

INFORMATIONAL REPORT ON FREQUENCY OF CITINGS OF ACCREDITATION STANDARDS FOR DENTAL LABORATORY TECHNOLOGY EDUCATION PROGRAMS

Background: The Accreditation Standards for Dental Laboratory Technology Education Programs were approved by the Commission on Dental Accreditation at its August 9, 2013 meeting and were implemented on January 1, 2014. Since that date, 14 dental laboratory technology site visits have been conducted by visiting committees of the Commission utilizing the January 2014 Standards. At the time of this report, the Standards include 62 “must” statements that address 161 required areas of compliance. This report presents the number of times areas of non-compliance were cited by visiting committees conducting site visits January 1, 2014 through October 31, 2021. If special (focused or comprehensive), pre-enrollment, or pre-graduation site visits were conducted during this period, citings from those visits are also included.

Analysis: The data in **Appendix 1** indicates that a total of 22 citings of non-compliance were made. Of these, 4 (18.2%) were related to Standard 1–Institutional Effectiveness; 9 (40.9%) were related to Standard 2–Educational Program; 6 (27.3%) were related to Standard 3–Administration, Faculty and Staff; 1 (4.5%) was related to Standard 4–Educational Support Services; and 2 (9.1%) were related to Standard 5–Health and Safety Provisions. Due to the limited number of site visits and a total of 22 citings of non-compliance, a trend in the data cannot be identified. The Commission approved revised Accreditation Standards for Dental Laboratory Technology Education Programs at its February 12, 2021 meeting with an implementation date of January 1, 2022.

Summary: The Commission will continue to receive reports annually summarizing the updated data on the frequency of citings of individual Standards.

Recommendation: This report is informational in nature and no action is required.

INFORMATIONAL REPORT ON FREQUENCY OF CITINGS OF ACCREDITATION STANDARDS FOR DENTAL ASSISTING EDUCATION PROGRAMS

Background: The Accreditation Standards for Dental Assisting Education Programs were approved by the Commission on Dental Accreditation at its August 2, 2019 meeting and were implemented on July 1, 2020. Since that date, 26 dental assisting site visits have been conducted by visiting committees of the Commission using the July 2020 Standards. At the time of this report, the Standards include 101 “must” statements addressing 233 required areas of compliance. This report presents the number of times areas of non-compliance were cited by visiting committees conducting site visits July 1, 2020 through October 31, 2021. If special (focused or comprehensive), pre-enrollment, or pre-graduation site visits were conducted during this period, citings from those visits are also included.

Analysis: The data in **Appendix 1** indicates that a total of 212 citings of non-compliance were made. Of these, 16 (7.5%) were related to Standard 1–Institutional Effectiveness; 154 (72.6%) were related to Standard 2–Educational Programs; 17 (8%) were related to Standard 3–Administration, Faculty and Staff; 16 (7.5%) were related to Standard 4–Educational Support Services; 8 (3.8%) were related to Standard 5–Health and Safety Provisions; and 1 (0.5%) were related to Standard 6–Patient Care Services.

Analysis of the data indicates the most frequently cited areas of non-compliance are within Standard 2-Educational Programs. Standard 2-9, a-o, related to the skills/functions that students demonstrate knowledge of, in a laboratory/preclinical setting prior to performing these skills/functions in a clinical setting, was cited most frequently and represents 20.8% (32) of all Standard 2 citations. Following close behind Standard 2-9 are the subsets of Standards 2-5 related to curriculum sequence, assimilation, depth, and scope, and Standard 2-6, a-c, which describes the formal, written curriculum management plan to include annual curriculum review, evaluation, and coordinating instruction among faculty, was cited most frequently and represents 9.1% (14) of all Standard 2 citations. The subset of citations within Standard 1–Institutional Effectiveness were most frequent in Standard 1-7 (7) related to the dentists and dental assistants being equally represented on the advisory committee, and represent 43.8% all of Standard 1–Institutional Effectiveness citations.

Summary: The Commission will continue to receive reports annually summarizing the updated data on the frequency of citings of individual Standards.

Recommendation: This report is informational in nature and no action is required.

CONSIDERATION OF ACCREDITATION STANDARDS RELATED TO INSTITUTIONAL ACCREDITATION

Background: At its Winter 2021 meeting, the Commission on Dental Accreditation considered the report of the Standing Committee on Documentation and Policy Review and learned that the language used by the United States Department of Education (USDE) related to a parent institution's accreditation changed from "regional" accreditation to "institutional" accreditation, as noted in regulation §602.3 (Definitions). In addition, the Commission learned the USDE's sole reference to "institutional accreditation" could create confusion when identifying the institutional accreditors that have USDE recognition authority to oversee institutions at the post-secondary, doctoral, and post-doctoral levels. Another concern noted was that the change in USDE language could result in questions regarding the level of degree-granting authority the institution has and its institutional accretor's USDE recognition. Therefore, the Commission directed all Review Committees to review and revise their Accreditation Standards, as applicable, to align with USDE terminology related to "institutional accreditation" and to ensure the Accreditation Standards clearly document the appropriate type of accretor for the discipline, with a report to the Commission's Summer 2021 meeting.

