

REPORT OF THE STANDING COMMITTEE ON DOCUMENTATION AND POLICY REVIEW

Background: The Standing Committee on Documentation and Policy Review met via a virtual meeting on July 18, 2024. **Committee Members:** Ms. Lisa Mayer (chair), Dr. Scott De Rossi, Dr. Cherae Farmer-Dixon, Dr. Paul Luepke, and Dr. Glenn Sameshima were in attendance. Dr. Carolyn Brown, Dr. Monica Nenad and Dr. Nancy Rosenthal were unable to attend the meeting. **Commissioners:** Dr. Maxine Feinberg, chair and Dr. Frank Licari, vice-chair, Commission on Dental Accreditation (CODA), *ex officio*, also attended. **Commission Staff:** Dr. Sherin Tooks, senior director, and Ms. Jamie Asher Hernandez, Ms. Kathleen Navickas, Dr. Yesenia Ruiz, Ms. Peggy Soeldner, and Ms. Kelly Stapleton, managers, CODA, were in attendance. Ms. Samara Schwartz, senior associate general counsel, ADA/CODA, also attended the meeting.

The Committee began its meeting with a review of the Committee's charge. 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. Following discussion of the policies scheduled for regular review, as well as proposed revisions, the Standing Committee determined that, unless noted, the policies remain current and relevant. In addition, the Standing Committee believed revisions to select policies noted in **Appendix 1** are warranted and recommended they be adopted with immediate implementation.

Standing Committee Recommendation: It is recommended that the Commission on Dental Accreditation adopt and implement immediately the proposed revisions to policies found in **Appendix 1**, including the revision of policies in the Commission's Evaluation and Operational Policies and Procedures manual and in all appropriate Commission documents.

Consideration of Proposed Revisions to Miscellaneous Policies: On occasion, outside of the regular policy review process, policies that may warrant revision are identified for discussion and possible revision by the Standing Committee. These policies include the following: Commission and Commission Meetings, Policy on Non-Enrollment of First Year Students/Residents, Policy Statement on Reporting and Approval of Sites Where Educational Activity Occurs, and Conflict of Interest Policy.

The Standing Committee discussed the *Commission and Commission Meetings* policy, specifically as it relates to Commissioner conflicts. The Standing Committee discussed whether a stand-in Commissioner should be appointed during the discussion of a specific program identified by a Commissioner as a conflict and who must be recused from the discussion. Following consideration, the Standing Committee concluded that since other Commissioners

participate and contribute to the discussion of the program, the appointment of a stand-in Commissioner is not necessary. Therefore, the Committee concluded the policy is appropriate as written and believed no revisions are warranted at this time.

The Standing Committee also reviewed the *Policy on Non-Enrollment of First Year Students/Residents*. Specifically, the Standing Committee discussed at what point a program enters a period of first-year student/resident “non-enrollment.” This is especially relevant as it relates to programs that experience consecutive years of first-year non-enrollment. The Committee noted the *Policy on Non-Enrollment of First Year Students/Residents* allows for all first-year positions to remain vacant for two (2) consecutive years before the program’s accreditation is discontinued; noting, an extension can be granted upon request to and approval by the Commission. The Standing Committee discussed, in general, a scenario where a program enrolls one (1) first-year student/resident and that student/resident completes a portion of the academic year, and subsequently withdraws. In that situation, the question is whether the program has now entered a period of first-year non-enrollment. Or alternatively, is completion of a portion of the academic year sufficient to constitute “enrollment” in that year. Through discussion, the Standing Committee concluded that if a program enrolls a student/resident in the first year, and that student/resident completes a portion of the year, the program has had first-year enrollment and has not entered a period of first-year non-enrollment should the student/resident withdraw at some later point in the first year. In conclusion, the Standing Committee believed the policy is appropriate as written and believed no revisions are warranted at this time.

The Standing Committee discussed the *Policy on Reporting and Approval of Sites Where Educational Activity Occurs*, specifically as it relates to service-learning/community service sites. The Standing Committee was reminded that this policy was recently revised to clarify that the use of service-learning/community service sites are exempt from reporting requirements. However, the Standing Committee learned some disciplines use service learning/community service sites to comply with Accreditation Standards or program requirements, and that according to the definitions outlined in the policy, sites that fulfill accreditation or program requirements are to be reported to the Commission, either as “minor” or “major” sites depending on whether competency is assessed at the site. Through discussion, the Standing Committee learned that proposed revisions to the Accreditation Standards for Dental Education Programs, including Standards related to community-based experience definitions and requirements will be considered by the Commission at its Summer 2024 meeting. Therefore, the Standing Committee believed it would be prudent to postpone discussion of this policy until the proposed revisions to the Accreditation Standards for Dental Education Programs have been considered by the Commission. The Standing Committee recommended that the *Policy on Reporting and Approval of Sites Where Educational Activity Occurs* be added to the agenda for its Winter 2025 meeting.

The Standing Committee also considered proposed revisions to the *Conflict of Interest Policy*, which was proposed to clarify that when a site visitor serves on a site visit team, the site visitor is prohibited from independently consulting with the same program after the conduct of the site visit.

The Standing Committee noted this same revision was proposed to the *Site Visitor* policy found in **Appendix 1**. Following discussion of the *Conflict of Interest Policy*, the Standing Committee determined that the revisions to the policy, as noted in **Appendix 2**, are warranted and recommended they be adopted with immediate implementation.

Standing Committee Recommendations: It is recommended that the Commission on Dental Accreditation adopt and implement immediately the proposed revisions to the policy found in **Appendix 2**, including the revision of policy in the Commission's Evaluation and Operational Policies and Procedures manual and in all appropriate Commission documents.

It is further recommended that the Commission on Dental Accreditation direct that the Standing Committee on Documentation and Policy Review consider the *Policy on Reporting and Approval of Sites Where Educational Activity Occurs*, specifically related to service-learning/community service sites at its Winter 2025 meeting.

Commission Action:

PROPOSED REVISIONS TO POLICIES UNDER REGULAR REVIEW

Underline indicates addition; ~~Strikethrough~~ indicates deletion

IV. POLICIES AND PROCEDURES RELATED TO ACCREDITATION OF PROGRAMS

D. CRITERIA FOR CONSIDERATION OF AN APPLICATION FOR ACCREDITATION

The application for accreditation of a dental or dental-related program is considered complete when the program has demonstrated the potential to meet the Accreditation Standards and when the following criteria, as applicable, have been adequately addressed and documented in the application:

- a. A dean/program director/program administrator, as applicable, who meets the requirements of the discipline-specific standards, has been appointed at the time the application is submitted and at least six (6) months prior to a projected accreditation site visit. Should the dean/program director/program administrator change during the application review, the program must notify the Commission immediately and a delay of six (6) months for a projected site visit (should one have been directed) will be applied.
- 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 and documented, including the program's expected measures for student/resident/fellow achievement and schedule for ongoing program review.
- d. The long and short-term financial commitment of the institution to the program is documented and is sufficient to support the program's stated goals and objectives during development and long-term.
- e. If the program will rely on support from entities outside of the institution to comply with the Accreditation Standards or program requirements (e.g. access to clinical facility or resources for required instruction), 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. The program must document that support from outside entities does not compromise its authority as the sponsor of the program.
- f. Policies related to student/resident/fellow admission process and due process procedures are developed and documented.
- g. A projection of the number, qualifications, assignments and appointment dates of faculty is developed and is sufficient to support the program during development and long-term. The program must provide evidence of availability of adequate faculty and a hiring plan.
- 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, documentation that permission was granted to use these materials is provided.
- i. The curriculum must be mapped for all years of the program, including documentation of all competencies that will be required in each course. Curriculum materials for each course in all years of the program must be presented and include general and specific course and instructional objectives,

1 learning activities, evaluation instruments (including, as applicable, sample tests, quizzes, and grading
2 criteria). All evaluation instruments for laboratory, pre-clinical, clinical, and clinical enrichment
3 experiences are developed and included.

- 4 j. Class schedule(s) for all years noting how each class will utilize the facility are developed and
5 provided, including a mapping of facility utilization when the program is in full operation. If the
6 capacity of the facility does not allow all students/residents/fellows to be in laboratory, pre-clinical
7 laboratory and/or clinic at the same time, a plan documenting how students/residents/fellows will
8 spend laboratory, pre-clinical and/or clinical education sessions has been developed and is included.
- 9 k. As applicable, formal diagrams or blueprints of the didactic, laboratory, pre-clinical laboratory and
10 clinical facilities, and equipment needs are developed to support the anticipated enrollment date. An
11 equipment procurement timeline and/or construction timeline has been developed and documented to
12 support the anticipated enrollment date.
- 13 l. As applicable, policies and procedures related to clinical operation including but not limited to
14 ionizing radiation, infection control and hazardous material, and bloodborne and infectious diseases
15 are developed and documented.
- 16 m. As applicable, the adequacy of the patient caseload in terms of size, variety and scope to support
17 required clinical experiences is available and documented. The program's patient classification
18 system, patient recruitment system, and student/resident/fellow patient experience tracking system are
19 developed and documented.

20 Revised: 8/23; 8/22; 2/22; 8/16; 8/10, 7/08, 8/03; Reaffirmed: 8/24; 8/19; 8/13; Adopted: 8/02
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23 E. POLICIES AND PROCEDURES FOR ACCREDITATION OF PROGRAMS IN A NEW DENTAL 24 EDUCATION AREA OR DISCIPLINE 25

26 In the initiation of an accreditation review process for programs in a dental education area or discipline, the
27 Commission on Dental Accreditation seeks only to ensure the quality of the education programs in the area
28 or discipline, for the benefit and protection of both the public and students/residents. The Commission's
29 accreditation process is intended to promote and monitor the continuous quality and improvement of dental
30 education programs and does not confer dental specialty status nor endorse dental disciplines.
31

32 Items 1 through 4 listed below provide a framework for the Commission in determining whether a process
33 of accreditation review should be initiated for the new dental education area or discipline. Each item must
34 be addressed in a formal, written request to establish an accreditation process for programs in an area or
35 discipline of dentistry.
36

- 37 1. Does the dental education area or discipline align with the accrediting agency's mission and scope?
38 Elements to be addressed:
- 39 • Define the nationally accepted scope of the dental education area or discipline.
 - 40 • List the nationally accepted educational goals and objectives of the dental education area or
41 discipline.
 - 42 • Describe how the area or discipline aligns with the Commission on Dental Accreditation's mission
43 and scope.
 - 44 • Describe the quality of the dental education area or discipline, and need for accreditation review of
45 the programs, as an important aspect to the health care of the general public. Include evidence that
46 the area of knowledge is important and significant to patient care and dentistry.

- 1 • Provide evidence that the programs are academic programs sponsored by an institution accredited
2 by an agency legally authorized to operate and recognized by the United States Department of
3 Education or, as applicable, by an accreditation organization recognized by the Centers for
4 Medicare and Medicaid Services (CMS), rather than a series of continuing education experiences.
- 5 • Describe the sponsoring, professional organization/association(s), if any, and (if applicable) the
6 credentialing body, including the following information:
 - 7 ○ number of members;
 - 8 ○ names and contact information of association officers;
 - 9 ○ list of sponsored continuing education programs for members within the last five (5) years; and
 - 10 ○ for credentialing body: exam criteria; number of candidates; and pass rate for the past five (5)
11 years.

