

# **Commission on Dental Accreditation**

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## **Accreditation Standards for Advanced Specialty Education Programs in Prosthodontics**

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Commission on Dental Accreditation  
American Dental Association  
211 East Chicago Avenue  
Chicago, Illinois 60611-2678  
(312) 440-4653  
[www.ada.org](http://www.ada.org)

**Prosthodontics** is the dental specialty pertaining to the diagnosis, treatment planning, rehabilitation and maintenance of the oral function, comfort, appearance and health of patients with clinical conditions associated with missing or deficient teeth and/or oral and maxillofacial tissues using biocompatible substitutes. (*Adopted April 2003*)

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*Accreditation Standards for  
Advanced Specialty Education Programs in Prosthodontics*

***Document Revision History***

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<i>July 31, 2008</i>	<i>Accreditation Standards for Advanced Specialty Education Programs in Prosthodontics</i>	<i>Adopted</i>
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<i>July 1, 2009</i>	<i>Revisions to Preface, Definitions of Terms, and Boilerplate Standards 1, 4 and 5 (Eligibility and Selection, and Evaluation)</i>	<i>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, 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).

### **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, and 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 Prosthodontics 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 prosthodontics in the application of and in connection with compliance with the Accreditation Standards for Advanced Specialty Education Programs in Prosthodontics. 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.

**Prosthodontic Specific Terms:**

Removable Prosthodontics – is that branch of prosthodontics concerned with the replacement of teeth and contiguous structures for edentulous or partially edentulous patients by artificial substitutes that are removable from the mouth.

Fixed Prosthodontics – is that branch of prosthodontics concerned with the replacement and/or restoration of teeth by artificial substitutes that are not removable from the mouth.

Implant Prosthodontics – is that branch of prosthodontics concerned with the replacement of teeth and contiguous structures by artificial substitutes partially or completely supported and/or retained by alloplastic implants.

Maxillofacial Prosthetics – is that branch of prosthodontics concerned with the restoration and/or replacement of stomatognathic and associated craniofacial structures by artificial substitutes.

Educationally Qualified: An individual is considered Educationally Qualified after the successful completion of an advanced educational prosthodontics program, which is accredited by the Commission on Dental Accreditation.

Board Eligible: An individual is Board Eligible when his/her application has been submitted to and approved by the Board and his/her eligibility has not expired.

Diplomate: Any dentist who has successfully met the requirements of the Board for certification and remains in good standing.

## 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 prosthodontics and that one of the program goals is to comprehensively prepare competent individuals to initially practice prosthodontics. 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.**

## **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)*

## 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 The program director must have primary responsibility for the organization and execution of the educational and administrative components to the program.**

**2-1.1 The program director must devote sufficient time to:**

- a. **Participate in the student/resident selection process, unless the program is sponsored by federal services utilizing a centralized student/resident selection process;**
- b. **Develop and implement the curriculum plan to provide a diverse educational experience in biomedical and clinical sciences;**
- c. **Maintain a current copy of the curriculum's goals, objectives, and content outlines;**
- d. **Maintain a record of the number and variety of clinical experiences accomplished by each student/resident;**
- e. **Ensure that the majority of faculty assigned to the program are educationally qualified prosthodontists;**
- f. **Provide written faculty evaluations at least annually to determine the effectiveness of the faculty in the educational program;**
- g. **Conduct periodic staff meetings for the proper administration of the educational program; and**
- h. **Maintain adequate records of clinical supervision.**

- 2-2 The program director must encourage students/residents to seek certification by the American Board of Prosthodontics.**
- 2-3 The number and time commitment of the teaching staff must be sufficient to**
- a. Provide didactic and clinical instruction to meet curriculum goals and objectives; and**
  - b. Provide supervision of all treatment provided by students/residents through specific and regularly scheduled clinic assignments.**

### 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.**

*Intent: Required clinical experiences do not occur in private office facilities. Practice management and elective experiences may be undertaken in private office facilities.*

