

INFORMATIONAL REPORT ON FREQUENCY OF CITINGS OF ACCREDITATION STANDARDS FOR DENTAL LABORATORY TECHNOLOGY EDUCATION PROGRAMS

Background: The Accreditation Standards for Dental Laboratory Technology Education Programs were approved by the Commission on Dental Accreditation at its February 12, 2021 meeting and were implemented on January 1, 2022. Since that date, seven (7) dental laboratory technology site visits have been conducted by visiting committees of the Commission utilizing the January 2022 Standards. At the time of this report, the Standards include 68 “must” statements that address 152 required areas of compliance. This report presents the number of times areas of non-compliance were cited by visiting committees conducting site visits January 1, 2022 through October 31, 2024. If special (focused or comprehensive), pre-enrollment, or pre-graduation site visits were conducted during this period, citings from those visits are also included.

Analysis: The data in **Appendix 1** indicates that a total of 22 citings of non-compliance were made. Of these, 6 (27%) were related to Standard 1–Institutional Effectiveness; 8 (36.4%) were related to Standard 2–Educational Program; 7 (32%) were related to Standard 3–Administration, Faculty and Staff; 0 (0%) was related to Standard 4–Educational Support Services; and 1 (4.6%) was related to Standard 5–Health and Safety Provisions.

Analysis of the data indicates the most frequently cited area of non-compliance was within Standard 2-Educational Program. Standard 2-6 received four (4) total citings. Standard 2-6, f requiring that written documentation of each course in the curriculum be provided to students and include specific criteria and evaluation procedures for course grade calculation, received three (3) citations. The second most frequently cited area of non-compliance was within Standard 3-Administration, Faculty and Staff. Standard 3-7 received two (2) total citings related to faculty providing instruction having current educational theory and, e.g., curriculum development, educational psychology, test construction, measurement and evaluation. Finally, the third most frequently cited area of non-compliance was within Standard 1-Institutional Effectiveness. Standard 1-1 related to a formal and ongoing planning and outcomes assessment process that is systematically documented and annually evaluated and each subpart of Standard 1-1 (Standard 1-1 a-d), received one (1) citing each.

Summary: The Commission will continue to receive reports annually summarizing the updated data on the frequency of citings of individual Standards.

Recommendation: This report is informational in nature and no action is required.

ACCREDITATION STANDARDS FOR DENTAL LABORTATORY TECHNOLOGY EDUCATION PROGRAMS

Frequency of Citings Based on Required Areas of Compliance

Total Number of Programs Evaluated: 7
January 1, 2022 through October 31, 2024

STANDARD 1- INSTITUTIONAL EFFECTIVENESS – 11 Required Areas of Compliance

<u>Non-Compliance Citings</u>	<u>Accreditation Standard</u>	Required Areas of Compliance	
1	1-1	The program must demonstrate its effectiveness through a formal and ongoing planning and outcomes assessment process that is systematically documented and annually evaluated.	
		This process must include the following:	
1		a.	Program goals that include, but are not limited to a purpose, mission statement, and student learning outcomes that are consistent with the goals of the sponsoring institution and appropriate to dental technology education
1		b.	An implementation plan
1		c.	An assessment process which includes measures of student achievement
1		d.	Use of results for program improvement
1	1-2	The program must have a strategic plan which identifies stable financial resources sufficient to support the program's stated mission, goals and objectives.	
	1-3	The sponsoring institution must ensure that support from entities outside of the institution does not compromise the teaching, clinical and research components of the program.	
	1-4	The authority and final responsibility for curriculum development and approval, student selection, faculty selection and administrative matters must rest within the sponsoring institution.	

	1-5	Programs must be sponsored by educational institutions that are responsible for postsecondary education and accredited by an agency recognized by the United States Department of Education or an officially recognized state accrediting agency.
	1-6	All arrangements with co-sponsoring or affiliated institutions must be formalized by means of written agreements which clearly define the roles and responsibilities of each institution involved.
	1-7	There must be an active liaison mechanism between the program and the dental and allied dental professionals in the community.

STANDARD 2- EDUCATIONAL PROGRAM – 94 Required Areas of Compliance

<u>Non-Compliance Citings</u>	<u>Accreditation Standard</u>	Required Areas of Compliance
	2-1	Admission of students must be based on specific written criteria, procedures and policies.
		Minimum admissions requirements must include high school diploma or its equivalent.
		Applicants must be informed of the criteria and procedures for selection, goals of the program, curricular content, course transferability, and employment opportunities for dental laboratory technicians.
	2-2	Admission of students with advanced standing must be based on the same criteria required of all applicants admitted to the program.
		If a program considers students for advanced standing, credit must be awarded based on equivalent didactic, laboratory content and student achievement.
1	2-3	The number of students enrolled in the program must be proportionate to the resources available.

	2-4	The curriculum must include at least two academic years of full-time instruction or its equivalent at the postsecondary level.
		The scope and depth of the curriculum must reflect the objectives and philosophy of higher education.
		The college catalog must list the degree awarded and course titles and descriptions.
		In a two-year college setting, the graduates of the program must be awarded an associate degree or certificate of completion.
		In a four-year college or university, graduates of the program must be awarded an associate degree, post-degree certificate, or baccalaureate degree.
	2-5	The curriculum must be designed to reflect the interrelationship of general studies, physical sciences, dental sciences and dental laboratory techniques to promote maximum application of basic concepts in the performance of dental laboratory techniques.
	2-6	Written documentation of each course in the curriculum must be provided to students and include:
		a. Course title, number, and description
		b. Instructor(s) of record and contact information
		c. Course content outline including topics to be presented
		d. Specific instructional objectives, student learning outcomes and assessment mechanisms
1		e. Course schedule including time allocated for didactic and laboratory learning experiences
3		f. Specific criteria and evaluation procedures for course grade calculation
	2-7	The basic curriculum must include content in the subject areas: general studies; physical sciences; dental sciences; legal, ethical and historical aspects of dentistry and dental laboratory technology; infectious disease and hazard control management; and, basic laboratory techniques.

