### Commission on Dental Accreditation

**SITE VISITOR EVALUATION REPORT FORM**

**Advanced Dental Education Program in Periodontics**

**SITE VISITOR EVALUATION REPORT FORM**

For the Evaluation of an

**Advanced Dental Education Program in Periodontics**

**Commission on Dental Accreditation**

**211 East Chicago Avenue**

**Chicago, Illinois 60611**

**(312) 440-4653**

**<https://coda.ada.org/>**

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Commission on Dental Accreditation

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## Document Revision History

|  |  |  |
| --- | --- | --- |
| **Date** | **Item** | **Action** |
| February 11, 2022 | Accreditation Standards for Advanced Dental Education Programs in Periodontics | Adopted |
| January 1, 2023 | Accreditation Standards for Advanced Dental Education Programs in Periodontics | Implemented |

COMMISSION ON DENTAL ACCREDITATION

**SITE VISITOR EVALUATION REPORT**

**(SVER)**

PERIODONTICS EDUCATION

SITE VISITOR’S INSTRUCTIONS

**Previous Recommendations and Compliance with Commission Policies**

At the beginning of this document are areas related to the program’s compliance with previous recommendations and Compliance with Commission Policies. You are to review these areas during the site visit, include findings in the draft site visit report and note at the final conference.

**Program Effectiveness**

Immediately following the section related to Compliance with Commission Policies. This section must be completed by the site visit team. Please be sure to include ways in which the program has made changes to the program (changes in instruction, clinical training, policies, etc.) based on analysis of data gained through the outcomes assessment process.

**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 Programs in Periodontics. 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 program in the application of and in connection with compliance with the Accreditation Standards. 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.

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 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 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 **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 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 recommendations and suggestions, ***VIA EMAIL. Paper Site Visitor Evaluation Reports (SVER) will not be accepted.***

In Summary: If you indicate 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 indicate 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 312-440-2714.

**SITE VISITOR EVALUATION REPORT**

**PERIODONTICS EDUCATION**

|  |  |  |
| --- | --- | --- |
| Institution Name: |  | |
| Institution Address: |  | |
| Dean (if applicable): |  | |
| Hospital Administrator: (if applicable) | |  |
| Chief of Dental Service: (if applicable) | |  |
| Program Director: | |  |
| Check if program director is: | |  |
| a. board eligible: | |  |
| b. board certified: | |  |
| Verify the year the program director was appointed: | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Site Visitor:(s) |  | Phone: |  |
| Site Visitor:(s) |  | Phone: |  |
| State Board Rep (if applicable) |  |  |  |

Date of Visit:

Enrollment:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Full-Time |  | Part-Time |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |

Identify the program’s CODA-authorized enrollment (total complement in all years):\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Verify program duration: |  |  |
| a. Full-time students/residents |  | (months) |
| b. Part-time students/residents (if applicable) |  | (months) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Verify that the program grants: |  | Certificates |  | Degree |  | Both |  |

If degree, indicate degree type and what institution grants the degree.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If degree, indicate whether it is optional or required.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For the clinical phases of the program, verify 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.: |  |

Verify the percentage of the students’/residents’ total program time devoted to each segment of the program:

|  |  |  |
| --- | --- | --- |
| biomedical sciences |  | % |
| clinical sciences |  | % |
| teaching |  | % |
| research |  | % |
| other (specify) |  | % |
| **Total** |  | = 100% |

Verify the approximate number of periodontitis patients each student/resident will treat prior to completion of the program:

|  |  |
| --- | --- |
| Moderate Disease (Stage II) |  |
|  |  |
| Severe Disease (Stages III-IV) |  |
|  |  |

|  |  |
| --- | --- |
| The approximate number of dental implants each student/resident will place prior to completion of the program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |

Persons Interviewed:

|  |  |  |
| --- | --- | --- |
| Chief of Dental Service: |  |  |
| Program Director: |  |  |
| Other Dental Faculty: |  |  |
| Students/Residents: |  |  |
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|  |  |  |
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| Others: |  |  |
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If students/residents from other accredited periodontics programs rotate through this institution, provide the name of the other program, purpose of the affiliation and amount of time each student/resident is assigned to this institution.

