

Commission on Dental Accreditation

SITE VISITOR EVALUATION REPORT For a Developing Advanced Dental Education Program in Dental Public Health

**SITE VISITOR EVALUATION REPORT FORM
for the Evaluation of a Developing Advanced Dental
Education Program in
Dental Public Health**

**Commission on Dental Accreditation
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Document Revision History

Date	Item	Action
February 2, 2024	Accreditation Standards for Advanced Dental Education Programs in Dental Public Health	Adopted
August 9, 2024	Revised Definitions of Terms and Standard 1 related to Sponsoring Institution and Authority to Operate	Adopted
January 1, 2025	Revised Definitions of Terms and Standard 1 related to Sponsoring Institution and Authority to Operate	Implemented
July 1, 2025	Accreditation Standards for Advanced Dental Education Programs in Dental Public Health	Implemented

COMMISSION ON DENTAL ACCREDITATION
SITE VISITOR EVALUATION REPORT (SV ER)

DENTAL PUBLIC HEALTH EDUCATION
SITE VISITOR'S INSTRUCTIONS

Program Effectiveness

Immediately following the section related to Compliance with Commission Policies. This section must be completed by the site visit team. Please include how the program plans to assess student/resident achievement.

Verification of Compliance with Accreditation Standards

Each statement in this form corresponds to a specific standard ("must" statement) contained in the Accreditation Standards for Advanced Dental Education Program in Dental Public Health. Standards are referenced after each statement. For example, the reference (5-1) indicates that the statement is based on standard number 5-1. Intent statements are presented to provide clarification to the advanced dental education in dental public health program in the application of and in connection with compliance with the Accreditation Standards for Advanced Dental 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. Additionally, interviews and on-site observations should provide you with an opportunity to verify the description or process by which the program complies.

As a site visitor, you are to verify through documentary evidence (on-site or attached to self-study document) whether the program is in compliance with each statement. Additionally, interviews and on-site observations should provide you with an opportunity to verify the description or process by which the program complies.

Please highlight, underline, circle, bold or place a box around either YES or NO for each statement. If you indicate YES following a particular statement, it will be assumed that the program meets the requirements set forth in the Standards. No further comment is necessary. However, you may, at your option, use the "Comments" section to make a suggestion for program enhancement. Suggestions should reflect minimal compliance with accreditation standards (rather than clear deficiencies) and indicate the need to monitor and enhance designated aspects of the program. Institutions are not required to respond formally to suggestions.

If non-compliance with the Standards can be substantiated, **highlight, underline, circle, bold or place a box around NO** following the particular statement in this document. If you indicate NO, you must use the "Comments" area at the end of each section to reference the statement (Question #) and ***provide as much information as possible, clearly describing the nature and seriousness of the deficiency(ies) in as much detail as possible, including a rationale for citing the deficiency.*** If a standard isn't being met, state the current situation and the resulting situation. Describe the educational impact of this deficiency. In addition, you must make a recommendation, which should be written as a restatement of the particular statement you have indicated as NO. Space for any additional comments is provided at the end of this document.

If no deficiencies are identified in a particular section, it will be assumed that, in your opinion, the area meets the requirements described in the Standards. Institutions are required to take actions that will address and correct deficiencies cited in the recommendations.

After the Site Visit: Within **one (1) week** of the site visit, the site visit chair must return this completed evaluation report form, including the team's report of recommendation and suggestions, **VIA email**. **Paper Site Visitor Evaluation Reports (SVER) will not be accepted.**

In Summary: If you **highlight, underline, circle, bold or place a box around NO**, you must fully describe the deficiency in as much detail as possible, including a rationale for citing the deficiency, and make a recommendation which will be a RESTATEMENT of the statement for which you have indicated **NO**. If you **circle, bold or highlight YES**, you may or may not make a suggestion.

If you have any questions during the site visit, you are encouraged to contact Commission staff at 312-440-2672.

**COMMISSION ON DENTAL ACCREDITATION
 SITE VISIT EVALUATION REPORT FOR A DEVELOPING DENTAL PUBLIC HEALTH
 PROGRAM
 (INITIAL ACCREDITATION SITE VISIT)**

Institution Name	
Institution Address	
Dean (if applicable)	
Hospital Administrator (if applicable)	
Chief of Dental Service (if applicable)	
Name of Program Director	
Program director is:	
Board certified	
Program director previous to 01/01/1997 (grandfathered)	
Year the program director was appointed	
Site Visitor and phone number	
Site Visitor and phone number	
Date of Visit:	
Date of intent for enrolling first Class (month/year):	
Month and year the first class would graduate:	

Planned Enrollment:

Year	Full-Time	Part-time
1		
2		

DENTAL PUBLIC HEALTH

Total complement enrollment (total enrollment in all years) for which the program is requesting authorization:	
Indicate program duration for:	
a. Full-time students/residents	(months)
b. Part-time students/residents (if applicable)	(months)

Program will grant: If a degree is offered, indicate type, what institution confers the degree and whether it is optional or required.	Certificate	Degree	Both
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Indicate the number of faculty members specifically assigned to the advanced dental education program in each of the following categories and their educational qualifications:

	Total Number	Board Certified	Educationally Qualified*	Other**
Full-time				
Half-time				
Less than half-time				

* Individual is eligible but has not applied to the relevant Board for certification.