- 12
- 13 2. Is there a sufficient body of knowledge to educate individuals in a distinct dental education area or
14 discipline, not merely one or more techniques?
- 15

16 Elements to be addressed:

- 17 • Describe why this area of knowledge is a distinct dental education area or discipline, rather than a
18 series of just one or more techniques.
- 19 • Describe how scientific dental knowledge in the education area or discipline is substantive to
20 educating individuals in the education area or discipline.
- 21 • Document the complexity of the body of knowledge of the education area by identifying specific
22 techniques and procedures.
- 23 • List the nationally accepted competency statements and performance measures for the dental
24 education area.
- 25 • Identify the distinct components of biomedical, behavioral and clinical science in the dental
26 education area or discipline.
- 27 • Provide documentation that there is a body of established, substantive, scientific dental knowledge
28 that underlies the dental education area or discipline.
- 29 • Document that the dental education program is the equivalent of at least one twelve-month full-time
30 academic year in length.
- 31 • Describe the current and emerging trends in the dental education area or discipline; and
- 32 • Document that dental health care professionals currently provide health care services in the
33 identified dental education area or discipline.

- 34
- 35 3. Do a sufficient number of established programs exist and contain structured curricula, qualified faculty
36 and enrolled individuals so that accreditation can be a viable method of quality assurance?
- 37

38 Elements to be addressed:

- 39 • Document that the educational program is comprised of formal curriculum at the postsecondary or
40 postgraduate level of education leading to a bona fide educational credential (certificate or degree)
41 that addresses the scope, depth and complexity of the higher education experience, rather than a
42 series of continued education courses.
- 43 • Describe the historical development and evolution of educational programs in the dental education
44 area or discipline. Do not submit information on the history of the sponsoring organization.
- 45 • Provide a list of all the currently operational programs in the dental education area or discipline,

1 including the following information:
2

- 3 a. sponsoring institution;
4 b. name and qualifications of the program director;
5 c. number of full-time and part-time faculty (define part-time for each program) and list the
6 academic credentials required for these faculty;
7 d. curriculum (academic calendars, class schedules, student/resident competencies, syllabi that
8 address scope, depth and complexity of the higher education experience, including course
9 outlines for each course, formal approval or acknowledgment by the parent institution that the
10 courses or curricula in the education area meet the institution's academic requirements for
11 advanced education);
12 e. textbooks and journals, or other learning resources used within the educational program;
13 f. evidence that the program is a bona fide higher education experience that addresses the scope,
14 depth and complexity of higher education, rather than preceptorships or a series of continuing
15 education courses;
16 g. outcomes assessment methods;
17 h. minimum length of the program for full-time students/residents;
18 i. certificate and/or degree or other credential awarded upon completion;
19 j. number of enrolled individuals per year for at least the past five (5) years; and number of
20 graduates per year for at least the past five (5) years. If the established education programs
21 have been in existence less than five (5) years, provide information since its founding;
22 k. confirmation that the program in the education area would seek voluntary accreditation
23 review, if available;
24 l. programs' recruitment materials (e.g. bulletin, catalogue); and
25 m. evidence that the programs in the discipline are legally authorized to operate by the relevant
26 state or government agencies.

- 27
28 4. Is there evidence of need and support from the public and professional communities to sustain
29 educational programs in the discipline?
30

31 Elements to be addressed:

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

42 Adopted: 8/19; Reaffirmed: 8/24

43 (Former Policies and Procedures for Accreditation of Programs in Areas of Advanced Dental Education
44 and Principles and Criteria Eligibility of Allied Dental Programs for Accreditation by the Commission on
45 Dental Accreditation)
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1 F. SELF-STUDY GENERAL INFORMATION

2
3 In preparation for a site visit, institutions are required to complete a self-study for each program being
4 evaluated. A self-study involves an analysis of the program in terms of the accreditation standards and an
5 assessment of the effectiveness of the entire educational program. It includes a review of the relevance of
6 all its activities to its stated purposes and objectives and a realistic appraisal of its achievements and
7 deficiencies. The self-study process permits a program to measure itself qualitatively prior to evaluation
8 by an on-site committee of peers in education and the profession. On-site evaluation assesses the degree
9 to which the accreditation standards are met and assists the program in identifying strengths and
10 weaknesses.

11
12 The self-study ~~manual~~ guide includes questions which require qualitative evaluation and analysis of the
13 educational program. The intent of the self-study process is to identify program strengths and
14 weaknesses. Latitude is permitted in interpreting questions to meet the specific needs of the program;
15 however, Commission staff should be consulted if revisions are planned.

16
17 Visiting committee members review the completed self-study documents in preparation for conducting an
18 on-site review. Any requests by committee members for additional materials relating to the on-site
19 review are forwarded to the institution by the Commission staff, when staff attends the visit, or site visit
20 chair. All such requests are compiled into one official communication from the Commission staff or site
21 visit chair to the institution. Individual site visitors may not request additional material or information
22 directly from an institution. The institution's response serves as an addendum to the self-study document.

23
24 The sponsoring institution is required to ~~forward~~ provide a copy of the completed self-study document to
25 each member of the visiting committee and to the Commission office no later than sixty (60) days prior to
26 the scheduled site visit. If the self-study document is submitted with insufficient time for site visitor
27 review, the visit may be canceled. Further, if an opportunity to reschedule the visit within the same
28 calendar year is not available, the Commission will be informed. Failure to submit the self-study within
29 the expected deadline could affect the accreditation status of the program.

30
31 Guidelines for preparing self-study documents for each discipline, including more specific information
32 and instructions, and Electronic Submission Guidelines, are available upon request from the Commission
33 office or on the Commission's website.

34 Revised: 8/24; 1/20; 8/19; 8/14; Reaffirmed: 8/10

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37 G. PRE-VISIT GENERAL INFORMATION

38
39 The Commission proposes and confirms dates for the site visit, assists the institution with pre-visit plans
40 and communicates with the visiting committee regarding transportation, hotel accommodations and the
41 program's accreditation history.

42
43 A site visit focuses only on the program(s) in operation at the time of the visit. The visiting committee
44 will expect, however, to be apprised of any change in admissions, facilities, faculty, financial support or
45 curriculum which is contemplated, but not yet implemented.

46

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

7 Reaffirmed: 8/24; 8/19; 8/10
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10 H. POLICY ON THIRD PARTY COMMENTS

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12 The Commission currently publishes, in its accredited lists of programs, the year of the next site visit for
13 each program it accredits. In addition, the Commission posts its spring and fall site visit announcements
14 on the Site Visit Process and Schedule area of the Commission's website for those programs being site
15 visited in the current and next year. Special site visits and initial accreditation site visits for developing
16 programs may be scheduled after the posting on the Commission's website; thus, the specific dates of
17 these site visits may not be available for publication. Parties interested in these specific dates (should
18 they be established) are encouraged to contact the Commission office. The Commission will request
19 written comments from interested parties on the CODA website.
20

21 The United States Department of Education (USDE) procedures require accrediting agencies to provide
22 an opportunity for third-party comment, either in writing or at a public hearing (at the accrediting
23 agencies' discretion) with respect to institutions or programs scheduled for review. All comments must
24 relate to accreditation standards for the discipline and required accreditation policies. In order to comply
25 with the Department's requirement on the use of third-party comment regarding program's qualifications
26 for accreditation or initial accreditation, the following procedures have been developed.
27

28 Those programs scheduled for regular review must solicit third-party comments through appropriate
29 notification of communities of interest and the public such as faculty, students, program administrators,
30 dental-related organizations, patients, and consumers at least ninety (90) days prior to their site visit. The
31 notice should indicate the deadline of sixty (60) days for receipt of third-party comments in the
32 Commission office and should stipulate that signed or unsigned comments will be accepted, that names
33 and/or signatures will be removed from comments prior to forwarding them to the program, and that
34 comments must pertain only to the standards for the particular program or policies and procedures used in
35 the Commission's accreditation process. The announcement may include language to indicate that a copy
36 of the appropriate accreditation standards and/or the Commission's policy on third-party comments may
37 be obtained by contacting the Commission by calling 1-312-440-4653 or by email.
38

39 All comments submitted must pertain only to the standards relative to the particular program being
40 reviewed or policies and procedures used in the accreditation process. Comments will be screened by
41 Commission staff for relevancy. Signed or unsigned comments will be considered. For comments not
42 relevant to these issues, the individual will be notified that the comment is not related to accreditation
43 and, where appropriate, referred to the appropriate agency.
44

45 All relevant comments will have names and/or signatures removed and will then be referred to the
46 program at least fifty (50) days prior to the site visit for review and response. A written response from the

1 program should be provided to the Commission office and the visiting committee fifteen (15) days prior
2 to the site visit. Adjustments may be necessary in the site visit schedule to allow discussion of comments
3 with proper personnel. Negative comments received after the established deadline of sixty (60) days prior
4 to the site visit will be handled as a complaint. Any unresolved issues related to the program's compliance
5 with the accreditation standards will be reviewed by the visiting committee while on-site.

6
7 Programs with the status of initial accreditation, and programs seeking initial accreditation must solicit
8 comment through appropriate notification of communities of interest and the public such as faculty,
9 students, program administrators, dental-related organizations, patients, and consumers utilizing the
10 procedures noted above.

11
12 On occasion, programs may be scheduled for special focused or special comprehensive site visits and
13 because of the urgency of the visit, solicitation of third-party comments within the ninety (90) day time-
14 frame may not be possible. However, third party comments must be solicited at the time the program is
15 notified of the Commission's planned site visit, typically sixty (60) days in advance of the visit. In this
16 case, the timeframe for solicitation of third-party comments will be shortened. The notice should indicate
17 the deadline of thirty (30) days for receipt of third-party comments in the Commission office and should
18 stipulate that signed or unsigned comments will be accepted, that names and/or signatures will be
19 removed from comments prior to forwarding them to the program, and that comments must pertain only
20 to the standards for the particular program or policies and procedures used in the Commission's
21 accreditation process. All relevant comments will have names and/or signatures removed and will then be
22 referred to the program at least twenty (20) days prior to the site visit for review and response. A written
23 response from the program should be provided to the Commission office and the visiting committee ten
24 (10) days prior to the site visit. Adjustments may be necessary in the site visit schedule to allow
25 discussion of comments with proper personnel. Any unresolved issues related to the program's
26 compliance with the accreditation standards will be reviewed by the visiting committee while on-site.
27 Negative comments received after the established deadline of thirty (30) days prior to the site visit will be
28 handled as a complaint.

29
30 Individuals who are interested in submitting third party comments, may contact the Commission office
31 for submission guidance. Third party comments should be emailed to the appropriate Commission staff;
32 comments should not be sent to the Commission office via the US Postal Service.