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**Previous Recommendations**

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| --- | --- | --- |
| **1.** | **Recommendations noted in the last site visit report, that are current standards, have been remedied.** | **N/A** |
| **YES** | **NO** |

Please note, if the last site visit was conducted prior to the implementation of the most current Standards (see document revision history) some recommendations may no longer apply. Should further guidance be required, please contact Commission on Dental Accreditation staff.

If no, please identify by standard the ongoing area(s) of non-compliance.

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**COMPLIANCE WITH COMMISSION POLICIES**

**PROGRAM CHANGE**

**1. The program has reported to the Commission all changes which have**

**occurred within the program since the program’s previous site visit.** **YES NO**

Depending on the specific program change, reports **must** be submitted to the Commission by **May 1 or November 1** or at least thirty (30) days prior to a regularly scheduled semi-annual Review Committee meeting. The Commission recognizes that unexpected changes may occur. Unexpected changes may be the result of sudden changes in institutional commitment, affiliated agreements between institutions, faculty support, or facility compromise resulting from natural disaster. Failure to proactively plan for change will not be considered unexpected change. Depending upon the timing and nature of the change, appropriate investigative procedures including a site visit may be warranted.

Other types of Program Changes include but are not limited to enrollment increase the addition of off-campus sites, and use of Distance Education.

For enrollment increases, the program must adhere to the Policy on Enrollment Increases in Advanced Dental Education.

For the addition of off-campus sites, the program must adhere to the Policy on Reporting and Approval of Sites Where Educational Activity Occurs.

For the use of Distance Education, the program must report the use of Distance Education technology, as described in the Commission’s Policy on Distance Education. If distance education was not reported, the SVER should be marked “NO” for program change; however, the program may comply with the Distance Education policy, as noted below.

For the full policy statements on enrollment increase, off-campus sites, and distance education, see 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.

**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 students/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 with the Commission’s policy on “Complaints.”** |  | **YES** | **NO** |

The program is responsible for developing and implementing a procedure demonstrating that students/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 notified of the Commission’s address** |  | **YES** | **NO** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **b.** | **Record of student/resident complaints 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**

***(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 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 resident identity. | **YES** | **NO** |
| c. | Program provides a written statement to make it clear that the verification processes used are to protect 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.

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| --- | --- | --- | --- | --- | --- |
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**PROGRAM EFFECTIVENESS**

**Program Performance with Respect to Student/Resident Achievement:**

|  |  |
| --- | --- |
| **1** | **Confirm that the institution/program is assessing student/resident achievement and provide a detailed analysis of the program’s performance with respect to student/resident achievement. Include a description of the assessment tools used by the program and a summary of data and conclusions.** |
| **2** | **Describe the positive and negative program outcomes related to the program’s student/resident achievement measures.** |
| **3** | **Describe program changes made in accordance with outcomes data collected. Conversely, describe areas where program change has not been made in accordance with outcomes data collected.** |
| **4** | **Identify specific standards where recommendations or suggestions are written related to student/resident achievement.** |

**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 assessment measures (#1), positive and negative outcomes (#2), and corrective actions (#3) made by the program:**

**Standard 1. Institutional Effectiveness**

The program has/has not documented its effectiveness using a formal and ongoing outcomes assessment process to include measures of periodontics education student/resident achievement. Based on a review of the program’s outcomes assessment process and student/resident achievement measures, the visiting committee found the program uses assessment measures to include: [insert assessment measures used – Q1]. The program has demonstrated positive programmatic student/resident achievement outcomes through [include positive outcomes measures – Q2]. The program has not demonstrated positive student/resident achievement outcomes in [insert negative outcome areas – Q2]. The visiting committee noted the program recently made enhancements to [insert examples where program change made based on OA process – Q3] based on the student/resident achievement data collected and analyzed in the outcomes assessment plan. *(Or conversely, the visiting committee did not identify areas within the program where student/resident achievement data has been utilized to affect change.)* ***Following this paragraph, if a recommendation or suggestion is warranted, add additional content.***

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

**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 |

|  |  |  |
| --- | --- | --- |
| Planning for, evaluation of and improvement of educational quality for the program is broad-based, systematic, continuous and designed to promote achievement of program goals related to education, patient care, research and service. (1) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The program documents its effectiveness using a formal and ongoing outcomes assessment process to include measures of advanced dental education student/resident achievement. (1) | YES | NO |