- 3-1 Physical facilities must permit students/residents to operate under circumstances prevailing in the practice of prosthodontics.**
  - 3-1.1 The clinical facilities must be specifically identified for the advanced education program in prosthodontics.**
  - 3-1.2 There must be sufficient number of completely equipped operatories to accommodate the number of students/residents enrolled.**
  - 3-1.3 Laboratory facilities must be specifically identified for the advanced education program in prosthodontics.**
  - 3-1.4 The laboratory must be equipped to support the fabrication of most prostheses required in the program.**
  - 3-1.5 There must be sufficient laboratory space to accommodate the number of students/residents enrolled in the program, including provisions for storage of personal and laboratory armamentaria.**
- 3-2 Radiographic equipment for extra-and intraoral radiographs must be accessible to the student/resident.**
- 3-3 Lecture, seminar, study space and administrative office space must be available for the conduct of the educational program.**
- 3-4 Library resources must include access to a diversified selection of current dental, biomedical, and other pertinent reference material.**
  - 3-4.1 Library resources must also include access to appropriate current and back issues of major scientific journals as well as equipment for retrieval and duplication of information.**
- 3-5 Facilities must include access to computer, photographic, and audiovisual resources for educational, administrative, and research support.**
- 3-6 Adequate allied dental personnel must be assigned to the program to ensure clinical and laboratory technical support.**
- 3-7 Secretarial and clerical assistance must be sufficient to meet the educational and administrative needs of the program.**
- 3-8 Laboratory technical support must be sufficient to ensure efficient operation of the clinical program and meet the educational needs of the program.**

## 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.**

### PROGRAM DURATION

- 4-1 A postdoctoral program in prosthodontics must encompass a minimum of 33 months.**
- 4-2 A postdoctoral program in prosthodontics that includes integrated maxillofacial training must encompass a minimum of 45 months.**
- 4-3 A 12-month postdoctoral program in maxillofacial prosthetics must be preceded by successful completion of an accredited prosthodontics program.**

### CURRICULUM

- 4-4 The curriculum must be designed to enable the student/resident to attain skills representative of a clinician proficient in the theoretical and practical aspects of prosthodontics. Advanced level instruction may be provided through the following: formal courses, seminars, lectures, self-instructional modules, clinical assignments and laboratory assignments.**

- 4-4.1 Written goals and objectives must be developed for all instruction included in this curriculum.
- 4-4.2 Content outlines must be developed for all didactic portions of the program.
- 4-4.3 Students/Residents must prepare and present diagnostic data, treatment plans and the results of patient treatment.
- 4-4.4 The amount of time devoted to didactic instruction and research must be at least 30% of the total educational experience.
- 4-4.5 A minimum of 60% of the total program time must be devoted to providing patient services, including direct patient care and laboratory procedures.
- 4-4.6 The program may include organized teaching experience. If time is devoted to this activity, it should be carefully evaluated in relation to the goals and objectives of the overall program and the interests of the individual student/resident.

#### **DIDACTIC PROGRAM: BIOMEDICAL SCIENCES**

- 4-5 Instruction must be provided at the understanding level in each of the following:
  - a. Oral pathology;
  - b. Applied pharmacology;
  - c. Craniofacial anatomy and physiology;
  - d. Risk assessment for oral disease;
  - e. Infection control; and
  - f. Wound healing.
  
- 4-6 Instruction must be provided at the familiarity level in each of the following:
  - a. Craniofacial growth and development;
  - b. Immunology; and
  - c. Oral microbiology.

