



Commission on Dental Accreditation

Allied Dental Education

Proposed Revisions to Accreditation Standards for Dental Laboratory Technology

At its Summer 2025 meeting, the Commission directed that the proposed revisions to Accreditation Standards for Dental Laboratory Technology Education Programs be distributed to the appropriate communities of interest for review and comment, with comment due June 1, 2026, for review at the Summer 2026 Commission meeting.

Written comments will only be accepted through the Commission's Electronic Comment Submission Portal at this link: https://surveys.ada.org/jfe/form/SV_easkdVXAqHK90nH.

Additions are underlined;

~~Strikethroughs~~ indicate deletions

1 Introductory Comment from the
2 Commission on Dental Accreditation:

3
4 Question for Public Comment:

5
6 In addition to comments on this proposed revised Standards
7 document, the Dental Laboratory Technology Review
8 Committee and Commission are seeking feedback related to the
9 program length for dental laboratory technology education
10 programs. The Standards currently require that a dental
11 laboratory technology program be at least two (2) academic
12 years of full-time instruction or its equivalent at the post-
13 secondary level.

14
15 The Review Committee and Commission would like to accept
16 comments on the required program length. Specifically, should
17 the program length of a dental laboratory technology education
18 program remain at least two (2) academic years of full-time
19 instruction or its equivalent, or should the Commission revise
20 the Standards to reduce program length to at least one (1)
21 academic year of full-time instruction or its equivalent for entry
22 into the profession, with instruction limited to general laboratory
23 techniques, and require programs to extend program length
24 beyond one (1) year for instruction in additional functions (i.e.,
25 advanced dental areas and/or discipline specific content)?

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Accreditation Standards for Dental Laboratory Technology Education Programs

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Effective **August 11, 2023**

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Accreditation Standards for Dental Laboratory Technology Education Programs

Document Revision History

Date	Item	Action
February 12, 2021	Accreditation Standards for Dental Laboratory Technology Education Programs	Adopted
August 6, 2021	Revised Mission Statement	Adopted
January 1, 2022	Revised Mission Statement	Implemented
January 1, 2022	Accreditation Standards for Dental Laboratory Technology Education Programs	Implemented
August 11, 2023	Revised Accreditation Status Definitions	Adopted and Implemented
<u>DATE</u>	<u>Revision to Standards 2-1, 2-2, 2-4, 2-13, 2-14, 2-15, 2-16, 2-17, 2-18, 2-19, 2-20, 3-5, 3-9, 3-10, 3-11, 3-12, 3-13, 3-14, 3-15, 4-1, 4-2, 4-4, 4-6, 4-7, 4-8, 5-1 and 5-3</u>	<u>Adopted</u>
<u>DATE</u>	<u>Revision to Standards 2-1, 2-2, 2-4, 2-13, 2-14, 2-15, 2-16, 2-17, 2-18, 2-19, 2-20, 3-5, 3-9, 3-10, 3-11, 3-12, 3-13, 3-14, 3-15, 4-1, 4-2, 4-4, 4-6, 4-7, 4-8, 5-1 and 5-3</u>	<u>Implemented</u>

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1 **Mission Statement of the**
2 **Commission on Dental Accreditation**
3

4
5 The Commission on Dental Accreditation serves the public and dental professions by developing
6 and implementing accreditation standards that promote and monitor the continuous quality and
7 improvement of dental education programs.
8

9 Commission on Dental Accreditation
10 Adopted: August 5, 2016; Revised August 6, 2021
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ACCREDITATION STATUS DEFINITIONS

PROGRAMS THAT ARE FULLY OPERATIONAL:

Approval (*without reporting requirements*): An accreditation classification granted to an educational program indicating that the program achieves or exceeds the basic requirements for accreditation.

Approval (*with reporting requirements*): An accreditation classification granted to an educational program indicating that specific deficiencies or weaknesses exist in one or more areas of the program. Evidence of compliance with the cited standards or policies must be demonstrated within a timeframe not to exceed eighteen (18) months if the program is between one and two years in length or two years if the program is at least two years in length. If the deficiencies are not corrected within the specified time period, accreditation will be withdrawn, unless the Commission extends the period for achieving compliance for good cause. Identification of new deficiencies during the reporting time period will not result in a modification of the specified deadline for compliance with prior deficiencies.

Circumstances under which an extension for good cause would be granted include, but are not limited to:

- sudden changes in institutional commitment;
- natural disaster which affects affiliated agreements between institutions; faculty support; or facilities;
- changes in institutional accreditation;
- interruption of an educational program due to unforeseen circumstances that take faculty, administrators or students away from the program.

Revised: 8/17; 2/16; 5/12; 1/99; Reaffirmed: 8/23; 8/18; 8/13; 8/10, 7/05; Adopted: 1/98

PROGRAMS THAT ARE NOT FULLY OPERATIONAL: A program which has not enrolled and graduated at least one class of students/residents and does not have students/residents enrolled in each year of the program is defined by the Commission as not fully operational. The accreditation classification granted by the Commission on Dental Accreditation to programs which are not fully operational is “initial accreditation.” When initial accreditation status is granted to a developing education program, it is in effect through the projected enrollment date. However, if enrollment of the first class is delayed for two consecutive years following the projected enrollment date, the program’s accreditation will be discontinued, and the institution must reapply for initial accreditation and update pertinent information on program development. Following this, the Commission will reconsider granting initial accreditation status. The developing education program must not enroll students/residents/fellows with advanced standing beyond its regularly enrolled cohort, while holding the accreditation status of “initial accreditation.”

Initial Accreditation is the accreditation classification granted to any dental, advanced dental or allied dental education program which is not yet fully operational. This

Dental Laboratory Technology

1 accreditation classification provides evidence to educational institutions, licensing bodies,
2 government or other granting agencies that, at the time of initial evaluation(s), the

3
4 developing education program has the potential for meeting the standards set forth in the
5 requirements for an accredited educational program for the specific occupational area. The
6 classification “initial accreditation” is granted based upon one or more site evaluation
7 visit(s).

8 Revised: 8/23; 7/08; Reaffirmed: 8/18; 8/13; 8/10; Adopted: 2/02

9
10 **Other Accreditation Actions:**

11 **Teach-Out:** An action taken by the Commission on Dental Accreditation to notify an accredited
12 program and the communities of interest that the program is in the process of voluntarily
13 terminating its accreditation due to a planned discontinuance or program closure. The Commission
14 monitors the program until students/residents who matriculated into the program prior to the
15 reported discontinuance or closure effective date are no longer enrolled.

16
17 Reaffirmed: 8/23; 8/18; Adopted: 2/16

18
19 **Discontinued:** An action taken by the Commission on Dental Accreditation to affirm a program’s
20 reported discontinuance effective date or planned closure date and to remove a program from the
21 Commission’s accredited program listing, when a program either 1) voluntarily discontinues its
22 participation in the accreditation program and no longer enrolls students/residents who
23 matriculated prior to the program’s reported discontinuance effective date or 2) is closed by the
24 sponsoring institution.

25
26 **Intent to Withdraw:** A formal warning utilized by the Commission on Dental Accreditation to
27 notify an accredited program and the communities of interest that the program’s accreditation will
28 be withdrawn if compliance with accreditation standards or policies cannot be demonstrated by a
29 specified date. The warning is usually for a six-month period, unless the Commission extends for
30 good cause. The Commission advises programs that the intent to withdraw accreditation may have
31 legal implications for the program and suggests that the institution’s legal counsel be consulted
32 regarding how and when to advise applicants and students of the Commission’s accreditation
33 actions. The Commission reserves the right to require a period of non-enrollment for programs that
34 have been issued the Intent to Withdraw warning.