	2-8	The curriculum must include content at the in-depth level in communication skills, mathematics and business principles relative to dental laboratory technology.	
	2-9	The curriculum must include content in chemistry and physics relative to dental laboratory technology.	
	2-10	The curriculum must include content in dental materials, tooth morphology, oral anatomy and occlusion.	
	2-11	The curriculum must include content in the legal, ethical and historical aspects of dentistry and dental laboratory technology to include:	
		a.	Organizations that advance certification and continuing education for dental technicians and certification of laboratories.
		b.	Work authorization/prescription of the dentist in accordance with the state dental practice act, consistent with current procedures in dental laboratory technology in the geographic area served by the program.
		c.	Federal and state laws and regulations related to operating a dental laboratory and/or working as a dental laboratory technician.
		d.	HIPAA laws related to health care professionals
		e.	Ethics for health care professionals
	2-12	The program must present appropriate, ethical, legal and regulatory content related to bloodborne infectious diseases throughout the didactic and preclinical/clinical/laboratory components of the curriculum.	
		Content in bloodborne infectious diseases must be presented at least once during each academic term.	
	2-13	The curriculum must include didactic as well as laboratory instruction in the following areas: general laboratory techniques, complete dentures, removable partial dentures, fixed prosthodontics, and orthodontics.	

	2-14	Students must demonstrate competence in general laboratory techniques, including:
	a.	Evaluating impressions
	b.	Preparing and evaluating cast
	c.	Fabricating custom impression trays
	d.	Articulating casts, using non-adjustable and semi-adjustable articulators
	e.	Developing functional occlusion on articulated casts
	f.	Recognizing variables that affect materials
	g.	Utilizing various methods of fabrication (i.e., analog and/or digital)
	h.	Demonstrating safe handling of equipment and materials
	i.	Digital workflow (i.e., didactic and/or laboratory procedures)
	2-15	Students must demonstrate competence in the knowledge and skill required to fabricate complete denture prostheses, including:
	a.	Identifying various methods of fabrication
	b.	Constructing base plates and occlusion rims
	c.	Arranging a balanced denture set-up using anatomical teeth
	d.	Contouring trial dentures prior to try-in and processing
	e.	Equilibrating occlusal discrepancies
	f.	Finishing and polishing
	g.	Using a semi-adjustable articulator during fabrication
	h.	Relining and denture repairs
	i.	Fabricating surgical templates
	2-16	Students must demonstrate competence in the knowledge and skill required to fabricate removable partial dentures prostheses, including:
	a.	Identification of the components of a removable partial denture, including various clasp designs
	b.	Principles of surveying and design
	c.	Performing blockout procedures
	d.	Fabricating patterns
	e.	Processing frameworks
	f.	Finishing and polishing frameworks

		g.	Evaluating the fit of the framework to the master cast
		h.	Arranging teeth on the frameworks
		i.	Processing and finishing removable partial denture bases
		j.	Various repair procedures
	2-17		Students must demonstrate competence in the knowledge and skill required to fabricate fixed prostheses, including inlays, onlays, full crowns and fixed partial dentures:
		a.	Preparing and evaluating casts with removable dies
		b.	Recognizing variables that affect materials
		c.	Identifying various methods of fabrication
		d.	Preparing margins utilizing magnification
		e.	Identifying various margin and preparation designs and their applications
		f.	Designing and fabricating full contour restorations
		g.	Designing and fabricating substructures
		h.	Seating fixed restoration utilizing magnification
		i.	Preparing substructure to receive porcelain
		j.	Applying and processing porcelain to substructure(s)
		k.	Contouring ceramic materials
1		l.	Developing functional occlusion on full arch articulated casts
		m.	Adjusting occlusal and interproximal contacts
		n.	Performing optical external characterization
		o.	Finishing and polishing restorations
		p.	Fabricating single and multi-unit restorations
		q.	Demonstrating safe handling of all equipment associated with ceramic
	2-18		Students must demonstrate competence in the knowledge and skill necessary to fabricate orthodontic appliances, including:
		a.	Recognizing variables that affect materials
		b.	Preparing and evaluating orthognathic study casts
		c.	Identifying the components of orthodontic appliances
		d.	Identifying and categorizing types of appliances

		e.	Fabricating retainers, space maintainers and tooth moving appliances
		f.	Contouring various types of arch wires, clasps and springs
		g.	Fabricating, finishing and polishing appliances
		h.	Soldering and band placement
		i.	Appliance repairs
	2-19	The discipline specific portion of the curriculum must prepare students to competence in additional techniques in at least one or more of the following discipline specific areas: complete dentures, removable partial dentures, fixed prosthodontics, orthodontics, and implants.	
	2-20	Practical experiences to support the development of competency in performing laboratory procedures must be provided either in the program facilities or off-site facilities.	
2	2-21	Student evaluation methods must include defined objective criteria that measure all defined course objectives and/or student learning outcomes.	

STANDARD 3-ADMINISTRATION, FACULTY AND STAFF – 20 Required Areas of Compliance

<u>Non-Compliance Citings</u>	<u>Accreditation Standard</u>	Required Areas of Compliance
	3-1	The administrative structure must ensure the attainment of program goals.
	3-2	The program must be a recognized entity within the institution's administrative structure.
1	3-3	A program administrator who is employed full-time (as defined by the institution) and who is responsible for the day-to-day implementation of the program and must have the

		authority, responsibility and privileges necessary to manage the program.
	3-4	The program administrator must:
		a. have the educational background and occupational experience necessary to understand and fulfill the program goals
		b. have attained a higher level of education than that presented in the program or be enrolled in a program progressing toward that degree
		c. current background in educational theory and methodology
		d. have practical experience as a dental technician
		e. be certified by the National Board for Certification in Dental Laboratory Technology
	3-5	Duties: The program administrator must have authority and responsibility necessary to fulfill program goals.
	3-6	Dental laboratory technology faculty must have background in and current knowledge of dental laboratory technology and the specific subjects they are teaching.
2	3-7	Faculty providing instruction must have current educational theory and, e.g., curriculum development, educational psychology, test construction, measurement and evaluation.
		Faculty providing instruction via distance education technology must have instruction in distance education techniques and delivery.
	3-8	Faculty providing didactic instruction must hold a degree higher than the degree being granted to their students or an equivalent degree to the degree being granted to their students plus five years of documented experience in the dental laboratory technology discipline area they would be teaching.
1	3-9	A dental laboratory technician who is appointed as a dental laboratory technology program faculty member, must be certified by the National Board for Certification in Dental Laboratory Technology or achieve certification within two years of appointment to the program or be a licensed dentist.

