

Commission on Dental Accreditation

Accreditation Standards for Advanced Specialty Education Programs in Dental Public Health

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**Commission on Dental Accreditation
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Dental Public Health is the science and art of preventing and controlling dental diseases and promoting dental health through organized community efforts. It is that form of dental practice which serves the community as a patient rather than the individual. It is concerned with the dental health education of the public, with applied dental research, and with the administration of group dental care programs as well as the prevention and control of dental diseases on a community basis. (Adopted May 1976)

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*Accreditation Standards for
Advanced Specialty Education Programs in Dental Public Health*

Document Revision History

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<i>February 1, 2008</i>	<i>Accreditation Standards for Advanced Specialty Education Programs in Dental Public Health</i>	<i>Adopted and Implemented</i>
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Mission Statement of the Commission on Dental Accreditation

The Commission on Dental Accreditation serves the public by establishing, maintaining and applying standards that ensure the quality and continuous improvement of dental and dental-related education and reflect the evolving practice of dentistry. The scope of the Commission on Dental Accreditation encompasses dental, advanced dental and allied dental education programs.

Commission on Dental Accreditation
Revised: January 30, 2001

Accreditation Status Definitions

Programs Which Are Fully Operational

APPROVAL (without reporting requirements): An accreditation classification granted to an educational program indicating that the program achieves or exceeds the basic requirements for accreditation.

APPROVAL (with reporting requirements): An accreditation classification granted to an educational program indicating that specific deficiencies or weaknesses exist in one or more areas of the program. Evidence of compliance with the cited standards must be demonstrated within 18 months if the program is between one and two years in length or two years if the program is at least two years in length. If the deficiencies are not corrected within the specified time period, accreditation will be withdrawn, unless the Commission extends the period for achieving compliance for good cause.

Programs Which Are Not Fully Operational

A program which has not enrolled and graduated at least one class of students/residents and does not have students/residents enrolled in each year of the program is defined by the Commission as “not fully operational.” The accreditation classification granted by the Commission on Dental Accreditation to programs which are not fully operational is “initial accreditation.” When “initial accreditation” status is granted to a developing education program, it is in effect through the projected initial enrollment date. However, if enrollment is delayed for two consecutive years, the institution must reapply for “initial accreditation” and update pertinent information on program development. Following this, the Commission will reconsider granting “initial accreditation” status.

INITIAL ACCREDITATION: Initial Accreditation is the accreditation classification granted to any dental, advanced dental or allied dental education program which is in the planning and early stages of development or an intermediate stage of program implementation and not yet fully operational. This accreditation classification provides evidence to educational institutions, licensing bodies, government or other granting agencies that, at the time of initial evaluation(s), the developing education program has the potential for meeting the standards set forth in the requirements for an accredited educational program for the specific occupational area. The classification “initial accreditation” is granted based upon one or more site evaluation visit(s) and until the program is fully operational.

Preface

Maintaining and improving the quality of advanced education in the nationally recognized specialty areas of dentistry is a primary aim of the Commission on Dental Accreditation. The Commission is recognized by the public, the profession, and the United States Department of Education as the specialized accrediting agency in dentistry.

Accreditation of advanced specialty education programs is a voluntary effort of all parties involved. The process of accreditation assures students/residents, specialty boards and the public that accredited training programs are in compliance with published standards.

Accreditation is extended to institutions offering acceptable programs in the following recognized specialty areas of dental practice: dental public health, endodontics, oral and maxillofacial pathology, oral and maxillofacial radiology and oral and maxillofacial surgery, orthodontics and dentofacial orthopedics, pediatric dentistry, periodontics and prosthodontics. Program accreditation will be withdrawn when the training program no longer conforms to the standards as specified in this document, when all first-year positions remain vacant for a period of two years or when a program fails to respond to requests for program information. Exceptions for non-enrollment may be made by the Commission for programs with “approval without reporting requirements” status upon receipt of a formal request from an institution stating reasons why the status of the program should not be withdrawn.

Advanced education in a recognized specialty area of dentistry may be offered on either a certificate-only or certificate and degree-granting basis.

Accreditation actions by the Commission on Dental Accreditation are based upon information gained through written submissions by program directors and evaluations made on site by assigned consultants. The Commission has established review committees in each of the recognized specialties to review site visit and progress reports and make recommendations to the Commission. Review committees are composed of representatives selected by the specialties and their certifying boards. The Commission has the ultimate responsibility for determining a program’s accreditation status. The Commission is also responsible for adjudication of appeals of adverse decisions and has established policies and procedures for appeal. A copy of policies and procedures may be obtained from the Director, Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, Illinois 60611.

