institution notifies the Commission of its decision to invite/not invite a current member of the state board. If a current member of the state board is to be present, s/he will receive the same background information as other team members.

3. If it is the decision of the institution to invite a member of the state board, Commission staff will contact the state board and request the names of at least two of its current members to be representatives to the Commission.

4. The Commission provides the names of the two state board members, to the institution. The institution will be able to choose one of the state board members. If any board member is unacceptable to the institution, the Commission must be informed in writing.

5. The state board member, if authorized to participate in the site visit by the institution, receives the self-study document from the institution and background information from the Commission prior to the site visit.

6. The state board member must participate in all days of the site visit, including all site visit conferences and executive sessions.

7. In the event the chair of the site visit committee determines that a vote is necessary to make a recommendation to the Commission, only team members representing the Commission will be allowed to vote.

8. The state board reimburses its member for expenses incurred during the site visit.

The following statement was developed to assist state board members by clearly indicating their role while on-site with an accreditation team and what they may and may not report following a site visit.
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 allied dental education visits: assists the team in assessing the practice needs of employer-dentists in the community and in reviewing those aspects of the program which may involve the delegation of expanded functions.
- 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.

Following the site visit, state board members may be asked to provide either a written or oral report to their boards. Questions frequently arise regarding what information can be included in those reports while honoring the Agreement of Confidentiality that was signed before the site visit. The following are some general guidelines:

- What You May Share:
  - Information about the Commission’s accreditation standards, process and policies.
- What You May Not Share:
  - The school’s self-study;
  - Previous site visit reports and correspondence provided to you as background information;
  - Information revealed by faculty or students/residents during interviews and conferences;
  - The verbal or written findings and recommendations of the visiting committee; and
  - Any other information provided in confidence during the conduct of an accreditation visit.

The Commission staff is available to answer any questions you may have before, during or after a site visit.

Revised: 7/09, 1/00; Reaffirmed: 8/19; 8/10, 7/07, 7/04, 7/01, 12/82, 5/81, 12/78, 12/75; Adopted: 8/86
N. SITE VISIT PROCEDURES

The basic purpose of the site visit is to permit peers to assess a program’s compliance with the accreditation standards and with its own stated goals and objectives. Information provided in the self-study is confirmed, documentation is reviewed, interviews are conducted and the programs are observed by the visiting committee. Information related to the site visit is viewed as confidential. Therefore, no audio, video or other type of recording of the site visit is permitted. The Commission’s policy on confidentiality, elsewhere in this document, gives more specific information about the degree of confidentiality extended to various materials.

The Commission recognizes that there is considerable latitude in determining procedures and methodology for site visits. Experience has shown that the conference method for conducting a site visit is widely favored and effective. Conferences are scheduled with identified administrators, faculty and students at specified times.

In all cases, the recommendations of the dean or program director determine protocol to be followed during conferences with chief executive officers of the parent institution and/or their appointed representatives. Program administrators are excused during conferences scheduled with faculty members, students or other invitees.

In addition to formal scheduled conferences, committee members may informally discuss department and division programs with chairs and faculty members throughout the site visit. The visiting committee chair will make every effort to schedule hearings with any individual or group of individuals wishing to present information about a program.

Executive sessions of the visiting committee are a critical part of the on-site evaluation process. These sessions are scheduled at intervals during the day and evening and provide time for the committee to meet privately to prepare its findings and recommendations.

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.

Revised: 8/18; 2/16; Reaffirmed: 8/19; 8/10

1. Duration Of Site Visits: Predoctoral dental education program and initial accreditation (pre-enrollment) site visits are scheduled for 2.5 days. Advanced and allied dental education programs evaluated during a comprehensive dental school visit are 1.5 days. Single-discipline advanced dental education program site visits scheduled outside of a comprehensive dental school visit are 1 day in length. Multi-discipline advanced dental education site visits conducted outside of a comprehensive dental school visit are 1.5 days in length. Initial accreditation (pre-enrollment) site visits are typically 1 day in length.
Allied dental education site visits scheduled outside of a comprehensive dental school visit are of varying length based on the number of programs to be evaluated. All single discipline visits are 1.75 days. All multiple visit site visits are 2.5 days. Initial accreditation (pre-enrollment) site visits are typically 1.5 days.