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

STANDARD 4- EDUCATIONAL SUPPORT SERVICES – 20 Required Areas of Compliance

<u>Non-Compliance Citings</u>	<u>Accreditation Standard</u>	Required Areas of Compliance	
	4-1	The program must provide adequate and appropriately maintained facilities to support the purpose/mission of the program and which are in conformance with applicable regulations.	
	4-2	An adequate multipurpose laboratory facility must be provided for effective instruction and include:	
		a.	Sufficient and secure storage space for instructional equipment, supplies, and materials, including hazardous materials.
		b.	Policies and procedure for safe operation and maintenance of laboratory equipment
		c.	An appropriate number of work stations with necessary dental equipment for students.

	4-3	It is preferable and therefore recommended that the educational institution provide physical facilities and equipment which are adequate to permit achievement of program goals and objectives.	
		If the institution finds it necessary to contract for use of an existing laboratory facility for laboratory instruction, then the following conditions must be met in addition to all existing standards:	
		a.	There is a formal agreement between the educational institution and agency or institution providing the facility.
		b.	The program administrator retains authority and responsibility for instruction and student assignments.
		c.	All students receive instruction and practical experience in the facility.
		d.	Policies and procedures for operation of the facility are consistent with the philosophy and goals of the educational program.
		e.	Laboratory instruction is provided and evaluated by program faculty.
		f.	All students receive comparable instruction in the facility.
		g.	Availability of the facility accommodates the scheduling needs of the program.
		h.	Notification for termination of the contract ensures that instruction will not be interrupted for currently enrolled students.
	4-4	Classroom space for didactic instruction must be provided for, and be readily accessible to, the program.	
	4-5	An office must be provided for the program administrator and full-time faculty.	
	4-6	The program must provide adequate and appropriately maintained learning resources to support the goals and objectives of the program.	
	4-7	There must be specific written due process policies and procedures for adjudication of academic and disciplinary	

		complaints, which parallel those established by the sponsoring institution.
	4-8	Distance education programs must meet the parent program's stated mission, goals, objectives, and standards.

STANDARD 5- HEALTH AND SAFETY PROVISIONS – 7 Required Areas of Compliance

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

REPORT OF THE AD HOC COMMITTEE ON DENTAL LABORATORY TECHNOLOGY STANDARDS

Background: The Accreditation Standards for Dental Laboratory Technology Education Programs were adopted by the Commission on Dental Accreditation (CODA) at its February 12, 2021 meeting with implementation January 1, 2022.

On July 27, 2023, the Commission on Dental Accreditation received a letter from Dr. James Nickman, chair, American Dental Association (ADA) Council on Dental Education and Licensure (CDEL), requesting that the Commission on Dental Accreditation engage the communities of interest and consider pursuing a comprehensive review and possible revision of the Accreditation Standards for Dental Laboratory Technology Education Programs (**Appendix 1**).

During this June 19, 2023 meeting, the CDEL and National Association of Dental Laboratories (NADL) discussed the impact digital workflow has had on the materials and technology used by dental laboratory technicians. The CDEL and NADL noted that the pace of change in the market is so rapid that by the time revisions to accreditation standards are presented and adopted, the standard is likely already outdated. The CDEL believes that a significant number of current accreditation standards may be misaligned with market need as they are directly related to digital workflow. CDEL recognized that recent revisions to the Accreditation Standards for Dental Laboratory Technology Education Programs were adopted in 2008 and 2021, but concluded that a comprehensive review of the entire Accreditation Standards for Dental Laboratory Technology Education Programs were needed at that time.

Winter 2024 Meetings: At its Winter 2024 meeting, the Review Committee on Dental Laboratory Technology Education (DLT RC) reviewed and discussed the letter from CDEL. The Review Committee discussed the need for a comprehensive review of the Accreditation Standards for Dental Laboratory Technology Education Programs specifically due to the need to address digital workflow. There was also discussion about issues related to non-CODA-accredited dental laboratory technology education programs and concerns about several CODA-accredited dental laboratory technology programs teaching out and discontinuing, including a discussion regarding how this affects the dental laboratory technology community. Additionally, Review Committee members discussed that the industry of dental laboratory technology may not be supporting the CODA-accredited dental laboratory technology programs and the education of dental laboratory technology technicians. The Committee also discussed the need to educate dentists on the role of a trained dental laboratory technician and the need for support of dental laboratory technicians from dentists.

Following discussions during its Winter 2024 meeting, the DLT RC concluded that there was a need for an Ad Hoc Committee to conduct a comprehensive review of the Accreditation Standards for Dental Laboratory Technology Education Programs and to discuss relevant issues

affecting the dental laboratory technology profession and industry, and how these issues impact CODA-accredited dental laboratory technology education programs. The Review Committee determined that the Ad Hoc Committee members should include the DLT RC members, a representative from NADL, a representative from the National Board for Certification in Dental Laboratory Technology (NBC), a dental laboratory technology educator and a dental laboratory technology site visitor.