At its Summer 2021 meeting, CODA considered the reports of the individual review committees, as directed. The review committees, with the exception of Advanced Education in General Dentistry, General Practice Residency, Dental Anesthesiology, Oral Medicine and Orofacial Pain (AGDOO) and Predoctoral (PREDOC), recommended the discipline-specific Standard(s) related to institutional accreditation be retained without further modification. Following discussion of the PREDOC RC recommendation that the Commission's Standing Committee on Documentation and Policy Review should consider this matter and may wish to develop a general standard for disciplines that reference regional or national accrediting agencies, the Commission directed review by the Standing Committee. Specifically, the Commission directed the Standing Committee to consider the concept of "institutional accretor" and develop standardized language for use in the Accreditation Standards of disciplines that currently cite national or regional accreditation, with a report to the Commission in Winter 2022.

At its Winter 2022 meeting, the Standing Committee on Documentation and Policy, through review of background information, noted the disciplines that currently cite national or regional accreditation in their Standards are Dental Assisting, Dental Hygiene, Dental Laboratory Technology, Dental Therapy and Predoctoral Dental Education. The Committee also learned that some of the names of accrediting organizations have changed and may need to be updated in Commission documents. Through discussion, the Standing Committee learned there is no requirement from the USDE to align the language (i.e. regional and national) in the Accreditation Standards with that used by the USDE. However, the Standing Committee acknowledged the importance of ensuring the language and names related to institutional accretors in the Accreditation Standards is accurate, complete and current. The Standing Committee noted

several institutional accrediting agencies had changed names, as noted in **Appendix 1**. Following discussion, the Standing Committee believed the Accreditation Standards for Dental Assisting, Dental Hygiene, Dental Laboratory Technology, Dental Therapy and Predoctoral Dental Education should be reviewed by the applicable Review Committee to ensure language and accrediting agencies included is accurate, complete and current. In addition, the Standing Committee believed that the use of regional and/or national accreditation should be reviewed and replaced, where appropriate, with institutional.

At its Winter 2022 meeting, the Commission concurred with the Standing Committee and directed the Review Committees on Dental Assisting, Dental Hygiene, Dental Laboratory Technology, and Predoctoral Dental Education to review the Accreditation Standards within their purview and confirm the language and names of accrediting agencies included is accurate, complete and current, and to review and replace, where appropriate, regional/national accreditation with institutional accreditation, with a report to the Commission at its Summer 2022 meeting.

Summary: The Review Committee on Dental Laboratory Technology Education (DLT RC) is requested to review the Accreditation Standards within its purview and confirm the language and names of accrediting agencies included is accurate, complete and current, and to review and replace, where appropriate, regional/national accreditation with institutional accreditation, with a report to the Commission at its Summer 2022 meeting. If proposed changes are made to the Accreditation Standards, the Commission may wish to circulate the proposed revisions for a period of public comment.

Recommendation:

Consideration of Accreditation Standards Related to Institutional Accreditation
DLT RC
CODA Summer 2022

ACCREDITING ORGANIZATIONS WITH NAME CHANGES

Previous Name	Current Name
Commission on Higher Education, Middle States Association of Colleges and Schools	Middle States Commission on Higher Education
Commission on Institutions of Higher Education, New England Association of Schools and Colleges	New England Commission of Higher Education
Commission on Technical and Career Institutions, New England Association of Schools and Colleges	No change
Commission on Institutions of Higher Education, North Central Association of Colleges and Schools	Higher Learning Commission
Commission on Colleges, Northwest Association of Schools and Colleges	Northwest Commission on Colleges and Universities
Commission on Colleges, Southern Association of Colleges and Schools	Southern Association of Colleges and Schools, Commission on Colleges
Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges	WASC Accrediting Commission for Community and Junior Colleges
Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges	WASC Senior Colleges and University Commission
Accrediting Bureau of Health Education Schools	No change
Accrediting Commission of Career Schools and Colleges of Technology	Accrediting Commission for Career Schools and Colleges
Accrediting Commission of the Distance Education and Training Council	Distance Education Accrediting Commission
The Council on Occupational Education	No change
Accrediting Council for Independent Colleges and Schools	No change

Consideration of Accreditation Standards Related to Institutional Accreditation

DLT RC

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Middle States Association of Colleges and Schools	Middle States Commission on Higher Education
New England Association of Schools and Colleges	New England Commission of Higher Education
North Central Association of Colleges and Schools	Higher Learning Commission
Northwest Association of Schools and Colleges	Northwest Commission on Colleges and Universities
Southern Association of Colleges and Schools	Southern Association of Colleges and Schools, Commission on Colleges
Western Association of Schools and Colleges	WASC Senior Colleges and University Commission
Accrediting Bureau of Health Education Schools	No change
Accrediting Commission for Career Schools and Colleges of Technology	Accrediting Commission for Career Schools and Colleges