**Individual is neither a Diplomate nor Candidate for board certification by the relevant certifying Board.

Verify the cumulative full-time equivalent (F.T.E.) for all faculty specifically assigned to this advanced dental education program. For example: a program with the following staffing pattern – one full-time (1.00) + one half-time (.50) + one two days per week (.40) + one half-day per week (.10) – would have an F.T.E. of 2.00.

Cumulative F.T.E. _____

Persons Interviewed:	
Chief of Dental Service	
Program Director	
Other Dental Faculty	
Residents	
Others	

List the outcomes measures used to evaluate the program:

Sites Where Educational Activity Occurs (Off-Campus Sites For Didactic and Clinical

Activity): List the names and addresses of the established and/or proposed off-campus sites, purposes of the site, amount of time each student/resident will be assigned to the site and indicate by checkmark if the team visited the site.

Name and Address	Owned by Institution (√)	Purpose (reason for site usage)	Duration (the year and number of days a student/resident would visit the site)	Site Visited (√) and indicate if visited virtually

If students/residents from other accredited Dental Public Health programs will rotate through this institution, provide the name of the other program, purpose of the affiliation and amount of time each resident will be assigned to this institution.

COMPLIANCE WITH COMMISSION POLICIES

PROGRAM CHANGE

- 1. The program is complying with the Commission’s policy on “Program Change.”** **YES NO**

All program changes that could affect the ability of the program to comply with the Accreditation Standards and/or Criteria for Granting Accreditation must be reported to the Commission. If changes occur within the program between the date of submission of the application and scheduled site visit, the Commission must be informed immediately and the site visit may be delayed. Please review the entire policy on Reporting Program Changes in the Commission’s “Evaluation and Operational Policies and Procedures” (EOPP) manual.

If **NO**, please explain below, include the concern in the draft site visit report and note at the final conference. If there were no program changes, or if there were program changes which were reported to the Commission, select **YES**.

Changes that have occurred since the time of application submission should be reported to the Commission in accordance with the Commission’s policies found in the “Evaluation and Operational Policies and Procedures” (EOPP) manual.

THIRD PARTY COMMENTS

- 2. The program is complying with the Commission’s policy on “Third Party Comments.”** **YES NO**

The program is responsible for soliciting third-party comments from communities of interest such as student/residents and patients that pertain to the standards or policies and procedures used in the Commission’s accreditation process. An announcement for soliciting third-party comments is to be published at least 90 days prior to the site visit. The notice should indicate that third-party comments are due in the Commission’s office no later than 60 days prior to the site visit. The policy on Third Party Comments can be found in the Commission’s “Evaluation and Operational Policies and Procedures” (EOPP) manual.

If **NO**, please explain below, include the concern in the draft site visit report and note at the final conference.

COMPLAINTS

- 3. The program is complying (or has plans to comply) with the Commission’s policy on “Complaints.”** **YES NO**

The program is responsible for developing and implementing a procedure demonstrating that student/residents are notified, at least annually, of the opportunity and the procedures to file complaints with the Commission. Additionally, the program must maintain a record of student/resident complaints received since the Commission’s last comprehensive review of the program. The policy on Complaints

can be found in the Commission’s “Evaluation and Operational Policies and Procedures” (EOPP) manual.

If **NO**, please answer a. and b. below and explain. In addition, please include the concern in the draft site visit report and note at the final conference.

- | | |
|---|---------------|
| a. Students/Residents will be notified of the Commission’s address | YES NO |
| b. Record of student/resident complaints will be maintained | YES NO |

Additional Requirements for compliance with the policy on “Complaints”:

Following review of the program’s complaint records, there are no patterns or themes related to the program’s compliance with the Accreditation Standards?

YES NO N/A

(Answer YES if this statement is true.)

If **NO**, describe the specific standards in question and identify any recommendations or suggestions that resulted from this review.

DISTANCE EDUCATION

- | | |
|--|-------------------|
| 4. The program is complying (or has plans to comply) with the Commission’s “Policy on Distance Education” | YES NO N/A |
|--|-------------------|

Programs that offer distance education must ensure regular and substantive interaction between a student/resident and an instructor or instructors prior to the student’s/resident’s completion of a course or competency. For purposes of this definition, substantive interaction is engaging students/residents in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- Providing direct instruction;
- Assessing or providing feedback on a student’s/resident’s coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution’s or program’s accrediting agency.