At its Winter 2024 meeting, the Commission on Dental Accreditation concurred with the DLT RC recommendations and directed the formation of an Ad Hoc Committee of available members of the Dental Laboratory Technology Education Review Committee, and nominated representatives from the NADL, the NBC, a dental laboratory technology educator, and a dental laboratory technology site visitor to conduct a comprehensive review of the Accreditation Standards for Dental Laboratory Technology Education Programs, and to further discuss relevant issues affecting the dental laboratory technology profession and industry, with a future report for further consideration by the Dental Laboratory Technology Education Review Committee and the Commission.

Summer 2024 Meetings: An Ad Hoc Committee was formed with the following members: Ms. Lonni Thompson (Ad Hoc Chair, DLT RC Chair, and Commissioner), Ms. LaShun James (DLT RC Member and Commissioner), Mr. Gary Johnson (DLT Educator, CODA Appointee), Ms. Sandra Kotowske (DLT RC Member), Ms. Jennifer Ludwig (NADL Nominee), Ms. Colleen Painter (NBC Nominee), Mr. Steven Pigliacelli (DLT RC Member), Mr. Robert Riggs (DLT Site Visitor, CODA Appointee), and Dr. Arpana Verma (DLT RC Member). The Ad Hoc Committee met on May 13, 2024, and all members were present except Dr. Verma. The Committee also met on June 25, 2024 and all members were present, with Mr. Pigliacelli and Mr. Riggs attending a portion of the meeting. Commission Staff: Dr. Sherin Took, senior director, CODA, attended both meetings; Ms. Peggy Soeldner, senior manager, Administration and Committees, CODA, and Ms. Samara Schwartz, senior associate general counsel, CODA, attended the meeting on May 13, 2024; and Ms. Jamie Asher Hernandez, manager, Allied Dental Education, CODA, attended the meeting on June 25, 2024. The Ad Hoc Committee submitted its report to the Commission with updates on its discussion at its Summer 2024 meeting (**Appendix 2**).

Winter 2025 Meetings: The Ad Hoc Committee met on September 6, 2024 to continue its work on review of the Accreditation Standards for Dental Laboratory Technology Education Programs. The Ad Hoc Committee's membership included the following individuals: Ms. Lonni Thompson (Ad Hoc Chair, DLT RC Chair, and Commissioner), Ms. LaShun James (DLT RC Member and Commissioner), Mr. Gary Johnson (DLT Educator, CODA Appointee), Ms. Sandra Kotowske (DLT RC Member), Ms. Jennifer Ludwig (NADL Nominee), Ms. Colleen Painter (NBC Nominee), Mr. Steven Pigliacelli (DLT RC Member), Mr. Robert Riggs (DLT Site Visitor, CODA Appointee), and Dr. Arpana Verma (DLT RC Member). Commission Staff: Ms. Jamie Asher Hernandez, manager, Allied Dental Education, Dr. Sherin Took, senior director,

CODA supported the work of the Ad Hoc Committee. The Committee continued its work; therefore, there was no report submitted to the Commission for the Winter 2025 meeting.

Diversity and Humanistic Culture and Learning Environment: At its Winter 2024 meeting, the Commission directed establishment of an Ad Hoc Committee composed of all Commissioners who chair the discipline-specific Review Committees in dental, allied dental, and advanced dental education, and additional CODA Commissioners, to study the Accreditation Standards for possible revision related to the letter from The National Coalition of Dentists for Health Equity. At its Summer 2024 meeting, at the recommendation of the Ad Hoc Committee, the Commission directed that all Review Committees of the Commission consider the proposed revisions for the Dental Standards 1-2 and 1-3 and revisions for the Oral and Maxillofacial Surgery Standards 1-11 and 2-1.7 (adopted Summer 2024), for possible inclusion of similar Standards within the Review Committee's own discipline(s) to address diversity and the humanistic culture, with a report to the Commission in Winter 2025. At its Winter 2025 meeting, following review of the DLT RC report, the Commission tabled review of proposed revisions to Accreditation Standards related to diversity and a safe learning environment until the work of the Ad Hoc Committee to Study the Accreditation Standards Related to Diversity in Dental, Advanced Dental and Allied Dental Education Programs has concluded.

Administrative Oversight at Major Sites Where Educational Activity Occurs: At its Winter 2024 meeting, the Commission considered the New Business report of the Review Committee on Predoctoral Dental Education (PREDOC RC), which included a discussion about the possibility of program directors working remotely and not in-person, on-site at one of the program's approved educational sites. Additionally, at its Winter 2024 meeting, the Commission considered the New Business report of the Review Committee on Dental Hygiene Education (DH RC) related to program administrators that may be remotely located from the program's campus. Following consideration, CODA directed an Ad Hoc or Standing Committee to investigate in-person, on-site work expectations for program directors to determine if changes are needed in the discipline-specific Accreditation Standards for dental education, advanced dental education, and allied dental education programs.

The Ad Hoc Committee, which was comprised of all current CODA Commissioners, met on August 7, 2024 at the ADA Headquarters, in association with the Commission's Summer 2024 meeting. The Ad Hoc Committee considered the topic and concluded that each Review Committee that does not currently have a Standard related to administrative oversight at major educational activity sites (e.g., off-campus sites where students spend a majority or all their time) should review this topic and determine whether a Standard is needed to address the Commission's expectation for administrative oversight, for consideration by the Commission in Winter 2025. The Commission concurred and directed the DLT RC to consider this topic.

In Winter 2025, the DLT RC considered the topic of administrative oversight at major educational activity sites and recommended that the Commission direct the Ad Hoc Committee

on Dental Laboratory Technology Standards to review the Accreditation Standards for Dental Laboratory Technology Education Programs to determine whether revisions are needed related to administrative oversight at major sites where educational activity occurs, with a future report to the Dental Laboratory Technology Review Committee and Commission. The Ad Hoc Committee on Dental Laboratory Technology Standards considered this topic of administrative oversight at major sites where educational activity occurs in its Spring 2025 meetings to review the Accreditation Standards.