35 Revised: 2/16; 8/13; Reaffirmed: 8/23; 8/18

36
37 **Withdraw:** An action taken by the Commission when a program has been unable to demonstrate
38 compliance with the accreditation standards or policies within the time period specified. A final
39 action to withdraw accreditation is communicated to the program and announced to the
40 communities of interest. A statement summarizing the reasons for the Commission’s decision and
41 comments, if any, that the affected program has made with regard to this decision, is available
42 upon request from the Commission office. Upon withdrawal of accreditation by the Commission,
43 the program is no longer recognized by the United States Department of Education. In the event
44 the Commission withdraws accreditation from a program, students currently enrolled in the
45 program at the time accreditation is withdrawn and who successfully complete the program, will be

1 considered graduates of an accredited program. Students who enroll in a program after the
2 accreditation has been withdrawn will not be considered graduates of a Commission accredited
3 program. Such graduates may be ineligible for certification/licensure examinations.
4

5 Revised 6/17; Reaffirmed: 8/23; 8/18; 8/13; 8/10, 7/07, 7/01; CODA: 12/87:9
6

7 **Denial:** An action by the Commission that denies accreditation to a developing program (without
8 enrollment) or to a fully operational program (with enrollment) that has applied for accreditation.
9 Reasons for the denial are provided. Denial of accreditation is considered an adverse action.
10

11 Reaffirmed: 8/23; 8/18; 8/13; Adopted: 8/11
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Preface

The Accreditation Standards for Dental Laboratory Technology Education Programs have been developed for the following reasons: (1) to protect the public welfare, (2) to serve as a guide for dental laboratory technology education program development, (3) to serve as a stimulus for the improvement of established programs, and (4) to provide criteria for the evaluation of new and established programs. To be accredited by the Commission on Dental Accreditation a dental laboratory technology program must meet the standards set forth in this document. These standards are national in scope and represent the minimum requirements for accreditation.

The importance of academic freedom is recognized by the Commission. Therefore, the standards are stated in terms which allow an institution flexibility in the development of an educational program. The Commission encourages curricular experimentation, development of institutional individuality and achievement of excellence in all accredited programs.

Programs and their sponsoring institutions are encouraged to provide for the educational mobility of students through articulation arrangements and career laddering. Institutions and programs are also strongly encouraged to develop mechanisms to award advanced standing for students who have completed coursework at other educational programs accredited by the Commission on Dental Accreditation or by use of appropriate qualifying and proficiency examinations. It is expected that institutions which voluntarily seek accreditation will recognize the ethical obligation of complying with the spirit as well as the letter of these standards.

The Commission on Dental Accreditation

From the early 1940's until 1975, the Council on Dental Education was the agency recognized as the national accrediting organization for dentistry and dental-related educational programs. On January 1, 1975, the Council on Dental Education's accreditation authority was transferred to the Commission on Dental Accreditation and Dental Auxiliary Education Programs, an expanded agency established to provide representation of all groups affected by its accrediting activities. In 1979, the name of the Commission was changed to the Commission on Dental Accreditation.

The Commission is comprised of ~~30~~ 33 members. The National Association of Dental Laboratories' representative serves with other disciplines accredited by the Commission as well as public and student representatives.

Specialized Accreditation

Specialized accrediting agencies exist to assess and verify educational quality in particular professions or occupations to ensure that individuals will be qualified to enter those disciplines. A specialized accrediting agency recognizes the course of instruction which comprises a unique set of skills and knowledge, develops the accreditation standards by which such educational

1 programs are evaluated, conducts evaluation of programs, and publishes a list of accredited
2 programs that meet the national accreditation standards. Accreditation standards are developed
3 in consultation with those affected by the standards who represent the broad communities of
4 interest. The Commission on Dental Accreditation is the specialized accrediting agency
5 recognized by the United States Department of Education to accredit programs which provide
6 basic preparation for licensure or certification in dentistry and the related disciplines.
7
8

9 **Dental Laboratory Technology Accreditation**

10
11 The first educational standards for the education of dental laboratory technicians were adopted by
12 the American Dental Association House of Delegates in 1946. These standards were rescinded
13 and revised requirements were approved in 1957. Since then the accreditation standards have
14 been revised seven times—in 1967, 1973, 1979, 1991, 1998, 2008, and 2021 to reflect the dental
15 profession and laboratory profession’s changing needs and educational trends.
16

17 In an effort to provide the communities of interest with appropriate input into the latest revision
18 of the standards, the Commission on Dental Accreditation utilized the following procedures:
19 appointing an ad hoc committee representing broad communities of interest; holding open
20 hearings at annual meetings of the National Association of Dental Laboratories and the American
21 Association of Dental Schools; and widely distributing a draft of the proposed revision of the
22 standards for review and comment. Prior to approving the revised standards in February 2021,
23 the Commission carefully considered comments received from all sources. The revised
24 accreditation standards were implemented in January 2022.

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Statement of General Policy

Maintaining and improving the quality of dental laboratory technology education is a primary aim of the Commission on Dental Accreditation. In meeting its responsibilities as a specialized accrediting agency in dental laboratory technology, which is recognized by the dental profession and the United States Department of Education, the Commission on Dental Accreditation:

1. Evaluates dental laboratory technology education programs on the basis of the extent to which program goals, institutional objectives and approved accreditation standards are met.
2. Supports continuing evaluation of and improvements in dental laboratory technology education programs through institutional self-evaluation.
3. Encourages innovations in program design based on sound educational principles.
4. Provides consultation in initial and ongoing program development.

As a specialized accrediting agency, the Commission relies on an authorized institutional accrediting agency's evaluation of the institution's objectives, policies, administration, financial and educational resources and its total educational effort. The Commission's evaluation will be confined to those factors which are directly related to the quality of the dental laboratory technology program. In evaluating the curriculum in institutions that are accredited by a recognized regional accrediting agency, the Commission will concentrate on those courses which have been developed specifically for the dental laboratory technology program and core courses developed for related disciplines. When an institution has been granted an accreditation status or candidate for accreditation status by a regional agency, the Commission will accept that status as evidence that the general studies courses included in the dental laboratory technology curriculum meet accepted standards, provided the level and content of such courses are appropriate for the discipline.

This entire document constitutes the Accreditation Standards for Dental Laboratory Technology Education Programs. Each standard is numbered (e.g., 1-1, 1-2) and in bold print. Where appropriate, standards are accompanied by statements of intent that explain the rationale, meaning and significance of the standard. Expanded guidance in the form of examples to assist programs in better understanding and interpreting the must statements within the standards follow. This format is intended to clarify the meaning and application of standards for both those responsible for educational programs and those who evaluate these programs for the Commission.

Definitions of Terms Used in Dental Laboratory Technology Accreditation Standards

The terms used in this document indicate the relative weight that the Commission attaches to each statement. Definitions of these terms are provided.

Must: Indicates an imperative need, duty or requirement; an essential or indispensable item; mandatory.

Intent: Intent statements are presented to provide clarification to the dental laboratory technology educational programs in the application of and in connection with compliance with the Accreditation Standards for Dental Laboratory Technology Education Programs. 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.

Should: Indicates a method to achieve the standard; highly desirable, but not mandatory.

Examples of evidence to demonstrate compliance may include: Desirable condition, practice or documentation indicating the freedom or liberty to follow a suggested alternative.