This document constitutes the standards by which the Commission on Dental Accreditation and its consultants will evaluate advanced programs in each specialty for accreditation purposes. The Commission on Dental Accreditation establishes general standards which are common to all dental specialties, institution and programs regardless of specialty. Each specialty develops specialty-specific standards for education programs in its specialty. The general and specialty-specific standards, subsequent to approval by the Commission on Dental Accreditation, set forth the

standards for the education content, instructional activities, patient care responsibilities, supervision and facilities that should be provided by programs in the particular specialty.

General standards are identified by the use of a single numerical listing (e.g., 1). Specialty-specific standards are identified by the use of multiple numerical listings (e.g. 1-1, 1-1.2, 1-2).

In October 1997, the American Association of Public Health Dentistry approved “Competency Statements for Dental Public Health”. This document outlines the competencies expected of a public health dentist. While the term competency has been used to denote the knowledge and skills necessary to function as a specialist in dental public health, it is expected that the specialist will perform these skills at the proficient level.

Policy on Major Changes

Major changes as defined by the Commission are to be reported promptly to the Commission on Dental Accreditation. (Guidelines for Reporting Major Changes are available from the Commission Office). Major changes have a direct and significant impact on the program’s potential ability to comply with the accreditation standards. Examples of major changes that must be reported include (but are not limited to) changes in program director, clinical facilities, program sponsorship, curriculum length or enrollment increase. The program must report such major changes in writing to the Commission at least thirty (30) days prior to the anticipated implementation of the change. Failure to comply with the policy will jeopardize the program's accreditation status. Advanced specialty education programs must adhere to the Policy on Enrollment Increases in Dental Specialty Programs.

Policy on Enrollment Increases In Dental Specialty Programs

The Commission on Dental Accreditation monitors increases in enrollment. The purpose for monitoring increases in enrollment through review of existing and projected program resources (faculty, patient availability, variety of procedures, physical/clinical facilities, and allied support services) is to ensure that program resources exist to support the intended enrollment increase. An increase in enrollment must be reported to and approved by the Commission prior to its implementation. Failure to comply with the policy will jeopardize the program’s accreditation status.

(CDA: 08/03:22)

Definitions of Terms Used in Dental Public Health Accreditation Standards

The terms used in this document (i.e. shall, **must**, should, can and may) were selected carefully and indicate the relative weight that the Commission attaches to each statement. The definitions of these words used in the Standards are as follows:

Must or Shall: Indicates an imperative need and/or duty; an essential or indispensable item; mandatory.

Intent: Intent statements are presented to provide clarification to the advanced specialty education programs in dental public health in the application of and in connection with compliance with the Accreditation Standards for Advanced Specialty Education Programs in Dental Public Health. The statements of intent set forth some of the reasons and purposes for the particular Standards. As such, these statements are not exclusive or exhaustive. Other purposes may apply.

Examples of evidence to demonstrate compliance include: Desirable condition, practice or documentation indicating the freedom or liberty to follow a suggested alternative.

Should: Indicates a method to achieve the standards.

May or Could: Indicates freedom or liberty to follow a suggested alternative.

Levels of Knowledge:

In-depth: A thorough knowledge of concepts and theories for the purpose of critical analysis and the synthesis of more complete understanding.

Understanding: Adequate knowledge with the ability to apply.

Familiarity: A simplified knowledge for the purpose of orientation and recognition of general principles.

Levels of Skills:

Proficient: The level of skill beyond competency. It is that level of skill acquired through advanced training or the level of skill attained when a particular activity is accomplished with repeated quality and a more efficient utilization of time.

Competent: The level of skill displaying special ability or knowledge derived from training and experience.

Exposed: The level of skill attained by observation of or participation in a particular activity.

Other Terms:

Institution (or organizational unit of an institution): a dental, medical or public health school, patient care facility, or other entity that engages in advanced specialty education.

Sponsoring institution: primary responsibility for advanced specialty education programs.

Affiliated institution: support responsibility for advanced specialty education programs.

Advanced specialty education student/resident: a student/resident enrolled in an accredited advanced specialty education program.

A degree-granting program is a planned sequence of advanced courses leading to a master's or doctoral degree granted by a recognized and accredited educational institution.