March 24, 2025, April 18, 2025, and May 6, 2025 Meetings of the Ad Hoc Committee: The Committee's membership included the following individuals: Ms. Lonni Thompson (Ad Hoc Chair, DLT RC Chair, and Commissioner), Ms. Laura Andreescu (DLT RC Member), Mr. Nicholas Azar (NADL Nominee), Ms. LaShun James (DLT RC Member and Commissioner), Mr. Gary Johnson (DLT Educator, CODA Appointee), Ms. Colleen Painter (NBC Nominee), Mr. Steven Pigliacelli (DLT RC Member), Mr. Robert Riggs (DLT Site Visitor, CODA Appointee), and Dr. Gitanjali Pinto-Sinai (DLT RC Member). Commissioner: Dr. Frank Licari, chair, CODA, *ex officio* (present for the April 18, 2025 meeting). Commission Staff: Ms. Jamie Asher Hernandez, manager, Allied Dental Education and Dr. Sherin Took, senior director, CODA.

Six (6) meetings were conducted by the Ad Hoc Committee. The six (6) virtual meetings were generally scheduled for two (2) hours each and occurred on the following dates: May 13, 2024; June 25, 2024; September 6, 2024; March 24, 2025; April 18, 2025; and May 6, 2025. A quorum of Ad Hoc Committee members was present at each meeting.

The Ad Hoc Committee initiated its first meeting with a review of its charge and discussion related to several overarching issues for dental laboratory technology education. The Ad Hoc Committee agreed with the CDEL and NADL that digital technology and digital workflow is the current norm within the dental laboratory technology industry. Therefore, graduates of CODA-accredited dental laboratory technology education programs must have a foundation in digital workflow to be marketable in the profession. The Committee also noted the decline in CODA-accredited dental laboratory technology programs and believed that the value placed on formally educated dental laboratory technicians has diminished. Additionally, the cost of equipment and materials to support digital workflow in academic settings may be a financial burden to educational programs and was a concern among the Ad Hoc Committee. The Ad Hoc Committee also discussed the difficulty in finding faculty to support the educational programs.

Highlights of Proposed Revisions: The proposed revisions to the Accreditation Standards for Dental Laboratory Technology Education Programs are found in **Appendix 3**.

In the Definition of Terms, the Ad Hoc Committee noted that the term Special Needs was not referenced within the Accreditation Standards for Dental Laboratory Technology Education Programs and did not directly apply to dental laboratory technology education as the dental

laboratory technology education students may not work directly with patients. Therefore, the definition of Special Needs should be removed. The Ad Hoc Committee reviewed the definition of Distance Education and referenced the Commission's current Distance Education policy and the Ad Hoc Committee aligned the definition of Distance Education with the Commission's Distance Education policy.

The Ad Hoc Committee conducted a systematic review of the Standards, reviewing and discussing each Standard as it related to digital workflow and it was determined that digital workflow should be incorporated into several Standards pertaining to curriculum and facilities (Standard 2-Educational Program and Standard 4-Educational Support Services).

The Ad Hoc Committee modified language in Standard 2 to update the use of technology and terminology relating to "models" versus "casts" to Standards relating to demonstration of competence in the knowledge and skill required to fabricate complete dentures, removeable part dentures, fixed prosthodontics, and orthodontics. Additionally, the Ad Hoc Committee added the requirement to demonstrate quality assurance and quality control to evaluate effectiveness of completed services, and implementing improvements relating to fabricating complete dentures, removeable part dentures, fixed prosthodontics, and orthodontics (Standards 2-15 through 2-18).

The Ad Hoc Committee streamlined and clarified the Standards related to practical experiences to support the development of competency in performing dental laboratory procedures either in the program or off-site facilities. The Ad Hoc Committee believed additional clarity was needed within Standard 2-20 to expand on practical experiences, including fabricating prostheses and oral appliances for patients currently under treatment, or from actual models, digital scans, or impressions and occlusal records from previously fabricated prostheses; and periodic seminars with students to integrate didactic and laboratory instruction with extramural experiences and to provide opportunities for students to share experiences. It was also determined that an intent statement could further clarify that off-campus or extramural laboratory experiences are not required and are not considered substitutes for basic instruction to develop minimum competency. The Ad Hoc Committee also determined that there were several examples of evidence for Standard 2-20 that should be relocated to other areas of the Standards particularly for practical experiences being evaluated by the program administrator and faculty. Therefore, an additional Standard was developed within Standard 3-Administration, Faculty and Staff (new Standard 3-11) to further expand on practical experiences being evaluated by the program administrator and faculty with streamlined examples of evidence, and which also addresses the Commission's directive to consider administrative oversight at educational activity sites. As with many of the proposed revisions, the Ad Hoc Committee also spent a considerable amount of time streamlining and clarifying the intent statements and examples of evidence for dental laboratory technology programs throughout the Standard revisions.

The Ad Hoc Committee discussed whether revisions were needed to address diversity and the humanistic culture and learning environment and it was determined that no revisions to the

Standards would be made at this time since the Commission directed in Winter 2025 that this topic be tabled until the work of the Ad Hoc Committee to Study the Accreditation Standards Related to Diversity in Dental, Advanced Dental and Allied Dental Education Programs has concluded.