Please answer the statements below. If **NO**, please explain and include the concern in the draft site visit report and note at the final conference. If the program does not utilize distance education methods, **skip** the remaining items related to Distance Education.

- | | |
|---|---------------|
| a. The program provides the opportunity for substantive interactions with the student/resident on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency. | YES NO |
|---|---------------|

- b. The program monitors the student’s/resident’s academic engagement and success and ensures that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student/resident when needed on the basis of such monitoring, or upon request by the student/resident. **YES NO**

Programs that offer distance education must also have processes in place through which the program establishes that the student/resident who registers in a distance education course or program is the same student/resident who participates in and completes the course or program and receives the academic credit. In addition, programs must notify students/residents of any projected additional charges associated with the verification of student/resident identity at the time of registration or enrollment. The entire policy on Distance Education can be found in the Commission’s “Evaluation and Operational Policies and Procedures” (EOPP) manual.

Please answer the statements below. If **NO**, please explain and include the concern in the draft site visit report and note at the final conference. If the program does not utilize distance education methods, **skip** the remaining items related to Distance Education.

- a. The identity of each student/resident who registers for the course is verified as the one who participates in, completes, and receives academic credit for the course. **YES NO**
- b. The verification process used includes methods such as secure login and passcode, proctored examinations, and/or other technologies effective in verifying student/resident identity. **YES NO**
- c. Program provides a written statement to make it clear that the verification processes used are to protect student/resident privacy. **YES NO**
- d. Students/Residents are notified of additional charges associated with the student/resident identity verification at the time of registration or enrollment. **YES NO**

Additional Requirements for compliance with the policy on “Distance Education”:

If the program is utilizing distance education, the program’s distance education method(s) (curriculum and modalities of transmission) adhere to the requirements of the accreditation standards?

YES NO

If **NO**, describe the specific standards in question and identify any recommendations or suggestions that resulted from this review.

PROGRAM EFFECTIVENESS

Program Performance with Respect to Student/Resident Achievement:

1	<u>Confirm that the institution/program will assess student/resident achievement and describe the assessment tools that will be used by the program.</u>
2	<u>Identify specific standards where recommendations or suggestions are written related to student/resident achievement.</u>

Complete the Narrative Below by taking the summary data you have described above and placing the information in each of the highlighted areas to capture all assessments measures (#1):

Standard 1. Institutional Effectiveness

The program will document its effectiveness using a formal and ongoing outcomes assessment process to include measures of dental public health education student/resident achievement. Based on a review of the program’s planned outcomes assessment process student/resident achievement measures, the visiting committee found the program will use assessment measures to include: [insert assessment measures used].

Recommendations/Suggestions were/were not written related to student/resident achievement.

Following this paragraph, if a recommendation or suggestion is warranted, add additional content.

STANDARD 1 - INSTITUTIONAL COMMITMENT/PROGRAM EFFECTIVENESS

The program has developed clearly stated goals and objectives appropriate to advanced dental education, addressing education, patient care, research and service. (1)	YES	NO
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Planning for, evaluation of and improvement of educational quality for the program will be broad-based, systematic, continuous and designed to promote achievement of program goals related to education, patient care, research and service. (1)	YES	NO
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<p>The program will document its effectiveness using a formal and ongoing outcomes assessment process to include measures of advanced dental education student/resident achievement. (1)</p> <p><i>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.</i></p>	YES	NO
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<p>The financial resources are sufficient to support the program’s stated goals and objectives. (1)</p> <p><i>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 dental education 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</i></p>	YES	NO
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The sponsoring institution ensures that support from entities outside the institution do not compromise the teaching, clinical and research components of the program.	YES	NO
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If a hospital is the sponsor , the hospital is accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS). (1)	YES	NO	NA
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DENTAL PUBLIC HEALTH

<i>Note: If a hospital is the sponsor, the site visit team must confirm that the institutional accreditor is recognized by CMS at the time of the site visit.</i>			
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If an educational institution is the sponsor , the educational institution is accredited by an agency recognized by the United States Department of Education. (1)	YES	NO	NA
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If a health care organization is the sponsor (must meet one item below):			
The health care organization is accredited by an agency recognized by the United States Department of Education. (1)	YES	NO	NA
The health care organization is accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS). (1*)	YES	NO	NA
<i>Note: The program must provide documentary evidence of an institutional accreditor recognized by the United States Department of Education, or documentary evidence that its institutional accreditor is currently recognized by CMS.</i>			