A certificate program is a planned sequence of advanced courses that leads to a certificate of completion in a specialty recognized by the American Dental Association.

Student/Resident: The individual enrolled in an accredited advanced education program.

International Dental School: A dental school located outside the United States and Canada.

STANDARD 1 - INSTITUTIONAL COMMITMENT/PROGRAM EFFECTIVENESS

The program must develop clearly stated goals and objectives appropriate to advanced specialty education, addressing education, patient care, research and service. Planning for, evaluation of and improvement of educational quality for the program must be broad-based, systematic, continuous and designed to promote achievement of program goals related to education, patient care, research and service.

The program must document its effectiveness using a formal and ongoing outcomes assessment process to include measures of advanced education student/resident achievement.

Intent: The Commission on Dental Accreditation expects each program to define its own goals and objectives for preparing individuals for the practice of dental public health and that one of the program goals is to comprehensively prepare competent individuals to initially practice dental public health. The outcomes process includes steps to: (a) develop clear, measurable goals and objectives consistent with the program's purpose/mission; (b) develop procedures for evaluating the extent to which the goals and objectives are met; (c) collect and maintain data in an ongoing and systematic manner; (d) analyze the data collected and share the results with appropriate audiences; (e) identify and implement corrective actions to strengthen the program; and (f) review the assessment plan, revise as appropriate, and continue the cyclical process.

The financial resources must be sufficient to support the program's stated goals and objectives.

Intent: The institution should have the financial resources required to develop and sustain the program on a continuing basis. The program should have the ability to employ an adequate number of full-time faculty, purchase and maintain equipment, procure supplies, reference material and teaching aids as reflected in annual budget appropriations. Financial allocations should ensure that the program will be in a competitive position to recruit and retain qualified faculty. Annual appropriations should provide for innovations and changes necessary to reflect current concepts of education in the advanced specialty discipline. The Commission will assess the adequacy of financial support on the basis of current appropriations and the stability of sources of funding for the program.

The sponsoring institution must ensure that support from entities outside of the institution does not compromise the teaching, clinical and research components of the program.

Examples of evidence to demonstrate compliance may include:

- Written agreement(s)
- Contract(s)/Agreement(s) between the institution/program and sponsor(s) related to facilities, funding, and faculty financial support

Advanced specialty education programs must be sponsored by institutions, which are properly chartered and licensed to operate and offer instruction leading to degrees, diplomas or certificates with recognized education validity. Hospitals that sponsor advanced specialty education programs must be accredited by The Joint Commission or its equivalent. Educational institutions that sponsor advanced specialty education programs must be accredited by an agency recognized by the United States Department of Education. The bylaws, rules and regulations of hospitals that sponsor or provide a substantial portion of advanced specialty education programs must ensure that dentists are eligible for medical staff membership and privileges including the right to vote, hold office, serve on medical staff committees and admit, manage and discharge patients.

The authority and final responsibility for curriculum development and approval, student/resident selection, faculty selection and administrative matters must rest within the sponsoring institution.

The position of the program in the administrative structure must be consistent with that of other parallel programs within the institution and the program director must have the authority responsibility, and privileges necessary to manage the program.

1-1 Dental Public Health programs must be sponsored by federal, state or local public health agencies, dental schools, health facilities, schools of public health, or other institutions of higher learning.

AFFILIATIONS

The primary sponsor of the educational program must accept full responsibility for the quality of education provided in all affiliated institutions.

Documentary evidence of agreements, approved by the sponsoring and relevant affiliated institutions, must be available. The following items must be covered in such inter-institutional agreements:

- a. Designation of a single program director;**
- b. The teaching staff;**
- c. The educational objectives of the program;**
- d. The period of assignment of students/residents; and**
- e. Each institution's financial commitment.**

***Intent:** The items that are covered in inter-institutional agreements do not have to be contained in a single document. They may be included in multiple agreements, both formal and informal (e.g., addenda and letters of mutual understanding).*

Policy Statement on Accreditation of Off-Campus Sites

The Commission on Dental Accreditation must be informed when an institution, which has a program accredited by the Commission, plans to initiate an off campus site (distance site and/or additional training site not located on the main campus) in which all or the majority of the instruction occurs. In accordance with the Policy on Reporting Major Changes in Accredited Programs, the Commission must be informed in writing at least thirty (30) days prior to the anticipated implementation of the change.