33 Revised: 2/22; 8/19; 8/18; 2/18; 2/16; 2/15; 8/13; 8/12, 8/11, 7/09, 8/02, 1/97; Reaffirmed: 8/24; 8/13;
34 8/10, 1/03; Adopted: 7/95
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37 I. SITE VISITS 38

39 The Commission on Dental Accreditation formally evaluates accredited programs at regular intervals.
40 Comprehensive site visits based on a self-study are routinely conducted every seven years. Site visits of
41 advanced dental education programs in oral and maxillofacial surgery are conducted at five year intervals.
42

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

Revised: 8/18; 1/14; Reaffirmed: 8/24; 8/19; 8/10

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

8
9 The Commission expects that one of the goals of a dental or dental-related educational program is to
10 prepare qualified individuals in their respective disciplines. Accredited programs must design and
11 implement their own outcomes measures to determine the degree to which stated goals and objectives are
12 being met. Results of this ongoing and systematically documented assessment process must be used to
13 evaluate the program's effectiveness in meeting its goals, to improve program quality and to enhance
14 student achievement.

15
16 All members of the visiting committee carefully review the self-study document prior to the on-site
17 review. This initial assessment serves to identify areas where the program may not comply with the
18 accreditation standards or to raise questions about information that is unclear. While on site, the visiting
19 committee verifies the information provided in the self-study document and carefully assesses any unclear
20 or problem areas. The verification process includes interviews with institutional personnel and review of
21 program documentation. A recommendation is included in the report of the site visit when
22 noncompliance with a standard is identified. If a particular standard is not addressed by the site visit
23 report, the program is viewed as meeting that standard.

24
25 The site visit report, along with the institutional response to the report, serves as the Commission's
26 primary basis for accreditation decisions. The report also guides chief executive officers and
27 administrators of educational institutions in determining the degree of the program's compliance with the
28 accreditation standards. The Commission, assisted by the visiting committees, identifies specific program
29 deficiencies or areas of noncompliance with the standards, but it is the responsibility of the program to
30 identify specific solutions or means of improvement.

31 Reaffirmed: 8/24; 8/19; 8/10

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

38
39 The Commission encourages the coordination of its evaluations with evaluations by regional and/or other
40 nationally recognized accrediting associations. It will make every effort to coordinate its evaluations with
41 those of other associations if requested to do so by an institution. The Commission has conducted
42 simultaneous evaluations with regional accrediting associations such as the Commission on Colleges of
43 the Southern Association of Colleges and Schools and other specialized agencies such as the Commission
44 on Accreditation of Allied Health Education Programs (CAAHEP) or with state accrediting agencies such
45 as the State Education Department, the University of the State of New York Division of College and
46 University Evaluation. If an institution wishes to coordinate accreditation activities, the Commission

1 should be contacted well in advance of the projected time of the site visit.

2 Revised: 8/16; Reaffirmed: 8/24; 8/19; 8/10

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4 **3. Institutional Review Process – Reminder Statement:** The Commission on Dental Accreditation is
5 recognized by the U.S. Department of Education (USDE) as an umbrella specialized accrediting agency
6 for dental and dental-related disciplines. As a specialized accrediting agency, the Commission is
7 responsible for the review of all dental, allied dental, and advanced dental educational programs. The
8 Commission is also responsible for evaluating educational programs which are sponsored in a variety of
9 educational settings, including hospitals. For this reason, when an institution sponsors multiple programs
10 falling within the Commission’s accreditation purview, the institutional component is included as an
11 integral part of the umbrella review process.

12
13 Although the Review Committees play a significant role in this broad-based review, the Commission has the
14 final responsibility for ensuring that the impact of the programs on the sponsoring institution is considered.

15 Revised: 8/18; 7/97, 7/00; Reaffirmed: 8/24; 8/19; 8/13; 8/10, 7/09, 1/03; CODA: 5/91:16, 1994

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17 **4. Policy On Cooperative Site Visits With Other Accreditors:** The Commission encourages the
18 coordination of its site visits with the accreditation reviews of other specialized or regional accrediting
19 agencies. The Commission consults with institutional and program administrators to determine whether a
20 coordinated visit can meet the accreditation needs of each agency involved in the visit. If so, a
21 coordinated visit is scheduled. In order to protect the confidentiality of information gathered during the
22 review, the cooperating agencies usually specify in advance the degree of access each will have to the
23 other’s site visit documents and reports. Each visiting committee may develop its own report or certain
24 sections of the report may meet the needs of the cooperating agencies.

25
26 The institution that sponsors the accredited program must request that a coordinated site visit be
27 conducted. An offer to try to work cooperatively with other agencies is routinely included in the initial
28 letter that announces an upcoming scheduled site visit by the Commission. If a request is received from
29 the institution, the Commission contacts the other accrediting agencies. The agencies work together with
30 the institution to attempt to develop a schedule or protocol that will meet the needs of both accrediting
31 agencies and the institution.

32
33 The Commission requests the members of the visiting committees from other agencies sign the
34 Commission’s Statement of Confidentiality in order to participate in interviews conducted by the
35 Commission’s site visitors.

36
37 A reminder about the Commission’s willingness to conduct coordinated site visit is included periodically
38 in the *CODA Communicator* e- newsletter.

39 Revised: 8/14; Reaffirmed: 8/24; 8/19; 8/13; 8/10, 7/07, 7/01, 10/94, 6/92; CODA: 05/92:1, 2; 12/92:5

40
41 **5. Policy On Special Site Visits:** Special site visits are conducted when it is necessary for the
42 Commission to review information about the program that can only be obtained or documented on-site.
43 When necessary, special site visits are conducted to ensure the quality of the educational program, but are
44 used selectively in order to avoid perceived harassment of programs. A special site visit may be either
45 focused, limited to specified standards, or comprehensive, covering all accreditation standards. In making
46 recommendations to the Commission for a special site visit, the Review Committee will indicate the

1 specific standards or required accreditation policy in question. The Commission will communicate these
2 concerns to the program in the letter transmitting the action related to a special site visit. If a
3 comprehensive special visit will be conducted, the program must prepare a self-study prior to the visit. If
4 a focused visit will be conducted, the program will be required to complete some portions of the
5 self-study and/or to develop some other materials related to the specific standards or required policies that
6 have been identified as areas of concern. With the exception of a special site visit due to falsification of
7 information, all costs related to special site visits are borne by the program, including an administrative
8 special focused site visit fee. (See Invoicing Process for Special Focused Site Visits)
9

10 The Commission may conduct a special site visit for any of the following reasons:

- 11 a. Failure to document compliance: A special site visit may be directed for an accredited program
12 when, six (6) months prior to the time period allowed to achieve compliance through progress
13 reports (eighteen (18) months if the program is between one and two years in length or two years if
14 the program is at least two years in length), the program has not adequately documented compliance
15 with the accreditation standards. The special site visit will be focused on the recommendations
16 contained in the site visit report. Recommendations for which supplemental information or
17 documentation is submitted after the last progress report or special site visit report is reviewed by the
18 appropriate Review Committee or the Commission and that in the Commission's opinion requires
19 on-site verification, shall be considered as not met for purposes of accreditation. Following the
20 special site visit, if compliance is not demonstrated, the Commission will withdraw the program's
21 accreditation unless the Commission extends the period for achieving compliance for good cause.
- 22 b. Change within a program: A special site visit may be directed for an accredited program when a
23 report of program change, review of annual survey data, or information received in other ways,
24 indicates that changes in a program may have affected its ability to maintain compliance with the
25 accreditation standards. The Commission may also request a special report from the involved
26 program prior to conducting a special site visit. The Commission's Policy on Reporting Program
27 Changes in Accredited Programs found [elsewhere](#) in ~~Section V.C~~ of this manual provides details.
- 28 c. Investigating complaints: A special site visit may be directed for an accredited program to
29 investigate a complaint raising questions about the program's compliance with the accreditation
30 standards. The Commission's Policy and Procedure Regarding Investigation of Complaints
31 Against Educational Programs found [elsewhere](#) in ~~Section V.D~~ of this manual provides details.
- 32 d. Falsifying information: A special site visit may be directed for an accredited program to investigate
33 the possible intentional falsification of information provided to the Commission. The Commission's
34 policy on Integrity found [elsewhere](#) in ~~Section I.G~~ provides details. The cost of such a special site
35 visit is shared by the Commission and the program.
- 36 e. Sites Where Educational Activity Occurs: The Commission's Policy Statement on Reporting and
37 Approval of Sites Where Educational Activity Occurs found [elsewhere](#) in ~~Section V.R~~ provides
38 details.
- 39 f. Other reasons: A special site visit may, on occasion, be directed for an accredited program to
40 respond to a request to the Commission from the chief executive officer or program administrator.
41 The Commission may also direct that a focused site visit is necessary for just cause if it determines
42 that a program may be unable to maintain compliance with the accreditation standards.

43 Revised: [8/24](#); 8/19

44
45 **Invoicing Process for Special Focused Site Visits**

1 In advance of the special focused site visit, the program must remit payment for the Administrative Fee
2 (\$5,000) plus \$1,500 per site visitor/staff attending visits up to two (2) days in length. Site visits that are
3 three (3) or more days will be billed an additional \$750 per site visitor/staff for each additional day;
4 further, if additional airfare or transportation expenses are incurred, these will be assessed to the program.
5 Failure to submit the special focused site visit fee in advance of the visit may result in a delay of the visit
6 and additional rescheduling cost to the program, and may impact the program's accreditation status. See
7 Program Fee Policy.

8 Revised: 2/24; 2/22; 1/20; 8/19; 2/19; 2/18; 2/17; 8/16; 2/16; 8/14; 8/13; 1/00, 1/99, 1/98; Reaffirmed: 8/24;
9 8/13; 8/10, 7/06; Adopted: 7/96

10 11 12 J. SITE VISITORS

13
14 The Commission uses site visitors with education and practice expertise in the discipline or areas being
15 evaluated to conduct its accreditation program. Nominations for site visitors are requested from national
16 dental and dental-related organizations representing the areas affected by the accreditation process. Self-
17 nominations are accepted. Site visitors are appointed by the Commission annually and may be re-appointed.
18

19 During the term of service as a Review Committee member, these individuals should not serve as site visitors
20 for an actual accreditation site visit to an accredited or developing program, unless deemed necessary. Two
21 instances when a review committee member could serve on a site visit include: 1) an inability to find a site
22 visitor from the comprehensive site visitor list, or 2) when the review committee believes a member should
23 attend a visit for consistency in the review process. This applies only to site visits that would be considered
24 by the same review committee on which the site visitor is serving. Review committee members are
25 prohibited from serving as independent consultants for mock accreditation purposes. These policies help
26 avoid conflict of interest in the decision making process and minimize the need for recusals.
27

28 During the term of service as a commissioner, these individuals may not independently consult with a CODA-
29 accredited program or a program applying for CODA accreditation. In addition, site visitors serving on the
30 Commission may not serve on a site visit team during their terms.
31

32 All other active site visitors who independently consult with educational programs accredited by CODA or
33 applying for accreditation must identify all consulting roles to the Commission and must file with the
34 Commission a letter of conflict acknowledgement signed by themselves and the institution/program with
35 whom they consulted. Following service on the site visit team, an active site visitor is prohibited from
36 independently consulting with the program that they evaluated within the past ten (10) years. All conflict of
37 interest policies as noted elsewhere in this document apply. Contact the CODA office for the appropriate
38 conflict of interest declaration form.
39

40 Prior to a site visit, a list of site visitors and other participants is reviewed by the institution/program for
41 conflict of interest or any other potential problem. The program/institution being site visited will be permitted
42 to remove individuals from the list if a conflict of interest, as described in the Commission's Conflict of
43 Interest Policy, can be demonstrated. Information concerning the conflict of interest must be provided in
44 writing clearly stating the specifics of the conflict.
45

46 Site visitors are appointed by the Chair and approved by the institution's administration, i.e. dental school

1 dean or program director. The visiting committee conducts the site visit and prepares the report of the site
2 visit findings for Commission action. The size and composition of a visiting committee varies with the
3 number and kinds of educational programs offered by the institution, and will include, whenever possible, at
4 least one (1) educator and one (1) practitioner. All visiting committees will include at least one person who is
5 not a member of a Review Committee of the Commission or a Commission staff member. Two dental
6 hygiene site visitors shall be assigned to dental school-sponsored dental hygiene site visits.

