

Background

The Commission on Dental Accreditation (CODA) Accreditation Standards for Dental Laboratory Technology adopted in February 2021 and implemented on January 1, 2022. Since that date, 8 site visits have been conducted by visiting committees of CODA utilizing these standards.

Currently, the Standards include 68 **must** statements addressing 152 required areas of compliance.

This report presents the number of non-compliance areas cited by site visits conducted from January 1, 2022 through October 31, 2025. If special (focused or comprehensive), pre-enrollment or pre-graduation site visits were conducted during this period, citings from those visits are also included.

Analysis

The data in **Appendix 1** reflects a total of 22 citings of non-compliance.

- Standard 1 - Institutional Effectiveness: 6 (27%)
- Standard 2 - Educational Program: 8 (36.4%)
- Standard 3 - Administration, Faculty and Staff: 7 (32%)
- Standard 4 - Educational Support Services: 0 (0%)
- Standard 5 - Health and Safety Provisions: 1 (4.6%)

Analysis of the data indicates that the most frequently cited Standards are:

- Standard 2-6, f *Instruction*: 3 citings
- Stanard 2-21 *Student Evaluation*: 2 citings
- Standard 3-7 (part 1) *Faculty*: 2 citings

Summary

CODA will continue to receive reports annually which summarize the frequency of citings for each individual Standard, and will use the data to propose future revisions.

Recommendation:

This report is informational in nature, no action requested.

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Dental Laboratory Technology Frequency of Citings

Total Number of Programs Evaluated: 8

January 1, 2022 through October 31, 2025

Standard 1: Institutional Effectiveness (11 Areas of Compliance)

Non-Compliance Citings	Accreditation Standard	Required Areas of Compliance
1	1-1	The program must demonstrate its effectiveness through a formal and ongoing planning and outcomes assessment process that is systematically documented and annually evaluated.
		This process must include the following:
1		a. Program goals that include, but are not limited to a purpose, mission statement, and student learning outcomes that are consistent with the goals of the sponsoring institution and appropriate to dental technology education
1		b. An implementation plan
1		c. An assessment process which includes measures of student achievement
1		d. Use of results for program improvement
1	1-2	The program must have a strategic plan which identifies stable financial resources sufficient to support the program's stated mission, goals and objectives.
	1-3	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.

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	1-4	The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest within the sponsoring institution.
	1-5	Programs must be sponsored by educational institutions that are responsible for postsecondary education and accredited by an agency recognized by the United States Department of Education or an officially recognized state accrediting agency.
	1-6	All arrangements with co-sponsoring or affiliated institutions must be formalized by means of written agreements which clearly define the roles and responsibilities of each institution involved.
	1-7	There must be an active liaison mechanism between the program and the dental and allied dental professionals in the community.

Standard 2: Educational Program (94 Areas of Compliance)

Non-Compliance Citings	Accreditation Standard	Required Areas of Compliance
	2-1	Admission of students must be based on specific written criteria, procedures and policies.
		Minimum admissions requirements must include high school diploma or its equivalent.

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		Applicants must be informed of the criteria and procedures for selection, goals of the program, curricular content, course transferability, and employment opportunities for dental laboratory technicians.
	2-2	Admission of students with advanced standing must be based on the same criteria required of all applicants admitted to the program.
		If a program considers students for advanced standing, credit must be awarded based on equivalent didactic, laboratory content and student achievement.
1	2-3	The number of students enrolled in the program must be proportionate to the resources available.
	2-4	The curriculum must include at least two academic years of full-time instruction or its equivalent at the postsecondary level.
		The scope and depth of the curriculum must reflect the objectives and philosophy of higher education.
		The college catalog must list the degree awarded and course titles and descriptions.
		In a two-year college setting, the graduates of the program must be awarded an associate degree or certificate of completion.
		In a four-year college or university, graduates of the program must be awarded an associate degree, post-degree certificate, or baccalaureate degree.

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	2-5	The curriculum must be designed to reflect the interrelationship of general studies, physical sciences, dental sciences and dental laboratory techniques to promote maximum application of basic concepts in the performance of dental laboratory techniques.	
	2-6	Written documentation of each course in the curriculum must be provided to students and include:	
		a.	Course title, number, and description
		b.	Instructor(s) of record and contact information
		c.	Course content outline including topics to be presented
		d.	Specific instructional objectives, student learning outcomes and assessment mechanisms
1		e.	Course schedule including time allocated for didactic and laboratory learning experiences
3		f.	Specific criteria and evaluation procedures for course grade calculation
	2-7	The basic curriculum must include content in the subject areas: general studies; physical sciences; dental sciences; legal, ethical and historical aspects of dentistry and dental laboratory technology; infectious disease and hazard control management; and, basic laboratory techniques.	
	2-8	The curriculum must include content at the in-depth level in communication skills, mathematics and business principles relative to dental laboratory technology.	

