

Commission on Dental Accreditation Advanced Dental Education Site Visitor Update

Monday, April 15, 2024

We will begin soon...

Recording of this meeting is prohibited

Site Visitor Update Objectives

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

First....A Reminder....

- Remember, annual paperwork and mandatory annual training/retraining are required to maintain active status.
 - Annual Training Quiz to be provided soon.
- Terms begin following winter CODA meeting and completion of mandatory training/retraining.
- Only accept assignments when you can commit the required time (travel days) and time for review of the program's materials.
- Please reply to CODA staff emails in a timely fashion.

Site Visit Procedures and Protocol

Types of Site Visits

- **Regular Site Visit** – every seven years for all programs except oral and maxillofacial surgery, which is five years
- **Special Focused Site Visit** – used when CODA needs to review information that can only be obtained or documented on-site (can be focused or comprehensive)
- **Application Site Visit** – conducted when an application has been submitted for accreditation. May be a developing (pre-enrollment) or fully-operational (regular) program site visit
- **Pre-graduation Site Visit** – conducted for programs that hold “initial accreditation” status prior to graduation of the first student/resident/fellow enrolled class

Types of Site Visits

- One day, one program visits (most common)
- One and one-half day, multiple program visit.
 - All site visitors are expected to stay through the second half day, including OMS
- Dental school and non-dental school settings
- Always 2 OMS site visitors scheduled per site visit for comprehensive and multiple program site visits

Accepting Assignments

- Please be aware of the time commitment before accepting assignment
 - Number of days of visit, including travel days
 - Mandatory team meeting the evening before the visit
 - Site visits are not ended early to accommodate site visitor travel arrangements
- Please note the location of the site visit and its accessibility from the airport nearest you
- Please consider the Commission's conflict of interest policy carefully before accepting
- Please always reply to staff ASAP and please accept assignments

Preparing for the site visit

- Login and password credentials to E-Portal will be provided when assigned to a site visit
 - All materials confidential; do not share login or passwords
- **Access the E-Portal and locate the SSG 60 days prior to the site visit. Do not delay.**
- Thoroughly review the entire self-study **well in advance**
- Review the background information (e.g., CODA transmittal letters and data profile) provided to you by the Commission Site Visit Coordinator
- Carefully review the five-year compilation of Annual Survey data (Data Profile) as part of your background review.
- Bring the current Standards and electronic SVER (available on CODA website)
- Bring a laptop for report writing

Preparing for the Site Visit

- Self-Study provided through CODA E-Portal (60 days prior to visit)
- Programs are instructed to email CODA and site visit team when the self-study documentation has been uploaded to the E-Portal

Once the self-study is accessible in the E-Portal:

- Communicate with fellow site visitor
- Review agenda and off-campus sites to review
- Review self-study for completeness and SPI and PHI (**alert CODA staff immediately if PHI/SPI found**)
- Following review of documentation provided through the E-Portal, request additional information, if needed.
 - Through the staff (if staff to attend visit)
 - Through the Chair (if staff not attending visit)

Preparing for the Site Visit

- A little more about Background Information...
 - **Data Profile** should be used to see trends in the program's prior five years
 - **Background Letters** will inform you about program changes and CODA actions since the last site visit (this helps you complete the Reporting Program Changes section of the SVER)
 - **Last Site Visit Report** will provide you with information on prior recommendations and suggestions (this helps you complete Prior Recommendations section of the SVER)

Site Visit Chair Responsibilities

- Communicates with program to initiate pre-visit planning
 - Discuss agenda, including review of “off-campus” sites
 - Request additional information if needed
- Reaches out to the team member
 - Serve as liaison between team (including state board) and the program
 - Set up pre-site visit meeting the evening before the site visit
- Ensure accurate and timely completion of the SVER

Site Visit Schedules

- Review the schedule carefully to ensure that all individuals with whom you want to meet are identified
- Determine whether visitation to off-campus sites is warranted
- Take note of time commitment and book travel accordingly

Visiting Sites Where Educational Activity Occurs

- Site visit team will identify the sites to be visited based upon educational experiences at the site (for example based upon length of training at the site, educational experience or evaluation/competencies achieved).
- Ask program to add visit to schedule for visit to site (physical or virtual visit or interviews)
- Extend length of site visit when needed; notify CODA staff for assistance
- Accurately complete SVER

Site Visit Team Composition

Composition of the Visiting Committee

Committee may include the following members...

- Discipline-specific site visitor(s)
- State board representative (if invited by program)
- Silent observer (if requested by CODA)
 - All observers must sign confidentiality agreements prior to obtaining site visit materials
- CODA Staff (if on the visit, participates virtually)
- **Check final roster for site visit attendees (if not on roster, then not approved for the visit)**

Composition of the Visiting Committee

- Single discipline program visit:
 - Two discipline-specific site visitors (one serves as Chair) and other attendees as noted on roster
 - 1-day visit (8:00 a.m. - 5:15 p.m.)
 - Can be extended if multiple sites to review

Composition of the Visiting Committee

- Multiple discipline site visit:
 - **1.5 days** (could be longer if sites will be visited)
 - One discipline specific site visitor per discipline
 - OMS – always two site visitors
 - Other attendees as noted on roster
 - CODA staff member attends
- If the program is scheduled as part of a comprehensive dental school visit, please refer to the schedule for comprehensive dental school visits

State Board Representative

- The state board member participates in an accreditation site visit in order to develop a better understanding of the accreditation site visit process and its role in ensuring the competence of graduates for the protection of the public.
- The state board member is expected to be in attendance for the entire site visit, including all scheduled conferences and during executive sessions of the visiting committee. While on site the state board member:
 - provides assistance in interpreting the state’s dental practice act and/or provides background on other issues related to dental practice and licensure within the state
 - serves as a **silent observer** in all sessions except executive sessions with the site visit team. (Recent policy revision)
 - is a member of the site visit team. However, if a vote is required for a recommendation, only the CODA members will vote

State Board Representative

- State Board Members must sign the CODA Agreement of Confidentiality
- If you are requested to review a State Board Member's Report to the Board, contact CODA Staff immediately.

The State Board Member May Share:

- Information about the Commission's accreditation standards, process and policies.

The State Board Member 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.