If applicable, the bylaws, rules and regulations of the hospitals or health care organizations that sponsor or provide a substantial portion of the advanced dental education program ensure that dentists are eligible for medical staff membership and privileges including the right to vote, hold office, serve on medical staff committees and manage patients. (1)	YES	NO	NA
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If applicable, United States military programs not sponsored or co-sponsored by military medical treatment facilities, United States-based educational institutions, hospitals or health care organizations accredited by an agency recognized by the United States Department of Education or accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid Services (CMS) demonstrate successful achievement of Service-specific organizational inspection criteria. (1)	YES	NO	NA
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The dental public health program is sponsored by federal, state or local public health agencies, dental schools, health facilities, schools of public health, or other institutions of higher learning. (1-1*)	YES	NO	
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If the advanced dental education program confers a certificate (complete both items below):			
The program/institution has state or federal approval to operate. (1)	YES	NO	
As applicable, the program/institution has state or federal approval to confer a certificate. (1)	YES	NO	NA
<i>Intent: The educational program demonstrates either: a) documentation of receipt of federal aid as evidence to operate, or b) documentation of a state</i>			

DENTAL PUBLIC HEALTH

<p><i>business license as evidence to operate. Additionally, as required by the state, the program demonstrates authority through an appropriate state agency when issuing a certificate of completion. If conferring a degree, the program demonstrates authorization from its institutional accrediting agency. Federally operated agencies receive operational and certificate granting authority through federal oversight.</i></p> <p><i>Note: The program must provide a) documentation of receipt of federal aid as evidence to operate, or b) documentation of a state business license as evidence to operate. Additionally, as required by the state, the program must provide evidence of authority through an appropriate state agency when issuing a certificate of completion.</i></p>			
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<p>The advanced dental education program conferring a degree has institutional accreditation and authority to confer a degree. (1)</p> <p><i>Intent:</i> <i>The educational program demonstrates either: a) documentation of receipt of federal aid as evidence to operate, or b) documentation of a state business license as evidence to operate. Additionally, as required by the state, the program demonstrates authority through an appropriate state agency when issuing a certificate of completion. If conferring a degree, the program demonstrates authorization from its institutional accrediting agency. Federally operated agencies receive operational and certificate granting authority through federal oversight.</i></p> <p><i>Note: The program must provide the institution’s letter of accreditation from its institutional accreditor, and authority to confer the degree awarded by the program.</i></p>	YES	NO	NA
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<p>The authority and final responsibility for curriculum development and approval, student/resident selection, faculty selection and administrative matters rests within the sponsoring institution.</p>	YES	NO
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<p>The institution/program has/will have a formal system of quality assurance for programs that provide patient care. (1)</p>	YES	NO
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<p>The position of the program in the administrative structure is consistent with that of other parallel programs within the institution.(1)</p>	YES	NO
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<p>The program director has the authority, responsibility and privileges necessary to manage the program.(1)</p>	YES	NO
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USE OF SITES WHERE EDUCATIONAL ACTIVITY OCCURS

If the program does not use educational activity sites, please skip this section and proceed to Standard 2.

The primary sponsor of the educational program will accept full responsibility for the quality of education provided in all sites where educational activity occurs. (1)	YES	NO	NA
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All arrangements with sites where educational activity occurs, not owned by the sponsoring institution, are formalized by means of current written agreements that clearly define the roles and responsibilities of the parties involved. (1-2)	YES	NO	NA
The following items are covered in such inter-institutional agreements:			
a) Designation of a single program director;	YES	NO	NA
b) The teaching staff;	YES	NO	NA
c) The educational objectives of the program;	YES	NO	NA
d) The period of assignment of students/residents; and	YES	NO	NA
e) Each institution’s financial commitment. (1-2)			
<i>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).</i>			

For each site where educational activity occurs, there is supervision by an individual qualified by education in the curriculum areas for which he/she is responsible. (1-3)	YES	NO	NA
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The selection of educational activity sites is based on documented assessment of the resources of the sponsoring institution, program objectives, student/resident needs and accreditation requirements. (1-4)	YES	NO	NA
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The objectives of the assignments to each affiliated educational activity sites are identified and are used in evaluating the effectiveness of assignments. (1-5)	YES	NO	NA
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COMMENTS: RECOMMENDATIONS &/OR SUGGESTIONS

Please use this area for writing recommendations &/or suggestions. *If you are writing a suggestion please provide a rationale/narrative for each. If you are making a recommendation, provide a detailed description of the deficiency identified for each NO indicated in the preceding section and a recommendation indicating that it should be corrected.* (Please type or write/print legibly. If you require additional sheet(s), you may attach them to the back of the SVER, with appropriate SVER reference number[s].)