7
8 When appropriate, a generalist representative from a regional accrediting agency may be invited by the chief
9 executive officer of an institution to participate in the site visit with the Commission's visiting committee. A
10 generalist advises, consults and participates fully in committee activities during a site visit. The generalist's
11 expenses are reimbursed by the institution. The generalist can help to ensure that the overall institutional
12 perspective is considered while the specific programs are being reviewed.

13
14 The institution is encouraged to invite the state board of dentistry to send a current member to participate in
15 the site visit. If invited, the current member of the state board receives the same background materials as
16 other site visit committee members and participates in all site visit conferences and executive sessions. The
17 state board of dentistry reimburses its member for expenses incurred during the site visit.

18
19 In addition to other participants, Commission staff member may participate on the visiting committee for
20 training purposes. It is emphasized that site visitors are fact-finders, who report committee findings to the
21 Commission. Only the Commission is authorized to take action affecting the accreditation status.

22 Revised: 8/24; 2/23; 4/22; 8/19; 2/16; 8/14; 1/14; 1/03, 1/00, 7/97; Reaffirmed: 8/10, 7/09, 7/07, 7/06, 7/01;
23 CODA: 07/96:10, 12/83:4
24

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

32
33 The Commission reviews nominations received from its communities of interest, including discipline-
34 specific sponsoring organizations and certifying boards. Individuals may also self-nominate. In addition to
35 the mandatory subject expertise, the Commission always requests nominations of potentially under-
36 represented ethnic groups and women, and makes every effort to achieve a pool of site visitors with broad
37 geographic diversity to help reduce site visit travel expenses.

38
39 Site visitors are appointed/reappointed annually and required to sign the Commission's Conflict of
40 Interest Statement, the Agreement of Confidentiality, the Copyright Assignment, Licensure Attestation,
41 and the ADA's Professional Conduct Policy and Prohibition Against Harassment. Site visitors must also
42 complete annual training and will receive periodic updates on the Commission's policies and procedures
43 related to the Health Insurance Portability and Accountability Act (HIPAA). The Commission office
44 stores these forms for seven (7) years. In addition, site visitors must comply with training requirements,
45 the ADA's travel policy and other CODA Rules and Regulations. The Commission may remove a site
46 visitor for failing to comply with the Commission's policies and procedures, continued, gross or willful

1 neglect of the duties of a site visitor, or other just cause as determined by the Commission.
2

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

5 Revised: 8/19; 8/18; 8/14; 7/08; Reaffirmed: 8/24; 8/10, 1/98, 8/02; CODA: 07/94:9, 01/95:10
6

7 **2. Criteria For Nomination Of Site Visitors:** For predoctoral dental education programs, the Commission
8 solicits nominations for site visitors from the American Dental Education Association to serve in five of six
9 roles on dental education program site visits. The site visitor roles are Chair, Basic Science, Clinical
10 Science, Curriculum, and Finance. Nominations for the sixth role, national licensure site visitor, are solicited
11 from the American Association of Dental Boards.
12

13 For advanced dental education programs, the Commission solicits nominations for site visitors from the
14 discipline-specific sponsoring organizations and their certifying boards.
15

16 For allied dental education programs, the American Dental Education Association is an additional source
17 of nominations that augments, not supersedes, the nominations from the Commission's other participating
18 organizations, American Dental Assistants Association (ADAA), American Dental Hygienists'
19 Association (ADHA) and National Association of Dental Laboratories (NADL)
20

21 Revised: 8/18; 8/15; 8/14; 8/12; Reaffirmed: 8/24; 8/19; 8/10, 7/07, 7/01; CODA: 05/93:6-7
22

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

28 Appointments are made at the Winter (January/February) Commission meeting and become effective
29 upon Commission action and completion of site visitor mandatory training.

30 Revised: 4/22; 2/22; 1/20; 8/19; 8/18; 8/14; 8/12, 7/09, 7/07, 7/01; Reaffirmed: 8/24; 8/10; Adopted:
31 7/98
32

33 In addition to the discipline-specific criteria noted below, the following criteria apply to all site visitor
34 nominees.
35

36 **Criteria for Educator Site Visitor Nominees.** The following are criteria for educator site visitor
37 nominees:

- 38 • Commitment to predoctoral, advanced, and/or allied dental education;
- 39 • Active involvement in an accredited predoctoral, advanced, or allied dental education program as a
40 full- or part-time faculty member;
- 41 • Subject matter experts with formal education and credentialed in the applicable discipline; and
42

43 **Criteria for Practitioner Site Visitor Nominees.** The following are criteria for practitioner site visitor
44 nominees:

- 45 • Commitment to predoctoral, advanced, and/or allied dental education;
- 46 • Current active license and work effort as a practitioner or clinical instructor; and

- 1 • Formal education and credential in the applicable discipline.

2 Adopted 4/22; Reaffirmed: 8/24

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

10
11 Although a basic science or clinical science site visitor may have training in a specific basic science
12 or discipline-specific advanced dental education area, it is expected that when serving as a member of
13 the core committee evaluating the predoctoral program, the site visitor serves as a general dentist.
14 Further, it is expected that all findings, conclusions or recommendations that are to be included in the
15 report must have the concurrence of the visiting committee team members to ensure that the report
16 reflects the judgment of the entire visiting committee.

17
18 In appointing site visitors, the Commission takes into account a balance in geographic distribution as
19 well as representation of the various types of educational settings and diversity. Because the
20 Commission views the accreditation process as one of peer review, predoctoral dental education site
21 visitors, with the exception of the national licensure site visitor, are affiliated with dental education
22 programs.

23
24 The following are criteria for the six roles of predoctoral dental education site visitors:

25
26 Chair:

- 27 • Must be a current dean of a dental school or have served as dean within the previous three (3) years.
- 28 • Should have accreditation experience through an affiliation with a dental education program
29 accredited by the Commission and as a previous site visitor.

30
31 Basic Science:

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

36
37 Clinical Science:

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

43
44 Curriculum:

- 45 • Must be a current academic affairs dean or an individual with extensive knowledge and experience

1 in curriculum management.

- 2 • Has served in the above capacity within the previous three (3) years.
- 3 • Should have accreditation experience through an affiliation with a dental education program
- 4 accredited by the Commission or as a previous site visitor.

5
6 Finance:

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

12
13 National Licensure:

- 14 • Should be a current clinical board examiner or have served in that capacity within the previous
- 15 three (3) years.
- 16 • Should have an interest in the accreditation process.

17 Revised: 8/18; 2/18; 2/16; 8/14; 1/99; Reaffirmed: 8/24; 8/19; 8/10, 7/07, 7/01; CODA: 07/05, 05/77:4

18
19 B. Advanced Dental Education: In the disciplines of dental public health, dental anesthesiology,
20 endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology, oral and maxillofacial
21 surgery, oral medicine, orofacial pain, orthodontics and dentofacial orthopedics, pediatric dentistry,
22 periodontics and prosthodontics, sponsoring organizations are advised that candidates recommended to
23 serve as site visitors be board certified and/or have completed or participated in a CODA-accredited
24 advanced dental education program in the discipline and must have experience in advanced dental
25 education as teachers or administrators. Each applicable Review Committee will determine if board
26 certification is required. Some sponsoring organizations have established additional criteria for their
27 nominations to the Commission.

28
29 C. Allied Dental Education in Dental Hygiene: In appointing site visitors, the Commission takes into
30 account a balance in geographic distribution, representation of the various types of educational settings,
31 and diversity. Because the Commission views the accreditation process as one of peer review, the
32 dental hygiene education site visitors are affiliated with dental hygiene education programs.

33
34 The following are criteria for selection of dental hygiene site visitors:

- 35 • a full-time or part-time appointment with a dental hygiene program accredited by the
- 36 Commission on Dental Accreditation;
- 37 • a baccalaureate or higher degree;
- 38 • background in educational methodology;
- 39 • accreditation experience through an affiliation with a dental hygiene education program that has
- 40 completed a site visit; and
- 41 • accreditation experience within the previous three (3) years.

42 Revised: 8/21; 8/18; 8/16; 8/14; Reaffirmed: 8/24; 8/19; 8/10; Adopted: 7/09

43
44 D. Allied Dental Education in Dental Assisting: The following are criteria for selection of dental
45 assisting site visitors:

- 1 • certification by the Dental Assisting National Board as a dental assistant;
- 2 • full-time or part-time appointment with a dental assisting program accredited by the Commission
- 3 on Dental Accreditation;
- 4 • equivalent of three (3) years full-time dental assisting teaching experience;
- 5 • baccalaureate or higher degree;
- 6 • demonstrated knowledge of accreditation; and
- 7 • current background in educational methodology.

8 Revised: 8/18; 8/16; 8/14; 2/13, 1/08, 1/98, 2/02; Reaffirmed: 8/24; 8/19; 8/10, 7/08; CODA:
9 07/95:5

10
11 E. Allied Dental Education in Dental Laboratory Technology: The following are criteria for selection of
12 dental laboratory technology site visitors:

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

23 Revised: 8/18; 8/14; Reaffirmed: 8/24; 8/19; 8/10; Adopted:
24 07/09
25

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

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

41 *temporarily waived for dental therapist educator position until after CODA determines there
42 exists an adequate supply of site visitors.

43
44 Dental therapy site visit team consist of three (3) members as follows: one (1) dental therapist

1 educator, one (1) predoctoral dentist educator (curriculum or clinical site visitor), and one (1)
2 additional site visitor that could be either a second dental therapist educator, second predoctoral
3 dentist educator, or an allied dentist educator. If needed due to lack of dental therapy educator
4 availability, such that if a dental therapy educator cannot be identified in accordance with
5 Commission policy then the three-person site visit team may be composed of predoctoral
6 educators and allied dentists, three (3) people total in any combination.

7 Revised: 8/23; 2/21; 8/18; 8/16; Reaffirmed: 8/24; 8/19; Adopted: 02/16
8

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

14
15 New site visitors must attend a two-day formal workshop that follows the format of an actual site visit.
16 All new site visitors are directed to the Commission's on-line training program and are required to
17 successfully complete the training program and site visitor final assessment.