The Commission on Dental Accreditation must ensure that the necessary education as defined by the Standards is available, and appropriate resources (adequate faculty and staff, availability of patient experiences, and distance learning provisions) are provided to all students/residents enrolled in an accredited program. When the Commission has received notification that an institution plans to offer its accredited program at an off-campus site, the Commission will conduct a special focused site visit to each off-campus location where 20% or more of the clinical instruction occurs for each student/resident or if other cause exists for such a visit. After its initial visit, each site will be visited during the regularly scheduled site visit to the program.

The Commission recognizes that dental assisting and dental laboratory technology programs utilize numerous extramural dental offices and laboratories to provide students with clinical/laboratory practice experience. In this instance, the Commission will randomly select and visit several facilities during the site visit to a program.

All programs accredited by the Commission pay an annual fee. There are variations in fees for different disciplines, based on actual accreditation costs incurred during the visit to on- and off-campus locations. The Commission office should be contacted for current information on fees.

(Revised: 07/09; 07/07; Reaffirmed: 01/06; 02/02; Adopted: 07/98)

- 1-2 The selection of affiliations must be based on careful assessment of the resources of the sponsoring institution, program objectives, student/resident needs and accreditation requirements.**
- 1-3 The objectives of the assignments to each affiliated institution must be identified and must be used in evaluating the effectiveness of assignments.**

STANDARD 2 - PROGRAM DIRECTOR AND TEACHING STAFF

The program must be administered by a director who is board certified in the respective specialty of the program. (All program directors appointed after January 1, 1997, who have not previously served as program directors, must be board certified.)

Intent: The director of an advanced specialty education program is to be certified by an ADA-recognized certifying board in the specialty. Board certification is to be active. The board certification requirement of Standard 2 is also applicable to an interim/acting program director. A program with a director who is not board certified but who has previous experience as an interim/acting program director in a Commission-accredited program prior to 1997 is not considered in compliance with Standard 2.

Examples of evidence to demonstrate compliance may include:

For board certified directors: Copy of board certification certificate; letter from board attesting to current/active board certification

(For non-board certified directors who served prior to January 1, 1997: Current CV identifying previous directorship in a Commission on Dental Accreditation- or Commission on Dental Accreditation of Canada-accredited advanced specialty program in the respective discipline; letter from the previous employing institution verifying service)

The program director must be appointed to the sponsoring institution and have sufficient authority and time to achieve the educational goals of the program and assess the program's effectiveness in meeting its goals.

- 2-1 In dental public health residency programs, there must be an advisory committee composed of individuals knowledgeable in the field of dental public health to assist the program director in the development, revision and evaluation of each student's/resident's residency curriculum plan, periodic assessment of each student's/resident's progress, final assessment of the degree of attainment of the plan's goals, as well as periodic review of the residency program itself.**

- 2-2 While the needs of individual students/residents may vary, appropriate faculty or consultants must be available to support student/resident instruction and research.**

STANDARD 3 - FACILITIES AND RESOURCES

Institutional facilities and resources must be adequate to provide the educational experiences and opportunities required to fulfill the needs of the educational program as specified in these Standards. Equipment and supplies for use in managing medical emergencies must be readily accessible and functional.

Intent: The facilities and resources (e.g., support/secretarial staff, allied personnel and/or technical staff) should permit the attainment of program goals and objectives. To ensure health and safety for patients, students/residents, faculty and staff, the physical facilities and equipment should effectively accommodate the clinic and/or laboratory schedule.

The program must document its compliance with the institution's policy and applicable regulations of local, state and federal agencies, including but not limited to radiation hygiene and protection, ionizing radiation, hazardous materials, and bloodborne and infectious diseases. Policies must be provided to all students/residents, faculty and appropriate support staff and continuously monitored for compliance. Additionally, policies on bloodborne and infectious diseases must be made available to applicants for admission and patients.

Intent: The program may document compliance by including the applicable program policies. The program demonstrates how the policies are provided to the students/residents, faculty and appropriate support staff and who is responsible for monitoring compliance. Applicable policy states how it is made available to applicants for admission and patients should a request to review the policy be made.

Students/Residents, faculty and appropriate support staff must be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella and hepatitis B, prior to contact with patients and/or infectious objects or materials, in an effort to minimize the risk to patients and dental personnel.

Intent: The program should have written policy that encourages (e.g., delineates the advantages of) immunization of students/residents, faculty and appropriate support staff.

