At its Winter 2017 meeting, the Commission on Dental Accreditation directed that proposed new Standard 2-23e (in place of the previous proposed new Standard 2-23p) of the Accreditation Standards for Dental Education Programs be distributed to the communities of interest for review and comment, with comments due June 1, 2017, for review at the Summer 2017 Commission meeting.

Written comments can be directed to horanc@ada.org or mailed to:

ATTN: Catherine Horan, Ph.D., 19th Floor
Manager, Predoctoral Dental Education
Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611

(Additions are Underlined; Strikethroughs are Deletions)

Accreditation Standards for Dental Education Programs
STANDARD 2 – EDUCATIONAL PROGRAM

CLINICAL SCIENCES

2-23 At a minimum, graduates must be competent in providing oral health care within the scope of general dentistry, as defined by the school, including:

a. patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent;
b. screening and risk assessment for head and neck cancer;
c. recognizing the complexity of patient treatment and identifying when referral is indicated;
d. health promotion and disease prevention;
e. local anesthesia, and pain and anxiety control, including consideration of the impact of prescribing practices and substance abuse;
f. restoration of teeth;
g. communicating and managing dental laboratory procedures in support of patient care;
h. replacement of teeth including fixed, removable and dental implant prosthodontic therapies;
i. periodontal therapy;
j. pulpal therapy;
k. oral mucosal and osseous disorders;
l. hard and soft tissue surgery;
m. dental emergencies;
n. malocclusion and space management;
o. evaluation of the outcomes of treatment, recall strategies, and prognosis

Intent:
Graduates should be able to evaluate, assess, and apply current and emerging science and technology. Graduates should possess the basic knowledge, skills, and values to practice dentistry, independently, at the time of graduation. The school identifies the competencies that will be included in the curriculum based on the school’s goals, resources, accepted general practitioner responsibilities and other influencing factors. The comprehensive care experiences provided for patients by students should be adequate to ensure competency in all components of general dentistry practice. Programs should assess overall competency, not simply individual competencies in order to measure the graduate’s readiness to enter the practice of general dentistry.