18
19 Site visitor update sessions take place at several dental-related meetings, such as the annual session of the
20 American Dental Education Association (ADEA), the American Association of Oral and Maxillofacial
21 Surgeons and the ADEA Allied Dental Program Directors' Conference. The Commission may entertain
22 requests from other organizations. Components from the workshop are sometimes presented at these
23 meetings; however, the primary purpose of the update sessions is to inform site visitors about recent
24 Commission activities, revisions to standards and newly adopted policies and procedures.

25
26 Keeping costs in mind, the Commission continually explores new methods of providing initial and
27 ongoing training to site visitors, as well as ensuring their ongoing competence and calibration. Methods
28 being examined include on-line materials, virtual webinars (synchronous and/or asynchronous), broadcast
29 e-mails and other self-instructional materials.

30
31 The Commission emphasizes its increased commitment to quality training for site visitors. While the
32 Commission sponsors comprehensive training for new site visitors and provides updates for site visitors on
33 a regular basis, all parent organizations are urged to provide support for CODA-sponsored training to
34 augment the Commission's programs. All active site visitors must complete mandatory annual web-based
35 retraining in order to retain appointment.

36 Revised: 8/20; 8/19; 2/19; 8/14; 8/10, 7/06, 7/00, 1/98; Reaffirmed: 8/24; 7/07, 7/01, 7/96; CODA: 01/94:9

37
38 **4. Job Descriptions For Predoctoral Dental Education Visiting Committee Members:**

39 A. Chair:

- 40 • Will conduct a briefing session with the entire visiting committee relative to the philosophy of the
41 Commission on the approach, purpose and methodology of the conduct of the site visit on the
42 evening prior to the first day of the site visit;
43 • Will be responsible for the continual reinforcement of the above concepts during the course of the
44 site visit and for monitoring continually the conduct of the site visit;
45 • Will brief visiting committee members as to their role as a fact-finding and reporting committee

1 and the appropriate protocol during the course of the site visit; including what is expected of each
2 member in terms of kinds of activities and relative to the report of findings and conclusions and
3 recommendations, with adequate background rationale for making recommendations and
4 enumerating strengths and weaknesses in the education program being evaluated;

- 5 • Will lead all assigned conferences and executive sessions;
- 6 • Will serve as liaison between the visiting committee members and the dental administration and
7 the executive administrators of the institution;
- 8 • Will make specific and special assignments to individual visiting committee members relative to
9 evaluating and reporting on specific matters and sections of the site visit report, e.g. administrative
10 organization, faculty, library facilities and resources, research program, facilities and equipment,
11 admission process, hospital program(s), student achievement;
- 12 • Will be responsible for ensuring that site visitors fully understand their responsibility for reporting
13 adequately, but succinctly, in their area of expertise (finance, curriculum, basic sciences, clinical
14 sciences and national licensure);
- 15 • Will consult with the dental administration at regular intervals to discuss progress of the visit;
- 16 • Will be responsible, during executive sessions with visiting committee members, for the separation
17 of recommendations from suggestions—focusing upon the recommendations which are to be
18 included in the site visit report which are considered to be major, critical and essential to the
19 conduct of the education program(s); suggestions for program enhancement are to be included as
20 part of the narrative of the report;
- 21 • Will be responsible for the preparation of a written summary of the visiting committee’s
22 conclusions, findings, perceptions and observations of the program(s) in the form of suggestions
23 and recommendations, as appropriate, for oral presentation during the exit interview with the
24 Dean, and for presentation of an abbreviated summary during the exit interview with the
25 institution’s executive administrators.
- 26 • Will assess institutional effectiveness including:
 - 27 • Assessment of the school’s mission statement;
 - 28 • Assessment and evaluation of the school’s planning, and achievement of defined goals related
29 to education, patient care, research and service;
 - 30 • Assessment of the school’s outcomes assessment process; and
 - 31 • Evaluation of the school’s interaction with other components of higher education, health care
32 education or health care delivery systems.
- 33 • Will assess the effectiveness of faculty and staff including:
 - 34 • Assessment of the number and distribution of faculty in meeting the school’s stated objectives;
 - 35 • Assessment of the school’s faculty development process;
 - 36 • Assessment of the school’s faculty governance;
 - 37 • Assessment of the school’s measurement of faculty performance in teaching, patient care,
38 scholarship and service; and
 - 39 • Assessment of the school’s promotion and tenure process.

40 B. Financial Site Visitor: Will confer with the sponsoring institution’s chief financial officer(s) and the
41 dental administration and its financial manager to assess the adequacy of the full spectrum of finance
42 as it relates to the dental school including:

- 43 • Assessment of the operating budget and budgeting process;
- 44 • Assessment of all sources of revenue (state, federal, tuition and fees, practice plans, etc.);

- 1 • Evaluation of the maintenance of the facilities and learning resources to support the school's
 - 2 mission and goals;
 - 3 • Assessment of the school's compliance with applicable regulations;
 - 4 • Assessment of the resources for planned and/or future renovations and/or new construction; and
 - 5 • Assessment of the school's resources as they relate to its mission and goals.
- 6 C. Curriculum Site Visitor: Will examine the education program and the education support services including:
- 7 • Admissions
 - 8 • Instruction
 - 9 • Curriculum Management
 - 10 • Behavioral Sciences
 - 11 • Practice Management
 - 12 • Ethics and Professionalism
 - 13 • Information Management and Critical Thinking
 - 14 • Student Services
- 15 D. Basic Science Site Visitor: Will work closely with curriculum site visitor to ensure consistency of
- 16 evaluation and assessment. During the formal and informal evaluation of the basic sciences, the site
- 17 visitor will conduct personal interviews with students, faculty and departmental Chairs and during the
- 18 assessment will focus on:
- 19 • Biomedical Sciences
 - 20 • Research Program
- 21 E. Clinical Sciences Site Visitor: Within the limitations imposed by the length of the site visit, will
- 22 examine and evaluate the preclinical and clinical portions of the predoctoral dental education program
- 23 and activities in terms of the details of what is occurring in these areas and assess the quality of the
- 24 education and experiences provided to students to prepare them for dental practice. Will work closely
- 25 with curriculum site visitor to ensure consistency of evaluation and assessment. During the formal
- 26 and informal evaluation of the preclinical and clinical sciences, will conduct personal interviews with
- 27 students, faculty and departmental chairs and during the assessment will focus upon:
- 28 • Clinical Sciences
 - 29 • Patient Care Services
 - 30 • During the formal and informal evaluation of the clinical program, will conduct personal interviews
 - 31 with students, faculty and departmental chairs and during the assessment will focus upon:
 - 32 • stated objectives;
 - 33 • adequacy of instruction;
 - 34 • appropriateness of subject matter;
 - 35 • intra/extra-mural experiences;
 - 36 • student clinic requirements;
 - 37 • student performance evaluation mechanisms;
 - 38 • sterilization of instruments;
 - 39 • patient care policies;
 - 40 • laboratory tests for patients;
 - 41 • patient physical examinations; and
 - 42 • clinic administration.

1 F. National Licensure (Practitioner) Site Visitor: Will serve in the same capacity as the clinical sciences
2 site visitor on the visiting committee.

3 Revised: 8/14; 7/07; Reaffirmed: 8/24; 8/19; 8/10, 7/05; Adopted: 7/96; CODA: 01/99:1
4

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

10
11 Advanced dental education program site visitors will utilize the site visitors' evaluation report form for
12 their respective area, conduct personal interviews with Program Directors, faculty and students, and
13 assess the advanced dental education program focusing upon:

- 14 • administration and staff;
- 15 • admissions procedures;
- 16 • physical facilities and equipment;
- 17 • didactic program (biomedical, lecture, seminar and conference program)
- 18 • clinical program;
- 19 • evaluation of residents;
- 20 • research activities and requirements;
- 21 • library resources;
- 22 • intra/extra-mural experiences;
- 23 • hospital program; and
- 24 • teaching conducted by residents.

25
26 An assessment of the strengths and weaknesses of the advanced dental education program is based upon
27 the published accreditation standards for each respective program.

28 Revised: 8/18; 8/14; 7/07, 7/99, 7/00; Reaffirmed: 8/24; 8/19; 8/10, 7/01; CODA: 11/87
29

30 **6. Job Description For Allied Dental Education Site Visitors:**

31 **A. Site Visit Chair**

- 32 • Will function as chair/staff representative of visiting committee of site visitors evaluating the allied
33 dental education programs in dental assisting, dental hygiene, dental therapy and dental laboratory
34 technology;
- 35 • Will be responsible for the continual reinforcement of the Commission's procedures to be used for the
36 site visit and for monitoring continually the conduct of the visit;
- 37 • Will brief site visitors as to their role as a fact finding and reporting committee and the appropriate
38 protocol during the course of the site visit; including what is expected of each site visitor in terms of
39 kinds of activities and relative to the report of findings and conclusions and recommendations, with
40 adequate background rationale for making recommendations and enumerating strengths and
41 weaknesses in the education program being evaluated;
- 42 • Will chair all conferences and meetings of the allied dental visiting committee, as well as those which
43 occur during the visiting committee's executive sessions;
- 44 • Will be responsible for maintaining closely the site visit evaluation schedule;
- 45

- 1 • Will serve as liaison between the visiting committee and the allied dental visiting committee members;
- 2 • Will make specific and special assignments to individual visiting committee members relative to
- 3 evaluating and reporting on specific matters and sections of the site visit report, e.g. administrative
- 4 organization, faculty, library facilities and resources, research program facilities and equipment,
- 5 admissions process, hospital program(s), student achievement;
- 6 • Will be responsible for ensuring that site visitors fully understand their responsibility for reporting
- 7 adequately, but succinctly, in their area of expertise;
- 8 • Will consult with the allied dental administration at regular intervals to discuss progress of the visit;
- 9 • Will be responsible, during executive sessions with visiting committee members, for the separation
- 10 of recommendations from suggestions – focusing upon the recommendations which are to be
- 11 included in the site visit report which are considered major, critical and essential to the conduct of
- 12 the education program(s). Suggestions for program enhancement are to be included as part of the
- 13 narrative of the report; and
- 14 • Will be responsible for the preparation of a written summary of the visiting committee’s
- 15 conclusions, finding, perceptions and observations of program(s) strengths, weaknesses,
- 16 recommendations and suggestions for oral presentation during the exit interview with the dean, and
- 17 for presentation of an abbreviated summary during the exit interview with the institution’s
- 18 executive administrators.

19
20 **B. Dentist:** A dentist is also included, when at all possible, on site visits to dental assisting and dental
21 hygiene programs in settings other than dental schools. An additional dentist site visitor will be
22 added to dental school visiting committees when multiple programs are to be reviewed.