**Intent:** *The Commission on Dental Accreditation expects each program to define its own goals and objectives for preparing individuals for the practice of periodontics and that one of the program goals is to comprehensively prepare competent individuals to initially practice periodontics. 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.*

**ETHICS AND PROFESSIONALISM**

|  |  |  |
| --- | --- | --- |
| Graduates receive instruction in the application of the principles of ethical reasoning, ethical decision making and professional responsibility as they pertain to the academic environment, research, patient care, and practice management. (1-1) | YES | NO |

**Intent:***Graduates should 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.*

|  |  |  |
| --- | --- | --- |
| The financial resources are sufficient to support the program’s stated goals and objectives. (1) | YES | NO |

**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 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 ensures that support from entities outside of the institution does not compromise the teaching, clinical and research components of the program.(1) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The advanced dental education program is sponsored by an institution, which is properly chartered and licensed to operate and offer instruction leading to degrees, diplomas or certificates with recognized education validity. (1) | YES | NO |

|  |  |  |  |
| --- | --- | --- | --- |
| If a hospital is the sponsor, the hospital is accredited by an accreditation organization recognized by the Centers for Medicare and Medicaid (CMS). (1) | YES | NO | N/A |

*Note:  If a hospital is the sponsor, the program must provide documentary evidence that its institutional accreditor is currently recognized by CMS.*

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | N/A |

|  |  |  |  |
| --- | --- | --- | --- |
| If applicable, the bylaws, rules and regulations of the hospital that sponsors or provides a substantial portion of the advanced dental education program ensures 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. (1) | YES | NO | N/A |

|  |  |  |  |
| --- | --- | --- | --- |
| If applicable, the United States military program 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) demonstrates successful achievement of Service-specific organizational inspection criteria. (1) | YES | NO | N/A |

|  |  |  |
| --- | --- | --- |
| The authority and final responsibility for curriculum development and approval, student/resident selection, faculty selection and administrative matters rests within the sponsoring institution. (1) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The institution/program has a formal system of quality assurance for programs that provide patient care. (1) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The position of the program in the administrative structure is consistent with that of other parallel programs within the institution. (1) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The program director has the authority, responsibility and privileges necessary to manage the program. (1) | YES | NO |

**USE OF SITES WHERE EDUCATIONAL ACTIVITY OCCURS**

(If the program does not use sites where educational activity occurs, please skip to Standard 2.)

|  |  |  |
| --- | --- | --- |
| The primary sponsor of the educational program accepts full responsibility for the quality of education provided in all sites where educational activity occurs. (1) | YES | NO |

|  |  |  |
| --- | --- | --- |
| 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 |

|  |  |  |
| --- | --- | --- |
| The following items are covered in such inter-institutional agreements: | | |
| 1. Designation of a single program director; | YES | NO |
| 1. Teaching staff and means for calibration where competency assessments occur; | YES | NO |
| 1. Availability and adequacy of staff; | YES | NO |
| 1. Student/Resident oversight and responsibility; | YES | NO |
| 1. The educational objectives of the program; | YES | NO |
| 1. The period of assignment of students/residents; and | YES | NO |
| 1. Each institution's financial commitment. (1-3) | YES | NO |

**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).*

**COMMENTS: RECOMMENDATIONS AND/OR SUGGESTIONS**

Please use this area for writing recommendations and/or suggestions. If you are writing a suggestion, please provide a rationale 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 write legibly or print neatly. If you require additional sheet(s), you may attach to back of SVER, with appropriate SVER reference number[s].)