The Ad Hoc Committee also engaged in an extensive discussion related to the length of dental laboratory technology programs, as well as the required degree conferred in accordance with CODA Standards. The Standards currently require that a dental laboratory technology program be at least two (2) academic years of full-time instruction or its equivalent at the post-secondary level. The Committee noted that the time commitment for a two-year program may be a distractor to potential students; however, the scope and depth of content needed for a dental laboratory technician currently necessitates a two-year curriculum. The Committee discussed whether a reconfigured one-year program focusing on general entry level skills may support entry into the profession with basic knowledge of the profession, while a two-year program option could expand on the basic knowledge regarding complexity in certain areas of focus (i.e., advanced dental areas and/or discipline specific content). In addition to seeking comments on the proposed revisions to the Accreditation Standards for Dental Laboratory Technology Education Programs (**Appendix 3**), the Ad Hoc Committee believed the Commission should request feedback from the communities of interest related to the program length for dental laboratory technology education programs. Specifically, the Ad Hoc Committee believed a question could be added to the introduction of the proposed revisions asking whether the program length of a dental laboratory technology education program should remain at least two (2) academic years or its equivalent, or should be revised to reduce program length to at least one (1) academic year or its equivalent for entry into the profession, with instruction limited to general laboratory techniques, and require programs to extend length beyond one (1) academic year for instruction in additional functions (i.e., advanced dental areas and/or discipline specific content).

Summary: At this meeting, the DLT RC and Commission are asked to consider the proposed revisions to the Accreditation Standards for Dental Laboratory Technology Education Programs (**Appendix 3**), submitted by the Ad Hoc Committee on Dental Laboratory Technology Standards. The DLT RC may recommend additional revisions to the Standards and circulation of the proposed revisions to the communities of interest. Additionally, the Commission may direct circulation of the proposed revisions to the communities of interest for review and comment for a specified period, with Hearings conducted, and comments reviewed at a future Commission meeting.

Recommendation:

Prepared by: Ms. Jamie Asher Hernandez and Dr. Sherin Took

July 27, 2023

Dr. Sanjay Mallya, Chair
Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, IL 60611

Dear Dr. Mallya,

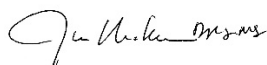
The ADA Council on Dental Education and Licensure has subject matter responsibility on behalf of the Association for matters related to the accreditation of dental, advanced dental and allied dental education programs and for certifying boards and credentialing for allied dental personnel. At our January 2023 meeting, we received an annual report from the National Board for Certification in Dental Laboratories (NBC) and noted the Board's concerns related to the declining number of Certified Dental Technicians and Dental Laboratory Technology Programs accredited by the Commission on Dental Accreditation (CODA). The Council agreed with NBC's concerns and asked that representatives of NBC and the National Association of Dental Laboratories be invited to our next Council meeting to share views and potential actions to address this matter.

On June 19, 2023, Ms. Rachel Luoma, chief staff executive of NBC, and Mr. Bennett Napier, executive director of NADL, appeared before the Council and provided an update on their current and proposed actions to address the very concerning decline of the number of Certified Dental Technicians (CDTs) and CODA-accredited dental laboratory technology programs. The Council was pleased to learn about the dental laboratory technology community's views and efforts to address this matter.

We discussed the impact digital workflow has had on the materials and technology used by dental laboratory technicians. It was noted that the pace of change in the market is so rapid that by the time revisions to accreditation standards are presented and adopted, the standard is likely already outdated. For this reason, a significant number of current accreditation standards may be misaligned with market need as they are directly related to digital workflow. The Council recognized that recent revisions to the Accreditation Standards were adopted in 2008 and 2021 but concluded that a comprehensive review of the entire Accreditation Standards for Dental Laboratory Technology Education Programs may be appropriate at this time.

The Council requests that the Commission engage the communities of interest and consider pursuing a comprehensive review and possible revision of the Accreditation Standards for Dental Laboratory Technology Education Programs. Thank you for your consideration of this important matter.

Sincerely,



James Nickman, DDS, MS
Chair, Council on Dental Education and Licensure

JN:ms/ap

Cc: Mr. Bennett Napier, Executive Director, National Association of Dental Laboratories
Ms. Rachel Luoma, Chief Staff Executive, National Board for Certification in Dental Laboratories
Ms. Lonnie Thompson, Chair, CODA Dental Laboratory Technology Review Committee

July 27 2023
Dr. Sanjay Mallya
Page 2

Dr. Sherin Tooks, Senior Director, Commission on Dental Accreditation
Dr. Najia Usman, Incoming Chair, Council on Dental Education and Licensure
Dr. Anthony J. Ziebert, Senior Vice-president, Education and Professional Affairs
Dr. Meaghan Strotman, Director, Council on Dental Education Licensure

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Appendix 1
Subpage 2
Report of Ad Hoc Committee on
Dental Laboratory Technology
Standards
Dental Laboratory Technology RC
CODA Summer 2025

REPORT OF THE AD HOC COMMITTEE TO STUDY THE ACCREDITATION STANDARDS FOR DENTAL LABORATORY TECHNOLOGY EDUCATION PROGRAMS

Background: On July 27, 2023, the Commission on Dental Accreditation (CODA) received a letter from Dr. James Nickman, chair, American Dental Association (ADA) Council on Dental Education and Licensure (CDEL), requesting that the Commission on Dental Accreditation (CODA) engage the communities of interest and consider pursuing a comprehensive review and possible revision of the Accreditation Standards for Dental Laboratory Technology Education Programs.

During its June 19, 2023 meeting, the CDEL and National Association of Dental Laboratories (NADL) discussed the impact digital workflow has had on the materials and technology used by dental laboratory technicians. The CDEL and NADL noted that the pace of change in the market is so rapid that by the time revisions to Accreditation Standards are presented and adopted, the standard is likely already outdated. The CDEL believed that a significant number of current accreditation standards may be misaligned with market need as they are directly related to digital workflow. CDEL recognized that recent revisions to the Accreditation Standards for Dental Laboratory Technology Education Programs were adopted in 2008 and 2021 but concluded that a comprehensive review of the entire Accreditation Standards for Dental Laboratory Technology Education Programs may be appropriate at this time.