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

- 24 • Take notes during conferences;
- 25 • Conduct meeting with advisory committee, when applicable;
- 26 • Ensure confidentiality by waiting to begin the meeting until all affiliated school personnel have
- 27 left the room;
- 28 • Introduce the visiting committee to the advisory committee members;
- 29 • Thank the members of the committee for meeting with the team and for their interest in and
- 30 commitment to the specific allied program(s);
- 31 • Explain the purpose of the site visit;
- 32 • Discuss the Commission’s policy on confidentiality as it applies to the meeting and the entire
- 33 site visit;
- 34 • Begin discussion of the following topics/questions:
 - 35 a. How often the committee meets and the purpose or goals of the committee
 - 36 b. Strengths/weaknesses of the students
 - 37 c. Specific current committee activities and future goals or anticipated activities
- 38 • Ensure that all of the questions in the Site Visit Evaluation Report form under Standard 1.
- 39 Institutional Effectiveness, Community Resources are answered during the meeting;
- 40 • Assist Curriculum site visitor in review of science courses;
- 41 • Review clinical courses and clinical evaluation mechanisms;
- 42 • Review learning resources – library & audiovisual materials/equipment (It is usually most
- 43 efficient for this review to be conducted by the dentist site visitor only.);
- 44 • Review documentation in the self-study prior to visit;

- 1 • Conduct preclinical, clinical, and/or laboratory observations (on/off campus) with Curriculum
2 site visitor;
3 a. Extended campus laboratory facilities
4 b. Extramural clinical facilities
- 5 • Review equipment and instruments using Site Visit Evaluation Report Checklist under Standard
6 4. Educational Support Services;
- 7 • Formulate recommendations and suggestions; and
- 8 • After the visit, review and critique preliminary draft of the site visit report.
9

10 Revised: 2/16; 8/14; 7/07, 7/00, 7/99; Reaffirmed: 8/24; 8/19; 8/10, 7/01; Adopted: 10/94, 11/87; CODA:
11 05/86:10
12
13

14 K. POLICY ON SILENT OBSERVERS ON SITE VISITS 15

16 In order to facilitate a better understanding of the accreditation and site visit processes, any dental
17 education program scheduled for a site visit of its program, may request the opportunity to send one
18 administrator or faculty member as a silent observer to a Commission site visit. Representatives of
19 international programs may also participate as a silent observer on a Commission site visit. The silent
20 observer visit will be scheduled one to two years before the scheduled site visit of the observer's program.
21 The program being observed has the right to approve the designated observer. Requests for a faculty
22 member or administrator to observe the site visit of another program are managed according to when the
23 observer's site visit is scheduled. Requests for the opportunity to have a faculty member or administrator
24 observe a site visit are made through a letter from the chief administrative officer (dean, chair, chief of
25 dental service) of the program. While the observer may request to observe a specific site visit,
26 Commission staff will make the final determination based upon the site visit schedule and availability of
27 observation opportunities. Generally, a program is provided one opportunity to send an observer to a site
28 visit. The observer's program pays all expenses for such an observer.
29

30 The observer receives all self-study materials and is allowed to observe all interviews and meetings. The
31 observer must remain silent during all sessions where university and/or program officials, faculty, staff or
32 students are present at the site visit. The observer is encouraged to ask questions of the visiting
33 committee during executive session meetings only but does not participate in decision-making
34 discussions. As an observer of the site visit, it is expected that this individual will remain with the
35 designated site visit team members at all times during the visit.
36

37 All observers must sign the Commission's Agreement of Confidentiality prior to the site visit. The chair
38 of the site visit committee has the right to excuse and/or exclude the observer from any or all aspects of
39 the site visit for improper and/or unprofessional behavior. The chair's decision to remove or exclude an
40 observer from the site visit cannot be appealed.
41

42 A representative of the state dental society may attend a comprehensive dental school site visit as a silent
43 observer, if requested by the society and approved by the institution.

44 Revised: 2/24; 2/16; 8/14; 8/13; 2/13, 07/98:2, 01/94:2, 05/93:1-2, 12/92:3; Reaffirmed: 8/24; 8/19; 8/10,
45 7/07, 7/01
46

1
2 L. POLICY ON STATE BOARD PARTICIPATION DURING SITE VISITS

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

8
9 If a state has a separate dental hygiene examining board, that board will be contacted when a dental
10 hygiene program located in that state is site visited. In addition, the dental examining board for that state
11 will be notified.

12 The following procedures are used in implementing this policy:

- 14 1. Correspondence will be directed to an institution notifying it of a pending accreditation visit and will
15 include a copy of Commission policy on state board participation. The institution is urged to invite
16 the state board to send a current member. The Commission copies the state board on this
17 correspondence.
- 18 2. The institution notifies the Commission of its decision to invite/not invite a current member of the
19 state board. If a current member of the state board is to be present, s/he will receive the same
20 background information as other team members.
- 21 3. If it is the decision of the institution to invite a member of the state board, Commission staff will
22 contact the state board and request the names of at least two of its current members to be
23 representatives to the Commission.
- 24 4. The Commission provides the names of the two state board members, to the institution. The
25 institution will be able to choose one of the state board members. If any board member is
26 unacceptable to the institution, the Commission must be informed in writing.
- 27 5. The state board member, if authorized to participate in the site visit by the institution, receives the
28 self-study document from the institution and background information from the Commission prior to
29 the site visit.
- 30 6. The state board member must participate in all days of the site visit, including all site visit
31 conferences and executive sessions.
- 32 7. The state board member serves as a silent observer in all sessions except executive sessions with the
33 site visit team.
- 34 8. In the event the chair of the site visit committee determines that a vote is necessary to make a
35 recommendation to the Commission, only team members representing the Commission will be
36 allowed to vote.
- 37 9. The state board reimburses its member for expenses incurred during the site visit.

38
39 The following statement was developed to assist state board members by clearly indicating their role
40 while on-site with an accreditation team and what they may and may not report following a site visit. The
41 statement is used on dental education, advanced dental education and allied dental education site visits.
42 The state board member participates in an accreditation site visit in order to develop a better
43 understanding of the accreditation site visit process and its role in ensuring the competence of graduates
44 for the protection of the public. The dental, advanced dental and allied dental education programs are
45 evaluated utilizing the Commission's approved accreditation standards for each respective discipline.

1
2 The state board member is expected to be in attendance for the entire site visit, including all scheduled
3 conferences and during executive sessions of the visiting committee. While on site the state board member:

- 4 • provides assistance in interpreting the state’s dental practice act and/or provides background on other
5 issues related to dental practice and licensure within the state.
- 6 • on allied dental education visits: assists the team in assessing the practice needs of employer-dentists
7 in the community and in reviewing those aspects of the program which may involve the delegation of
8 expanded functions.
- 9 • on dental school visits: functions primarily as a clinical site visitor working closely with the clinical
10 specialist member(s) who evaluate the adequacy of the preclinical and clinical program(s) and the
11 clinical competency of students.

12
13 Following the site visit, state board members may be asked to provide either a written or oral report to
14 their boards. Questions frequently arise regarding what information can be included in those reports
15 while honoring the Agreement of Confidentiality that was signed before the site visit. The following are
16 some general guidelines:

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

25
26
27
28 The Commission staff is available to answer any questions you may have before, during or after a site visit.

29 Revised: 2/24; 7/09, 1/00; Reaffirmed: 8/24; 8/19; 8/10, 7/07, 7/04, 7/01, 12/82, 5/81, 12/78, 12/75;

30 Adopted: 8/86
31
32

33 M. SITE VISIT PROCEDURES

34
35 The basic purpose of the site visit is to permit peers to assess a program’s compliance with the
36 accreditation standards and with its own stated goals and objectives. Information provided in the
37 self-study is confirmed, documentation is reviewed, interviews are conducted and the programs are
38 observed by the visiting committee. Information related to the site visit is viewed as confidential.
39 Therefore, no audio, video or other type of recording of the site visit is permitted. The Commission’s
40 policy on confidentiality, elsewhere in this document, gives more specific information about the degree of
41 confidentiality extended to various materials.

42
43 The Commission recognizes that there is considerable latitude in determining procedures and
44 methodology for site visits. Experience has shown that the conference method for conducting a site visit
45 is widely favored and effective. Conferences are scheduled with identified administrators, faculty and

1 students at specified times.
2

3 In all cases, the recommendations of the dean or program director determine protocol to be followed
4 during conferences with chief executive officers of the parent institution and/or their appointed
5 representatives. Program administrators are excused during conferences scheduled with faculty members,
6 students or other invitees.
7

8 In addition to formal scheduled conferences, committee members may informally discuss department and
9 division programs with chairs and faculty members throughout the site visit. The visiting committee
10 chair will make every effort to schedule hearings with any individual or group of individuals wishing to
11 present information about a program.
12

13 Executive sessions of the visiting committee are a critical part of the on-site evaluation process. These
14 sessions are scheduled at intervals during the day and evening and provide time for the committee to meet
15 privately to prepare its findings and recommendations.
16

17 Oral comments made by site visit team members during the course of the site visit are not to be construed
18 as official site visit findings unless documented within the site visit report and may not be
19 publicized. Further, publication of site visit team members' names and/or contact information is
20 prohibited.
21

22 Revised: 8/18; 2/16; Reaffirmed: 8/24; 8/19; 8/10

23 **1. Duration Of Site Visits:** Predoctoral dental education program and initial accreditation (pre-
24 enrollment) site visits are scheduled for 2.5 days. Advanced and allied dental education programs
25 evaluated during a comprehensive dental school visit are 1.5 days.
26

27 Single-discipline advanced dental education program site visits scheduled outside of a comprehensive
28 dental school visit are 1 day in length. Multi-discipline advanced dental education site visits conducted
29 outside of a comprehensive dental school visit are 1.5 days in length. Initial accreditation (pre-
30 enrollment) site visits are typically 1 day in length.
31

32 Allied dental education site visits scheduled outside of a comprehensive dental school visit are of varying
33 length based on the number of programs to be evaluated. All single discipline visits are 1.75 days. All
34 multiple visit site visits are 2.5 days. Initial accreditation (pre-enrollment) site visits are typically 1.5
35 days.
36

37 Additional time can be added to any educational program site visit if additional training sites will be
38 evaluated or if other cause exists.
39

40 Revised: 8/18; 2/16; 8/14; 7/01; Reaffirmed: 8/24; 8/19; 8/10, 7/07; CODA: 07/95:3

41 **2. Final Conferences:** It is the visiting committee's responsibility to prepare and present an oral summary
42 of its findings to the dean, chief of dental service, program director(s) and the institutional executives. Two
43 separate conferences are scheduled at the end of every visit, one with the program director(s) and chief of
44 dental service or dental dean and one with the chief executive officer(s) of the institution.
45

46 During these conferences, the committee presents the findings it will submit to the Commission. These

1 findings address both program strengths and weaknesses. The committee also informs individuals in
2 charge of the program(s) about the Commission's procedures for processing and acting on the report. In
3 keeping with the Commission's policy on Public Disclosure and Confidentiality, these final conferences
4 are not recorded ~~on tape or by stenographer~~. Note taking, however, is permitted and encouraged.

5
6 Site visitors or any other participants are not authorized, under any circumstances, to disclose any
7 information obtained during site visits. For more specific information, see the Commission's Statement of
8 Policy on Public Disclosure and Confidentiality.