Silent Observer

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

Interviews

- Begin interviews by stating that the conversation will be kept **confidential**
- Remind programs and all interviewees that sessions must not be recorded – handwritten notes are encouraged
- Institutional personnel at a level above the program director must be at initial and final conferences
 - However, these individuals (program director, CAO, CEO) should not be present during faculty or student/resident/fellow interviews
- ALL students/residents/fellows should be interviewed unless they are off-site or on rotation and cannot attend
 - Enrollees in a non-accredited internship, apprenticeship, etc. are not included in any aspect of the site visit of the CODA-accredited program

Utilizing the Self-Study in Your Review

- Identify questions
 - do you need more information?
 - discrepancies?
 - problem areas?
- Categorize questions
 - administration
 - clinical program, including off-site rotations
 - didactic program
 - evaluation
- Keep big picture in mind
- Don't assume a poorly written self-study reflects a weak program or vice versa

Example Topics for Various Audiences

- Administration
 - Institutional support and organizational structure
 - Budget oversight and preparation
 - Institutional accreditation status
- Students/Residents/Fellows
 - Admissions process
 - Supplies and resources
 - Curricular requirements
 - Patient experiences
 - Faculty coverage
 - Due process
 - Program and CODA complaint policy/notification

Example Topics for Various Audiences

- Faculty/Course Directors
 - Course structure, Grading, Course requirements
 - Calibration
 - Course reviews/Curriculum management
 - Patient experiences and Competency Assessment
 - Faculty course coverage
- Admissions and Due Process
 - Requirements
 - Policies and Procedures
 - Due Process and Remediation

Example Topics for Various Audiences

- **Facilities**
 - Adequacy of Facility
 - Supplies
 - Equipment
 - Utilization

- **Educational Site Supervisors**
 - Educational experience
 - Evaluation process / input to program
 - Calibration

Document review/verification

- All information found in the self-study must also be verified on-site through interviews or review of documentation
 - Compliance with all Standards must be verified during the visit, even when the program has been found compliant in prior visits or via recent communications with CODA
- Maintain communication with program director early in the process and throughout the site visit
- Request additional information, as needed
- Be mindful of the schedule and activities to be conducted, i.e., try to complete a preliminary review of all material before mid-afternoon so time doesn't get away from you

On-site Review / Verification

- Confidential information that may contain PHI/SPI must not be uploaded to the portal (but can be reviewed on-site, only)
- Do not leave the program with on-site information in your possession
- Do not ask for login credentials into the program's electronic systems

Site Visitor Reminders

- Assess the program according to established, current Accreditation Standards, not according to personal preferences or the way your program does things. The program must be compliant at all times.
- Be aware of bias and consider potential conflicts of interest before accepting any assignment
- Be sensitive to how your comments/questions, tone, and decorum may be perceived
 - Be mindful when discussing findings – don't divulge source of information gained through interviews
 - Don't say "the residents are happy" or "the faculty said"

Site Visitor Reminders

- Don't be overly critical, negative or judgmental.
- A joke or casual remark could be considered offensive to program personnel.
- Please use sensitivity and maintain professional decorum throughout the site visit.
- Don't bring your biases on the site visit.
- Don't use your cell phone, iPad or other devices (even for checking messages or texting) during sessions with the program or interviews.
- **Do not take any photographs. Do not “borrow” a programs information for your own.**
- Don't compare the program to your own or give an opinion on how the program is doing.

Site Visitor Reminders

- Don't use outside information to determine if the program is in compliance; only use the information presented to you in the self-study or on-site.
 - This includes accessing the program's website or "Googling" information
- Don't accept social invitations or gifts from the hosts
 - Don't make plans to visit with a colleague after the site visit, even if unrelated to the site visit
- Don't leave the self-study or any notes at the institution. Take with you and appropriately destroy (shred) them.

Site Visitor Reminders

- Only the individuals on the roster provided to you by CODA are permitted to participate (and have signed confidentiality agreements)
- If someone shows up unexpectedly, contact CODA staff immediately
- Do not sign any agreements provided to you *by the program or its off-campus sites* prior to or during the site visit
- Do not sign up for an institution's health record log-in/ID
- Do not promise to fix things, provide a favor, etc.

The Site Visitor Evaluation Report (SVER) and the Site Visit Report Writing

Developing the Site Visitor Evaluation Report

Before you complete the Site Visit Evaluation Report be sure:

- Findings have been discussed during executive sessions throughout the visit
- Program has been informed of “concerns” throughout the visit
- Site visit team has reached consensus in its findings

Site Visitor Evaluation Report (SVER)

- The Site Visitor Evaluation Report (SVER) is the “official” record of the site visit team’s evaluation of the site visit.
- It is crucial that all sections of the SVER are completely filled out and returned to the Commission office in its entirety.
- Adequate narrative must support the SVER
- Sent to Commission office via email in its entirety within 3-5 days.

Site Visitor Evaluation Report (SVER)

Please remember.....

- Must use the electronic SVER when returning the SVER to CODA Staff.
 - Handwritten/scanned SVERs will not be accepted.
- Please make sure you are using the most current SVER, which is available through:
 - CODA Website
 - ADA Connect

Site Visitor Evaluation Report (SVER)

- “Must” statements in “yes” and “no” format.
- If you mark **NO**, the program is not in compliance with this standard and you **must** write a recommendation.
 - *Programs **must** respond to recommendations.*
- If you mark **YES**, you have two options:
 - Make no comment
 - Write a suggestion

Site Visitor Evaluation Report (SVER)

- All sections/questions must be answered and verified, including:
- Compliance with Commission Policies
 - Third Party Comments
 - Complaint Policy
 - Program Changes
 - Distance Education
 - Program Effectiveness

Program Effectiveness

- Four (4) important sections of the SVER under the Program Effectiveness Section
- Program Effectiveness questions are found immediately after the Distance Education section in the SVER
- These will require narrative from you.

Program Effectiveness

- Program Effectiveness Question #1
 - Document the tools programs are using to assess student/resident/fellow achievement. (board certification, licensure, graduation surveys, pre- and post-examinations, etc.),
 - Provide an analysis of the program's performance with regard to student/resident/fellow achievement
- Program Effectiveness Question #2
 - Document the outcomes, both positive and negative.

Program Effectiveness

- Program Effectiveness Question #3
 - Describe program changes made in accordance with the outcomes data collected. Conversely, describe areas where program changes have not been made.
- Program Effectiveness Question #4
 - Identify suggestions or recommendations cited in the team's report, which relate to program effectiveness.