All students/residents, faculty and support staff involved in the direct provision of patient care must be continuously recognized/certified in basic life support procedures, including cardiopulmonary resuscitation.

Intent: Continuously recognized/certified in basic life support procedures means the appropriate individuals are currently recognized/certified.

The use of private office facilities as a means of providing clinical experiences in advanced specialty education is not approved, unless the specialty has included language that defines the use of such facilities in its specialty-specific standards.

STANDARD 4 – CURRICULUM AND PROGRAM DURATION

The advanced specialty education program must be designed to provide special knowledge and skills beyond the D.D.S. or D.M.D. training and be oriented to the accepted standards of specialty practice as set forth in specific standards contained in this document.

Intent: The intent is to ensure that the didactic rigor and extent of clinical experience exceeds pre-doctoral, entry level dental training or continuing education requirements and the material and experience satisfies standards for the specialty.

The level of specialty area instruction in certificate and degree-granting programs must be comparable.

Intent: The intent is to ensure that the students/residents of these programs receive the same educational requirements as set forth in these Standards.

Documentation of all program activities must be ensured by the program director and available for review.

If an institution and/or program enrolls part-time students/residents, the institution must have guidelines regarding enrollment of part-time students/residents. Part-time students/residents must start and complete the program within a single institution, except when the program is discontinued. The director of an accredited program who enrolls students/residents on a part-time basis must ensure that: (1) the educational experiences, including the clinical experiences and responsibilities, are the same as required by full-time students/residents; and (2) there are an equivalent number of months spent in the program.

INSTRUCTION IN GENERAL PUBLIC HEALTH

- 4-1 Individuals pursuing advanced education in dental public health require a foundation in the principles of general public health. Two-year dental public health programs must incorporate instruction specified in standard 4-2. For students/residents entering one-year dental public health programs, the principles of general public health normally will have been covered in the prerequisite MPH or comparable degree program. Nevertheless, directors of one-year programs must review each student's/resident's previous public health training and supplement it where necessary to ensure that instruction identified in Standard 4-2 is covered.**
- 4-2 The program must provide instruction at the advanced level in the following:**
- a. Epidemiology;**
 - b. Biostatistics;**
 - c. Behavior science;**
 - d. Environmental health; and**
 - e. Health care policy and management.**

INSTRUCTION IN DENTAL PUBLIC HEALTH

- 4-3** The program must provide instruction in the following competencies:
- a.** Plan oral health programs for populations;
 - b.** Select interventions and strategies for the prevention and control of oral diseases and promotion of oral health;
 - c.** Implement, manage and develop resources for oral health programs for populations;
 - d.** Incorporate ethical standards in oral health programs and activities;
 - e.** Evaluate and monitor dental care delivery systems;
 - f.** Design and understand the use of surveillance systems to monitor oral health;
 - g.** Communicate and collaborate with groups and individuals on oral health issues;
 - h.** Advocate for, implement and evaluate public health policy legislation and regulations to protect and promote the public's oral health;
 - i.** Critique and synthesize scientific literature; and
 - j.** Design and conduct population based studies to answer oral and public health questions.

***Intent:** Recent data suggest that unmet treatment needs within the United States (US) population are increasing and that access to oral health care is limited for the most vulnerable of the US population. The intent of the competency standards is to ensure that the resident is adequately trained to identify and document unmet oral health treatment needs within a specific population and plan effective community-based programs to meet these needs.*

STUDENT/RESIDENT CURRICULUM PLAN

- 4-4** Each student/resident in a dental public health program must have a written curriculum plan, designed to build upon and augment previous education and experience, and which describes the competencies to be developed during the program, activities necessary to develop the stated competencies, and methods to evaluate the competencies.

SUPERVISED FIELD EXPERIENCE

- 4-5** The program must include a supervised field experience at a location determined by the program director which requires the students/residents to develop one or more of the competencies listed in Standard 4-3.

RESEARCH PROJECT

- 4-6** Each student/resident must conduct a project on a dental public health topic selected by the student/resident and approved by the program director that demonstrates application of dental public health principles and sound research methodology and is consistent with the competencies listed in Standard 4-3.