TYPES OF INSTRUCTION

Didactic Instruction: Refers to lectures, demonstrations or other non-laboratory instruction.

Laboratory Instruction: Indicates instruction in which students receive demonstrations, supervised experience enabling performing techniques and procedures in the laboratory setting using study models, typodonts, etc., and established clear protocols with predetermined criteria for student performance evaluation.

Practical Experience: Indicates instruction in which students received supervised experience in performing techniques and procedures in the laboratory setting by fabricating prostheses for patients currently under treatment, or from actual casts or impressions, and occlusal records from previously fabricated prostheses. Performance of the procedures is evaluated by faculty or laboratory supervisors according to predetermined criteria that emphasize quality, productivity and the ability to complete a clinically acceptable appliance in a reasonable amount of time.

LEVELS OF KNOWLEDGE

Familiarity: A simplified knowledge for the purposes of orientation and recognition of general principles.

In-depth: A thorough knowledge of concepts and theories for the purpose of critical analysis and the synthesis of more complete understanding (highest level of knowledge).

1
2 **LEVELS OF SKILL**

3 **Exposure:** The level of skill attained by observation of or participation in a particular activity.
4

5 **Competence:** The achievement of a predetermined level of special skill derived from education,
6 experience and task completion obtained in the dental laboratory setting through continuous
7 participation and attendance.
8

9 **Distance Education:** ~~As defined by the United States Department of Education, distance-~~
10 ~~education is "an educational process that is characterized by the separation, in time or place,~~
11 ~~between instructor and student. The term includes courses offered principally through the use of~~
12 ~~(1) television, audio or computer transmission; (2) audio or computer conferencing; (3) video-~~
13 ~~cassettes or disks; or (4) correspondence."~~

14 Distance education means education that uses one or more of the technologies listed below to
15 deliver instruction to students/residents/fellows who are separated from the instructor or
16 instructors and to support regular and substantive interaction between the students and the
17 instructor or instructors, either synchronously or asynchronously.

- 18 • the internet;
19 • one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave,
20 broadband lines, fiber optics, satellite, or wireless communications devices;
21 • audio conference; or
22 • Other media used in a course in conjunction with any of the technologies listed above.
23 See the Commission's Evaluation and Operational Policies and Procedures for the complete
24 policy and definition.
25

26 **Special Needs:** ~~Those patients whose medical, physical, psychological, cognitive or social~~
27 ~~situations make it necessary to consider a wide range of assessment and care options in order to~~
28 ~~provide dental treatment as well as modify dental routines in order to provide dental treatment~~
29 ~~for that individual. These individuals include, but are not limited to, people with developmental~~
30 ~~disabilities, cognitive impairment, complex medical conditions, significant physical limitations,~~
31 ~~and vulnerable older adults.~~
32
33

- Job placement rates
- Success of graduates on certification examinations
- Other measures of learning used to demonstrate effectiveness, as appropriate
- Surveys of alumni, students, employers and clinical sites
- Degree/certificate completions

Financial Resources Management Mechanisms such as:

- Budget provisions ensure the currency of learning.

Faculty Coordination and Curriculum Review Mechanisms such as:

- Faculty meetings are held to coordinate curriculum content.
- Formal curriculum review is conducted and assessed to implement curriculum improvements as necessary.
- Periodic workshops and in-service sessions are conducted.

Admissions Management Mechanisms such as:

- The program administrator and faculty, in cooperation with appropriate institutional personnel, establish admissions procedures which contribute to the quality of the program.
- Periodic analyses support the validity of established admission criteria and procedures; adjustments are made where indicated.
- The expertise of institutional research personnel is utilized in interpreting data, correlating data with student performance, and evaluating various criteria.

d. Use of Results for Program Improvement

- Results of the assessment process are used to evaluate the program's effectiveness in meeting its goals and fostering enhanced student achievement.
- Examples of how the program has been improved.

Financial Support

1-2 The program must have a strategic plan which identifies stable institutional financial resources sufficient to support the program's stated mission, goals and objectives.

Intent:

The institution has the financial resources required to develop and sustain the program on a continuing basis. The ability to employ an adequate number of full-time faculty, replace and add equipment, procure supplies, reference material, and teaching aids is reflected in annual budget appropriations for the program. Financial allocations ensure that the program will be in a competitive position to recruit and retain qualified faculty.

1 *Annual appropriations provide for innovations and changes necessary to reflect current*
2 *concepts of education in the discipline. The Commission assesses the adequacy of*
3 *financial support on the basis of current appropriations. The financial resources identify*
4 *stable sources of funding for the program and the degree of dependence upon a given*
5 *funding source is based upon the stability of that source.*

6
7 **Examples of evidence to demonstrate compliance may include:**

- 8 • Program’s mission, goals and objectives; current and previous year revenue and
9 expenses; revenue and expense projections for the program for the next three to
10 five years

11
12 **1-3 The sponsoring institution must ensure that support from entities outside of the**
13 **institution does not compromise the teaching, clinical and research components of**
14 **the program.**

15
16 **Examples of evidence to demonstrate compliance may include:**

- 17 • Written agreement(s)
- 18 • Contract(s)/Agreement(s)/Affiliation(s) between the institution/program and
19 sponsor(s) related to facilities, funding, faculty financial support

20
21 **1-4 The authority and final responsibility for curriculum development and approval,**
22 **student selection, faculty selection and administrative matters must rest within the**
23 **sponsoring institution.**

24
25
26 **Institutional Accreditation**

27
28 **1-5 Programs must be sponsored by educational institutions that are responsible for**
29 **postsecondary education and accredited by an agency recognized by the United**
30 **States Department of Education or an officially recognized state accrediting agency.**

31
32 **Intent:**

33 *Dental schools, four-year colleges and universities, community colleges, technical*
34 *institutes, vocational schools, private schools, and recognized federal service training*
35 *centers which offer appropriate fiscal, facility, faculty and curriculum resources are*
36 *considered appropriate sponsors for the program.*

37
38 **Examples of evidence to demonstrate compliance may include:**

- 39 • Accreditation (or candidate status) from a recognized institutional (state, regional
40 or national) accrediting agency.
- 41 • Examples of regional institutional accrediting agencies are: Middle States
42 Association of Colleges and Schools, New England Association of Schools and

1 Colleges, North Central Association of Colleges and Schools, Northwest
2 Association of Schools and Colleges, Southern Association of Colleges and
3 Schools, and Western Association of Schools and Colleges.

- 4 • Examples of national institutional accrediting agencies are: Accrediting Bureau of
5 Health Education Schools and Accrediting Commission for Career Schools and
6 Colleges of Technology.

7
8 **1-6 All arrangements with co-sponsoring or affiliated institutions must be formalized by**
9 **means of written agreements which clearly define the roles and responsibilities of**
10 **each institution involved.**

11
12 **Examples of evidence to demonstrate compliance may include:**

- 13 • Written co-sponsoring/affiliation agreement(s) with termination clause

14 15 16 **Community Resources**

17
18 **1-7 There must be an active liaison mechanism between the program and dental**
19 **professionals in the community.**

20
21 **Intent:**

22 *The purpose of the active liaison mechanism is to provide a mutual exchange of*
23 *information for improving the program and meeting employment needs of the community.*
24 *Meetings, either in-person or virtual, should be held at least once per year.*

25
26 **Examples of evidence to demonstrate compliance may include:**

- 27 • An advisory committee is one example of a liaison mechanism.