NOTE: Please complete the template write-up for Program Effectiveness within the SVER

Reminders

- Programs may use different methods to demonstrate compliance
- All portions of the SVER **must be** completed, even if the team is unable to verify compliance
- **If the site visit team is unable to verify compliance, “NO” must be marked on the SVER and recommendation written**

Reminders

- All Disciplines
 - Ensure Summary Data (enrollment, sites, faculty, program length, etc.) is updated and reflects findings at the site visit
 - Do not simply copy information from self-study. Be sure you verify the information
 - Be sure faculty numbers/columns total correctly
 - Be sure to include complete information related to degree granted, if applicable
 - Optional or required
 - Institution/School granting degree
- Oral and Maxillofacial Surgery
 - Ensure procedure counts are verified and current for the time of the site visit

The Written Report: Review of the Basics

- The Preliminary Draft Site Visit Report (PDSVR) contains information taken from your SVER
 - All team members must approve the PDSVR before it is sent to the program
- The “bridge” between the site visit and review by the Review Committee and Commission.
- The PDSVR, along with the program’s response (if there is one), and the self-study will be reviewed by the Review Committee who will make a recommendation to the Commission.
- The PDSVR must contain enough background and details in order for CODA to make decisions.

Writing the Recommendation

- The narrative/recommendation cannot be prescriptive. Tell the institution what the deficiency is, not how to “fix” it.
- Provide as much detail as possible.
- Restate the standard, use the “stem.” “It is recommended.....” Include only those aspects of the standard that are not being met.
- Treat each NO as a separate issue and provide rationale for each.

Writing the Recommendation

- Cite multiple sources (self-study, on-site interviews, on-site documentation, observation)
- Remember: the language for the recommendation is already written for you (the Standard); you cannot make up your own language

Writing the Recommendation

Entire GPR/AEGD Standard 3-9 reads:

At each site where educational activity occurs, adequate support staff **must** be consistently available to ensure: a) residents do not regularly perform the tasks of allied dental personnel and clerical staff, b) resident training and experience in the use of current concepts of oral health care delivery and c) efficient administration of the program.

Writing the Recommendation

Through review of the self-study and on-site interviews, **(multiple sources cited)**

the visiting committee learned that the program has three dental assistants assigned to the clinic who provide support to the three residents, an oral surgery attending, a general dentist and a part-time periodontist; one of the dental assistants is always assigned to the oral surgeon. **(the issue, what is provided, how well it is provided)**

As a result, dental assisting support is available to the residents approximately 30% of the time. Because of the limited amount of dental assisting support, the residents are unable to gain experience in four-handed dentistry and other current concepts of oral health care delivery. **(how well it works, what is not being provided, why it's a problem)**

Writing the Recommendation

Example narrative:

Through review of the self-study and on-site interviews, the visiting committee learned that the program has three dental assistants assigned to the clinic who provide support to the three residents, an oral surgery attending, a general dentist and a part-time periodontist; one of the dental assistants is always assigned to the oral surgeon. As a result, dental assisting support is available to the residents approximately 30% of the time. Because of the limited amount of dental assisting support, the residents are unable to gain experience in four-handed dentistry and other current concepts of oral health care delivery.

Writing the Recommendation

Example recommendation:

1. It is recommended that at each site where educational activity occurs, adequate support staff be consistently available to ensure: a) residents do not regularly perform the tasks of allied dental personnel, and b) resident training and experience in the use of current concepts of oral health care delivery.

*Note: Recommendation is “must” statement with relevant parts. Clerical staff and efficient administration of the program is not included in the recommendation.

Writing the Suggestion

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

Writing the Suggestion

AEGD Standard 4-1

The sponsoring institution **must** provide adequate and appropriately maintained facilities and learning resources to support the goals and objectives of the program.

Concern:

A panoramic radiography unit is not available. Having one could enhance the educational experience.

Writing the Suggestion

Through review of the self-study and on-site inspection of the facilities, the visiting committee noted the absence of a panoramic radiography unit. (multiple sources, description of findings)

While the lack of a panoramic radiography unit does not preclude the achievement of the program's goals and objectives, (confirms that the program meets the standard)

the use of one could strengthen the clinical component of the program, particularly in the area of patient assessment and diagnosis. (how the experience could be enhanced)

Therefore, it is suggested that the program explore ways through which students/residents can gain experience in the use of a panoramic radiography unit to enhance patient assessment and diagnosis. (the non-prescriptive suggestion)

Writing the Suggestion

- Through review of the self-study and inspection of the facilities, the visiting committee noted the absence of a panoramic radiography unit. While the lack of a panoramic radiography unit does not preclude the achievement of the program's goals and objectives, the use of one could strengthen the clinical component of the program, particularly in the area of patient assessment and diagnosis. Therefore, **it is suggested** that the program consider ways through which students/residents can gain experience in the use of a panoramic radiography unit to enhance patient assessment and diagnosis.

Reminders on Writing Recommendations and Suggestions

- Recommendations and/or suggestions are not written to provide a “favor”
- Every recommendation and suggestion must be accompanied by a rationale
 - Move from general to specific in the writing of the rationale.
 - Consider the following:
 - What specifically is the issue?
 - What does the program currently provide? How well is it provided? How well does it work?
 - To what extent are students/residents gaining the required training and experience?
 - What training and experiences are the students/residents not gaining?

Reminders on Report Writing

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

Pro Tip: You must cite every recommendation verbally. You may refine the written statement with the 3-5 days to submit the SVER to CODA office.

Acceptable/Unacceptable Verification Data

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

Tips for Report Writing

- Keep your audience in mind (don't use acronyms).
- Be simple and direct.
- The report should be a straightforward and detailed explanation of your findings.
- Vague comments are confusing-stick to the facts.
- Programs are only evaluated on “must” statements, not intent statements, or “may,” “should,” or “shall” statements.

Final Conference

- The team will present its findings at the final/exit conferences in a verbal report
 - The Chair leads the presentation of findings
 - Verbal report must include recommendations and/or suggestions, if there are any. The program must be informed of all recommendations and suggestions that will appear in the report.
 - Also must report if program did not comply with Commission policies (Third Party Comments, Complaint, Program Change, Distance Education)
- What is said verbally at the exit (recommendations and/or suggestions, compliance with CODA policies) must be included in the SVER, which will be reflected in the preliminary draft site visit report.

Final Conference

- All Site Visitors **MUST** attend
- Program/Institution makes decision as to who attends other than program director, CAO and the CEO or designee
- Inform program to contact CODA staff following visit; **not** the site visit team
- **Do not share the SVER with the program; it is not an official record**
- ***Please be sure to exit the institution promptly at the conclusion of the visit.***

Return of Site Visit Material

- The Chair completes the **Site Visitor Evaluation Report (SVER)** and emails to appropriate CODA manager for all non-dental school single program visits within 3 to 5 days after the visit.
- **E-mail SVER** to staff on all dental school based and non-dental school multi-discipline visits following the report writing session.