At its Winter 2024 meeting, the Review Committee on Dental Laboratory Technology Education (DLT RC) reviewed and discussed the letter from CDEL. The Committee discussed the need for a comprehensive review of the Accreditation Standards for Dental Laboratory Technology Education Programs specifically due to the need to address digital workflow. There was also discussion about issues related to non-CODA-accredited dental laboratory technology education programs and concerns about several CODA-accredited dental laboratory technology programs teaching out and discontinuing, including a discussion regarding how this affects the dental laboratory technology community. Additionally, Review Committee members discussed that the industry of dental laboratory technology may not be supporting the CODA-accredited dental laboratory technology programs and the education of dental laboratory technology technicians. The Committee also discussed the need to educate dentists on the role of a trained dental laboratory technician and the need for support of dental laboratory technicians from dentists.

Following discussions, the DLT RC concluded that there is a need for an Ad Hoc Committee to conduct a comprehensive review of the Accreditation Standards for Dental Laboratory Technology Education Programs and to discuss relevant issues affecting the dental laboratory technology profession and industry, and how these issues impact CODA-accredited dental laboratory technology education programs. The Committee determined that the Ad Hoc Committee members should include the DLT RC members, a representative from NADL, a representative from the National Board for Certification in Dental Laboratory Technology (NBC), a dental laboratory technology educator and a dental laboratory technology site visitor.

At its Winter 2024 meeting, the Commission on Dental Accreditation concurred with the DLT RC recommendations and directed the formation of an Ad Hoc Committee of available members of the Dental Laboratory Technology Education Review Committee, and nominated representatives from the NADL, the NBC, a dental laboratory technology educator, and a dental laboratory technology site visitor to conduct a comprehensive review of the Accreditation Standards for Dental Laboratory Technology Education Programs, and to further discuss relevant issues affecting the dental laboratory technology profession and industry, and how these issues impact CODA-accredited dental laboratory technology education programs with a report for further consideration by the Dental Laboratory Technology Education Review Committee and Commission in Summer 2024.

May 13, 2024 and June 25, 2024 Meetings of the Ad Hoc Committee: An Ad Hoc Committee was formed with the following members: Ms. Lonni Thompson (Ad Hoc Chair, DLT RC Chair, and Commissioner), Ms. LaShun James (DLT RC Member and Commissioner), Mr. Gary Johnson (DLT Educator, CODA Appointee), Ms. Sandra Kotowske (DLT RC Member), Ms. Jennifer Ludwig (NADL Nominee), Ms. Colleen Painter (NBC Nominee), Mr. Steven Pigliacelli (DLT RC Member), Mr. Robert Riggs (DLT Site Visitor, CODA Appointee), and Dr. Arpana Verma (DLT RC Member).

The Ad Hoc Committee met on May 13, 2024, and all members were present except Dr. Verma. The Committee also met on June 25, 2024 and all members were present, with Mr. Pigliacelli and Mr. Riggs attending a portion of the meeting. Dr. Sherin Took, senior director, CODA, attended both meetings; Ms. Peggy Soeldner, manager, Advanced Dental Education, CODA, and Ms. Samara Schwartz, senior associate general counsel, CODA, attended the meeting on May 13, 2024; and Ms. Jamie Asher Hernandez, manager, Allied Dental Education, CODA, attended the meeting on June 25, 2024.

The Ad Hoc Committee initiated its first meeting with a review of its charge and discussed several overarching issues related to dental laboratory technology education. The Ad Hoc Committee agreed with the CDEL and NADL that digital technology and digital workflow is the current norm within the dental laboratory technology industry. Therefore, graduates of CODA-accredited dental laboratory technology education programs must have a foundation in digital workflow to be marketable in the profession. The Committee also noted the decline in CODA-accredited programs and believed that the value placed on formally educated dental laboratory technicians has diminished. Additionally, the cost of equipment and materials to support digital workflow in academic settings can be a financial burden to educational programs and was a concern among the Ad Hoc Committee. The Ad Hoc Committee also discussed the difficulty in finding faculty to support the educational program.

The Ad Hoc Committee began its review of the Standards with a discussion related to the length of dental laboratory technology programs, as well as the required degree conferred in accordance with CODA Standards. The Committee noted that a two-year program may be too long; however, the scope and depth of content needed for a dental laboratory technician necessitates a two-year curriculum. The Committee wondered whether a one-year program may allow for

entry into the profession with basic knowledge of the profession, while a two-year program option could expand on the basic knowledge regarding complexity in certain areas of focus. The Committee will continue to consider this topic at future meetings. The Committee also discussed the need for dental laboratory technology programs to partner with in-field laboratories to provide important experiences to the students.

The Ad Hoc Committee began a systematic review of the Standards, reviewing and discussing each Standard as it related to digital workflow. The Committee focused initially on Standard 2-Educational Program and has initiated its review of Standard 3-Administration, Faculty and Staff, which will continue at the next meeting. Following consideration of all Standards related to the charge of the Ad Hoc Committee, a report will be provided to the Dental Laboratory Technology Review Committee and Commission.

Summary: At this meeting, the Dental Laboratory Technology Review Committee and Commission are requested to review the update report provided by the Ad Hoc Committee to Study the Accreditation Standard for Dental Laboratory Technology Education Programs.

Recommendation:

Commission on Dental Accreditation

Proposed revisions submitted by the Ad Hoc Committee on Dental Laboratory Technology Standards, for consideration by the Review Committee on Dental Laboratory Technology Education and Commission on Dental Accreditation at the Summer 2025 meetings.

Additions are Underlined;
~~Strikethroughs~~ indicate Deletions

Accreditation Standards for Dental Laboratory Technology Education Programs

**Introductory Comment from the
Commission on Dental Accreditation:**

Question for Public Comment:

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

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

Accreditation Standards for Dental Laboratory Technology Education Programs

Commission on Dental Accreditation
401 N. Michigan Ave., Suite 3300
Chicago, Illinois 60611
312-440-4653
<https://coda.ada.org/>

Effective ~~August 11, 2023~~

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Commission on Dental Accreditation

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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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Mission Statement of the Commission on Dental Accreditation

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

Commission on Dental Accreditation
Adopted: August 5, 2016; Revised August 6, 2021

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 accreditation classification provides evidence to educational institutions, licensing bodies, government or other granting agencies that, at the time of initial evaluation(s), the developing education program has the potential for meeting the standards set forth in the requirements for an accredited educational program for the specific occupational area. The classification “initial accreditation” is granted based upon one or more site evaluation visit(s).