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STANDARD 2 - PROGRAM DIRECTOR AND TEACHING STAFF

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| --- | --- | --- |
| The program is administered by **one** director who is board certified in the respective advanced dental education discipline of the program, or if appointed after January 1, 1997, has previously served as a program director. (2) | YES | NO |

**Intent:** *The director of an advanced dental education program is to be certified by a nationally accepted certifying board in the advanced dental education discipline. 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.*

|  |  |  |
| --- | --- | --- |
| 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) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The program director ensures documentation of all program activities and that it is available for review. (2) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The program director has primary responsibility for the organization and execution of the educational and administrative components of the program. (2-1) | YES | NO |

|  |  |  |
| --- | --- | --- |
| The director devotes sufficient time to the program to include the following: | | |
| 1. Utilize a faculty that can offer a diverse educational experience in biomedical, behavioral and clinical sciences; | YES | NO |
| 1. Promote cooperation between periodontics, general dentistry, related dental specialties and other health sciences; | YES | NO |
| 1. Select students/residents qualified to undertake training in periodontics unless the program is sponsored by a federal service utilizing a centralized student/resident selection process; | YES | NO |
| 1. Develop and implement the curriculum plan; | YES | NO |
| 1. Evaluate and document student/resident and faculty performance; | YES | NO |
| 1. Document educational and patient care records as well as records of student/resident attendance and participation in didactic and clinical programs; and | YES | NO |
| 1. Have responsibility for the quality and continuity of patient care. (2-1) | YES | NO |

**Intent:** *The program director should be an experienced educator in periodontics and should be a full-time faculty member with a primary commitment to periodontics.*

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| The program director prepares graduates to seek certification by the American Board of Periodontology. (2-2) | YES | NO |

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| --- | --- | --- |
| The program director tracks Board Certification of program graduates. (2-2.a) | YES | NO |

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| --- | --- | --- |
| The number and time commitment of faculty are sufficient to provide didactic and administrative continuity. (2-3) | YES | NO |

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| All faculty, including those at major and minor educational activity sites, are calibrated to ensure consistency in training and evaluation of students/residents that supports the goals and objectives of the program. (2-4) | YES | NO |

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| Faculty are assigned for all clinical sessions and immediately available for consultation with students/residents and patients. (2-5) | YES | NO |

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| There is direct supervision by periodontists of students/residents who are performing periodontal and dental implant surgical procedures. (2-5) | YES | NO |

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| Faculty takes responsibility for patient care and actively participate in the development of treatment plans and evaluation of all phases of treatment provided by students/residents. (2-6) | YES | NO |

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| Faculty are formally evaluated at least annually by the program director to determine their effectiveness in the educational program. (2-7) | YES | NO |

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| In addition to their regular responsibilities in the program, full-time faculty has adequate time to develop and foster advances in their own education and capabilities in order to ensure their constant improvement as clinical periodontists, teachers and/or researchers. (2-8) | YES | NO |

**Intent***:**The program director and faculty should demonstrate their continued pursuit of new knowledge in periodontics and related fields.*

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| --- | --- | --- |
| The program director and faculty actively participate in the assessment of the outcomes of the educational program. (2-9) | YES | NO |

**COMMENTS: RECOMMENDATIONS AND/OR SUGGESTIONS**

Please use this area for writing recommendations and/or suggestions. If you are writing a suggestion, please provide a rationale 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 write legibly or print neatly. If you require additional sheet(s), you may attach to back of SVER, with appropriate SVER reference number[s].)

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**STANDARD 3 - FACILITIES AND RESOURCES**

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| Institutional facilities and resources are adequate to provide the educational experiences and opportunities required to fulfill the needs of the educational program as specified in the Accreditation Standards. (3) | YES | NO |

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| --- | --- | --- |
| Equipment and supplies for use in managing medical emergencies are readily accessible and functional. (3) | YES | NO |

**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.*

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| 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) | YES | NO |

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| --- | --- | --- |
| The above policies are provided to all students/residents, faculty and appropriate support staff and continuously monitored for compliance. (3) | YES | NO |

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| --- | --- | --- |
| Policies on bloodborne and infectious diseases are made available to applicants for admission and patients. (3) | YES | NO |

**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.*

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| Students/residents, faculty and appropriate support staff are 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. (3) | YES | NO |

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

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| All students/residents, faculty and support staff involved in the direct provision of patient care are continuously recognized/certified in basic life support procedures, including cardiopulmonary resuscitation. (3) | YES | NO |

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

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| \* Private office facilities are NOT used as a means of providing clinical experiences in advanced dental education. (3) | YES | NO | N/A |

\* Answer “Yes” if private office facilities are utilized, but are NOT used as a means of providing clinical experiences. Answer “No” if private office facilities are in fact used as a means of providing clinical experiences. Answer “N/A” if the program does not utilize rotations to private office facilities. See Standard 4-13.1, below, for reference.