STANDARD 2 - PROGRAM DIRECTOR AND TEACHING STAFF

<p>The program is administered by one director who is board certified in dental public health. (2)</p> <p><i>Intent: Board certification is to be active. The board certification requirement of Standard 2 is also applicable to an interim/acting program director.</i></p>	<p>YES</p>	<p>NO</p>
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<p>The program director is appointed to the sponsoring institution and has sufficient authority and time to achieve the educational goals of the program and assess the program’s effectiveness in meeting its goals. (2)</p>	<p>YES</p>	<p>NO</p>
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<p>The program is directed by a single individual who has at least 40% appointment to the sponsoring institution and a commitment to teaching and supervision that is uncompromised by additional responsibilities. (2-1)</p> <p><i>Intent: Other activities do not dilute a program director’s ability to discharge his/her primary obligations to the educational program.</i></p>	<p>YES</p>	<p>NO</p>
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<p>Documentation of all program activities is ensured by the program director and available for review. (2)</p>	<p>YES</p>	<p>NO</p>
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<p>There will 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)</p>	<p>YES</p>	<p>NO</p>
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<p>Educationally qualified faculty or consultants will be available to support student/resident instruction and research. (2-3)</p>	<p>YES</p>	<p>NO</p>
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<p>All faculty, including those at major and minor educational activity sites, are trained to a standard to ensure consistency in training and evaluation of students/residents that supports the goals and objectives of the program. (2-4)</p> <p><i>Intent: Faculty training may consist of outcomes based on the use of evaluation forms, tools, metrics and/or minutes of faculty training sessions showing consistency across all sites.</i></p>	<p>YES</p>	<p>NO</p>
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<p>The program shows/will show evidence of an ongoing faculty development process for program faculty. (2-5)</p> <p><i>Intent: Ongoing faculty development is a requirement to improve teaching and</i></p>	<p>YES</p>	<p>NO</p>
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<i>learning, to foster curricular change, to enhance student retention and job satisfaction of faculty, and to maintain the vitality of academic dentistry as the wellspring of a learned profession.</i>		
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COMMENTS: RECOMMENDATIONS &/OR SUGGESTIONS

Please use this area for writing recommendations &/or suggestions. *If you are writing a suggestion please provide a rationale/narrative for each. If you are making a recommendation, provide a detailed description of the deficiency identified for each NO indicated in the preceding section and a recommendation indicating that it should be corrected.* (Please type or write/print legibly. If you require additional sheet(s), you may attach them to the back of the SVER, with appropriate SVER reference number[s].)

STANDARD 3 - FACILITIES AND RESOURCES

<p>Institutional facilities and resources will be/are adequate to provide the educational experiences and opportunities required to fulfill the needs of the educational program as specified in the Accreditation Standards for Advanced Dental Education Programs. (3)</p>	<p>YES</p>	<p>NO</p>
<p>For program sites that participate in clinical care, equipment and supplies for use in managing medical emergencies are readily accessible and functional. (3)</p> <p><i>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, residents, faculty and staff, the physical facilities and equipment should effectively accommodate the clinic and/or laboratory schedule.</i></p>	<p>YES</p>	<p>NO</p>
<p>For program sites that participate in clinical care, the program documents 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. (3)</p>	<p>YES</p>	<p>NO</p>
<p>The above policies will be provided to all students/residents, faculty and appropriate support staff and continuously monitored for compliance. (3)</p>	<p>YES</p>	<p>NO</p>
<p>Policies on blood borne and infectious diseases will be made available to applicants for admission and patients. (3)</p> <p><i>Intent: The program may document compliance by including the applicable program policies. The program demonstrates how the policies are provided to the 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.</i></p>	<p>YES</p>	<p>NO</p>
<p>Students/Residents, faculty and appropriate support staff will be encouraged to be immunized against and/or tested for infectious diseases such as SARS-COVID, influenza, 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. (3)</p> <p><i>Intent: The program should have written policy that encourages (e.g., delineates the advantages of) immunization for residents, faculty and appropriate support staff.</i></p>	<p>YES</p>	<p>NO</p>

<p>All students/residents, faculty and support staff involved in the direct provision of patient care will be continuously recognized/certified in basic life support procedures, including cardiopulmonary resuscitation. (3)</p> <p><i>Intent: Continuously recognized/certified in basic life support procedures means the appropriate individuals are currently recognized/certified.</i></p>	<p>YES</p>	<p>NO</p>
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<p>*Private office facilities will not be used as a means of providing clinical experiences unless the discipline has included language that defines the use of such facilities in its discipline-specific standards. (3)</p>	<p>YES</p>	<p>NO</p>
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*Answer YES if a statement is true; answer NO if a statement is false.

COMMENTS: RECOMMENDATIONS &/OR SUGGESTIONS

Please use this area for writing recommendations &/or suggestions. *If you are writing a suggestion please provide a rationale/narrative for each. If you are making a recommendation, provide a detailed description of the deficiency identified for each NO indicated in the preceding section and a recommendation indicating that it should be corrected.* (Please type or write/print legibly. If you require additional sheet(s), you may attach them to the back of the SVER, with appropriate SVER reference number[s].)

