

講演 2

Standard and Accreditation in Dental Education

The Policy of CODA

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Accreditation in Dental Education: The Policies and Standards of the Commission on Dental Accreditation

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Overview of Presentation



- Accreditation in the United States
- Structure and Composition of the Commission on Dental Accreditation (CODA)
- Policies of the Commission
- Accreditation Process and Standards of the Commission

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Accreditation in the United States



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U.S. Accreditation System



- Non-governmental, quasi-regulatory
- Voluntary
- Volunteer driven
- Peer review
- Formal, systematic, highly structured
- Focus on outcomes

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Types of Accreditors



- Institutional/regional
 - Address university-wide quality issues
 - Enable federal funding for student loans
- Programmatic/specialized
 - Focus on a specific profession or discipline
 - Enable federal funding for special programs (GME, grants, scholarships)

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Philosophic Underpinnings of Accreditation



- Quality education is necessary to protect the public
- Consumer protection for students
- Promotion of quality in education and self-improvement of programs (coach vs. police)
 - Flexibility and Academic Freedom
- Consistent and free from bias/conflict of interest (as objective as possible)
- Use of best accreditation practices
- Integrity, confidentiality, due process

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Philosophic Underpinnings of Accreditation



- Quality education programs necessary for long-term viability of the profession
 - fulfill obligation of voluntary self regulation
 - define scopes of practice
 - define core values and quality indicators
- All dental and dental-related accreditation activities should be managed by a single agency
- Input from all communities of interest strengthens the process



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Characteristics of Accreditation



- Peer-review
- Consistent outcomes
 - acceptable level of achievement
 - support organizational learning and change/improvement
 - improve public perception
 - define quality; give credibility to program
 - outcomes vs. inputs
- Continuous and ongoing
- Due process
- Volunteer-driven



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Structure and Composition of the Commission on Dental Accreditation



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Commission on Dental Accreditation (CODA)



- A semi-autonomous agency of the American Dental Association (ADA)
- Origin – Dental Education Council of America 1906
- A specialized accrediting agency
- Authority granted via dental profession and recognition by United States Department of Education (USDE)

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MISSION STATEMENT



- The Commission on Dental Accreditation serves the oral health care needs of the public through the development and administration of standards that foster continuous quality improvement of dental and dental related educational programs.

8/2012



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- CODA accredits educational programs, not:
 - institutions
 - individuals
- Role of USDE
 - recognizes CODA as the accrediting agency for dental and dental-related educational programs.
 - best accreditation practices
 - federal funding for programs

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Commission on Dental Accreditation



- 1,448 accredited education programs in approximately 800 institutions
- 21 dental and dental-related disciplines
- Volunteers
 - >600 site visit consultants, review committee members, and Commissioners
- 7 professional staff
- 7 support staff



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- Annual budget
 - approximately \$3 million
- Annual fees and other fees
- ADA contribution



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Programs/Disciplines Accredited by CODA



- Dental:
 - Predoctoral (DDS/DMD)
 - International predoctoral
- Allied dental:
 - Dental Hygiene
 - Dental Assisting
 - Dental Laboratory Technology



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Programs/Disciplines Accredited by CODA



- Advanced General Dentistry
 - Advanced Education in General Dentistry
 - General Practice Residency
 - Dental Anesthesiology
 - Oral Medicine
 - Orofacial Pain
- Dental Specialties
 - 9 ADA-recognized specialty disciplines
 - Clinical fellowship programs in oral and maxillofacial surgery and orthodontics
 - Maxillofacial prosthodontics



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Overview of Commission Structure



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The Accreditation Process



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Composition of Commission



- 30 Commissioners
 - 4 American Dental Association (ADA) appointees
 - 4 American Dental Education Association (ADEA) appointees
 - 4 American Association of Dental Boards (AADB) appointees
 - 9 specialty appointees
 - 1 joint ADEA/Special Care Dentistry Council on Hospitals appointee
 - 4 public members
 - 1 American Dental Hygienists' Association appointee
 - 1 American Dental Assistants Association appointee
 - 1 National Association of Dental Laboratories appointee
 - 1 dental student appointed by ADEA/American Student Dental Association
- Chair and Vice-chair, elected annually
- Director, ex officio member
- Managers

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CODA's Roles & Responsibilities



- Set standards that define quality of education
- Evaluate & monitor programs for compliance with standards
- Establish policies & procedures to guide evaluation and decision process
- Solicit input on standards and policy revisions
- Ensure fairness & consistency in process
- Establish & oversee budget
- Assess its own effectiveness; strategic plan

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CODA Roles & Responsibilities



- CODA commissioners, review committee members, appeal board members, site visitors and volunteers should serve the interest of CODA without personal and/or member organization profiles or agendas.
- Leave personal and/or member organization agendas behind.
- Fiduciary responsibility to the Commission and its mission.