28
29 **Responsibilities**

- 30 • The responsibilities of the liaison mechanism or advisory committee are clearly
31 defined in writing, recognizing that the institution has final responsibility and
32 authority in curriculum development and approval, student selection, faculty
33 selection and administrative matters.
- 34 • Documentation of community manpower needs is ongoing.

35
36 **Membership**

- 37 • The program has established criteria for the selection of liaison or advisory
38 committee members.
- 39 • Consideration is given to appointing a student, recent graduate and public
40 representative.
- 41 • If the liaison mechanism or advisory committee represents more than one
42 discipline, representation is equitable.

- 1 • The program administrator, faculty, and appropriate institution personnel
2 participate in the meetings as non-voting members to receive the advice and
3 assistance of the committee.
- 4 • In appointing the advisory committee, the institution seeks recommendations from
5 local or state dental and dental laboratory organizations.
- 6 • There is equitable representation of dentists, employed technicians, laboratory
7 owners, as well as a student representative.
- 8 • The liaison or advisory committee membership includes dental laboratory
9 technicians, laboratory owners and dentists who are able to provide information on
10 the needs of the dental practitioners and dental laboratories.
- 11 • Membership list

12 Appointments

- 13 • Appointment terms are staggered to provide new input as well as continuity.

14 Meetings

- 15 • Policies regarding the liaison mechanism which outline
16 responsibilities, appointments and meetings.
- 17 • The program administrator, faculty and appropriate institutional personnel
18 participate in the meetings as non-voting members to receive the advice
19 and assistance of the committee.
- 20 • The liaison or advisory committee meets at regular and frequent intervals as the
21 program is being developed and continues to meet at regular and frequent
22 intervals, at least once per year after the program has been implemented.
- 23 • A record of committee deliberations and activities is maintained and provided
24 to liaison or advisory committee members.
- 25
- 26
- 27

1 Transfer Credits

- 2 • Provisions are made to accept credits earned in another institution when a
3 course is equivalent to, or exceeds, instruction in a course required in the
4 curriculum.

5
6 Documentation

- 7 • Copies of policies, procedures and forms.
8 • Copies of catalogs and program brochures.

9
10 **2-2 Admission of students with advanced standing must be based on the same**
11 **criteria required of all applicants admitted to the program. If a program**
12 **considers students for advanced standing, credit must be awarded based on**
13 **equivalent didactic, laboratory content and student achievement.**

14
15 **Intent:**

16 *Policies ensure that advanced standing credit is awarded based on equivalent*
17 *coursework, knowledge, and/or experience that meets or exceeds content required in*
18 *the curriculum and results in equivalent student competence. Advanced standing*
19 *refers to applicants that may be considered for admission to a training program*
20 *whose curriculum has been modified after taking into account the applicant's past*
21 *experience. Examples include transfer from a similar program at another institution,*
22 *completion of training at a non-CODA accredited program, or documented practice*
23 *experience in the given discipline. Acceptance of advanced standing*
24 *students/residents will not result in an increase of the program's approved number of*
25 *enrollees. Applicants for advanced standing are expected to fulfill all of the*
26 *admission requirements mandated for students/residents in the conventional program*
27 *and be held to the same academic standards. Advanced standing students/residents,*
28 *to be certified for completion, are expected to demonstrate the same standards of*
29 *competence as those in the conventional program.*

30
31 **Examples of evidence to demonstrate compliance may include:**

- 32 • Policies and procedures on advanced standing.
33 • Results of appropriate qualifying examinations.
34 • Course equivalency or other measures to demonstrate equal scope and level of
35 knowledge.

36
37 **2-3 The number of students enrolled in the program must be proportionate**
38 **to the resources available.**

39
40 **Intent:**

41 *In determining the number of students enrolled in a program, including off-campus*
42 *sites, hybrid, or online courses, careful consideration is given to ensure that the*

1 *number of students does not exceed the program's resources, including, as*
2 *appropriate, financial support, scheduling options, facilities, equipment, supplies,*
3 *and faculty.*

4
5 **Examples of evidence to demonstrate compliance may include:**

- 6 • Number of laboratories and seats
- 7 • Full-time equivalent (FTE)
- 8 • Budget
- 9 • Equipment inventory list
- 10 • Scheduling
- 11 • Faculty/student ratio

12
13
14 **Curriculum Management**

- 15
16 **2-4 The curriculum must include at least two academic years of full-time**
17 **instruction or its equivalent at the postsecondary level. The scope and depth**
18 **of the curriculum must reflect the objectives and philosophy of higher**
19 **education. The college catalog must list the degree awarded and course titles**
20 **and descriptions. In a two-year college setting, the graduates of the program**
21 **must be awarded a certificate of program completion or an associate degree**
22 **~~or certificate of completion~~. In a four-year college or university, graduates of**
23 **the program must be awarded an associate degree, post-degree certificate, or**
24 **baccalaureate degree.**

25
26 **Intent:**

27 *Minimum of at least two academic years or equivalent of full-time study are required*
28 *to provide both didactic and laboratory experiences sufficient to ensure that students*
29 *will acquire appropriate knowledge and skill. The curriculum may be structured to*
30 *allow individual students to meet performance standards specified for graduation in*
31 *less than the required length as well as to provide the opportunity for students who*
32 *require more time to extend the length of their instructional program. The*
33 *curriculum design provides maximum opportunity for students to continue their*
34 *formal education with minimum duplication of learning experiences.*

35
36 **Examples of evidence to demonstrate compliance may include:**

- 37 • Degree/certificates awarded
- 38 • Curriculum mapping
- 39 • Institutional catalog with program requirements

- 40
41 **2-5 The curriculum must be designed to reflect the interrelationship of general**
42 **studies, physical sciences, dental sciences and dental laboratory techniques to**

1 **promote maximum application of basic concepts in the performance of dental**
2 **laboratory techniques.**

3
4 **Intent:**

5 *Although there is not a prescribed sequence of instruction, the order of content*
6 *presentation and learning experience is based on a reasonable relationship between*
7 *the basic and applied aspects of the curriculum.*

8
9 **Examples of evidence to demonstrate compliance may include:**

- 10 • Course outlines/syllabi
11 • Course sequencing
12
13

14 **Instruction**

15
16 **2-6 Written documentation for each course in the curriculum must be**
17 **provided to students and include:**

- 18
19 **a) Course title, number, and description**
20 **b) Instructor(s) of record and contact information**
21 **c) Course content outline including topics to be presented**
22 **d) Specific instructional objectives, student learning outcomes and assessment**
23 **mechanisms**
24 **e) Course schedule including time allocated for didactic and laboratory learning**
25 **experiences**
26 **f) Specific criteria and evaluation procedures for course grade calculation**

27
28 **Intent:**

29 *Curriculum documentation is current, reviewed periodically and revised, and*
30 *should include:*

- 31 *a) Topics related to course content*
32 *b) Instructional objectives and learning experiences are related to topics*
33 *c) Evaluation procedures measure instructional objectives*
34 *d) Course or weekly schedule*
35

36 **Examples of evidence to demonstrate compliance may include:**

- 37 • Course syllabi
38 • Criteria for grade calculation
39 • Rubrics for student learning outcomes
40 • Institutional and program grading policies
41 • Course knowledge and/or skill assessments
42 • Course schedules to include laboratory activities and evaluations

1
2
3 **Curriculum Content**
4

5 **2-7 The basic curriculum must include content in the subject areas: general**
6 **studies; physical sciences; dental sciences; legal, ethical and historical aspects**
7 **of dentistry and dental laboratory technology; infectious disease and hazard**
8 **control management; and, basic laboratory techniques.**

9
10 **Intent:**

11 *To ensure that foundational knowledge is established early in the program and that*
12 *subsequent information is provided which is comprehensive and prepares the student*
13 *to achieve competence in all components of dental laboratory practice. Content*
14 *identified in each subject need not constitute a separate course, but the subject areas*
15 *are included within the curriculum.*

16
17 **Examples of evidence to demonstrate compliance may include:**

18 The following examples of evidence apply, as appropriate, to demonstrate compliance
19 with Standards 2-7 through 2-21.