Site Visitor Reminders-After the Visit

- Appropriately and securely delete/destroy all site visit materials **following approval of the draft report**
- Promptly respond to CODA staff requests for clarification; each member of the team must approve the written draft report even if there are no recommendations or suggestions
- If program contacts you, do not reply. Forward to CODA staff
- Note when the report is due to staff and be aware of your obligation to the Commission regarding the report after you have completed the site visit

After the Team Approves the Site Visit Report:

- It is forwarded to the institution. Directed to prepare a response, if applicable
- Review Committee considers the site visit report, along with the program's response
- Makes a recommendation to the Commission regarding accreditation status
- Recommendations can become suggestions or be removed if Commission finds the program was compliant at the time of the site visit
- CODA makes final accreditation decision

- **Post-Site Visit Survey**

- Confidentially distributed

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

Policy and Procedures Reminders

Evaluation and Operational Policies and Procedures Manual

- Evaluation and Operational Policies and Procedures (EOPP)
 - Redline copy of changes are available at the link below

<https://coda.ada.org/policies-and-guidelines>

- EOPP is the Site Visitor's resource to CODA Policy and Procedures

Guidelines for Reporting to CODA

<https://coda.ada.org/policies-and-guidelines/program-changes-deadlines-and-other-report-guidelines>

Guidelines must be used for reports to CODA; where specialized guidelines exist, they must be used and all components addressed.

Reporting Program Change	Interruption of Education
Use of Distance Education	Use of Sites Where Educational Activity Occurs
Enrollment Increases	Preparation of Reports (response to site visit and progress reports)
Transfer of Sponsorship	Teach-Out
Biosketch Template (including allied-specific template)	Administrator Verification Page

Third Party Comments

- Programs must solicit comment through appropriate notification of communities of interest and the public such as faculty, students/residents, program administrators, dental-related organizations, patients, and consumers.
- Programs must solicit third-party comments at least ninety (90) days prior to their site visit. The notice should indicate the deadline of sixty (60) days for receipt of third-party comments in the Commission office.

Third Party Comments

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

Complaint Policy

- **Part 1:** Demonstrate that students/residents/fellows are notified, at least annually, of the opportunity and the procedures to file complaints with the Commission
- **Part 2:** Maintain a record of student/resident/fellow complaints
- Provide evidence of notification and records to the visiting committee; visiting committee looks for themes related to Standards

Program Change Policy

- When reviewing program background and on-site material, you will note whether the program has complied with CODA's policy on reporting program changes
- Some changes must be reported at least 30 days prior to anticipated implementation (such as Program Director changes that comply with all program director qualification requirements) and are reviewed at the next site visit
- Reporting on the Annual Survey does not preclude the requirement to report directly to CODA
- Programs should contact CODA staff for guidance and review program change policy for more information.
- Remember – you must confirm compliance on-site, even though CODA may have acknowledged a program change
- If a reportable program change was not reported, the program has not demonstrated compliance with the Policy.

Program Change Policy

- Program Changes (not inclusive)
 - Increase in Enrollment* must be reported (temporary or permanent use)
 - Distance Education* use must be reported (temporary or permanent use)
 - Addition of Sites Where Educational Activity Occurs* must be reported (major or minor sites)
 - Changes to program leadership (PD/CAO/CEO) must be reported
 - Interruption of Education*
 - Changes to institutional accreditor or pending adverse actions must be reported

*Guidelines for Reporting are available

Requesting Increases in Enrollment

- Please see the appropriate enrollment increase policies in EOPP relative to your discipline
- Discipline-specific guidelines for requesting enrollment increase are available on the CODA web site
 - Advanced Dental Education Guidelines (not authorized enrollment)
 - Advanced Dental Education programs are authorized for a base number enrollment. See Enrollment Policy.
- If any program wants to modify enrollment, prior approval is required.
- Programs are reminded that resources must be maintained even when the full complement of students/residents/fellows is not enrolled in the program.

Authorized/Approved Enrollment for Advanced Programs

- Calculated for the total complement, except for OMS which is **per year** enrollment
- Annual Survey data profile for site visitors provides previous 5 years enrollment data
- “A request for an increase in enrollment [temporary* or permanent] with all supporting documentation must be submitted in writing to the Commission by May 1 or November 1. A program must receive Commission approval for an increase in enrollment prior to publishing or announcing the additional positions or accepting additional students/residents.”
 - ***NEW Exception:** Temporary, one time only increase in program enrollment of up to a maximum of six (6) months may be reviewed and approved by the Review Committee Chair
- ***Retroactive permanent*** increases in enrollment will not be considered. *Retroactive temporary* increases in enrollment may be considered due to special circumstances on a case-by-case basis.

Distance Education Policy

- May be related to Off-Campus Sites but separate & distinct policy
- Technology-driven
- Expectation is that programs using this modality must comply with accreditation standards; must have a student/resident/fellow identity verification process, substantive interaction with students/residents/fellows, and must alert students/residents/fellows to possible associated charges
- Programs are reviewed at time of site visit for compliance with Distance Education Policy
- Site Visitor Evaluation Report (SVER) includes questions on Distance Education in the Compliance with

Distance Education Policy

Distance education means education that uses one or more of the technologies to deliver instruction to students/residents/fellows who are separated from the instructor or instructors and to support regular and substantive interaction between the students/residents/fellows and the instructor or instructors, either synchronously or asynchronously.

The technologies may include:

- the internet;
- one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- audio conference; or
- Other media used in a course in conjunction with any of the technologies listed above.

Distance Education Policy

For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's or program's accrediting agency.

For purposes of this definition, substantive interaction is engaging students/residents/fellows in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- Providing direct instruction;
- Assessing or providing feedback on a student's/resident's/fellow's coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution's or program's accrediting agency.

Distance Education Policy

An institution ensures regular interaction between a student/resident/fellow and an instructor or instructors by, prior to the student's/resident's/fellow's completion of a course or competency:

- Providing the opportunity for substantive interactions with the student/resident/fellow on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
- Monitoring the student's/resident's/fellow's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student/resident/fellow when needed on the basis of such monitoring, or upon request by the student/resident/fellow.

A program that is planning to implement the use of distance education methods must submit a report of program change (See Policy on Reporting Program Changes in Accredited Programs) and include evidence of the program's compliance with the Student/Resident/Fellow Identity Verification noted below. Upon review and Commission acknowledgement that the program has addressed all Student/Resident/Fellow Identity Verification requirements, the use of distance education and the program's compliance with the below noted items will be further reviewed at the time of the program's next site visit.