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Standing Committees



- Quality Assurance and Strategic Planning
- Nominations
- Finance
- Communication and Technology
- Documentation and Policy Review

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Composition of Review Committees



- Predoctoral Dental Education Review Committee (7 members)
- Advanced Specialty Education Review Committees (5-6 members each)
- Postdoctoral General Dentistry Review Committee (12 members)
- Dental Assisting Education Review Committee (10 members)
- Dental Hygiene Review Committee (11 members)
- Dental Laboratory Technology Review Committee (5 members)

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The Role of the Review Committee



- CODA uses a non-delegated accreditation authority model.
 - Site Visitors are "fact finders"
 - **Review Committee serves in an advisory capacity**
 - CODA is the decision-making body
- Reviews discipline-specific program reports (incl. site visit reports/responses, progress reports, program change reports, etc.)
- Reviews policies (incl. discipline-specific, more than one Review Committee)
- Consultant nominations
- Review Committee forwards recommendations to the Commission

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Types of Accreditation Reports Reviewed



- Site Visit
- Progress
- Teach-Out
- Change in Authorized Enrollment
- Program change
- Extension of Accreditation
- Change in Site Visit Date
- Discontinuance
- Transfer of Sponsorship
- Noncompliance
- Complaint
- Failure to Submit Requested Information



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Review Committee Appointments



- The Commission appoints all RC members
- Staff notifies Communities of Interest of open RC positions
- RC compositions vary number and structure depending on the disciplines represented and workload
- Discipline-specific organizations *nominate* two or more individuals
- Self-nominations also accepted for non-discipline specific positions
- RC chair is the Commissioner
- Appointments are staggered, four-year terms



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The Role of the Site Visitor



- Educators and practitioners with expertise in a discipline
- Serve as fact finders during the site visit process
- Formulate findings during a site visit into a report which is provided to the program and Commission
- Appointed annually and may be re-appointed



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Appeal Board



- Separate membership from the Commission
 - ADA, ADEA, AADB, Public, Discipline Specific
- Convene to consider appeal of adverse action
 - Denial of accreditation
 - Withdrawal of accreditation
- Program has 14 days to file appeal; Appeal must occur within 60 days of filing
- Appeal Board can affirm, amend, remand, or reverse Commission action
- No new information
- Rarely convened



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Policies of the Commission



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Commission Policy



- Types of Policies
 - Accreditation-related
 - Procedural
 - Informational
- Various Audiences
 - **External** (accredited programs, the broader educational community, the dental community, general public or a specialized audience)
 - **Internal** (general or operational in nature, related to protocol for staff or committees – visiting, review, CODA, CODA-related)



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Conflict of Interest



- Conflict of Interest defined as:
 - Close professional/personal relationship
 - Site visitor, mock site visitor, consultant
 - Graduate of institution/program
 - Current employee, appointee
 - Current student
 - Family member employed or affiliated with institution
 - Personal bias
 - Key personnel at institution having graduated from your program
 - No longer employed by institution or program but was employed within last 5 years



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Confidentiality



- Confidential Commission information
 - Site visit reports/Transmittal Letters
 - Recommendations on all program reviews
 - Progress and other kinds of reports
 - Other Meeting Materials
 - Applications for Initial Accreditation (up to site visit schedule)
 - Program can release information at their discretion
 - Complainants
 - “Confidentiality lasts forever!”



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Simultaneous Service



- No commissioner or review committee member may serve simultaneously:
 - President
 - President-elect
 - Immediate past-president
 - Secretary
 - Treasurer
 - Executive Committee



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Additional CODA Policies



- Change in Authorized Enrollment
- Program Change
- Change in Site Visit Date
- Discontinuance
- Transfer of Sponsorship
- Complaint
- Teach-Out



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Accreditation Standards and Process of the Commission



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Accreditation Standards



- Nationally accepted standards of quality
- Standards developed by national consensus of stakeholders
- Standards guide faculty and administrators
- Standards periodically reviewed & validated
- Standards guide evaluation & decision process



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Accreditation Standards Core Principles



- Critical thinking
- Self-directed learning
- Humanistic environment
- Scientific discovery and integration of knowledge
- Evidence-based patient treatment modalities



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Accreditation Standards Core Principles



- Assessment
- Application of technology
- Faculty development
- Collaboration with other health care professionals
- Comprehensive, patient-centered care



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Accreditation Standards Purpose



- Assess and evaluate programs
- Level of acceptable performance
- Outcome-based
- Basis of comparison
 - Quantity
 - Quality
 - Content
 - Value



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Accreditation Standards Purpose



- Protect public welfare
- Student assurances
- Competency-based education
- Allow curricular
 - Flexibility
 - Creativity
 - Innovation
 - Continuous improvement



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Accreditation Standards Categories



- Institutional Effectiveness
- Educational Program
- Faculty and Staff
- Educational Support Services
- Patient Care Services
- Research Program



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Accreditation Standards Format



- “Must” statements
- Statements of intent
- Examples of evidence



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Accreditation Standards Format



1-3 The dental education program **must** have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.