STANDARD 4 – CURRICULUM AND PROGRAM DURATION

<p>The advanced dental education program will be designed to provide knowledge and skills beyond the D.D.S. or D.M.D. training and be oriented to the accepted standards of the discipline’s practice as set forth in specific standards contained in this document. (4)</p> <p><i>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 discipline.</i></p>	<p>YES</p>	<p>NO</p>
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<p>The program will include instruction or learning experiences in evidence-based healthcare. (4)</p> <p>Evidence-based healthcare is an approach that requires the judicious integration of systematic assessments of relevant scientific evidence that is used to make health policy, economic recommendations, and systems management decisions affecting populations.</p>	<p>YES</p>	<p>NO</p>
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<p>The program will include instruction or learning experiences in evidence-based oral health practice that focuses on health promotion and disease prevention activities. (4)</p> <p><i>Intent: To ensure students/residents receive instruction or other learning experiences that leads to an understanding of the similarities and differences with the application of evidence-based oral health practice between individuals and communities for preventing of oral diseases and promoting health.</i></p>	<p>YES</p>	<p>NO</p>
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<p>The level of discipline-specific instruction in the certificate and degree-granting programs is comparable. (4)</p> <p><i>Intent: The intent is to ensure that the students/residents of these programs receive the same educational requirements as set forth in these standards.</i></p>	<p>YES</p>	<p>NO</p>	<p>NA</p>
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<p>Documentation of all program activities will be ensured by the program director and will be available for review. (4)</p>	<p>YES</p>	<p>NO</p>
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<p>If the institution/program will enroll part-time students/residents, the institution has guidelines regarding enrollment of part-time students/residents. (4)</p>	<p>YES</p>	<p>NO</p>	<p>NA</p>
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<p>If the institution/program will enroll part-time students/residents, they will start and complete the program within a single institution, except when the program is discontinued. (4)</p>	<p>YES</p>	<p>NO</p>	<p>NA</p>
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DENTAL PUBLIC HEALTH

If the institution/program will enroll students/residents on a part-time basis, the director will ensure that:			
a) The educational experiences, including the clinical experiences and responsibilities, will be the same as required by full-time students/residents; and,	YES	NO	NA
b) There are an equivalent number of months spent in the program. (4)	YES	NO	NA

PROGRAM DURATION

The two-year dental public health program will encompass a minimum of two academic years in duration. (4-1)	YES	NO	NA
The one-year dental public health program will encompass a minimum of 12 months in duration. (4-1) <i>Intent: One-year dental public health programs require prior attainment of a Masters in Public Health (MPH) or comparable degree.</i>	YES	NO	NA

INSTRUCTION IN ETHICS AND PROFESSIONALISM

Graduates receive instruction in and are able to apply the principles of ethical reasoning, ethical decision making, and professional responsibility as they pertain to the academic environment, research, patient care, practice management, and programs to promote the oral health of individuals and communities. (4-2) <i>Intent: Graduates are expected to know how to draw on a range of resources such as professional codes, regulatory law, and ethical theories to guide judgment and action for issues that are complex, novel, ethically arguable, divisive, or of public concern. Graduates are expected to respect the culture, diversity, beliefs and values in the community.</i>	YES	NO
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INSTRUCTION IN GENERAL PUBLIC HEALTH

The program will provide instruction at the advanced level in the following:		
a) Epidemiology;	YES	NO
b) Biostatistics;	YES	NO
c) Behavioral science;	YES	NO
d) Environmental health; and	YES	NO
e) Health care policy and management. (4-3)	YES	NO
<i>Intent: Advanced level instruction is defined as a level higher than the baccalaureate level and/or predoctoral dental education level.</i>		

DENTAL PUBLIC HEALTH

Two-year dental public health programs incorporate instruction specified in Standard 4-3. (4-4)	YES	NO	NA
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Directors of one-year programs review each student’s/resident’s previous public health training and supplements it where necessary to ensure that instruction identified in Standard 4-3 is covered. (4-5) <i>Intent: Individuals pursuing advanced dental education in dental public health require a foundation in the principles of general public health. 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.</i>	YES	NO	NA
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INSTRUCTION IN DENTAL PUBLIC HEALTH

The program will provide instruction in the following competencies:		
a) Manage oral health programs for population health;	YES	NO
b) Evaluate systems of care that impact oral health;	YES	NO
c) Demonstrate ethical decision-making in the practice of dental public health;	YES	NO
d) Design surveillance systems to measure oral health status and its determinants;	YES	NO
e) Communicate on oral and public health issues;	YES	NO
f) Lead collaborations on oral and public health issues;	YES	NO
g) Advocate for public health policy, legislation, and regulations to protect and promote the public’s oral health, and overall health;	YES	NO
h) Critically appraise evidence to address oral health issues for individuals and populations;	YES	NO
i) Conduct research to address oral and public health problems; and	YES	NO
j) Integrate the social determinants of health into dental public health practice. (4-6) <i>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.</i>	YES	NO

STUDENT/RESIDENT CURRICULUM PLAN

Each student/resident in the program will 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. (4-7)	YES	NO
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SUPERVISED FIELD EXPERIENCE