*Intent: Students/Residents will have the didactic background that supports the various aspects of comprehensive prosthodontic therapy they provide or guide during their clinical experiences with dentate, partially edentulous and completely edentulous patients. This fundamental didactic background is necessary whether the student provides therapy or serves as the referral source to other providers. It is expected that such learning would be directly supportive of requisite clinical curriculum proficiencies and competencies.*

#### **DIDACTIC PROGRAM: PROSTHODONTICS AND RELATED DISCIPLINES**

- 4-7 Instruction must be provided at the in-depth level in each of the following:
  - a. Fixed prosthodontics;
  - b. Implant prosthodontics;
  - c. Removable prosthodontics, and
  - d. Occlusion.

*Intent: Students/Residents will have in depth knowledge in all aspects of prosthodontic therapy to serve their leading role in the management of patients from various classification systems such as the Prosthodontic Diagnostic Index for edentulous, partially edentulous and dentate patients. This includes surgical and post-surgical management of the implant patient.*

**4-8 Instruction must be provided at the understanding level in each of the following:**

- a. Biomaterials;
- b. Geriatric dentistry;
- c. Maxillofacial prosthetics;
- d. Preprosthetic surgery; including surgical principles and procedures;
- e. Evidence-based decision-making
- f. Temporomandibular disorders and orofacial pain;
- g. Medical emergencies;
- h. Diagnostic radiology;
- i. Research methodology; and
- j. Emerging science and technology.

**4-9 Instruction must be provided at the familiarity level in each of the following:**

- a. Endodontics;
- b. Periodontics;
- c. Orthodontics;
- d. Sleep disorders;
- e. Sedation;
- f. Intraoral photography;
- g. Practice management;
- h. Ethics;
- i. Biostatistics;
- j. Scientific writing; and
- k. Teaching methodology.

## **CLINICAL PROGRAM**

**4-10 The program must provide sufficient clinical experiences for the student/resident to be proficient in the comprehensive treatment of a wide range of complex prosthodontic patients with various categories of need.**

**4-11 The program must provide sufficient clinical experiences for the student/resident to be proficient in:**

- a. Collecting, organizing, analyzing, and interpreting diagnostic data;
- b. Determining a diagnosis;
- c. Developing a comprehensive treatment plan and prognosis;
- d. Critically evaluating the results of treatment; and

- e. **Effectively utilizing the professional services of allied dental personnel, including but not limited to, dental laboratory technicians, dental assistants, and dental hygienists.**

**4-12 The program must provide sufficient clinical experiences for the student/resident to be proficient in the comprehensive diagnosis, treatment planning and rehabilitation of edentulous, partially edentulous and dentate patients.**

- a. **Clinical experiences must include a variety of patients within a range of prosthodontic classifications, such as in the Prosthodontic Diagnostic Index for edentulous, partially edentulous and dentate patients.**
- b. **Clinical experiences must include rehabilitative and esthetic procedures of varying complexity.**
- c. **Clinical experiences must include treatment of geriatric patients, including patients with varying degrees of cognitive and physical impairments.**
- d. **This may include defects, which are due to genetic, functional, parafunctional, microbial or traumatic causes.**

***Intent:** Students/Residents will be proficient in the use of adjustable articulators to develop an integrated occlusion for opposing arches; complete and partial coverage restorations, restoration of endodontically treated teeth, fixed prosthodontics, removable partial dentures, complete dentures, implant supported and/or retained prostheses, and continual care and maintenance of restorations. Students/Residents will diagnose and treat patients using advances in science and technology.*

**4-13 The program must provide sufficient dental laboratory experience for the student/resident to be competent in the laboratory aspects of treatment of complete edentulism, partial edentulism and dentate patients.**

**4-14 Students/Residents must be competent in the prosthodontic management of patients with temporomandibular disorders and/or orofacial pain.**

**4-15 Students/Residents must be exposed to patients requiring various maxillofacial prosthetic services.**

**4-16 Students/Residents must participate in all phases of implant treatment including implant placement.**

**4-17 Students/Residents must be exposed to preprosthetic surgical procedures.**

***Intent:** Surgical procedures should include contouring of residual ridges, gingival recontouring, placement of dental implants, and removal of teeth.*