- 20 • Course syllabi which address content in each of the listed areas (see
21 general studies)
- 22 • An outline of the curriculum sequence including prerequisite course
23 work
- 24 • A listing of courses which provide the major instruction in each required
25 content area
- 26 • Course requirements
- 27 • Course length
- 28 • Time allocated for the didactic and clinical/laboratory experiences
- 29 • Student participation in events organized by the program (invited
30 speakers, lectures, workshops, field trips, etc.)
- 31 • Student participation in professional events (conferences, symposia,
32 workshops, meetings, webinars, tradeshow, etc.)

33
34
35 **General Studies**
36

37 **2-8 The curriculum must include content at the in-depth level in communication**
38 **skills, mathematics and business principles relative to dental laboratory**
39 **technology.**

40
41 **Intent:**

42 *Content in general studies prepares the student to work and communicate effectively*

1 *with dental professionals and patients, and provides a foundation of knowledge for*
2 *professional success*

3
4 **Examples of evidence to demonstrate compliance may include:**

5 Topics in:

- 6 a) Communications (written, interpersonal, verbal and non-verbal)
7 b) Weights and measures, percentages and metric system
8 c) Budgeting
9 d) Case scheduling, time management
10 e) Management
11 f) Marketing
12 g) Compliance with applicable local, state, and federal regulations
13

14
15 **Physical Sciences**

16
17 **2-9 The curriculum must include content in chemistry and physics relative to dental**
18 **laboratory technology.**

19
20 **Intent:**

21 *Content in physical sciences should prepare the student with an understanding of*
22 *physical and chemical characteristics related to dental materials and processes, and*
23 *utilized in proper fabrication of dental restorations, prostheses and appliances.*
24

25 **Examples of evidence to demonstrate compliance may include:**

- 26 • State of matter
27 • Chemical bonding
28 • Acid-base theory
29 • Gases
30 • Solutions
31 • Heat and Temperature
32 • Light
33 • Lever System
34 • Force Principles
35

36
37 **Dental Sciences**

38
39 **2-10 The curriculum must include content in dental materials, tooth morphology,**
40 **oral anatomy and occlusion.**

41
42 **Intent:**

43 *Dental science content should provide the student with an understanding of physical*
44 *properties, uses and manipulation of dental materials; tooth form and function; and*
45 *structures of the oral cavity as related to proper application for use in fabricating*

1 *dental restorations. Content should include principles of occlusion, determinants of*
2 *occlusal morphology and physiology of mandibular movements.*

3
4 **Examples of evidence to demonstrate compliance may include:**

- 5 • Dental science content which provides the student with an understanding
6 of physical properties, uses and manipulation of dental materials; tooth
7 form and function; and structures of the oral cavity.
- 8 • Principles of occlusion, determinants of occlusal morphology and
9 physiology of mandibular movements as they relate to fabrication of
10 dental restorations, prostheses and appliances.

11
12
13 **Legal, Ethical and Historical Aspects**

14
15 **2-11 The curriculum must include content in the legal, ethical and historical**
16 **aspects of dentistry and dental laboratory technology to include:**

- 17
- 18 **a) Organizations that advance certification and continuing education for**
19 **dental technicians and certification of laboratories.**
- 20 **b) Work authorization/prescription of the dentist in accordance with the**
21 **state dental practice act, consistent with current procedures in dental**
22 **laboratory technology in the geographic area served by the program.**
- 23 **c) Federal and state laws and regulations related to operating a dental**
24 **laboratory and/or working as a dental laboratory technician.**
- 25 **d) HIPAA laws related to health care professionals**
- 26 **e) Ethics for health care professionals**

27
28 **Intent:**

29 *The dental laboratory technology curriculum prepares students to assume a*
30 *professional and ethical standard to understand the basic foundation in which the*
31 *fundamentals of dental laboratory technology were established.*

32
33
34 **Infectious Disease and Hazard Control Management**

35
36 **2-12 The program must present appropriate, ethical, legal and regulatory content**
37 **related to bloodborne infectious diseases throughout the didactic and**
38 **preclinical/clinical/laboratory components of the curriculum. Content in**
39 **bloodborne infectious diseases must be presented at least once during each**
40 **academic term.**

General Laboratory Techniques

- 1
2
3 **2-13 The curriculum must include didactic as well as laboratory instruction in**
4 **the following areas: general laboratory techniques, complete dentures,**
5 **removable partial dentures, fixed prosthodontics, implants, and**
6 **orthodontics.**

Intent:

7
8
9 *Dental technology curriculum content includes theoretical aspects as well as*
10 *practical application of the subjects. The theoretical aspect of the curriculum*
11 *provides content necessary for the student to make appropriate judgments regarding*
12 *the procedures an entry-level technician is expected to perform and access available*
13 *resources. Time devoted to, and learning experience in, laboratory techniques*
14 *ensures that each student has adequate opportunity to develop competency in*
15 *performing all laboratory procedures and techniques in the curriculum. Students*
16 *perform routine procedures that lead to the completion of clinically acceptable dental*
17 *prostheses.*

- 18
19 **2-14 Students must demonstrate competence in general laboratory techniques for**
20 **analog and digital workflows, including:**

- 21
22 a) Evaluating impressions
23 b) Preparing and evaluating casts models
24 c) Fabricating custom impression trays
25 d) Articulating casts models, using non-adjustable and semi-adjustable
26 articulators
27 e) Developing functional occlusion ~~on articulated casts~~
28 f) Recognizing variables that affect materials
29 g) Utilizing various methods of fabrication (~~i.e., analog and/or digital~~)
30 h) Demonstrating safe handling of equipment and materials
31 i) ~~Digital workflow (i.e., didactic and/or laboratory procedures)~~

Intent:

32
33
34 *Dental technology curriculum content includes various methods of fabrication;*
35 *students should be exposed to new technologies and processes.*
36
37
38

Complete Dentures

- 39
40
41 **2-15 Students must demonstrate competence in the knowledge and skill**
42 **required to fabricate complete denture prostheses, both analog and digital**
43 **workflow, including:**

- a) Identifying various methods of fabrication
- b) Constructing base plates and occlusion rims
- 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) Nesting, and printing and/or milling**
- g) Finishing and polishing**
- h) Using a semi-adjustable articulator during analog fabrication, and digital articulation during digital workflow**
- i) Relining and denture repairs**
- j) Fabricating surgical templates**
- k) Demonstrating quality assurance and quality control to evaluate effectiveness of completed services, and implementing improvements.**

Intent:

Dental laboratory technology curriculum content includes various methods of fabrication; students should be exposed to new technologies and processes.

Removable Partial Dentures

- 2-16 Students must demonstrate competence in the knowledge and skill required to fabricate removable partial dentures prostheses, **both analog and digital workflow**, 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) Creating/Fabricating patterns frameworks**
- e) Nesting, and printing and/or milling**
- fe) Processing frameworks**
- gf) Finishing and polishing frameworks**
- hg) Evaluating the fit of the framework to the master cast**
- ih) Arranging teeth on the frameworks**
- ji) Processing and finishing removable partial denture bases**
- kj) Various repair procedures**
- l) Demonstrating quality assurance and quality control to evaluate effectiveness of completed services, and implementing improvements.**

Intent:

Dental laboratory technology curriculum content includes various methods of

1 fabrication; students should be exposed to new technologies and processes.