Additional time can be added to any educational program site visit if additional training sites will be evaluated or if other cause exists.

Revised: 8/18; 2/16; 8/14; 7/01; Reaffirmed: 8/19; 8/10, 7/07; CODA: 07/95:3

2. Final Conferences: It is the visiting committee’s responsibility to prepare and present an oral summary of its findings to the dean, chief of dental service, program director(s) and the institutional executives. Two separate conferences are scheduled at the end of every visit, one with the program director(s) and chief of dental service or dental dean and one with the chief executive officer(s) of the institution.

During these conferences, the committee presents the findings it will submit to the Commission. These findings address both program strengths and weaknesses. The committee also informs individuals in charge of the program(s) about the Commission’s procedures for processing and acting on the report. In keeping with the Commission’s policy on Public Disclosure and Confidentiality, these final conferences are not recorded on tape or by stenographer. Note taking, however, is permitted and encouraged.

Site visitors or any other participants are not authorized, under any circumstances, to disclose any information obtained during site visits. For more specific information, see the Commission’s Statement of Policy on Public Disclosure and Confidentiality.

Revised: 8/14; Reaffirmed: 8/19; 8/10

3. Rescheduling Dates Of Site Visits: In extraordinary circumstances the Commission staff can reschedule the site visit if the program will be reviewed within the same calendar year.

Commission staff can also reschedule the site visit to an earlier year to coincide with other programs at the institution. If the site visit would occur in a later year because of the rescheduling, the request must be considered and acted on by the Commission. In general, the Commission does not approve such requests, but it does review each request on a case-by-case basis. Should a site visit be changed the term of the accreditation will remain unchanged.

Revised: 8/16; Reaffirmed: 8/19; 8/14; 8/10

4. Enrollment Requirement For Site Visits For Fully Developed Programs: Site visit evaluations of dental, allied dental and advanced dental education programs will be conducted at the regularly established intervals, provided that students are enrolled in at least one year of the program. If no students are enrolled on the established date for the site visit, the visit will be conducted when students are enrolled, preferably in the latter part of the final year prior to graduation. (Refer to the Policy on Non-enrollment of First Year Students)

Revised: 8/19; 5/93; Reaffirmed: 8/14; 8/10, 7/07, 7/01
5. **Post-Site Visit Evaluation:** After each site visit, electronic evaluation forms are completed by the visited program and the participating site visitors to give the Commission feedback on the effectiveness of its processes and procedures. In addition, site visitors electronically evaluate their fellow site visitors and the visited programs electronically evaluate the individual site visitors.

Revised: 8/14; 8/10; **Reaffirmed: 8/19**
POLICY ON FAILURE TO COMPLY WITH COMMISSION REQUESTS FOR SURVEY INFORMATION

The Commission on Dental Accreditation monitors the educational programs it accredits through annual surveys. Completion of the Commission’s annual survey by each accredited program is a requirement for continued participation in the voluntary accreditation program. The Commission expects that all accredited programs will return completed surveys by the stated deadline. Administrators who anticipate difficulty in submitting completed surveys on time must submit a written request for extension prior to the date on which the survey is due. Requests for extension must specify a submission date no later than two (2) weeks thirty (30) days beyond the initial deadline date. If a program fails to submit its completed survey or request for extension by the deadline, the Commission will notify the institution that action to withdraw accreditation will be initiated at the next Commission meeting.

Revised: 8/19; Reaffirmed: 8/15; 8/10, 7/07, 7/01, 12/79, 4/83
E. POLICIES AND PROCEDURES FOR ACCREDITATION OF PROGRAMS IN A NEW DENTAL EDUCATION AREA OR DISCIPLINE

In the initiation of an accreditation review process for programs in a dental education area or discipline, the Commission on Dental Accreditation seeks only to ensure the quality of the education programs in the area or discipline, for the benefit and protection of both the public and students/residents. The Commission’s accreditation process is intended to promote and monitor the continuous quality and improvement of dental education programs and does not confer dental specialty status nor endorse dental disciplines.