9 Revised: 8/24; 8/14; Reaffirmed: 8/19; 8/10

10
11 **3. Rescheduling Dates Of Site Visits:** In extraordinary circumstances the Commission staff can
12 reschedule the site visit if the program will be reviewed within the same calendar year. Commission staff
13 can also reschedule the site visit to an earlier year to coincide with other programs at the institution. If the
14 site visit would occur in a later year because of the rescheduling, the request must be considered and acted
15 on by the Commission. In general, the Commission does not approve such requests, but it does review
16 each request on a case-by-case basis. If a site visit date is changed, the term of accreditation will be
17 adjusted accordingly. ~~Should a site visit be changed the term of the accreditation will remain unchanged.~~

18 Revised: 8/24; 8/16; Reaffirmed: 8/19; 8/14; 8/10

19
20 **4. Enrollment Requirement For Site Visits For Fully Developed Programs:** Site visit evaluations of
21 dental, allied dental and advanced dental education programs will be conducted at the regularly established
22 intervals, provided that students/residents/fellows are enrolled in at least one year of the program. If no
23 students/residents/fellows are enrolled on the established date for the site visit, the visit will be conducted
24 when students/residents/fellows are enrolled, preferably in the latter part of the final year prior to
25 graduation. In instances where the program utilizes educational activity sites where
26 students/residents/fellows are primarily located for their education, enrollment requirements as noted
27 above apply. (Refer to the Policy on Non-enrollment of First Year Students)

28 Revised: 8/24; 2/23; 8/19; 5/93; Reaffirmed: 8/14; 8/10, 7/07, 7/01

29
30 **5. Post-Site Visit Evaluation:** After each site visit, electronic evaluation forms are completed by the
31 visited program and the participating site visitors to give the Commission feedback on the effectiveness of
32 its processes and procedures. In addition, site visitors electronically evaluate their fellow site visitors and
33 the visited programs electronically evaluate the individual site visitors.

34 Revised: 8/14; 8/10; Reaffirmed: 8/24; 8/19

1 When a program is being considered, Commissioners must leave the room if they have any of the above
2 conflicts.

3
4 Each year Commissioners report conflicts to the Director. Prior to each Commission meeting, staff analyze
5 the reported conflicts to determine whether reformatting of the Report on Accreditation Status of
6 Educational Programs (yellow sheet reports) is necessary. Reformatting of yellow sheet reports may
7 include grouping all dental school based programs and/or any institution that sponsors multiple programs so
8 that recusals leave the room once.

9
10 During the Commission meeting, in addition to yellow sheet reports, each Commissioner receives a copy of
11 the key guidelines of the Commission's Conflict of Interest policy and a listing of conflicts reflecting their
12 listings. Explanation of protocol, including definitions of conflicts, will be provided to Commissioners
13 prior to each Commission meeting.

14
15 The Chair will confirm conflicts and remind Commissioners of their responsibility to recuse themselves.
16 The Chair will then allow appropriate time for exiting of relevant Commissioners before review of each
17 yellow sheet report and promptly invite the return of these Commissioners after the specific report is
18 reviewed.

19
20 After the Commission meeting, the Report of Accreditation Status of Education Programs in the minutes of
21 the meeting will include the Commissioners' identified conflicts.

22 Revised: 2/22; 8/14; 8/11, 8/10, 7/09; Reaffirmed: 8/22; 8/17; Adopted: 7/06

23 24 25 J. POLICY ON NON-ENROLLMENT OF FIRST YEAR STUDENTS/RESIDENTS

26
27 First-year non-enrollment must be reported to the Commission. The Commission expects institutions to
28 maintain compliance with all accreditation standards during a period of non-enrollment. In addition,
29 resources accounting for the potential enrollment capacity of the program must be maintained during a
30 period of non-enrollment.

31
32 The accreditation status of programs within the purview of the Commission on Dental Accreditation will
33 be discontinued when all first-year positions remain vacant for two (2) consecutive years. Exceptions to
34 this policy may be made by the Commission upon receipt of a formal request from the institution stating
35 reasons why the accreditation of the program should not be discontinued. If the Commission grants an
36 institution's request to continue the accreditation of a program, the continuation of accreditation is
37 effective for one (1) year. Only one (1) request for continued accreditation will be granted for a total of
38 three (3) consecutive years of non-enrollment. See the Commission's policies related to Reporting
39 Program Changes in Accredited Programs, Initial Accreditation, Intent to Withdraw Accreditation,
40 Voluntary Discontinuance, and Discontinuance or Closure of Educational Programs Accredited by The
41 Commission and Teach-Out Plans for additional information.

42
43 Revised: 2/23; 2/22; 2/21; 8/20; 8/16; 2/15; Reaffirmed: 8/15; 8/10, 7/07, 7/01, 7/99, 12/87, 4/83, 12/76

S. POLICY STATEMENT ON REPORTING AND APPROVAL OF SITES WHERE EDUCATIONAL
ACTIVITY OCCURS

The Commission on Dental Accreditation recognizes that students/residents may gain educational experiences in a variety of settings and locations.

An accredited program may use one or more than one setting or location to support student/resident learning and meet Commission on Dental Accreditation standards and/or program requirements. The Commission expects programs to follow the EOPP guidelines and accreditation standards when developing, implementing and monitoring activity sites used to provide educational experiences.

Reporting Requirements:

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

Reporting Requirements for Off-Campus Sites	Major Activity Sites	Minor Activity Sites	Supplemental Activity Sites
Definitions	Students/Residents required to complete an experience at this site to meet a program requirements or accreditation standards, and Competency assessments or comparable summative assessments performed at the site	Students/Residents required to complete an experience at this or another site to meet a program requirements or accreditation standards, and No competency assessments or comparable summative assessments performed at the site. Evaluation may occur.	Student/Resident chooses whether to visit the site outside of the educational program (e.g. volunteer mission trips, health fair, etc. not used to fulfill program or accreditation requirements).
Program Report Requirement	Report required by May 1 or November 1	Report required at least 30 days prior to planned implementation of educational activity site.	No report required.
Acknowledgement/Approval	Commission approval required prior to implementation of the	Commission acknowledgement of review at the	No approval required.

	educational activity site. Approval of the major activity sites required prior to recruiting students/residents for the site and initiating use of the site.	program's next site visit.	
Site Visit(s) to Educational Activity Site	Commission may direct special focused site visit to review educational activity site prior to or after approval of the site. Commission may review site at future site visits.	Commission may visit educational activity site during program's next site visit.	No site visit required.

1 The Commission must ensure that the necessary education as defined by the standards is available, and
2 appropriate resources (adequate faculty and staff, availability of patient experiences, and distance learning
3 provisions) are provided to all students/residents enrolled in an accredited program. Generally, only
4 programs without reporting requirements will be approved to initiate educational experiences at major
5 activity sites.
6

7 When the Commission has received notification that an institution plans to offer its accredited program at
8 an off-campus educational activity site, the Commission may conduct a special focused site visit to each
9 educational activity site where each student's/resident's educational experience is provided, based on the
10 specifics of the program, the accreditation standards, and Commission policies and procedures, or if other
11 cause exists for such a visit as determined by the Commission. There may be extenuating circumstances
12 when a special review is necessary.
13

14 The program must report the rationale for adding an educational activity site and how that site affects the
15 program's goals, objectives, and outcomes. For example, program goals, objectives, and outcome
16 measures may address institutional support, faculty support, curriculum, student didactic and clinical
17 learning, research, and community service. The program must support the addition of an educational
18 activity site with trends from pertinent areas of its outcomes assessment program that indicates the
19 rationale for the additional site.
20

21 When conducting a review of the program, the Commission's site visit team will identify the sites to be
22 visited based upon educational experiences at the site (for example based upon length of training at the site,
23 educational experience or evaluation/competencies achieved). After the initial visit or review, each
24 educational activity site may be visited during the regularly scheduled CODA evaluation visit to the program.
25

26 **Discipline-specific Exemptions:**

27 The Commission recognizes that dental assisting and dental laboratory technology programs utilize
28 numerous extramural private dental offices and laboratories to provide students with clinical/laboratory work
29 experience. The program will provide a list of all currently used extramural sites in the self-study document.
30 The Commission will then randomly select and visit facilities at the time of a site visit to the program. Prior
31 Commission approval of these extramural dental office and laboratory sites will not be required.
32

1 The Commission recognizes that dental public health programs utilize numerous off-campus sites to
2 provide students/residents with opportunities to conduct their supervised field experience. The program
3 will provide a list of all currently used sites in the self-study document. The visiting committee will select
4 and visit facilities during the site visit to the program to evaluate compliance with CODA accreditation
5 standards. Prior Commission approval of these supervised field experience sites will not be required.
6 Programs where 30% or more of the overall student/resident training occurs at off-campus site(s) must
7 report the off-campus site(s) under the Commissions *Policy Statement on Approval of Sites Where*
8 *Educational Activity Occurs*.

10 The Commission recognizes that advanced dental education programs in dental anesthesiology utilize
11 numerous mobile ambulatory settings and rotations to provide residents with opportunities to gain
12 required clinical experiences. The program will provide a list of all currently used settings and rotations
13 in the self-study document. The visiting committee will randomly select and visit several settings and
14 rotation locations during the site visit to the program to evaluate compliance with Commission on Dental
15 Accreditation standards. Prior Commission approval of these settings and rotations will not be required.

17 For predoctoral dental education programs, when primary program faculty travel with student(s) to a site
18 and competency is assessed, the site may be treated as a minor site for reporting purposes.

19 The use of service-learning/community service sites are exempt from reporting.

21 Expansion of a developing dental hygiene program and/or current or developing dental assisting program
22 will only be considered after the program has demonstrated success by graduating the first class, measured
23 outcomes of the academic program, and received approval without reporting requirements.

25 **Fees Related to the Use of Educational Activity Sites:**

26 All programs accredited by the Commission pay an annual fee. Additional fees will be based on actual
27 accreditation costs incurred during the visit to and educational activity site. The Commission office
28 should be contacted for current information on fees.

30 **Commission on Dental Accreditation Consideration of Educational Activity Sites:**

31 The Commission uses the following process when considering reports for adding educational activity
32 sites. Program administrators have the option of consulting with Commission staff at any time during this
33 process.

- 35 1. Depending upon the type of educational activity site established, a program administrator submits either:
36 (1) the major educational activity site report **by May 1 or November 1** or (2) the minor educational
37 activity site report at least thirty (30) days prior to planned implementation of educational activity site.
- 38 2. Commission staff reviews the report to assess its completeness and to determine whether the change
39 could impact the program's potential ability to comply with the accreditation standards. If this is the
40 case, whether the site is major or minor, the report is reviewed by the appropriate Review Committee
41 for the discipline and by the Commission.
- 42 3. Receipt of the educational activity site report and accompanying documentation is acknowledged in
43 one of the following ways:

- 1 a. The program administrator is informed that the report will be reviewed by the appropriate Review
 2 Committee and by the Commission at their next regularly scheduled meeting. Additional
 3 information may be requested prior to this review if the change is not well-documented; or
 4 b. The program administrator is informed that the reported change will be reviewed during the next
 5 site visit.
- 6 4. If the report will be considered by a Review Committee and by the Commission, the report is added
 7 to the appropriate agendas. The program administrator receives notice of the results of the
 8 Commission's review.
 9

10 The following alternatives may be recommended by Review Committees and/or be taken by the
 11 Commission in relation to the review of reports of addition of educational activity sites received from
 12 accredited educational programs.