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	2-9	The curriculum must include content in chemistry and physics relative to dental laboratory technology.	
	2-10	The curriculum must include content in dental materials, tooth morphology, oral anatomy and occlusion.	
	2-11	The curriculum must include content in the legal, ethical and historical aspects of dentistry and dental laboratory technology to include:	
		a.	Organizations that advance certification and continuing education for dental technicians and certification of laboratories.
		b.	Work authorization/prescription of the dentist in accordance with the state dental practice act, consistent with current procedures in dental laboratory technology in the geographic area served by the program.
		c.	Federal and state laws and regulations related to operating a dental laboratory and/or working as a dental laboratory technician.
		d.	HIPAA laws related to health care professionals
		e.	Ethics for health care professionals
	2-12	The program must present appropriate, ethical, legal and regulatory content related to bloodborne infectious diseases throughout the didactic and preclinical/clinical/laboratory components of the curriculum.	
		Content in bloodborne infectious diseases must be presented at least once during each academic term.	

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	2-13	The curriculum must include didactic as well as laboratory instruction in the following areas: general laboratory techniques, complete dentures, removable partial dentures, fixed prosthodontics, and orthodontics.
	2-14	Students must demonstrate competence in general laboratory techniques, including:
	a.	Evaluating impressions
	b.	Preparing and evaluating cast
	c.	Fabricating custom impression trays
	d.	Articulating casts, using non-adjustable and semi-adjustable articulators
	e.	Developing functional occlusion on articulated casts
	f.	Recognizing variables that affect materials
	g.	Utilizing various methods of fabrication (i.e., analog and/or digital)
	h.	Demonstrating safe handling of equipment and materials
	i.	Digital workflow (i.e., didactic and/or laboratory procedures)
	2-15	Students must demonstrate competence in the knowledge and skill required to fabricate complete denture prostheses, including:
	a.	Identifying various methods of fabrication
	b.	Constructing base plates and occlusion rims

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	c.	Arranging a balanced denture set-up using anatomical teeth
	d.	Contouring trial dentures prior to try-in and processing
	e.	Equilibrating occlusal discrepancies
	f.	Finishing and polishing
	g.	Using a semi-adjustable articulator during fabrication
	h.	Relining and denture repairs
	i.	Fabricating surgical templates
	2-16	Students must demonstrate competence in the knowledge and skill required to fabricate removable partial dentures prostheses, including:
	a.	Identification of the components of a removable partial denture, including various clasp designs
	b.	Principles of surveying and design
	c.	Performing blockout procedures
	d.	Fabricating patterns
	e.	Processing frameworks
	f.	Finishing and polishing frameworks
	g.	Evaluating the fit of the framework to the master cast
	h.	Arranging teeth on the frameworks
	i.	Processing and finishing removable partial denture bases
	j.	Various repair procedures

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	2-17	Students must demonstrate competence in the knowledge and skill required to fabricate fixed prostheses, including inlays, onlays, full crowns and fixed partial dentures:	
		a.	Preparing and evaluating casts with removable dies
		b.	Recognizing variables that affect materials
		c.	Identifying various methods of fabrication
		d.	Preparing margins utilizing magnification
		e.	Identifying various margin and preparation designs and their applications
		f.	Designing and fabricating full contour restorations
		g.	Designing and fabricating substructures
		h.	Seating fixed restoration utilizing magnification
		i.	Preparing substructure to receive porcelain
		j.	Applying and processing porcelain to substructure(s)
		k.	Contouring ceramic materials
1		l.	Developing functional occlusion on full arch articulated casts
		m.	Adjusting occlusal and interproximal contacts
		n.	Performing optical external characterization
		o.	Finishing and polishing restorations
		p.	Fabricating single and multi-unit restorations
		q.	Demonstrating safe handling of all equipment associated with ceramic

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	2-18	Students must demonstrate competence in the knowledge and skill necessary to fabricate orthodontic appliances, including:
		a. Recognizing variables that affect materials
		b. Preparing and evaluating orthognathic study casts
		c. Identifying the components of orthodontic appliances
		d. Identifying and categorizing types of appliances
		e. Fabricating retainers, space maintainers and tooth moving appliances
		f. Contouring various types of arch wires, clasps and springs
		g. Fabricating, finishing and polishing appliances
		h. Soldering and band placement
		i. Appliance repairs
	2-19	The discipline specific portion of the curriculum must prepare students to competence in additional techniques in at least one or more of the following discipline specific areas: complete dentures, removable partial dentures, fixed prosthodontics, orthodontics, and implants.
	2-20	Practical experiences to support the development of competency in performing laboratory procedures must be provided either in the program facilities or off-site facilities.