PROGRAM DURATION

- 4-7 A two-year dental public health program must encompass a minimum of two academic years in duration.**
- 4-8 A one-year dental public health program must encompass a minimum of 12 months in duration.**

STANDARD 5 - ADVANCED EDUCATION STUDENTS/RESIDENTS

ELIGIBILITY AND SELECTION

Dentists with the following qualifications are eligible to enter advanced specialty education programs accredited by the Commission on Dental Accreditation:

- a. Graduates from institutions in the U.S. accredited by the Commission on Dental Accreditation;**
- b. Graduates from institutions in Canada accredited by the Commission on Dental Accreditation of Canada; and**
- c. Graduates of international dental schools who possess equivalent educational background and standing as determined by the institution and program.**

Specific written criteria, policies and procedures must be followed when admitting students/residents.

Intent: Written non-discriminatory policies are to be followed in selecting students/residents. These policies should make clear the methods and criteria used in recruiting and selecting students/residents and how applicants are informed of their status throughout the selection process.

Admission of students/residents with advanced standing must be based on the same standards of achievement required by students/residents regularly enrolled in the program. Transfer students/residents with advanced standing must receive an appropriate curriculum that results in the same standards of competence required by students/residents regularly enrolled in the program.

Examples of evidence to demonstrate compliance may include:

- Policies and procedures on advanced standing
- Results of appropriate qualifying examinations
- Course equivalency or other measures to demonstrate equal scope and level of knowledge

Policy on Advanced Standing

The Commission supports the principle, which would allow a student to complete an education program in less time providing the individual's competency level upon completion of the program is comparable to that of students completing a traditional program. Further, the Commission wishes to emphasize the need for program directors to assess carefully, for advanced placement purposes, previous educational experience to determine its level of adequacy. It is required that the institution granting the degree or certificate be the institution that presents the terminal portion of the educational experience. It is understood that the advanced credit may be earned at the same institution or another institution having appropriate level courses.

(Reaffirmed: 07/07; Revised: 01/01)

- 5-1 The selection of dentists for advanced education in dental public health must be based on an assessment of their past academic performance to determine whether they will be able to complete the program requirements.**
- 5-2 Applicants for one-year dental public health programs must possess the degree of MPH or a comparable degree.**

EVALUATION

A system of ongoing evaluation and advancement must ensure that, through the director and faculty, each program:

- a. Periodically, but at least semiannually, evaluates the knowledge, skills, ethical conduct and professional growth of its students/residents, using appropriate written criteria and procedures;**
- b. Provides to students/residents an assessment of their performance, at least semiannually;**
- c. Advances students/residents to positions of higher responsibility only on the basis of an evaluation of their readiness for advancement; and**
- d. Maintains a personal record of evaluation for each student/resident which is accessible to the student/resident and available for review during site visits.**

***Intent:** (b) Student/Resident evaluations should be recorded and available in written form.*

(c) Deficiencies should be identified in order to institute corrective measures.

(d) Student/Resident evaluation is documented in writing and is shared with the student/resident.

- 5-3 The student's/resident's curriculum plan must be reviewed at least semiannually and revised as appropriate when it is found that program objectives are not being met.**

DUE PROCESS

There must be specific written due process policies and procedures for adjudication of academic and disciplinary complaints, which parallel those established by the sponsoring institution.

RIGHTS AND RESPONSIBILITIES

At the time of enrollment, the advanced specialty education students/residents must be apprised in writing of the educational experience to be provided, including the nature of assignments to other departments or institutions and teaching commitments. Additionally, all advanced specialty education students/residents must be provided with written information which affirms their obligations and responsibilities to the institution, the program and program faculty.

***Intent:** Adjudication procedures should include institutional policy which provides due process for all individuals who may potentially be involved when actions are contemplated or initiated which could result in disciplinary actions, including dismissal of a student/resident (for academic or disciplinary reasons). In addition to information on the program, students/residents should also be provided with written information which affirms their obligations and responsibilities to the institution, the program, and the faculty. The program information provided to the residents should include, but not necessarily be limited to, information about tuition, stipend or other compensation; vacation and sick leave; practice privileges and other activity outside the educational program; professional liability coverage; and due process policy and current accreditation status of the program.*

5-4 Advanced education students/residents in dental public health must be provided with written information about:

- a. Tuition, stipend and /or the compensation;**
- b. Vacation and sick leave;**
- c. Professional liability coverage;**
- d. Travel essential to completing the program requirements and if funds are available; and**
- e. Current accreditation status of the program.**

STANDARD 6 - RESEARCH

Advanced specialty education students/residents must engage in scholarly activity (see Standard 4-6).