Educational Activity Sites

- **Minor Sites** - required to complete an experience at this or another site to meet a program requirement or accreditation standards; No competency (or summative) assessments.
- **Major Sites** - required to complete an experience at this site to meet a program requirement or accreditation standards; Competency assessments (or summative) assessments are performed.
- Review Policy and Guidelines for details

Examples of Program Changes that Need Prior Commission Approval-Reminder

- Establishment of Off-Campus Sites not owned by the sponsoring institution used to meet accreditation standards or program requirements (See Guidelines on Reporting and Approval of Sites Where Educational Activity Occurs);
- Changes to Off-Campus Sites that impact the use of the site (e.g. minor site to major site, or termination of enrollment at or discontinued use of major site);
- Transfer of sponsorship from one institution to another;
- Changes in institutional accreditor or pending or final adverse actions. (See Policy on Regard For Decisions of States and Other Accrediting Agencies);
- Moving a program from one geographic site to another, including but not limited to geographic moves within the same institution;
- Program director qualifications not in compliance with the standards. In lieu of a CV, a copy of the new or acting program director's completed BioSketch must be provided to Commission staff. Contact Commission Staff for the BioSketch template.

Examples of Program Changes that Need Prior Commission Approval-Reminder

- Substantial increase in program enrollment as determined by preliminary review by the discipline-specific Review Committee Chair.
 - Requests for *retroactive permanent* increases in enrollment will not be considered. Requests for *retroactive temporary* increases in enrollment may be considered due to special circumstances on a case-by-case basis. Programs are reminded that resources must be maintained even when the full complement of students/residents is not enrolled in the program. (see Policy on Enrollment Increases In Advanced Dental Education Programs and Predoctoral programs see Guidelines for Requesting an Increase in Enrollment in a Predoctoral Dental Education Program);
- Change in the nature of the program's financial support that could affect the ability of the program to meet the standards;
- Curriculum changes that could affect the ability of the program to meet the standards;
- Reduction in faculty or support staff time commitment that could affect the ability of the program to meet the standards;
- Change in the required length of the program;

Examples of Program Changes that Need Prior Commission Approval-Reminder

- Reduction of program dental facilities that could affect the ability of the program to meet the standards;
- Addition of advanced standing opportunity, part-time track or multi-degree track, or other track offerings;
- Expansion of a developing dental hygiene or assisting program which will only be considered after the program has demonstrated success by graduating the first class, measured outcomes of the academic program, and received approval without reporting requirements; and/or
- Implementation of changes in the use of distance education that could affect the ability of the program to meet the standards (see reporting requirements found in the Policy on Distance Education).
- See Policy for more details.

Conflict of Interest

- The site visitor is obligated to report any conflict of interest – real or perceived
- If you think you have a conflict of interest, contact Commission Staff
- **See the entire Conflict of Interest Policy, found in Evaluation and Operational Policies and Procedures manual for the recently updated policy**

Conflict examples include a site visitor who...

- is a graduate of the institution;
- has served on the program's visiting committee within the last seven (7) years;
- has served as an independent consultant, employee or appointee of the institution;
- has a family member who is employed or affiliated with the institution;
- has a close professional or personal relationship with the institution/program or key personnel in the institution/program which would, from the standpoint of a reasonable person, create the appearance of a conflict;
- manifests a partiality that prevents objective consideration of a program for accreditation;
- is a former employee of the institution or program;
- previously applied for a position at the institution within the last five (5) years;
- is affiliated with an institution/program in the same state as the program's primary location;
- is a resident of the state; and/or
- is in the process of considering, interviewing and/or hiring key personnel at the institution.

Confidentiality

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

Confidentiality

- All materials generated and received in the accreditation process are confidential.
- All sessions within the site visit are confidential
- No audio or video recording or photographs are permitted (**by the program or site visitors**)
- Oral comments made by site visitors during the visit are not to be construed as official site visit findings unless documented within the site visit report and may not be publicized
- Publication of site visit team members' names and/or contact information is prohibited.

Policy and Procedure Reminders

- **Non-Enrollment of First Year Students/Residents/Fellows**
 - A program must maintain all resources for full complement even when enrollment is reduced or in non-enrollment
 - Program must maintain compliance with all Standards during period of non-enrollment
- **Interruption of Education**
 - An interruption that requires a modification of the program, the curriculum, or takes faculty, administrators or students away from the program...

Policy and Procedure Reminders

Policy on Public Statements (excerpt):

The current Commission Chair, Vice-chair, and Director have the sole authority to speak on behalf of the Commission. No current or former Commission volunteer, including members of the Board of Commissioners, the Review Committees, the Appeal Board, and Consultants/Site Visitors may issue a public statement, or serve on an external committee as a spokesperson in the name of the Commission.

Policy and Procedure Reminders

Consulting

- Active site visitors may independently consult with educational programs accredited by CODA or applying for accreditation
 - All consulting roles must be disclosed to the Commission
 - Site visitors must file a declaration form signed by themselves and the institution/program with whom they consulted
 - Contact the Commission office for the declaration form
 - You do not represent CODA when consulting; the advice you give is your own

Reminder About Privacy and Data Security...

- The program's documentation for CODA (self-study, application, or reports to CODA, for example) must NOT contain any sensitive personally identifiable information (**“Sensitive Personal Information” or “SPI”**) as outlined in “Privacy and Data Security Requirements for Institutions”. Similarly, such documentation must not contain any identifiable **Protected Health Information (“PHI”)**; therefore, no “patient identifiers” may be included. This applies whether or not the program is required to comply with HIPAA.
- Before sending documents to CODA, appropriately redact all SPI and all PHI, including all patient identifiers such that the SPI/PHI and patient identifiers cannot be read or otherwise reconstructed.
 - Covering data with ink is not an appropriate means of removing data from a hard copy document and may sometimes be viewable when such documents are scanned to an electronic format.

Reminder About Privacy and Data Security...

If PHI and/or SPI is found, or if it is inappropriately or inadequately redacted:

- The institution's CEO, CAO, and HIPAA compliance officer, along with the program director, is notified of the CODA violation
- The program is asked to send another electronic version of the self-study or report, minus the PHI or SPI
- **Program will be assessed administrative fee of \$4,000**

Note: The most frequent finding of potential PHI relates to **dates that may be associated with a patient**. Remove all dates from your documents.

Reminder About Privacy and Data Security...