The use of private office facilities as a means of providing clinical experiences in advanced dental education is only approved when the discipline has included language that defines the use of such facilities in its discipline-specific standards. (Standard 3)

The use of private office facilities not affiliated with a university as a means of providing clinical experiences in advanced dental education is not approved. However, visiting private offices to view office design and practice management techniques is encouraged. (Standard 4-13.1)

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| Adequate clinical and radiographic facilities are readily available in order to meet the objectives of the program. (3-1) | YES | NO |

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| There is a sufficient number of operatories to efficiently accommodate the number of students/residents enrolled. (3-1) | YES | NO |

**Intent:** *State-of-the-art imaging resources should be accessible to the student/resident. One operatory should be available to each student/resident during clinic assignments. Hospital facilities should be available to enhance the clinical program. Facilities should be available to support research.*

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| Students/residents have clinical photographic equipment available. (3-2) | YES | NO |

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| --- | --- | --- |
| The institution provides audiovisual and reproduction capabilities for student/resident seminars. (3-3) | YES | NO |

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| --- | --- | --- |
| Students/residents have ready access to dental and biomedical libraries containing equipment for retrieval and duplication of information. (3-4) | YES | NO |

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| --- | --- | --- |
| Adequate support personnel are assigned to the program to ensure chairside and technical assistance. (3-5) | YES | NO |

**Intent***: Dental hygiene support should be available for the clinical program. Adequate facilities should be provided for this activity.*

**COMMENTS: RECOMMENDATIONS AND/OR SUGGESTIONS**

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**STANDARD 4 - CURRICULUM AND PROGRAM DURATION**

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| The advanced dental education program is designed to provide special knowledge and skills beyond the D.D.S. or D.M.D. training and is oriented to the accepted standards of the discipline’s practice as set forth in the Accreditation Standards. (4) | YES | NO |

**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.*

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| The advanced dental education program includes instruction or learning experiences in evidence-based practice? (4) | YES | NO |

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| --- | --- | --- |
| The level of discipline-specific instruction in the certificate and degree-granting programs is comparable. (4) | YES | NO |

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

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| --- | --- | --- | --- |
| If the institution/program enrolls part-time students/residents, the institution has guidelines regarding enrollment of part-time students/residents. (4) | YES | NO | N/A |

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| If the institution/program enrolls part-time students/residents, they start and complete the program within a single institution, except when the program is discontinued. (4) | YES | NO | N/A |

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| If the institution/program enrolls students/residents on a part-time basis, the director of the accredited program ensures that: | | | |
| 1. The educational experiences, including the clinical experiences and responsibilities, are the same as required by full-time students/residents, and | YES | NO | N/A |
| 1. There are an equivalent number of months spent in the program. (4) | YES | NO | N/A |

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| The program duration is three consecutive academic years with a minimum of 30 months of instruction. (4-1) | YES | NO |

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| At least two consecutive years of clinical education take place in a single educational setting. (4-1) | YES | NO |

**BIOMEDICAL SCIENCES**

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| Although students/residents entering postdoctoral programs will have taken biomedical science courses in their predoctoral dental curriculum, this material is updated and reviewed in the program at an advanced level. (4-2) | YES | NO |

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| Education in the biomedical sciences provides the scientific basis needed to understand and carry out the diagnostic and therapeutic skills within the scope of periodontics.  (4-2) | YES | NO |

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| Formal instruction in the biomedical sciences enables students/residents to achieve the following competencies: | | |
| 1. Identification of patients at risk for periodontal diseases and use of suitable preventive and/or interceptive treatment; | YES | NO |
| 1. Diagnosis and treatment of patients with periodontal diseases and related conditions according to scientific principles and knowledge of current concepts of etiology, pathogenesis, and patient management; and | YES | NO |
| 1. Critical evaluation of the scientific literature. (4-3) | YES | NO |