2 3 4 Fixed Prosthodontics

- 5
6 2-17 Students must demonstrate competence in the knowledge and skill
7 required to fabricate fixed prostheses, both analog and digital workflow,
8 including: ~~inlays, onlays, full crowns and fixed partial dentures:~~
9
10 a) Preparing and evaluating ~~casts~~ models with removable dies
11 b) Recognizing variables that affect materials
12 c) Identifying various methods of fabrication
13 d) Preparing margins utilizing magnification
14 e) Identifying various margin and preparation designs and their applications
15 f) Designing and fabricating full contour restorations, including inlays, onlays,
16 full crowns, and fixed partial dentures
17 g) Designing and fabricating substructures
18 h) Nesting, and printing and/or milling
19 ~~ih)~~ Seating fixed restoration utilizing magnification
20 j) Work with various materials for fixed prosthodontics
21 ~~ki)~~ Preparing substructure to receive porcelain
22 ~~lj)~~ Applying and processing porcelain to substructure(s)
23 ~~mk)~~ Contouring ~~ceramic materials~~ anatomical crowns
24 ~~nl)~~ Developing functional occlusion on full arch articulated ~~casts~~ models
25 ~~om)~~ Adjusting occlusal and interproximal contacts
26 ~~pn)~~ Performing optical external characterization
27 ~~qo)~~ Finishing and polishing restorations
28 ~~p)~~ Fabricating single and multi-unit restorations
29 ~~rq)~~ Demonstrating safe handling of all equipment associated with ~~ceramic-fixed~~
30 prosthodontics
31 s) Demonstrating quality assurance and quality control to evaluate
32 effectiveness of completed services, and implementing improvements.
33

34 Intent:

35 Dental technology curriculum content includes various methods of fabrication, the
36 program should introduce students to new technologies and processes. ~~wherever~~
37 ~~possible, including but not limited to: pressing fabrication processes.~~
38

39 40 Orthodontics

- 41
42 2-18 Students must demonstrate competence in the knowledge and skill
43 necessary to fabricate orthodontic appliances, both analog and digital

1 **workflow**, including:
2

- 3 a) Recognizing variables that affect materials
- 4 b) Preparing and evaluating orthognathic study **easts models**
- 5 c) Identifying the components of orthodontic appliances
- 6 d) Identifying and categorizing types of appliances
- 7 e) Fabricating retainers, space maintainers and tooth moving appliances
- 8 f) Contouring various types of arch wires, clasps and springs
- 9 g) Fabricating, finishing and polishing appliances
- 10 h) Soldering and band placement
- 11 i) Appliance repairs
- 12 j) **Demonstrating quality assurance and quality control to evaluate**
13 **effectiveness of completed services, and implementing improvements.**

14
15 **Intent:**

16 *Dental laboratory technology curriculum content includes various methods of*
17 *fabrication; students should be exposed to new technologies and processes.*
18

19
20 **Discipline Specific Content**
21

- 22 **2-19 The discipline specific portion of the curriculum must prepare students to**
23 **competence in additional techniques in at least one or more of the following**
24 **discipline specific areas: complete dentures, removable partial dentures, fixed**
25 **prosthodontics, orthodontics, and implants.**

26
27 **Intent:**

28 *While it is desirable that instruction in all discipline specific areas be offered,*
29 *students need the opportunity to select from at least ~~two~~ one or more discipline*
30 *specific areas.*
31

32 *Curriculum content in the discipline specific areas includes reinforcement of*
33 *techniques and procedures which were taught in the basic curriculum. A balanced*
34 *emphasis is placed on incorporating productivity, flow time and quality requirements*
35 *into the educational program. Dependent upon its objectives, resources and*
36 *community needs, the institution may elect to extend the scope of the dental laboratory*
37 *technology curriculum to include content and instruction in additional discipline*
38 *specific areas. Institutions with the resources are encouraged to provide instruction*
39 *in more than one discipline specific area, thus providing the opportunity for students*
40 *to elect areas of specialization on the basis of their interests. Techniques and*
41 *procedures are consistent with current procedures used in dental laboratory*
42 *technology and the geographic area served by the program.*

1
2
3 **Practical Experience**
4

5 **2-20 Practical experiences to support the development of competency in**
6 **performing laboratory procedures must be provided either in the program**
7 **facilities or off-site facilities.**
8

9 **The following practical experiences must be provided:**

- 10 a. **fabricating prostheses and oral appliances for patients currently under**
11 **treatment, or from actual models, digital scans, or impressions and occlusal**
12 **records from previously fabricated prostheses**
13 b. **periodic seminars with students to integrate didactic and laboratory**
14 **instruction with extramural experiences and to provide opportunities for**
15 **students to share experiences**
16

17 **Intent:**

18 **Off-campus or extramural laboratory experiences are not required and are**
19 **not considered substitutes for basic instruction to develop minimum**
20 **competency.**
21

22 **Examples of evidence to demonstrate compliance may include:**

- 23 ~~• This experience is provided by fabricating prostheses for patients currently~~
24 ~~under treatment, or from actual or impressions and occlusal records from~~
25 ~~previously fabricated prostheses.~~
26 ~~• Practical experiences are evaluated by the program administrator and faculty~~
27 ~~on a continuing basis to determine the degree to which curriculum objectives~~
28 ~~are being met.~~
29 ~~• Off campus or extramural laboratory experiences are not required and are~~
30 ~~not considered substitutes for basic instruction to develop minimum~~
31 ~~competency.~~
32 ~~• The program administrator and faculty are responsible for selecting the~~
33 ~~laboratories or institutions and for coordinating extramural experiences.~~
34 ~~• The program administrator identifies individuals who will instruct, supervise,~~
35 ~~and evaluate students in extramural experiences.~~
36 ~~• Laboratory personnel are oriented to the objectives of the program and the~~
37 ~~extramural experience, the preparation that the student has had for the laboratory~~
38 ~~assignment, and the criteria to be used in evaluating students during their~~
39 ~~assignment.~~
40 ~~• Students are oriented to the laboratory operation.~~
41 ~~• Laboratory procedures, instruction and evaluation are consistent with the~~
42 ~~philosophy and objectives of the dental technology program and the institution.~~
43 ~~• To enable the faculty to determine the diversity of students' extramural~~

1 ~~experiences and make appropriate revisions in subsequent assignments to~~
2 ~~compensate for any deficiencies, a record of students' activities in each~~
3 ~~laboratory is maintained.~~

- 4 ~~• Seminars are held periodically with students to integrate didactic and laboratory~~
5 ~~instruction with extramural experiences and to provide opportunities for~~
6 ~~students to share experiences.~~
- 7 ~~• The value of extramural experiences is determined with input from the program~~
8 ~~faculty, laboratory personnel and students.~~
- 9 ~~• Procedures and criteria are defined for use in evaluating the experience.~~
- 10 ~~• Students are encouraged to evaluate their extramural learning experiences.~~
- 11 ~~• An appropriate evaluation mechanism is utilized to help them do so.~~
- 12 ~~• Formal agreements which clearly outline the commitments of the institution~~
13 ~~and the extramural facility and the responsibilities of each are established~~
14 ~~between the institution and extramural laboratories.~~

15 16 17 **Student Evaluation**

18
19 **2-21 Student evaluation methods must include defined objective criteria that**
20 **measure all defined course objectives and/or student learning outcomes.**

21 **Intent:**

22 *Specific criteria and procedures for measuring student progress toward attainment*
23 *of course objectives and/or student learning outcomes are developed and utilized*
24 *as feedback to the student.*

25 **Examples of evidence to demonstrate compliance may include:**

- 26
- 27
- 28 • In establishing the level of competence required, the program faculty
- 29 considers generally accepted profession standards.
- 30 • Specific criteria for measuring levels of competence are developed for each
- 31 component of a given procedure.
- 32 • Students' performance is measured against accepted program's student learning
- 33 outcomes.
- 34 • Standards for performance are increased as students' progress through the
- 35 curriculum.