- Site Visitors must ensure the security of CODA and program materials
- You must use an encrypted computer to access CODA documents
- Ensure secure destruction following review of the draft site visit report (follow the guidelines emailed to you)
- Notify CODA if any issues arise with your devices (suspected attempt to breach)

Using Technology on a Site Visit

Current Use of Technology

- Resource for programs preparing for a site visit.
 - Site Visit Orientation Web Site <https://coda.ada.org/site-visits>
- Method by which site visit materials are distributed to programs and site visitors.
 - Via E-mail, E-Accreditation Portal, and ADA Connect
- Method by which site visit team and CODA staff communicate.
 - Via E-mail
- Please make sure CODA has your most current contact information and academic affiliation, including e-mail

CODA Website

- <https://coda.ada.org/>
- Standards, Self-Study, Citings, and SVER
- Policy and Procedures
- Guidelines for Submission of Reports
- Information on Hearings/Call for Comments on proposed new & revised Accreditation Standards
- Recently adopted Accreditation Standards and Policy
- Dates of Commission meetings
- Upcoming site visits

E-Mail from CODA to Site Visitor: Prior to Site Visit

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

* Destroy after site visit

Site Visitor Material Available on ADA Connect

- Site visit forms and logistical information available on **ADA Connect**. These are not sent via email.
 - Standards and SVER (on CODA website <https://coda.ada.org/site-visits/advanced-dental-site-visits>)
 - Fox Travel Protocol
 - EOPP
 - Site Visitor site visit manual, including HIPAA/SPI reminders
 - Other Information

E-Communication from Institution to Site Visitor

- Programs asked to upload electronic copy of self-study to CODA E-Accreditation Portal. Program will notify site visit team when upload is complete (60 days prior to site visit)
- *E-mail delivery is not acceptable, neither are third party vendors such as Drop Box, Google Docs, etc.*
- Site visitor must maintain materials securely per CODA's Privacy and Data Security policy.
- Check “spam” filters if missing communication from CODA or program.

Additional Resources and E-Accreditation Portal

Resources for Site Visitors

<https://coda.ada.org/site-visitor-resources>

CODA E-Portal

<https://coda.ada.org/portal>

- Remember: Do not share your login credentials

What's New at CODA?

CODA Actions of Interest (Standing Committees)

- Finance
 - Study CODA's revenue and expense planning model and assist with long-term projection modeling to obtain a revenue-neutral budget
 - Discussion with ADA-CODA Relationship Workgroup
 - Determine a mechanism to replenish CODA's Administrative Fund annually based upon CODA's revenue after total expenses are paid.
 - Negotiate next ADA-CODA Shared Services Agreement

CODA Actions of Interest (Standing Committees)

- **Quality Assurance and Strategic Planning**
 - Obtain information on recent changes to Pell Grant and Title IV funding, and the impact on CODA-accredited allied dental education programs
- **Communication and Technology**
 - Adopted the 2024-2028 CODA Communication Plan and Strategy, and Executive Summary Report

CODA Actions of Interest (Standing Committees)

- Documentation and Policy Review
 - Revisions to Evaluation and Operational Policies and Procedures Manual
 - <https://coda.ada.org/policies-and-guidelines>

CODA Actions of Interest (Ad Hoc Committees)

- Ad Hoc Committee on Professional Development and Mega Issues
 - Directed that the Ad Hoc Committee coordinate a Summer 2024 Mega Issue discussion on “Artificial Intelligence and Dental Education.
- Ad Hoc Committee established to investigate in-person, on-site work expectations for program directors to determine if changes are needed in the discipline-specific Accreditation Standards for dental education, advanced dental education, and allied dental education programs.
- Ad Hoc Committee composed of all Commissioners who chair the discipline-specific Review Committees in dental, allied dental, and advanced dental education, and additional CODA Commissioners, to study the Accreditation Standards for possible revision related to the letter from The National Coalition of Dentists for Health Equity.

CODA Actions of Interest (Orthodontics)

- Ad Hoc Committee composed of members of the Orthodontics and Dentofacial Orthopedics Review Committee and nominees from the American Association of Orthodontists to review Standards 2-9 and 2-10 of the Accreditation Standards for Advanced Dental Education Programs in Orthodontics and Dentofacial Orthopedics.
- Communication to the American Association of Orthodontists to request nominations of individuals who may serve on the Ad Hoc Committee to review Standards 2-9 and 2-10, from which the Commission will appoint two (2) to three (3) individuals.
- Communication to the American Association of Orthodontists, Council on Education (COE), and Society of Educators (SOE) to request feedback for consideration by the CODA Ad Hoc Committee, including information on this topic from orthodontics and dentofacial orthopedics education programs.

CODA Actions of Interest (Pediatric Dentistry)

- Direct Pediatric Dentistry Review Committee to reconsider patient age categories and the number of required experiences in patient age categories, related to the anesthesia requirements within the Accreditation Standards for Advanced Dental Education Programs in Pediatric Dentistry.

CODA Actions of Interest (Oral Medicine)

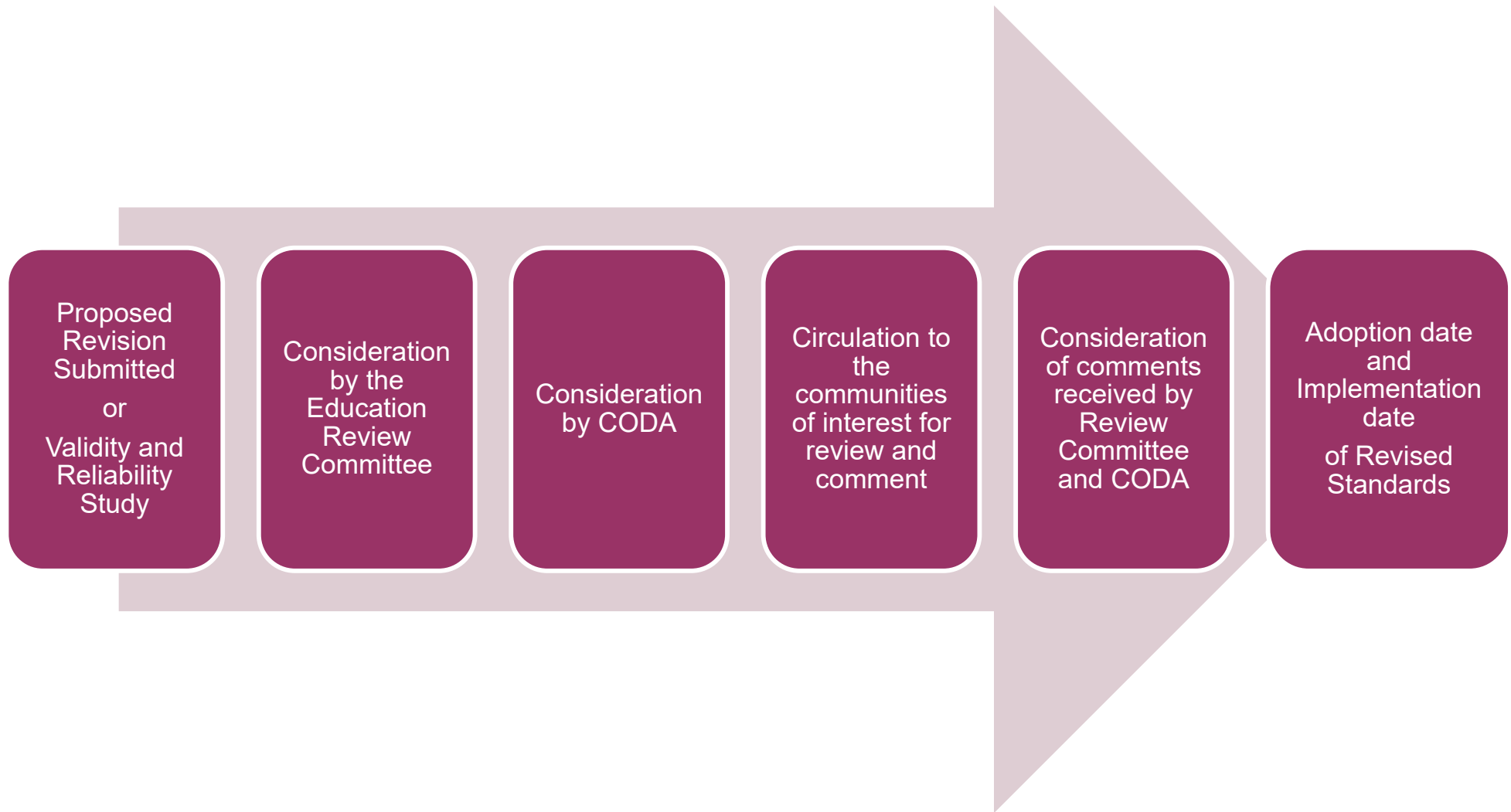
- Communication to the Commission on Dental Accreditation of Canada for an update on the identification of representatives to serve on the ad hoc committee and CDAC's continued interest in reviewing and potentially extending reciprocity to oral medicine education programs.