- 13 • *Approve the addition of the educational activity site:* If the Review Committees or Commission does
 14 not identify any concerns regarding the program's continued compliance with the accreditation
 15 standards, the transmittal letter should advise the institution that the change has been noted and will
 16 be reviewed at the next regularly-scheduled site visit to the program.
- 17 • *Approve the addition of the educational activity site and request additional information:* If the
 18 Review Committees or Commission does not identify any concerns regarding the program's
 19 compliance with the accreditation standards, but believes follow up reporting is required to ensure
 20 continued compliance with accreditation standards, additional information will be requested for
 21 review by the Commission. Additional information could occur through a supplemental report or a
 22 focused site visit. Use of the educational site is permitted.
- 23 • *Postpone action and continue the program's accreditation status, but request additional information:*
 24 The transmittal letter will inform the institution that the report of the addition of the educational
 25 activity site has been considered, but that concerns regarding continued compliance with the
 26 accreditation standards have been identified. Additional specific information regarding the identified
 27 concerns will be requested for review by the Commission. The institution will be further advised
 28 that, if the additional information submitted does not satisfy the Commission regarding the identified
 29 concerns, the Commission reserves the right to request additional documentation, conduct a special
 30 focused site visit of the program, or deny the request. Use of the educational activity site is not
 31 permitted until Commission approval is granted.
- 32 • *Deny the request:* If the submitted information does not indicate that the program will continue to
 33 comply with the accreditation standards, the Commission will deny the request for the addition of
 34 educational activity sites. The institutions will be advised that they may re-submit the request with
 35 additional information if they choose.

36 Revised: 2/24; 2/22; 8/18; 8/17; Reaffirmed: 8/20; Adopted: 2/16 (Former Off-Campus Policy)
 37
 38
 39

40 D. CONFLICT OF INTEREST POLICY

41 Evaluation policies and procedures used in the accreditation process provide a system of checks and
 42 balances regarding the fairness and impartiality in all aspects of the accreditation process. Central to the
 43 fairness of the procedural aspects of the Commission's operations and the impartiality of its decision
 44 making process is an organizational and personal duty to avoid real or perceived conflicts of interest. The
 45 potential for a conflict of interest arises when one's duty to make decisions in the public's interest is

1 compromised by competing interests of a personal or private nature, including but not limited to
2 pecuniary interests.

3
4 Conflict of interest is considered to be: 1) any relationship with an institution or program, or 2) a partiality
5 or bias, either of which might interfere with objectivity in the accreditation review process. Procedures
6 for selection of representatives of the Commission who participate in the evaluation process reinforce
7 impartiality. These representatives include: Commissioners, Review Committee members, site visitors,
8 and Commission staff.

9
10 In addition, procedures for institutional due process, as well as strict guidelines for all written documents
11 and accreditation decisions, further reinforce adherence to fair accreditation practices. Every effort is
12 made to avoid conflict of interest, either from the point of view of an institution/program being reviewed
13 or from the point of view of any person representing the Commission.

14
15 On occasion, current and former volunteers involved in the Commission's accreditation process (site
16 visitors, review committee members, commissioners) are requested to make presentations related to the
17 Commission and its accreditation process at various meetings. In these cases, the volunteer must make it
18 clear that the services are neither supported nor endorsed by the Commission on Dental Accreditation.
19 Further, it must be made clear that the information provided is based only on experiences of the individual
20 and not being provided on behalf of the Commission.

21 Revised: 8/15; 8/14; Reaffirmed: 8/23; 8/18; 2/18; 8/12, 8/10
22

23 **1. Visiting Committee Members:** Conflicts of interest may be identified by either an
24 institution/program, Commissioner, site visitor or Commission staff. An institution/program has the right
25 to reject the assignment of any Commissioner, site visitor or Commission staff because of a possible or
26 perceived conflict of interest. The Commission expects all programs, Commissioners and/or site visitors
27 to notify the Commission office immediately if, for any reason, there may be a conflict of interest or the
28 appearance of such a conflict.

29
30 All active site visitors who independently consult with educational programs accredited by CODA or
31 applying for accreditation must identify all consulting roles to the Commission and must file with the
32 Commission a letter of conflict acknowledgement signed by themselves and the institution/program with
33 whom they consulted. Following service on the site visit team, an active site visitor is prohibited from
34 independently consulting with the program that they evaluated within the past ten (10) years. All conflict
35 of interest policies as noted elsewhere in this document apply. Contact the CODA office for the
36 appropriate conflict of interest declaration form.

37 Conflicts of interest include, but are not limited to, a site visitor who:
38

- 39 • is a graduate of the institution;
- 40 • has served on the program's visiting committee within the last seven (7) years;
- 41 • has served as an independent consultant, employee or appointee of the institution;
- 42 • has a family member who is employed or affiliated with the institution;
- 43 • has a close professional or personal relationship with the institution/program or key personnel in the
44 institution/program which would, from the standpoint of a reasonable person, create the appearance of
45 a conflict;
- 46 • manifests a partiality that prevents objective consideration of a program for accreditation;

- 1 • is a former employee of the institution or program;
- 2 • previously applied for a position at the institution within the last five (5) years;
- 3 • is affiliated with an institution/program in the same state as the program's primary location;
- 4 • is a resident of the state; and/or
- 5 • is in the process of considering, interviewing and/or hiring key personnel at the institution.

6
7 Note: Because of the nature of their positions, a state board representative will be a resident of the state
8 in which a program is located and may be a graduate of the institution/program being visited. These
9 components of the policy do not apply for state board representatives, although the program retains the
10 right to reject an individual's assignment for other reasons.

11
12 If an institutional administrator, faculty member or site visitor has doubt as to whether or not a conflict of
13 interest could exist, Commission staff should be consulted prior to the site visit. The Chair, Vice-Chair
14 and a public member of the Commission, in consultation with Commission staff and legal counsel, may
15 make a final determination about such conflicts.

16 Revised: 8/24; 2/24; 2/21; 8/18; 2/18; 2/16; 8/14; 1/14; 2/13; 8/10; Reaffirmed: 8/23; 8/12

17
18 **2. Commissioners, Review Committee Members And Members Of The Appeal Board:** The
19 Commission firmly believes that conflict of interest or the appearance of a conflict of interest must be
20 avoided in all situations in which accreditation recommendations or decisions are being made by
21 Commissioners, Review Committee members, or members of the Appeal Board. No Commissioner,
22 Review Committee member, or member of the Appeal Board should participate in any way in accrediting
23 decisions in which he or she has a financial or personal interest or, because of an institutional or program
24 association, has divided loyalties and/or has a conflict of interest on the outcome of the decision.

25
26 During the term of service as a Review Committee member, these individuals should not serve as site visitors
27 for an actual accreditation site visit to an accredited or developing program, unless deemed necessary. Two
28 instances when a review committee member could serve on a site visit include: 1) an inability to find a site
29 visitor from the comprehensive site visitor list, or 2) when the review committee believes a member should
30 attend a visit for consistency in the review process. This applies only to site visits that would be considered
31 by the same review committee on which the site visitor is serving. Review committee members may not
32 independently consult with a CODA-accredited program or a program applying for CODA accreditation. In
33 addition, review committee members may not serve as a site visitor for mock accreditation purposes. These
34 policies help avoid conflict of interest in the decision making process and minimize the need for recusals.

35
36 During the term of service as a commissioner or appeal board member, these individuals may not
37 independently consult with a CODA-accredited program or a program applying for CODA accreditation. In
38 addition, Commissioners or appeal board may not serve on a site visit team during their terms.

39
40 Areas of conflict of interest for Commissioners, Review Committee members and/or members of the Appeal
41 Board include, but are not limited to:

- 42
- 43 • close professional or personal relationships or affiliation with the institution/program or key personnel in
44 the institution/program which may create the appearance of a conflict;
- 45 • serving as an independent consultant or mock site visitor to the institution/program;
- 46 • being a graduate of the institution/program;

- 1 • being a current employee or appointee of the institution/program;
- 2 • previously applied for a position at the institution within the last five (5) years;
- 3 • being a current student at the institution/program;
- 4 • having a family member who is employed by or affiliated with the institution;
- 5 • manifesting a professional or personal interest at odds with the institution or program;
- 6 • key personnel of the institution/program having graduated from the program of the Commissioner,
- 7 Review Committee member, or member of the Appeal Board;
- 8 • having served on the program's visiting committee within the last seven (7) years; and/or
- 9 • no longer a current employee of the institution or program but having been employed there within the past
- 10 ten (10) years.

11
12 To safeguard the objectivity of the Review Committees, conflict of interest determinations shall be made by
13 the Chair of the Review Committee. If the Chair, in consultation with a public member, staff and legal
14 counsel, determines that a Review Committee member has a conflict of interest in connection with a
15 particular program, the Review Committee member will be instructed to not access the report either in
16 advance of or at the time of the meeting. Further, the individual must leave the room when they have any of
17 the above conflicts. In cases in which the existence of a conflict of interest is less obvious, it is the
18 responsibility of any committee member who feels that a potential conflict of interest exists to absent
19 himself/herself from the room during the discussion of the particular accreditation report.

20
21 To safeguard the objectivity of the Commission, conflict of interest determinations shall be made by the Chair
22 of the Commission. If the Chair, in consultation with a public member, staff and legal counsel, determines
23 that a Commissioner has a conflict of interest in connection with a particular program, the Commissioner will
24 be instructed to not access the report either in advance of or at the time of the meeting. Further, the individual
25 must leave the room when they have any of the above conflicts. In cases in which the existence of a conflict
26 of interest is less obvious, it is the responsibility of any Commissioner who feels that a potential conflict of
27 interest exists to absent himself/herself from the room during the discussion of the particular accreditation
28 report.

29
30 To safeguard the objectivity of the Appeal Board, any member who has a conflict of interest in
31 connection with a program filing an appeal must inform the Director of the Commission. The Appeal
32 Board member will be instructed to not access the report for that program either in advance of or at the
33 time of the meeting, and the individual must leave the room when the program is being discussed. If
34 necessary, the respective representative organization will be contacted to identify a temporary
35 replacement Appeal Board member.

36
37 Conflicts of interest for Commissioners, Review Committee members and members of the Appeal Board
38 may also include being from the same state, but not the same program. The Commission is aware that
39 being from the same state may not itself be a conflict; however, when residence within the same state is in
40 addition to any of the items listed above, a conflict would exist.

41
42 This provision refers to the concept of conflict of interest in the context of accreditation decisions. The
43 prohibitions and limitations are not intended to exclude participation and decision-making in other areas,
44 such as policy development and standard setting.

45

1 Commissioners are expected to evaluate each accreditation action, policy decision or standard adoption
2 for the overall good of the public. The American Dental Association (ADA) Constitution and Bylaws
3 limits the involvement of the members of the ADA, the American Dental Education Association and the
4 American Association of Dental Boards in areas beyond the organization that appointed them. Although
5 Commissioners are appointed by designated communities of interest, their duty of loyalty is first and
6 foremost to the Commission. A conflict of interest exists when a Commissioner holds appointment as an
7 officer in another organization within the Commission's communities of interest. Therefore, a conflict of
8 interest exists when a Commissioner or a Commissioner-designee provides simultaneous service to the
9 Commission and an organization within the communities of interest. (Refer to Policy on Simultaneous
10 Service)

11 Revised: 2/21; 8/16; 2/16; 2/15; 8/14; 1/14, 8/10; Reaffirmed: 8/23; 8/18; 8/12

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