**4-18 Students/Residents must be exposed to patient management through sedation.**

***Intent:** Students/Residents will observe procedures for patients who are sedated.*

**4-19 Students/Residents must be competent in oral/head/neck cancer screening and patient education for prevention.**

*Intent: Students/Residents will be competent in clinical identification of potential pathosis and referral to a specialist. Students/Residents will also educate patients to promote oral/head/neck cancer prevention.*

### **MAXILLOFACIAL PROSTHETICS**

Note: Application of these Standards to programs of various scope/length is as follows:

- a. Prosthodontic programs that encompass a minimum of forty-five months that include integrated maxillofacial prosthetic training: all sections of these Standards apply;
- b. Prosthodontic programs that encompass a minimum of thirty-three months: all sections of these Standards apply except sections 4-20 through 4-26 inclusive; and
- c. Twelve-month maxillofacial prosthetic programs: all sections of these Standards apply except sections 4-5 through 4-19, inclusive.

### **PROGRAM DURATION**

**4-20 An advanced education program in maxillofacial prosthetics must be provided with a forty-five month integrated prosthodontic program which includes fixed prosthodontic, removable prosthodontic, implant prosthodontic and maxillofacial prosthetic experiences; or a one-year program devoted specifically to maxillofacial prosthetics which follows completion of a prosthodontic program.**

### **DIDACTIC PROGRAM**

- 4-21 Instruction must be provided at the in-depth level in each of the following:**
- a. **Maxillary defects and soft palate defects, which are the result of disease or trauma (acquired defects);**
  - b. **Mandibular defects, which are the result of disease or trauma (acquired defects);**
  - c. **Maxillary defects, which are naturally acquired (congenital or developmental defects);**
  - d. **Mandibular defects, which are naturally acquired (congenital or developmental defects);**
  - e. **Facial defects, which are the result of disease or trauma or are naturally acquired;**
  - f. **The use of implants to restore intraoral and extraoral defects;**
  - g. **Maxillofacial prosthetic management of the radiation therapy patient; and**
  - h. **Maxillofacial prosthetic management of the chemotherapy patient.**

- 4-22 Instruction must be provided at the familiarity level in each of the following:**
- a. Medical oncology;**
  - b. Principles of head and neck surgery;**
  - c. Radiation oncology;**
  - d. Speech and deglutition; and**
  - e. Cranial defects.**

### **CLINICAL PROGRAM**

- 4-23 Students/Residents must be competent to perform maxillofacial prosthetic treatment procedures performed in the hospital operation room.**
- 4-24 Students/Residents must gain clinical experience to become proficient in the pre-prosthetic, prosthetic and post-prosthetic management and treatment of patients with defects of the maxilla and mandible. Clinical experience regarding management and treatment should include:**
- a. Patients who are partially dentate and for patients who are edentulous;**
  - b. Patients who have undergone radiation therapy to the head and neck region;**
  - c. Maxillary defects of the hard palate, soft palate and alveolus;**
  - d. Mandibular continuity and discontinuity defects; and**
  - e. Acquired, congenital and developmental defects.**
- 4-25 Students/Residents must gain clinical experience to become competent in the pre-prosthetic, prosthetic and post-prosthetic management and treatment of patients with defects of facial structures.**
- 4-26 Students/Residents must demonstrate competency in interdisciplinary diagnostic and treatment planning conferences relevant to maxillofacial prosthetics, which may include:**
- a. Cleft palate and craniofacial conferences;**
  - b. Clinical pathology conferences;**
  - c. Head and neck diagnostic conferences;**
  - d. Medical oncology treatment planning conferences;**
  - e. Radiation therapy diagnosis and treatment planning conferences;**
  - f. Reconstructive surgery conferences; and**
  - g. Tumor boards.**

## 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)*

## 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*

## 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 students/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.*

## **STANDARD 6 - RESEARCH**

**Advanced specialty education students/residents must engage in scholarly activity.**