CODA Actions of Interest (Orofacial Pain)

- Review Committee on Orofacial Pain Education to meet prior to the Summer 2024 meetings for further discussion and consideration of possible revision to the Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain, particularly related to the baseline competencies for the discipline

New and Proposed Accreditation Standards

Standards Revision Process



Why Stay Informed on Standards Revisions?

- **It is the site visitor's obligation to stay up-to-date on the Standards for compliance.**
- A program's compliance is evaluated with the **current Accreditation Standards** (“must” statements) that have been **adopted and implemented**.
- Programs may need to modify the self-study if standards have been implemented during the self-study development process.
- Identification of new deficiencies during the reporting time period will not result in a modification (extension) of the specified deadline for compliance with prior deficiencies.

How to Stay Informed on Standards Revisions

- CODA helps you stay current by **emailing you notifications** [e.g., “CODA Communicator,” “CODA Alert,” emails to a specific set(s) of program directors, communities of interest]
 - Note that “opt out” will not receive CODA communications
- CODA conducts **workshops** and posts materials to its website
- Please access the **CODA website** periodically

Past and Future Validity and Reliability Studies of the Standards

Spring 2021 (delayed from 2020)

- Predoctoral Dental Education
- Oral and Maxillofacial Pathology

Spring 2021

- Dental Anesthesiology

Spring 2022

- Prosthodontics
- Orofacial Pain
- AEGD
- GPR
- Dental Public Health

2024

- Dental Assisting
- Oral Medicine
- Oral and Maxillofacial Radiology

2025

- Dental Therapy
- Oral and Maxillofacial Surgery
Clinical Fellowship

Revised Standards

- **January 1, 2023 implementation**
 - Clinical Fellowship Training Programs in Craniofacial and Special Care Orthodontics (V&R)
 - Periodontics (V&R)
- **July 1, 2023 implementation**
 - Accreditation Standards for Advanced Dental Education Programs in Dental Public Health
 - Accreditation Standards for Advanced Dental Education Programs in Dental Anesthesiology

Revised Standards

- **August 11, 2023 implementation**
 - Accreditation Standards for Dental Assisting Education Programs (Standards 2-7 and 3-6)
- **July 1, 2024 implementation**
 - Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Radiology (new Standard 4-16)
 - Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain (new Standard 2-10)
 - Accreditation Standards for Advanced Dental Education Programs in Orofacial Pain (V&R)

Revised Standards

- **January 1, 2025 implementation**
 - Accreditation Standards for Advanced Dental Education Programs in Pediatric Dentistry (revised anesthesia standards)
- **July 1, 2025 implementation**
 - Accreditation Standards for Advanced Dental Education Programs in Dental Public Health (V&R)

Proposed Standards: Comments Due

<https://coda.ada.org/accreditation/open-hearings-comments-due>

Comment Due June 1, 2024:

- All Advanced Dental Education Discipline Standards (related to program sponsor and authority to operate)
- Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Surgery (Residency) (related to various standards)

Proposed Standards: Comments Due

<https://coda.ada.org/accreditation/open-hearings-comments-due>

Comment Due June 1, 2024 (as directed at CODA's Winter 2024 meeting):

- Accreditation Standards for Advanced Dental Education Programs in Advanced Education in General Dentistry (related to the optional second year for residency programs)
- Accreditation Standards for Advanced Dental Education Programs in General Practice Residency (related to the optional second year for residency programs)
- Accreditation Standards for Advanced Dental Education Programs in Endodontics (related to program director full-time status)

Proposed Standards: Comment Portal

Written comments will only be received through the CODA electronic comment portal.

Each Standards revision has its own unique comment portal.

<https://coda.ada.org/accreditation/open-hearings-comments-due>

A Reminder on the Structure of Standards

- The **MUST** statement is the requirement and mandatory for compliance.
- The **SHOULD** statement is a method to achieve the “must” but not mandatory.
- The **INTENT** statement provides clarification on the requirement; the reason and purpose, not exclusive or exhaustive.
- The **EXAMPLES OF EVIDENCE** are ways to document compliance, may include these items or other methods of documentation.

Frequency of Citings

- Developed annually, each summer.
- Compilation report of all standards cited during the period of implementation of Standards.
- Reference for program, especially at time of site visit.
- <https://coda.ada.org/site-visits/advanced-dental-site-visits/advanced-dental-education-site-visit-documents>

If in Doubt on Current Standards or Policies:

- Check the CODA website

<https://coda.ada.org/standards>

- Contact CODA staff

<https://coda.ada.org/about-coda/coda-staff>

Site Visit Logistics and Reimbursement

Fox World Travel 24/7 Reservations

Follow the link to Fox World Travel:

ada@foxworldtravel.com

- Fox agents are available 7:00am-7:30pm Central to assist with business needs
 - CODA/ADA Local Number: 312-361-0144
 - CODA/ADA Toll Free Number: 844-319-2892
- To make online travel reservations and hotel reservations go to: www.concursolutions.com

Concur Travel Profile

- Set up a travel profile, if you've not done so already.
- Add Airline and Mileage numbers, seat preferences, etc.
- **Hotels are to be paid with your personal credit card.** When setting up your travel profile in Concur, please add your personal credit card information and check the hotel reservation box. This ensures that final hotel bills are paid by your credit card. You will submit a zero-balance receipt for reimbursement.