Intent: *The dental education program should ensure collaboration, mutual respect, cooperation, and harmonious relationships between and among administrators, faculty, students, staff, and alumni. The program should also support and cultivate the development of professionalism and ethical behavior by fostering diversity of faculty, students, and staff, open communication, leadership, and scholarship.*

Examples of evidence to demonstrate compliance may include:

- Established policies regarding ethical behavior by faculty, staff and students that are regularly reviewed and readily available
- Student, faculty, and patient groups involved in promoting diversity, professionalism and/or leadership support for their activities
- Focus groups and/or surveys directed towards gathering information on student, faculty, patient, and alumni perceptions of the cultural environment



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Accreditation Standards Development and Revisions



- Do the standards continue to reflect the “state of the art” in the educational and practicing communities?
- Consensus input from a broad range of appropriate communities of interest:
 - Educators
 - Practicing dentists (generalists and specialists)
 - Researchers
 - Dental organizations (general and specialty)
 - Licensing bodies
 - Public
 - Students



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Accreditation Standards Development and Revisions



- Commission-initiated validity and reliability studies
 - Solicitation of input of practitioners in a detailed manner
 - National forum/invitational conference
 - Assessed at the minimum every five years



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Accreditation Standards Development and Revision

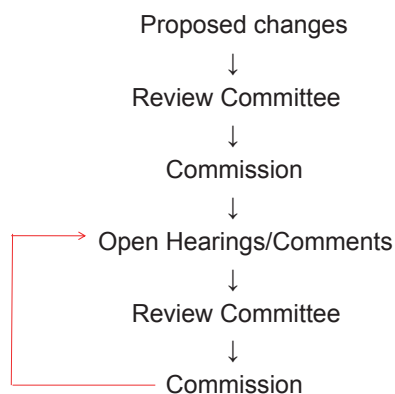


- Outcomes of validity and reliability studies:
 - Comprehensive revision of the entire standards document
 - Specific “must” statements
 - Specific intent or example of evidence statements
 - Refinement/Clarification of a portion
 - No changes to the document



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Accreditation Standards Development and Revision



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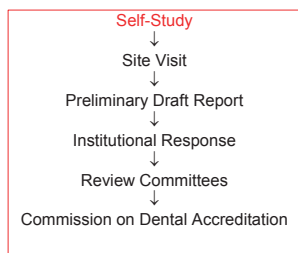
Process of Accreditation



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Self-Study Report

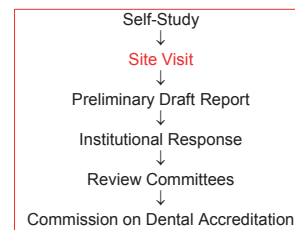
- Instrument used to undergo periodic self-evaluation to retain accreditation status
- Completed by sponsoring institution
- Summarizes findings of self-evaluation.



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Site Visit

- Verify self-study
- Additional information
- Clarifications
- Interviews
- Facilities tours
- Distance sites
- The program in operation



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Preliminary Draft Report

- Summary of site visit from the site visit team
- Forms, standardized language
- Recommendations and suggestions
- No Commendations



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Institutional Response

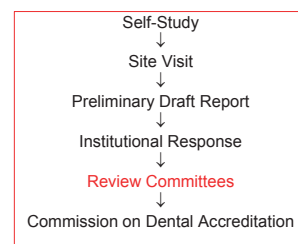
- Program reviews preliminary draft report
- Additional evidence
- Clarifications
- Misinterpretations



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Review Committees

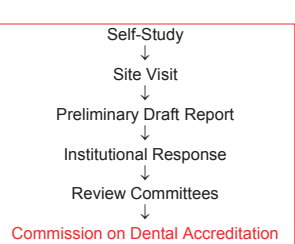
- Chair is the designated Commissioner
- Consensus recommendations
 - policy
 - accreditation reports
 - site visit reports
 - progress reports
 - reports of program change
 - applications for initial accreditation
 - transfer of sponsorship,
 - enrollment increases, etc.



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Commission On Dental Accreditation

- The decision-making body
- 30 Commissioners
- Grants accreditation status
 - Initial Accreditation (developing program)
 - Approval without reporting requirements (A1)
 - Approval with reporting requirements (A2)
 - Intent to withdraw



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Electronic Resources



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CODA Portion of ADA Website



- <http://www.ada.org/100.aspx>
 - Accreditation Site
- <http://www.ada.org/117.aspx>
 - Commission on Dental Accreditation Site
- Copyright under U.S. law
- New website will be implemented in spring 2014



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Accreditation Standards



- Accreditation Standards
 - <http://www.ada.org/115.aspx>
- Commission Policies and Procedures
 - <http://www.ada.org/314.aspx>
- Public Notice of Meeting Materials
 - <http://www.ada.org/7172.aspx>
- Accredited Program Listing
 - <http://www.ada.org/267.aspx>
- Site Visit Process
 - <http://www.ada.org/116.aspx>



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Questions?

Thank you!



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