Items 1 through 4 listed below provide a framework for the Commission in determining whether a process of accreditation review should be initiated for the new dental education area or discipline. Each item must be addressed in a formal, written request to establish an accreditation process for programs in an area or discipline of dentistry.

1. Does the dental education area or discipline align with the accrediting agency’s mission and scope?

Elements to be addressed:

- Define the nationally accepted scope of the dental education area or discipline.
- List the nationally accepted educational goals and objectives of the dental education area or discipline.
- Describe how the area or discipline aligns with the Commission on Dental Accreditation’s mission and scope.
- Describe the quality of the dental education area or discipline, and need for accreditation review of the programs, as an important aspect to the health care of the general public. Include evidence that the area of knowledge is important and significant to patient care and dentistry.
- Provide evidence that the programs are academic programs sponsored by an institution accredited by an agency legally authorized to operate and recognized by the United States Department of Education or, as applicable, by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS), rather than a series of continuing education experiences.
- Describe the sponsoring, professional organization/association(s), if any, and (if applicable) the credentialing body, including the following information:
  - number of members;
  - names and contact information of association officers;
  - list of sponsored continuing education programs for members within the last five (5) years; and
2. Is there a sufficient body of knowledge to educate individuals in a distinct dental education area or discipline, not merely one or more techniques?

   Elements to be addressed:
   - Describe why this area of knowledge is a distinct dental education area or discipline, rather than a series of just one or more techniques.
   - Describe how scientific dental knowledge in the education area or discipline is substantive to educating individuals in the education area or discipline.
   - Document the complexity of the body of knowledge of the education area by identifying specific techniques and procedures.
   - List the nationally accepted competency statements and performance measures for the dental education area.
   - Identify the distinct components of biomedical, behavioral and clinical science in the dental education area or discipline.
   - Provide documentation that there is a body of established, substantive, scientific dental knowledge that underlies the dental education area or discipline.
   - Document that the dental education program is the equivalent of at least one twelve-month full-time academic year in length.
   - Describe the current and emerging trends in the dental education area or discipline; and
   - Document that dental health care professionals currently provide health care services in the identified dental education area or discipline.

3. Do a sufficient number of established programs exist and contain structured curricula, qualified faculty and enrolled individuals so that accreditation can be a viable method of quality assurance?

   Elements to be addressed:
   - Document that the educational program is comprised of formal curriculum at the postsecondary or postgraduate level of education leading to a bona fide educational credential (certificate or degree) that addresses the scope, depth and complexity of the higher education experience, rather than a series of continued education courses.
   - Describe the historical development and evolution of educational programs in the dental education area or discipline. Do not submit information on the history of the sponsoring organization.
   - Provide a list of all the currently operational programs in the dental education area or discipline, including the following information:
     a. sponsoring institution;
     b. name and qualifications of the program director;
c. number of full-time and part-time faculty (define part-time for each program) and list the academic credentials required for these faculty;

d. curriculum (academic calendars, class schedules, student/resident competencies, syllabi that address scope, depth and complexity of the higher education experience, including course outlines for each course, formal approval or acknowledgment by the parent institution that the courses or curricula in the education area meet the institution’s academic requirements for advanced education);

e. textbooks and journals, or other learning resources used within the educational program;

f. evidence that the program is a bona fide higher education experience that addresses the scope, depth and complexity of higher education, rather than preceptorships or a series of continuing education courses;

g. outcomes assessment methods;

h. minimum length of the program for full-time students/residents;

i. certificate and/or degree or other credential awarded upon completion;

j. number of enrolled individuals per year for at least the past five (5) years; and number of graduates per year for at least the past five (5) years. If the established education programs have been in existence less than five (5) years, provide information since its founding;

k. confirmation that the program in the education area would seek voluntary accreditation review, if available;

l. programs’ recruitment materials (e.g. bulletin, catalogue); and

m. evidence that the programs in the discipline are legally authorized to operate by the relevant state or government agencies.

4. Is there evidence of need and support from the public and professional communities to sustain educational programs in the discipline?