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| --- | --- | --- |
| Formal instruction is provided to achieve in-depth knowledge in each of the following areas: | | |
| 1. Gross, surgical, and ultrastructural anatomy; | YES | NO |
| 1. Microbiology with emphasis on periodontal diseases; | YES | NO |
| 1. Inflammatory mechanisms and wound healing with emphasis on periodontal diseases; | YES | NO |
| 1. Infectious processes in oral and periodontal diseases; | YES | NO |
| 1. Immunology with emphasis on oral and periodontal diseases; | YES | NO |
| 1. Oral pathology; | YES | NO |
| 1. Etiology, pathogenesis, histopathology, and natural history of periodontal diseases; | YES | NO |
| 1. Epidemiology, including risk assessment, of periodontal diseases; | YES | NO |
| 1. Genetics, epigenetics and the concepts of molecular biology as they relate to oral and periodontal diseases; | YES | NO |
| 1. Biostatistics, research design and methods; and | YES | NO |
| 1. Behavioral sciences especially as they affect patient behavior modification and communication skills with patients and health professionals. (4-4) | YES | NO |

**Intent:** *Various methods may be used for providing biomedical science instruction, such as traditional course presentations, seminars, self-instructional module systems and rotations through hospital, clinical and research departments. It is recognized that the approach to be utilized will depend on the*

*availability of teaching resources and the educational policies of the individual school and/or department.*

**CLINICAL SCIENCES**

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| --- | --- | --- |
| The educational program provides training to the level of competency for the student/resident to: | | |
| 1. Collect, organize, analyze and interpret data; | YES | NO |
| 1. Interpret conventional and three-dimensional images as they relate to periodontal and dental implant therapy; | YES | NO |
| 1. Formulate diagnoses and prognoses; | YES | NO |
| 1. Develop a comprehensive treatment plan; | YES | NO |
| 1. Understand and discuss a rationale for the indicated therapy; | YES | NO |
| 1. Evaluate critically the results of therapy; | YES | NO |
| 1. Communicate effectively to patients the nature of their periodontal health status, risk factors and treatment needs; | YES | NO |
| 1. Communicate effectively with dental and other health care professionals, interpret their advice and integrate this information into the treatment of the patient; | YES | NO |
| 1. Integrate the current concepts of other dental disciplines into periodontics; | YES | NO |
| 1. Organize, develop, implement and evaluate a periodontal maintenance program; | YES | NO |
| 1. Utilize allied dental personnel effectively; and | YES | NO |
| 1. Integrate infection control into clinical practice. (4-5) | YES | NO |

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| Each student/resident: | | |
| 1. Treats a variety of patients with different periodontal diseases and conditions as currently defined by The American Academy of Periodontology; and | YES | NO |
| 1. Completes an adequate number of documented moderate to severe periodontitis (Stages II-IV) cases to achieve competency. (4-6) | YES | NO |

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| The program maintains an ongoing record of the number and variety of clinical experiences accomplished by each student/resident. (4-7) | YES | NO |

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| The educational program provides clinical training for the student/resident to the level of competency. (4-8) | YES | NO |

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| The clinical training includes, but is not limited to, the following treatment methods for health, comfort, function and esthetics: | | |
| 1. Nonsurgical management of periodontal diseases, including: | | |
| 1. Biofilm control; | YES | NO |
| 1. Mechanical scaling and root planing therapy; | YES | NO |
| 1. Local and systemic adjunctive therapy; and | YES | NO |
| 1. Occlusal therapy. (4-8) | YES | NO |
| 1. Surgical management of periodontal diseases and conditions, including: | | |
| 1. Resective surgery, including gingivoplasty, gingivectomy, periodontal flap procedures, osteoplasty, ostectomy, and tooth/root resection; | YES | NO |
| 1. Regenerative and reparative surgery including osseous grafting, guided tissue regeneration, the use of biologics, and utilization of tissue substitutes, where appropriate; and | YES | NO |
| 1. Periodontal plastic and esthetic surgery techniques including gingival augmentation, root coverage procedures and crown lengthening surgery. | YES | NO |
| 1. Tooth extraction in the course of periodontal and implant therapy. (4-8) | YES | NO |

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| The educational program provides didactic instruction and clinical training in oral medicine and periodontal medicine. (4-9) | YES | NO |