<p>The program will include a supervised field experience at a location determined by the program director which requires the student/resident to gain an understanding of one or more of the competencies listed in standard 4-6. (4-8)</p>	<p>YES</p>	<p>NO</p>
<p>The program will document, with a log of activities, the specific dental public health competency(ies) addressed during each field experience. (4-8)</p> <p><i>Intent: Supervised multi-day field experiences allow students/residents to enhance their practical understanding in one or more of the competencies listed in Standard 4-6. Supervised field experiences are not meant to include attendance at meetings, conferences, fieldtrips or other didactic sessions.</i></p>	<p>YES</p>	<p>NO</p>

EXPERIENCES IN PUBLIC HEALTH DENTAL CARE SETTINGS

<p>The program will include a supervised experience at a location determined by the program director which offers an opportunity for the students/residents to gain knowledge regarding the administration of oral healthcare services (management and delivery of care) of a dental program that provides clinical care to underserved and/or vulnerable population(s). (4-9)</p> <p><i>Intent: To facilitate the development of Dental Public Health students'/residents' knowledge in the delivery of oral healthcare services to populations, students/residents should deepen their understanding of the provision of clinical care in settings that focus on underserved and/or vulnerable population(s). Experiences are multi-day mentored activities such as practicums or internships or personally providing clinical care, that offer the opportunity for students/residents to enhance their understanding and appreciation of dental care for underserved and/or vulnerable population(s) populations. Personally providing clinical care is not a requirement of this Standard. Clinical facilities may include but are not limited to Community Health Centers, hospitals, schools, clinics that care for vulnerable populations, such as low-income children, persons living with HIV, the homeless, and those with intellectual and/or developmental disabilities. Completion of Standard 4-9 does not fulfill the requirement for Standard 4-8 (Supervised Field Experience).</i></p>	<p>YES</p>	<p>NO</p>
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<p>Students/Residents with no prior postdoctoral experience in a public health dental care setting will document evidence of a minimum of 80 hours of supervised participation and documentation of the experience and understanding the challenges to delivering oral health services to the population(s) served. (4-9 a)</p>	<p>YES</p>	<p>NO</p>
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<p>Students/Residents entering the program with equivalent postdoctoral experience in a public health dental care setting serving vulnerable and underserved populations could be exempt from the 80-hour required rotation based on the residency director's evaluation of their experience.</p>		
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In this case, student/resident will fulfill this requirement with submission of a written, guided personal reflection on the challenges delivering oral health care services to underserved and vulnerable populations. (4-9 b)	YES	NO
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RESEARCH PROJECT

The program will include a supervised research experience for each student/resident approved by the program director that demonstrates application of dental public health principles and sound dental public health research methodology, biostatistics and epidemiology, and is consistent with the competencies listed in Standard 4-6. (Also see Standard 6) (4-10)	YES	NO
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Students/Residents will complete one or more residency research projects after a review of the literature and approval of a comprehensive protocol. (4-11) <i>Intent: The intent is to ensure that each student/resident is capable of conducting applied research to advance knowledge and understanding of the biological, social, behavioral, environmental and economic factors affecting the oral health status of the population and their prevention and control.</i>	YES	NO
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COMMENTS: RECOMMENDATIONS &/OR SUGGESTIONS

Please use this area for writing recommendations &/or suggestions. *If you are writing a suggestion please provide a rationale/narrative for each. If you are making a recommendation, provide a detailed description of the deficiency identified for each NO indicated in the preceding section and a recommendation indicating that it should be corrected.* (Please type or write/print legibly. If you require additional sheet(s), you may attach them to the back of the SVER, with appropriate SVER reference number[s].)

**STANDARD 5 – ADVANCED DENTAL EDUCATION STUDENTS/RESIDENTS
ELIGIBILITY AND SELECTION**

Eligible applicants to advanced dental education programs accredited by the Commission on Dental Accreditation are graduates from:			
a) Predoctoral dental programs in the U.S. accredited by the Commission on Dental Accreditation; or	YES	NO	NA
b) Predoctoral dental programs in Canada accredited by the Commission on Dental Accreditation of Canada; or	YES	NO	NA
c) International dental schools that provide equivalent educational background and standing as determined by the program. (5)	YES	NO	NA