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2	2-21	Student evaluation methods must include defined objective criteria that measure all defined course objectives and/or student learning outcomes.
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Standard 3: Administration, Faculty and Staff (20 Areas of Compliance)

Non-Compliance Citings	Accreditation Standard	Required Areas of Compliance	
	3-1	The administrative structure must ensure the attainment of program goals.	
	3-2	The program must be a recognized entity within the institution's administrative structure.	
1	3-3	A program administrator who is employed full-time (as defined by the institution) and who is responsible for the day to-day implementation of the program and must have the	
	3-4	The program administrator must:	
		a.	have the educational background and occupational experience necessary to understand and fulfill the program goals
		b.	have attained a higher level of education than that presented in the program or be enrolled in a program progressing toward that degree
		c.	current background in educational theory and methodology
		d.	have practical experience as a dental technician

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		e.	be certified by the National Board for Certification in Dental Laboratory Technology
	3-5		Duties: The program administrator must have authority and responsibility necessary to fulfill program goals.
	3-6		Dental laboratory technology faculty must have background in and current knowledge of dental laboratory technology and the specific subjects they are teaching.
2	3-7		Faculty providing instruction must have current educational theory and, e.g., curriculum development, educational psychology, test construction, measurement and evaluation.
			Faculty providing instruction via distance education technology must have instruction in distance education techniques and delivery.
	3-8		Faculty providing didactic instruction must hold a degree higher than the degree being granted to their students or an equivalent degree to the degree being granted to their students plus five years of documented experience in the dental laboratory technology discipline area they would be teaching.
1	3-9		A dental laboratory technician who is appointed as a dental laboratory technology program faculty member, must be certified by the National Board for Certification in Dental Laboratory Technology or achieve certification within two years of appointment to the program or be a licensed dentist.

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1	3-10	The number of faculty positions must be sufficient to implement the program's goals and objectives.
		The faculty to student ratio, during laboratory instruction, must not exceed one instructor for every twelve students.
	3-11	Opportunities must be provided for program faculty to continue their professional development.
1	3-12	Faculty must be ensured a form of governance that allows participation in the program and institution's decision-making processes.
1	3-13	A defined evaluation process must exist that ensures objective measurement of the performance of each faculty member.
	3-14	Services of institutional support personnel must be adequate to facilitate program operation.

Standard 4: Educational Support Services (20 Areas of Compliance)

Non-Compliance Citings	Accreditation Standard	Required Areas of Compliance
	4-1	The program must provide adequate and appropriately maintained facilities to support the purpose/mission of the program and which are in conformance with applicable regulations.

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	4-2	An adequate multipurpose laboratory facility must be provided for effective instruction and include:	
		a.	Sufficient and secure storage space for instructional equipment, supplies, and materials, including hazardous materials.
		b.	Policies and procedure for safe operation and maintenance of laboratory equipment
		c.	An appropriate number of work stations with necessary dental equipment for students.
	4-3	It is preferable and therefore recommended that the educational institution provide physical facilities and equipment which are adequate to permit achievement of program goals and objectives.	
		If the institution finds it necessary to contract for use of an existing laboratory facility for laboratory instruction, then the following conditions must be met in addition to all existing standards:	
		a.	There is a formal agreement between the educational institution and agency or institution providing the facility.
		b.	The program administrator retains authority and responsibility for instruction and student assignments.
		c.	All students receive instruction and practical experience in the facility.
		d.	Policies and procedures for operation of the facility are consistent with the philosophy and goals of the educational program.

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		e.	Laboratory instruction is provided and evaluated by program faculty.
		f.	All students receive comparable instruction in the facility.
		g.	Availability of the facility accommodates the scheduling needs of the program.
		h.	Notification for termination of the contract ensures that instruction will not be interrupted for currently enrolled students.
	4-4		Classroom space for didactic instruction must be provided for, and be readily accessible to, the program.
	4-5		An office must be provided for the program administrator and full-time faculty.
	4-6		The program must provide adequate and appropriately maintained learning resources to support the goals and objectives of the program.
	4-7		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.
	4-8		Distance education programs must meet the parent program's stated mission, goals, objectives, and standards.

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Standard 5: Health and Safety Provisions (7 Areas of Compliance)

Non-Compliance Citings	Accreditation Standard	Required Areas of Compliance
	5-1	The program must document its compliance with institutional policy and applicable regulations of local, state and federal agencies, including, but not limited to: hazardous materials, and bloodborne and infectious diseases.
		Policies must be provided to all students, faculty and appropriate support staff and continuously monitored for compliance.
1		Additionally, policies on bloodborne infectious diseases must be available to applicants for admission.
	5-2	Students, faculty and appropriate support staff must be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella, hepatitis B and tuberculosis prior to contact with patients' impressions and/or infectious objects or materials, in an effort to minimize the risk to students, faculty, and appropriate staff.
	5-3	The program must establish and enforce laboratory protocols and mechanisms to ensure the management of emergencies.
		These protocols must be provided to all students, faculty and appropriate staff.
		Faculty, staff and students must be prepared to assist with the management of emergencies.