1
2 **STANDARD 3 - ADMINISTRATION, FACULTY AND**
3 **STAFF**
4
5

6 **3-1 The administrative structure must ensure the attainment of program goals.**

7
8 **Intent:**

9 *The administration includes formal provisions for program planning, staffing,*
10 *direction, coordination and evaluation.*

11
12 **Examples of evidence to demonstrate compliance may include:**

- 13 • Program inclusion in short and long range strategic planning documents
14 • Instructional program review

15
16 **3-2 The program must be a recognized entity within the institution's**
17 **administrative structure.**

18
19 **Intent:**

20 *The position of the program in the institution's administrative structure permits*
21 *direct communication between the program administrator and institutional*
22 *administrators who are responsible for decisions that directly affect the program.*

23
24 **Examples of evidence to demonstrate compliance may include:**

- 25 • Institutional organization flow chart
26 • Program representation on college or university committees

27
28 **Program Administrator**

29
30 **3-3 A program administrator who is employed full-time (as defined by the**
31 **institution) and who is responsible for the day-to-day implementation of the**
32 **program and must have the authority, responsibility and privileges necessary to**
33 **manage the program.**

34
35 **Examples of evidence to demonstrate compliance may include:**

- 36 • Job description

37
38 **3-4 The program administrator must:**

- 39
40 **a) have the educational background and occupational experience**
41 **necessary to understand and fulfill the program goals**
42 **b) have attained a higher level of education than that presented in the**
43 **program or be enrolled in a program progressing toward that degree**

1 **3-6 Dental laboratory technology faculty must have background in and**
2 **current knowledge of dental laboratory technology and the specific**
3 **subjects they are teaching.**

4
5 **Intent:**

6 *Dental laboratory technology faculty members have current knowledge at an*
7 *appropriate level for the subject they teach.*

8
9 **3-7 Faculty providing instruction must have current educational theory and, e.g.,**
10 **curriculum development, educational psychology, test construction,**
11 **measurement and evaluation. Faculty providing instruction via distance**
12 **education technology must have instruction in distance education techniques**
13 **and delivery.**

14
15 **3-8 Faculty providing didactic instruction must hold a degree higher than the**
16 **degree being granted to their students or an equivalent degree to the degree**
17 **being granted to their students plus five years of documented experience in the**
18 **dental laboratory technology discipline area they would be teaching.**

19
20 **3-9 A dental laboratory technician who is appointed as a dental laboratory**
21 **technology program faculty member, must be certified by the National Board for**
22 **Certification in Dental Laboratory Technology or achieve certification within**
23 **two years of appointment to the program or be a licensed dentist.**

24
25 **Examples of evidence to demonstrate compliance for 3-7 to 3-9 may include:**

- 26 • Biosketch
27 • Degree transcripts or transcripts documenting annual progress toward degree
28 completion
29 • Documentation of current educational methodology
30 • Documentation of current Certified Dental Technician status or dental license
31 • ~~Faculty participation in events organized by the program (invited speakers',~~
32 ~~lectures, workshops, field trips, etc.)~~
33 • ~~Faculty participation in professional events (conferences, symposia,~~
34 ~~workshops, meetings, webinars, tradeshow, etc.)~~

35
36 **3-10 The number of faculty positions must be sufficient to implement the**
37 **program's goals and objectives. During laboratory instruction, The**
38 **faculty to student ratio, ~~during laboratory instruction,~~ must not exceed one**
39 **instructor for every twelve students.**

40 **Intent:**

41 *Student contact hour loads allow sufficient time for class preparation, student*
42 *evaluation and counseling, development of subject content and appropriate*

1 *evaluation criteria and methods, and professional development.*

2
3 **Examples of evidence to demonstrate compliance may include:**

- 4 ~~• A ratio of more than one to twelve is considered inadequate for laboratory-~~
5 ~~technique instruction.~~
6 • Class schedules reflecting faculty to student ratios ~~These ratios are important~~
7 ~~to dental technology education~~ to ensure development of ~~correct~~ laboratory
8 skills.

9
10 **3-11 Practical experiences must be evaluated by the program administrator and**
11 **faculty, including:**

- 12 **a) determining the degree to which curriculum objectives are being met;**
13 **b) selecting the laboratories or institutions and coordinating extramural**
14 **experiences;**
15 **c) identifying individuals who will instruct, supervise, and evaluate students**
16 **in extramural experiences;**
17 **d) orienting laboratory personnel and students to the objectives of the**
18 **program and the extramural experience, the preparation that the student**
19 **has had for the laboratory assignment, and the criteria to be used in**
20 **evaluating students during their assignment; and**
21 **e) assessing the value of extramural experiences with input from the**
22 **program faculty, laboratory personnel and students.**

23
24 **Examples of evidence to demonstrate compliance may include:**

- 25 • Students are oriented to the laboratory operation.
26 • Laboratory procedures, instruction and evaluation are consistent with the
27 philosophy and objectives of the dental technology program and the institution.
28 • A record of students' activities in each laboratory is maintained to enable the
29 faculty to determine the diversity of students' extramural experiences and make
30 appropriate revisions in subsequent assignments to compensate for any
31 deficiencies.
32 • Procedures and criteria are defined for use in evaluating the experience.
33 • Students are encouraged to evaluate their extramural learning experiences.
34 • Formal agreements which clearly outline the commitments of the institution
35 and the extramural facility and the responsibilities of each are established
36 between the institution and extramural laboratories.

37
38 **3-12** ~~11~~ **Opportunities must be provided for program faculty to continue their**
39 **professional development.**

40
41 **Intent:**

42 *Time is provided for professional association activities, research, publishing and/or*
43 *practical experience.*

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Examples of evidence to demonstrate compliance may include:

- Faculty members are provided release time and financial support to attend at least one national or regional conference or workshop related to dental laboratory technology education each year.
- Formal in-service programs for full and part-time faculty are held regularly.
- The program/institution provides periodic in-service workshops for faculty designed to provide an orientation to program policies, goals, objectives and student evaluation procedures.

3-1312 Faculty must be ensured a form of governance that allows participation in the program and institution’s decision-making processes.

Intent:

There are opportunities for the program faculty representation on institution-wide committees. ~~and the~~ The program administrator is consulted when matters directly related to the program are considered by committees that do not include program faculty.

3-1413 A defined evaluation process must exist that ensures objective measurement of the performance of each faculty member.

Examples of evidence to demonstrate compliance may include:

- The faculty evaluation system includes student, administration and peer evaluation to help identify areas of strengths and weaknesses for each faculty member.
- Measurement mechanisms address teaching, scholarship and service.
- The evaluations are communicated to each faculty member.

Support Staff

3-1514 Services of institutional support personnel must be adequate to facilitate program operation.