Specific written criteria, policies and procedures will be followed when admitting students/residents. (5) <i>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. Program directors are encouraged to refer applicants to the Dental Public Health program to the American Board of Dental Public Health for eligibility requirements to obtain Diplomate status.</i>	YES	NO	
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The admission of students/residents with advanced standing is/will be based on the same standards of achievement required by students/residents regularly enrolled in the program. (5)	YES	NO	NA
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Students/Residents with advanced standing will receive a curriculum that results in the same standards of competence required by students/ residents regularly enrolled in the program. <i>Intent: Advanced standing refers to applicants that may be considered for admission to a training program whose curriculum has been modified after taking into account the applicant’s past experience. Examples include transfer from a similar program at another institution, completion of training at a non-CODA accredited program, or documented practice experience in the given discipline. Acceptance of advanced standing students/residents will not result in an increase of the program’s approved number of enrollees. Applicants for advanced standing are expected to fulfill all of the admission requirements mandated for students/residents in the conventional program and be held to the same academic standards. Advanced standing students/residents, to be certified for completion, are expected to demonstrate the same standards of competence as those in the conventional program.</i>	YES	NO	NA
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The selection of dentists for advanced dental education in dental public health will be based on an assessment of their past academic performance to determine whether they will be able to complete the program requirements. (5-1)	YES	NO	NA
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Applicants for one-year dental public health programs will possess the degree of MPH or a comparable degree. (5-2) <i>Intent: For those students/residents admitted with a graduate degree comparable to the MPH, it is expected that the program director document the satisfactory completion of the educational requirements of Standard 4-3. Where deficiencies exist, the student's/resident's program director will create a supplemental curriculum plan to meet those requirements.</i>	YES	NO	NA
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EVALUATION

A system of ongoing evaluation and advancement will ensure that, through the director and faculty, each program:		
a) Periodically, but at least semiannually, assess the progress toward (formative assessment) and achievement of (summative assessment) the competencies for the discipline using formal evaluation methods;	YES	NO
b) Will provide to students/residents an assessment of their performance, at least semiannually;	YES	NO
c) Will advance students/residents to positions of higher responsibility only on the basis of an evaluation of their readiness for advancement; and	YES	NO
d) Will maintain a personal record of evaluation for each student/resident which is accessible to the student/resident and available for review during site visits. (5) <i>Intent: (a) The evaluation of competence is an ongoing process that requires a variety of assessments that can measure the acquisition of knowledge, skills and values necessary for discipline-specific level practice. It is expected that programs develop and periodically review evaluation methods that include both formative and summative assessments. (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.</i>	YES	NO

The student's/resident's curriculum plan will be reviewed at least semiannually and revised when it is found that program objectives are not being met. (5-3)	YES	NO
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DUE PROCESS

There will be specific written due process policies and procedures for adjudication of academic and disciplinary complaints, which parallel those established by the sponsoring institution. (5)	YES	NO
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RIGHTS AND RESPONSIBILITIES

At the time of enrollment, the advanced dental education students/residents will be apprised, in writing of the educational experience to be provided, including the nature of assignments to other departments or institutions and teaching commitments. (5)	YES	NO
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All advanced dental education students/residents will be provided with written information which affirms their obligations and responsibilities to the institution, the program and the program faculty. (5) <i>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 resident (for academic or disciplinary reasons). In addition to information on the program, 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.</i>	YES	NO
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Advanced dental education students/residents in dental public health will be provided with written information about:		
a) Tuition, stipend and /or the compensation;	YES	NO
b) Vacation and sick leave;	YES	NO
c) Professional liability coverage;	YES	NO
d) Travel essential to completing the program requirements and if funds are available;	YES	NO
e) Current accreditation status of the program; and	YES	NO
f) American Board of Dental Public Health eligibility and certification process (5-4)	YES	NO

COMMENTS: RECOMMENDATIONS &/OR SUGGESTIONS

Please use this area for writing recommendations &/or suggestions. *If you are writing a suggestion please provide a rationale/narrative for each. If you are making a recommendation, provide a detailed description of the deficiency identified for each NO indicated in the preceding section and a recommendation indicating that it should be corrected.* (Please type or write/print legibly. If you require additional sheet(s), you may attach them to the back of the SVER, with appropriate SVER reference number[s].)

STANDARD 6 – RESEARCH

Advanced dental education students/residents will engage in scholarly activity (see Standard 4-10 and 4-11). (6)	YES	NO
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Students/Residents produce evidence of engagement in scholarly activity based on the research conducted during the program. (6-1)	YES	NO
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COMMENTS: RECOMMENDATIONS &/OR SUGGESTIONS

Please use this area for writing recommendations &/or suggestions. *If you are writing a suggestion please provide a rationale/narrative for each. If you are making a recommendation, provide a detailed description of the deficiency identified for each NO indicated in the preceding section and a recommendation indicating that it should be corrected.* (Please type or write/print legibly. If you require additional sheet(s), you may attach them to the back of the SVER, with appropriate SVER reference number[s].)

Before returning the report to the Commission or prior the Final Conference ...

Have You:

- 1. Indicated a response for EACH question?**
- 2. Written a detailed rationale for each NO answer indicated?**
- 3. Written a recommendation for each NO answer?**

Remember: Every NO indicated must be reported during the final conference or documented clearly in the report.

Upon completion of the final conference...

Be sure to return the completed Site Visitor Evaluation Report to Commission staff within 1 week (by e-mail). Thank you.