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| In-depth didactic instruction includes the following: | | |
| 1. Aspects of medicine and pathology related to the etiology, pathogenesis, diagnosis and management of periodontal diseases and other conditions in the oral cavity; | YES | NO |
| 1. Mechanisms, interactions and effects of drugs used in the prevention, diagnosis and treatment of periodontal and other oral diseases; | YES | NO |
| 1. Mechanisms, interactions and effects of therapeutic agents used in the management of systemic diseases that may influence the progression of periodontal diseases or the management of patients with periodontal diseases; | YES | NO |
| 1. Principles of periodontal medicine to include the interrelationships of periodontal status and overall health; and | YES | NO |
| 1. Clinical and laboratory assessment of patients with specific instruction in: | | |
| 1. Physical evaluation; | YES | NO |
| 1. Laboratory evaluation; and | YES | NO |
| 1. Oral pathology. (4-9.1) | YES | NO |

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| Clinical training to the level of competency includes the following: | | |
| 1. Periodontal treatment of medically compromised patients; | YES | NO |
| 1. Management of patients with periodontal diseases and interrelated systemic diseases or conditions; and | YES | NO |
| 1. Management of non-plaque related periodontal diseases and disorders of the periodontium. (4-9.2) | YES | NO |

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| --- | --- | --- |
| The educational program provides didactic instruction and clinical training in dental implants, as defined in each of the following areas (4-10): | | |
| In-depth didactic instruction in dental implants includes the following: | | |
| 1. The biological basis for dental implant therapy and principles of implant biomaterials and bioengineering; | YES | NO |
| 1. The prosthetic aspects of dental implant therapy; | YES | NO |
| 1. The examination, diagnosis and treatment planning for the use of dental implant therapy; (4-10.1) | YES | NO |
| 1. Implant site development; | YES | NO |
| 1. The surgical placement of dental implants; | YES | NO |
| 1. The evaluation and management of peri-implant tissues and the management of implant complications; | YES | NO |
| 1. Management of peri-implant diseases; and | YES | NO |
| 1. The maintenance of dental implants. (4-10.1) | YES | NO |

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| Clinical training in dental implant therapy to the level of competency includes: | | |
| 1. Implant site development to include hard and soft tissue preservation and reconstruction, including ridge augmentation and sinus floor elevation; | YES | NO |
| 1. Surgical placement of implants; | YES | NO |
| 1. Management of peri-implant tissues in health and disease; and | YES | NO |
| 1. Provisionalization of dental implants. (4-10.2) | YES | NO |

**Intent:** *To provide clinical training that incorporates a collaborative team approach to dental implant therapy, enhances soft tissue esthetics and facilitates immediate or early loading protocols. This treatment should be provided in consultation with the individuals who will assume responsibility for completion of the restorative therapy.*

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| The educational program provides training for the student/resident in the methods of pain control and sedation to achieve: | | |
| 1. In-depth knowledge in all areas of minimal, moderate and deep sedation as prescribed by the *ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students*; and | YES | NO |
| 1. Clinical training to the level of competency in adult minimal enteral and moderate parenteral sedation as prescribed by the *ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students.* (4-11) | YES | NO |

**Intent:** *To follow the* *ADA Guidelines for Teaching Pain Control and Sedation to Dentists and Dental Students\* regarding all aspects of training in minimal enteral and moderate parenteral sedation including didactic instruction, health status assessment, monitoring, airway management, emergency*

*care, and number of required cases. The ADA Guidelines were developed and approved by the ADA Council on Dental Education and Licensure and adopted by the ADA House of Delegates.*

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| The educational program provides instruction in the following interdisciplinary areas: | | |
| 1. The management of orofacial pain to a level of understanding; | YES | NO |
| 1. Orthodontic procedures in conjunction with periodontal therapy to a level of understanding; | YES | NO |
| 1. Surgical exposure of teeth for orthodontic purposes, to a level of understanding; | YES | NO |
| 1. Management of endodontic-periodontal lesions to a level of understanding; and (4-12) | YES | NO |

**Intent***: Treatment should be provided in consultation with the individuals who will assume the responsibility for the completion of the case or supervision of endodontics therapy.*

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| 1. The management of patients with disabilities to a level of understanding. (4-12) | YES | NO |

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| The educational program provides instruction to the level of understanding in the management of a periodontal practice. (4-13) | YES | NO |

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| --- | --- | --- |
| Students/residents have training and experience in teaching of periodontology. (4-14) | YES | NO |