Elements to be addressed:

- Provide evidence of the ability to perform a robust, meaningful peer-reviewed accreditation process including a sufficient number of peers to conduct reviews at all levels of the Commission, as needed.
- List states where graduates of the dental education area or discipline are recognized for licensure and/or practice.
- Provide evidence of the potential for graduates to obtain employment, including the following information:
  - Employment placement rates (when available);
  - Documentation of employment/practice opportunities/settings; and
  - Evidence of career opportunities, student interest, and an appropriate patient base.

Adopted: 8/19

(Former Policies and Procedures for Accreditation of Programs in Areas of Advanced Dental
In the initiation of an accreditation review process for programs in a dental education area, the Commission on Dental Accreditation seeks only to ensure the quality of the education programs in the area.

The Commission’s accreditation process for programs in areas of advanced dental education does not confer dental specialty status.

Items A through E listed below provide a framework for the Commission in determining whether a process of accreditation review should be initiated for advanced dental education programs. Each must be addressed in a request to establish an accreditation process for programs in an area of advanced dental education.

A. A well-defined body of established scientific dental knowledge exists that underlies the advanced dental education area—knowledge that is in large part distinct from, or more detailed than, that of other dental education areas already in accreditation review. Elements to be addressed:
   - Definition and scope of the education area;
   - Educational goals and objectives of the education area;
   - Competency statements for the education area; and
   - Description of how scientific dental knowledge in the education area is substantive and distinct from other education areas already under accreditation review.

B. The body of knowledge is sufficient to educate individuals in a distinct advanced dental education area, not merely one or more techniques. Elements to be addressed:
   - Identification of distinct components of biomedical, behavioral and clinical science in the advanced dental education area;
   - Description of why this area of knowledge is a distinct advanced dental education area, rather than a series of just one or more techniques;
   - Documentation demonstrating that the body of knowledge is unique and distinct from that in any current Commission-accredited education area; and
   - Documentation of the complexity of the body of knowledge of the education area by identifying specific advanced techniques and procedures, representative samples of curricula from existing programs, textbooks and journals.

C. A sufficient number of established programs exist and contain structured curricula, qualified faculty and enrolled individuals so that accreditation can be a viable method of
quality assurance.

Elements to be addressed:

- Description of the historical development and evolution of educational programs in advanced dental education

- A listing of the current operational programs in the advanced dental education discipline, identifying for each, the:
  a. sponsoring institution;
  b. name and qualifications of the program director;
  c. number of full time and part time faculty (define part time for each program);
  d. curriculum (course outlines, student competencies, class schedules);
  e. outcomes assessment methods;
  f. minimum length of the program;
  g. certificate and/or degree awarded upon completion;
  h. number of enrolled individuals per year for at least the past 5 years; and number of graduates per year for at least the past 5 years. If the established education programs have been in existence less than 5 years, provide information since their founding; and
  i. Documentation on how many programs in the education area would seek voluntary accreditation review, if available.

D. The education programs are the equivalent of at least one twelve month full-time academic year in length. The programs must be academic programs sponsored by an institution accredited by an agency recognized by the United States Department of Education or accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS) rather than a series of continuing education experiences.

Elements to be addressed:

- Evidence of the minimum length of the program for full-time students;
- Evidence that a certificate and/or degree is awarded upon completion of the program;
- Programs’ recruitment materials (e.g. bulletin, catalogue); and

E. Other evidence that the programs are bona fide higher education experiences, rather than a series of continuing education courses (e.g. academic calendars, schedule of classes, and syllabi that address scope, depth and complexity of the higher education experience, formal approval or acknowledgment by the parent institution that the courses or curricula in the education area meet the institution’s academic requirements for advanced education). The quality of the advanced dental educational program is important to the health care of the general public.

Elements to be addressed:

- Description of the need for accreditation review of the programs to ensure quality health care for the public;
- Description of current and emerging trends in the education area;
PRINCIPLES AND CRITERIA ELIGIBILITY OF ALLIED DENTAL PROGRAMS FOR ACCREDITATION BY THE COMMISSION ON DENTAL ACCREDITATION

In the initiation of an accreditation review process for programs in a dental education area, the Commission on Dental Accreditation seeks to ensure the quality of the education programs, for the benefit and protection of both the public and students. Items A through E listed below provide a framework for the Commission in determining whether a process of accreditation review should be initiated for new allied dental education areas or disciplines. Each must be addressed in a request to establish an accreditation process for programs in an area of allied dentistry. If the Commission determines that appropriate documentation can be provided for each criterion, then the Commission may either appoint a Workgroup made of appropriate communities of interest or task the relevant standing Review Committee to develop accreditation standards.