Fox Travel After Hours

- Travel with the Fox World Travel **after-hours emergency number** and CODA staff number
 - CODA/ADA Local Number: 312-361-0144
 - CODA/ADA Toll Free Number: 844-319-2892
 - After-Hours CODE: A10MN
- Refer to Travel Policy for clarification on reimbursements
- After hours phone number is only for cancellations and flight delays

Site Visitor Expense Reimbursements

- Expense reports must be submitted electronically through Concur, no exceptions
- CODA on-demand webinar on how to submit concur expense reports
 - Visit ADA Connect | Site Visitor Materials | 3-Concur Reimbursements | Concur Webinar Download to View

Site Visit Reminders

- Please review flight options before accepting a site visit assignment.
- Site visitors do not have the authority to adjust the site visit schedule (e.g. shorten the visit) to accommodate travel. If you cannot attend the entire visit, do not accept the assignment.
- Please carefully review the dates of your site visit and book your flights accordingly. Extended stays due to incorrect travel bookings will not be reimbursed. If an extended hotel night is needed due to limited flights, this must be pre-approved by CODA staff.

Site Visit Reminders

- All airfare, rail, car, and hotel must be booked through Fox Travel, and travel must be booked a minimum of 20 days in advance unless special circumstances exist. Airfare, rail, car and hotel booked outside of CODA's protocol are subject to review and may not be reimbursed. Driving in lieu of flying requires review and pre-approval by a site visit coordinator.
- All expenses \$50 and more require a receipt.
- The 2024 stipend has increased to \$158 daily. If you exceed \$600 in reimbursed expenses within the year, you will receive a 1099 tax form from the ADA.

A Note About Ground Transportation

- Reasonable costs will be reimbursed for taxi/Uber/Lyft/etc. www.TaxiFareFinder.com is a recommended source to determine reasonable ground transportation costs. Original receipts are required for all amounts of \$50 or more. Receipts for lesser amounts should be provided if available.
- If the cost of one-way ground transportation is greater than \$90, the traveler must upload to their expense report documentation showing the cost to be reasonable based on similar taxi fares (use website above for documentation). The Commission will reimburse the lower amount.
- CODA will not reimburse upcharges on ride services, such as premium vehicles, wait times, reservation fees, fare hikes/surges, etc. that exceed the reasonable taxi expense.

Online Resources

“Site Visit Orientation” Website

<https://coda.ada.org/site-visits/advanced-dental-site-visits>

- Provides narrative information on site visit process
- Site visit related documents are downloadable

Site Visit Information: What's Included?

- **The Site Visit Process**

- Prep for Advanced Dental Site Visit

- Before Your Advanced Site Visit

- During Your Advanced Site Visit

- After Your Advanced Site Visit

- Advanced Site Visit Documents

- <https://coda.ada.org/site-visits/advanced-dental-site-visits/advanced-dental-education-site-visit-documents>

- Upcoming Advanced Site Visits

Site Visit Information: What's Included?

- **Information about the site visit**
 - Before the visit
 - During the visit
 - After the visit
- **Documents**
 - Standards
 - Self-study guide
 - Site Visitor Evaluation report (SVER)
 - Frequency of citings
 - Materials to be available onsite
 - <https://coda.ada.org/site-visits/advanced-dental-site-visits/advanced-dental-education-site-visit-documents>

Commission Policies and Procedures

- **Policies and Procedures**
 - Evaluation and Operational Policies and Procedures Manual (EOPP), including
 - Complaint Policy
 - Policy and Guidelines for reporting a program change, off-campus sites, enrollment, distance education, etc.

<https://coda.ada.org/policies-and-guidelines>

Accreditation Updates

- Meeting Dates

<https://coda.ada.org/accreditation/meeting-materials>

- Reports of Major Actions and Minutes of past meetings

<https://coda.ada.org/accreditation/post-meeting-actions>

- Hearing information

<https://coda.ada.org/accreditation/open-hearings-comments-due>

- Site Visit Schedules (U.S. and International)

<https://coda.ada.org/site-visitor-resources/site-visit-schedule>

Other CODA Communications

- CODA Communicator E-Newsletter
<https://coda.ada.org/accreditation>
 - Distributed twice per year, following each Commission meeting
- Commission Alerts Emails
 - Hearings
 - Review Committee Openings
 - Nominations for Site Visitors



Volunteering with CODA

Why Volunteer with CODA?

- Helps you stay informed on latest activities, policies and standards.
- May fulfill requirements for promotion and tenure.
- Give back to the profession.

Call for Nominations: Review Committees

- CODA seeks nominations for various positions on Review Committees.
- Nomination Deadline is June 1, 2024
- List of Positions, Nomination Criteria, and Nomination Form found at <https://coda.ada.org/accreditation/call-for-nominations>

Call for Nominations: CODA Site Visitors

- CODA seeks nominations for site visitors.
- Nomination Deadline is **December 1, 2024**
- Greatest need in:
 - Oral Medicine
 - Oral and Maxillofacial Radiology
 - Prosthodontics and Maxillofacial Prosthetics
 - Oral and Maxillofacial Surgery
Clinical Fellowships Cosmetic
 - Oral and Maxillofacial Pathology
 - Dental Public Health
 - Oral and Maxillofacial Surgery
Clinical Fellowships Oncology
 - Clinical Fellowship in
Craniofacial and Special Care
Orthodontics
- Nomination Criteria, and Nomination Form found at <https://coda.ada.org/accreditation/call-for-nominations>

Ongoing Appointment: CODA Site Visitors

- Remember, annual paperwork and mandatory annual training/retraining are required to maintain active status.
 - Annual training/retraining required
- Please reply to CODA staff emails in a timely fashion (by the deadline).

To contact CODA staff

Staff contacts are found on CODA's website:

<https://coda.ada.org/about-coda/coda-staff>

Please contact staff by email and phone.

CODA conducts all business electronically. Therefore, we ask that you not send postal mail to the Commission office.

Commission on Dental Accreditation

211 E. Chicago Ave., Chicago IL 60611

QUESTIONS?

Thank You!