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| --- | --- | --- |
| Teaching curriculum does not exceed 10% of the total program time. (4-14) | YES | NO |

**Intent***: Training and experience in teaching of periodontology should include interaction with dental students, residents, and/or dental hygiene students.*

**COMMENTS: RECOMMENDATIONS AND/OR SUGGESTIONS**

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**STANDARD 5 - ADVANCED DENTAL EDUCATION STUDENTS/RESIDENTS**

**ELIGIBILITY AND SELECTION**

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| --- | --- | --- | --- |
| Eligible applicants to advanced dental education programs accredited by the Commission on Dental Accreditation are graduates from: | | | |
| 1. Predoctoral dental programs in the U.S. accredited by the Commission on Dental Accreditation; or | YES | NO |  |
| 1. Predoctoral dental programs in Canada accredited by the Commission on Dental Accreditation of Canada; or | YES | NO |  |
| 1. International dental schools that provide equivalent educational background and standing as determined by the program. (5) | YES | NO | N/A |

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| --- | --- | --- |
| Specific written criteria, policies and procedures are followed when admitting students/residents. (5) | YES | NO |

**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.*

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| The admission of students/residents with advanced standing is based on the same standards of achievement required by students/residents regularly enrolled in the program. (5) | YES | NO | N/A |

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| --- | --- | --- | --- |
| Students/Residents with advanced standing receive an appropriate curriculum that results in the same standards of competence required by students/residents regularly enrolled in the program. (5) | YES | NO | N/A |

***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.*

## EVALUATION

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| --- | --- | --- |
| A system of ongoing evaluation and advancement ensures that, through the director and faculty, each program: | | |
| 1. Periodically, but at least semiannually, assesses the progress toward (formative assessment) and achievement of (summative assessment) the competencies for the discipline using formal evaluation methods; | YES | NO |
| 1. Provides students/residents an assessment of their performance, at least semiannually; | YES | NO |
| 1. Advances students/residents to positions of higher responsibility only on the basis of an evaluation of their readiness for advancement; and | YES | NO |
| 1. Maintains a personal record of evaluation for each student/resident which is accessible to the student/resident and available for review during site visits. (5) | YES | NO |

**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.*

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| Written criteria are used for evaluating the quality of a student’s/resident’s performance. (5-1) | YES | NO |

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| These criteria are shared with appropriate staff and students/residents. (5-1) | YES | NO |

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| --- | --- | --- |
| A record of each student’s/resident’s clinical and didactic activities is maintained and reviewed as part of each student’s/resident’s evaluation. (5-1.1) | YES | NO |

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| --- | --- | --- |
| Evaluation results are provided to students/residents in writing. (5-1.2) | YES | NO |

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| --- | --- | --- |
| Documentation of evaluation meetings with students/residents, along with records of students’/residents’ activities, and formal evaluations of students/residents are kept in a permanent file. (5-1.3) | YES | NO |

**DUE PROCESS**

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| --- | --- | --- |
| There are 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 |

**RIGHTS AND RESPONSIBILITIES**

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| --- | --- | --- |
| At the time of enrollment, the advanced dental education students/residents are 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 are provided with written information, which affirms their obligations and responsibilities to the institution, the program and program faculty. (5) | YES | NO |

**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.*

**COMMENTS: RECOMMENDATIONS AND/OR SUGGESTIONS**

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**STANDARD 6 – RESEARCH**

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| --- | --- | --- |
| Advanced dental education students/residents engage in scholarly activity. (6) | YES | NO |

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| --- | --- | --- |
| Graduates of periodontal training programs possess a general understanding of the theory and methods of performing research. (6-1) | YES | NO |

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| --- | --- | --- |
| Postdoctoral students/residents are given the opportunity to participate in research.  (6-1.1) | YES | NO |

**COMMENTS: RECOMMENDATIONS AND/OR SUGGESTIONS**

Please use this area for writing recommendations and/or suggestions. If you are writing a suggestion, please provide a rationale 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 write legibly or print neatly. If you require additional sheet(s), you may attach to back of SVER, with appropriate SVER reference number[s].)

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**(Additional Sheets may be used.)Before 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.**

**After the Final Conference…**

**Be sure to return the completed**

**Site Visitor Evaluation Form**

**within 2 weeks after the site visit.**