2. Does the allied dental education area align with the accreditation agency’s mission and scope?

CODA’s mission is as follows: “The Commission on Dental Accreditation serves the public and profession by developing and implementing accreditation standards that promote and monitor the continuous quality and improvement of dental education programs.” (Reaffirmed: 8/13; 07/07; Revised: CODA: 08/16; 01/01).

Elements to be addressed:
- Definition and scope of the allied dental education area.
- List the educational goals and objectives of the allied dental education area.
- Description of how the area of allied dental education aligns with the Commission on Dental Accreditation’s mission and scope.

2. Has the allied dental education area been in operation for a sufficient period of time to establish benchmarks and adequately measure performance?

Elements to be addressed:
- List the competency statements and performance measures that define competence for the discipline.
- Provide documentation that there is a body of established, substantive, scientific dental knowledge that underlies the education area.
3. Is the program part of an institution or clearly identified responsible entity encompassed under the agency’s scope, e.g., formal, postsecondary education program leading to a *bona fide* educational credential (certificate or degree)?

Elements to be addressed:

- A listing of the current operational programs in the allied dental education area, identifying for each, the:
  - sponsoring institution; present evidence that the sponsoring institutions are accredited by an agency recognized by the United States Department of Education;
  - documentation of the existence of an sufficient number of qualified individuals serving or available to serve as program directors;
  - documentation of the existence of a sufficient number of full-time and part-time faculty (define part time for each program) qualified to teach in the programs;
  - documentation of existing curriculum in the area (course outlines, student competencies, class schedules);
  - evidence that the programs are *bona fide* higher education experiences, rather than preceptorships or a series of continuing education courses, that address scope, depth and complexity of the higher education experience;
  - outcomes assessment methods for the programs;
  - minimum length of the program;
  - certificate and/or degree or other credential awarded upon completion;
  - formal approval, authorization or acknowledgment by the parent institution that the courses or curricula in the education area meet the institution’s academic requirements for operation and awarding of the appropriate credential;
  - number of enrolled individuals per year for at least the past 5 years; and number of graduates per year for at least the past 5 years. If the established education programs have been in existence less than 5 years, provide information since their founding; and
  - documentation on how many programs in the education area would seek voluntary accreditation review, if available.

4. Is there sufficient level of activity and expertise in the discipline, including individuals with the academic or professional credentials, to establish standards and sustain a quality review process?

Elements to be addressed:

- Description of the historical development and evolution of educational programs in the area of allied dentistry.
- For each program, list the academic credentials required to be a full-time faculty and the academic credentials to be a part-time faculty member.
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5. Is there evidence of need and support from the public and professional communities to sustain educational programs in the discipline?

Elements to be addressed:

- Description of the need for accreditation review of the programs to ensure quality health care for the public, including evidence of consideration of public interests in the development and operation of the programs.
- Documentation of current and emerging trends in the education area.
- Documentation of the available programs with rationale for ability to perform a robust, meaningful peer review accreditation process.
- List of states where graduates of the allied dental education programs can be licensed and/or practice.
- Evidence that the programs in the discipline are legally authorized to operate by the relevant state or government agencies.
- Evidence that the discipline’s institutions and programs are in compliance with all applicable US Department of Education expectations including those described in the Regulations on Gainful Employment Reporting Associated with the Higher Education Opportunity Act.
- Evidence documenting (or plans to document) outcomes assessment of graduates.
- Evidence of the potential for graduates to obtain gainful employment, including:
  - Average student loan indebtedness
  - Average salary new graduates can expect to earn
  - Employment placement rates (when available)
  - Documentation of employment/practice opportunities/settings
  - Evidence from a feasibility study and/or needs assessment (where available) showing career opportunities, student interest, an appropriate patient base.

Reaffirmed: 8/13; Adopted: 8/10