Examples of evidence to demonstrate compliance may include:

- Secretarial and clerical staff is assigned to assist the administrator and faculty in preparing course materials, typing correspondence, maintaining student records, and providing supportive services for student recruitment activities and admissions.
- The secretarial personnel are located in an area which is readily accessible to the faculty.

- 1 • There are support services to assist the faculty in ordering supplies and
2 equipment, maintaining and distributing equipment and providing other
3 instructional aid assistance.
- 4 • Services of maintenance and custodial staff ensure that the unique requirements of
5 the program facilities are met.
- 6 • The program faculty and students have access to available institutional
7 specialists such as those in the areas of curriculum, testing, computer usage,
8 counseling, and instructional resources equal to that of other programs.
9

- 1 materials, including hazardous materials.
2 b) Policies and procedure for safe operation and maintenance of laboratory
3 equipment.
4 c) An appropriate number of work stations with necessary dental equipment for
5 students.
6 d) Sufficient dental laboratory technology equipment including digital workflows.
7

8 **Examples of evidence to demonstrate compliance may include:**

- 9 • Facility schedule
10 • Equipment inventory
11 • Posted safety policies, protocols relative to operation and maintenance of equipment
12 • Floor plan or blueprints
13
14

15 **Off-Campus Facilities**

16
17 **4-3 It is preferable and therefore recommended that the educational institution**
18 **provide physical facilities and equipment which are adequate to permit**
19 **achievement of program goals and objectives. If the institution finds it necessary to**
20 **contract for use of an existing laboratory facility for laboratory instruction, then**
21 **the following conditions must be met in addition to all existing standards:**
22

- 23 a) There is a formal agreement between the educational institution and agency or
24 institution providing the facility.
25 b) The program administrator retains authority and responsibility for instruction
26 and student assignments.
27 c) All students receive instruction and practical experience in the facility.
28 d) Policies and procedures for operation of the facility are consistent with the
29 philosophy and goals of the educational program.
30 e) Laboratory instruction is provided and evaluated by program faculty.
31 f) All students receive comparable instruction in the facility.
32 g) Availability of the facility accommodates the scheduling needs of the program.
33 h) Notification for termination of the contract ensures that instruction will not be
34 interrupted for currently enrolled students.
35

36 **Intent:**

37 *This standard applies to sites off-campus used for dental laboratory technology*
38 *education. All students assigned to a particular facility are expected to receive*
39 *instruction in that facility. This standard does not apply to individual dental*
40 *laboratory and dental office sites used for externship/practical experience.*
41

42 **Classroom Space**

1
2 **4-4 Classroom space for didactic instruction must be provided for, and be readily**
3 **accessible to, the program.**

4
5 **Examples of evidence to demonstrate compliance may include:**

- 6 • Classroom size accommodates the number of students enrolled in each class.
7 • Classrooms are designed, equipped, and maintained and ~~appropriately equipped~~ for
8 effective instruction.
9

10
11 **Office Space**

12
13 **4-5 An office must be provided for the program administrator and full-time faculty.**

14
15 **Intent:**

16 *The program administrator often meets with students which requires privacy. Sensitive*
17 *and confidential student and program records are also safely stored in locked cabinets*
18 *and drawers. Full-time faculty are also required to hold regular office hours and require*
19 *a designated office space in which they may consult students.*

20
21 **Examples of evidence to demonstrate compliance may include:**

- 22 • Privacy for student counseling is provided.
23 • A private office is provided for the program administrator.
24 • Student and program records are stored to ensure confidentiality and safety.
25
26

27 **Learning Resources**

28
29 **4-6 The program must provide adequate and appropriately maintained learning**
30 **resources to support the goals and objectives of the program.**

31
32 **Intent:**

33 *Instructional aids and equipment, and institutional learning resources are provided and*
34 *include or provide access to a diversified collection of current dental, dental laboratory*
35 *technology and multidisciplinary literature and references necessary to support teaching,*
36 *student learning needs, services, and research. All students, including those receiving*
37 *education at an off campus facility or through distance education, are provided access to*
38 *learning resources.*

39
40 **Examples of evidence to demonstrate compliance may include:**

- 41 • Reference materials are provided in the following areas: dental and oral anatomy,
42 tooth morphology, dental materials, complete and partial removable prosthodontics,

1 fixed prosthodontics, ceramics, orthodontics, occlusion, ~~maxillofacial prostheses~~,
2 attachments, digital technologies, and implants used in the fabrication of fixed and
3 removable prostheses, ethics and jurisprudence, and history of dentistry, medical and
4 dental dictionaries, and indices.

- 5 • References on educational methodology
- 6 • Skeletal and anatomic models and replicas, sequential samples of laboratory
7 procedures, slides, films, video, and other media which depict current techniques,
8 and projection equipment are available for instruction.
- 9 • Instructional or media technologies
- 10 • Printed materials and instructional aids and equipment are available for utilization by
11 students and faculty including: current and back issues of major scientific and
12 professional journals related to dentistry and dental laboratory technology/~~dental-~~
13 ~~assisting/dental hygiene~~; and diversified collection of current references on dentistry
14 and related subjects.
- 15 • The mechanism or procedure for program faculty to periodically review and select
16 current titles and instructional aids for acquisition.
- 17 • Facility, hours and policies conducive to faculty and student use.
- 18 • Student access to a virtual library and electronic resources

21 Student Services

22
23 **4-7 There must be specific written due process policies and procedures for adjudication**
24 **of academic and disciplinary complaints, which parallel those established by the**
25 **sponsoring institution.**

27 **Intent:**

28 *These policies and procedures protect the students as consumers; provide avenues for*
29 *appeal and due process; ensure that student records accurately reflect work*
30 *accomplished, and are maintained in a secure manner; ensure confidentiality of and*
31 *access to student records is followed; ensure student participation when appropriate.*
32 *The institution provides services to the dental laboratory technology students equal to*
33 *those available to other students.*

35 **Examples of evidence to demonstrate compliance may include:**

- 36 • Personal, academic and career counseling of students
- 37 • Appropriate information about the availability of financial and health services
- 38 • Student advocacy
- 39 • Information about further educational opportunities
- 40 • Ethical standards and policies to protect the students as consumers and avenues for
41 appeal and due process
- 42 • Student records accurately reflect work accomplished during the program and are

- 1 maintained in a secure manner
2 • Policies concerning confidentiality of and access to student records are followed
3

4 Distance Education

5
6
7 **4-8 The use of Distance education programs must meet the parent program's stated**
8 **mission, goals, objectives, and standards.**

9
10 **Intent:**

11 *While some differences between ~~the parent program~~ traditional learning and distance*
12 *learning are inherent, the distance program is expected to comply with the spirit as well*
13 *as the letter of accreditation standards.*

14
15 **Examples of evidence to demonstrate compliance may include:**

- 16 • Institutional distance education training policies and procedures.
17 • Evidence of reported use of distance education.

Emergency Management

1
2
3 **5-3 The program must establish and enforce laboratory protocols and mechanisms to**
4 **ensure the management of emergencies; these protocols must be provided to all**
5 **students, faculty and appropriate staff; faculty, staff and students must be prepared**
6 **to assist with the management of emergencies.**
7

Intent:

8 *The program maintains emergency equipment and supplies that are sufficient and up-to-*
9 *date.*
10

Examples of evidence to demonstrate compliance may include:

- 13 • Instructional materials
- 14 • Written protocol
- 15 • Emergency Kit
- 16 • Safety devices and equipment are installed and functional.
- 17 • A first aid kit for use in managing clinic and/or laboratory accidents is accessible.
- 18 • Emergency equipment is readily accessible and functional.