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

Other Accreditation Actions:

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

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

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

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

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

Withdraw: An action taken by the Commission when a program has been unable to demonstrate compliance with the accreditation standards or policies within the time period specified. A final action to withdraw accreditation is communicated to the program and announced to the communities of interest. A statement summarizing the reasons for the Commission’s decision and comments, if any, that the affected program has made with regard to this decision, is available upon request from the Commission office. Upon withdrawal of accreditation by the Commission, the program is no longer recognized by the United States Department of Education. In the event

1 the Commission withdraws accreditation from a program, students currently enrolled in the
2 program at the time accreditation is withdrawn and who successfully complete the program, will be
3 considered graduates of an accredited program. Students who enroll in a program after the
4 accreditation has been withdrawn will not be considered graduates of a Commission accredited
5 program. Such graduates may be ineligible for certification/licensure examinations.

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

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

12
13 Reaffirmed: 8/23; 8/18; 8/13; Adopted: 8/11
14
15

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

Dental Laboratory Technology

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.

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.~~

STANDARD 1 - INSTITUTIONAL EFFECTIVENESS

Program Planning and Assessment

1-1 The program must demonstrate its effectiveness through a formal and ongoing planning and outcomes assessment process that is systematically documented and annually evaluated. This process must include the following:

- a) Program goals that include, but are not limited to a purpose, mission statement, and student learning outcomes that are consistent with the goals of the sponsoring institution and appropriate to dental technology education**
- b) An implementation plan**
- c) An assessment process which includes measures of student achievement**
- d) Use of results for program improvement**

Intent:

Planning for, evaluation of and improvement of the educational quality of the program is broad-based, systematic, continuous and designed to promote achievement of program goals.

Examples of evidence to demonstrate compliance may include:

- a. A Plan with Program Goals:
 - A clearly stated program purpose and mission statement is reflective of the sponsoring institution's mission and vision and appropriate to dental laboratory technology education; the purpose addresses teaching, and as appropriate, patient care and service.
 - List of the program's goals which are consistent with the goals of the sponsoring institution.
 - The Commission on Dental Accreditation expects each program to regularly examine and re-define its own goals, objectives, and program and student learning outcomes as necessary, based on the current needs of the program, for preparing individuals in the discipline.
- b. An Implementation Plan
- c. An Assessment Process with Methods of Assessment and Data Collection
The assessment methods are related to the program goals and may include, but are not limited to:

Program Outcomes Measures such as:

- Consideration of course completion

Dental Laboratory Technology

- 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

1 *that the program will be in a competitive position to recruit and retain qualified faculty.*
2 *Annual appropriations provide for innovations and changes necessary to reflect current*
3 *concepts of education in the discipline. The Commission assesses the adequacy of*
4 *financial support on the basis of current appropriations. The financial resources identify*
5 *stable sources of funding for the program and the degree of dependence upon a given*
6 *funding source is based upon the stability of that source.*
7

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

- 9
 - Program's mission, goals and objectives; current and previous year revenue and
 - 10 expenses; revenue and expense projections for the program for the next three to
 - 11 five years- 12

13 **1-3 The sponsoring institution must ensure that support from entities outside of the**
14 **institution does not compromise the teaching, clinical and research components of**
15 **the program.**
16

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

- 18
 - Written agreement(s)
 - 19 • Contract(s)/Agreement(s)/Affiliation(s) between the institution/program and
 - 20 sponsor(s) related to facilities, funding, faculty financial support- 21

22 **1-4 The authority and final responsibility for curriculum development and approval,**
23 **student selection, faculty selection and administrative matters must rest within the**
24 **sponsoring institution.**
25
26

27 **Institutional Accreditation**
28

29 **1-5 Programs must be sponsored by educational institutions that are responsible for**
30 **postsecondary education and accredited by an agency recognized by the United**
31 **States Department of Education or an officially recognized state accrediting agency.**
32

33 **Intent:**

34 *Dental schools, four-year colleges and universities, community colleges, technical*
35 *institutes, vocational schools, private schools, and recognized federal service training*
36 *centers which offer appropriate fiscal, facility, faculty and curriculum resources are*
37 *considered appropriate sponsors for the program.*
38

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

- 40
 - Accreditation (or candidate status) from a recognized institutional (state, regional
 - 41 or national) accrediting agency.

- Examples of regional institutional accrediting agencies are: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.
- Examples of national institutional accrediting agencies are: Accrediting Bureau of Health Education Schools and Accrediting Commission for Career Schools and Colleges of Technology.

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

Examples of evidence to demonstrate compliance may include:

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

Community Resources

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

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

Responsibilities

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

Membership

- The program has established criteria for the selection of liaison or advisory committee members.
- Consideration is given to appointing a student, recent graduate and public

1 representative.

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

15 16 Appointments

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

18 19 Meetings

- 20 • Policies regarding the liaison mechanism which outline
- 21 responsibilities, appointments and meetings.
- 22 • The program administrator, faculty and appropriate institutional personnel
- 23 participate in the meetings as non-voting members to receive the advice
- 24 and assistance of the committee.
- 25 • The liaison or advisory committee meets at regular and frequent intervals as the
- 26 program is being developed and continues to meet at regular and frequent
- 27 intervals, at least once per year after the program has been implemented.
- 28 • A record of committee deliberations and activities is maintained and provided
- 29 to liaison or advisory committee members.
- 30

STANDARD 2 – EDUCATIONAL PROGRAM

Admissions

- 2-1 Admission of students must be based on specific written criteria, procedures and policies. Minimum admissions requirements must include high school diploma or its equivalent. Applicants must be informed of the criteria and procedures for selection, goals of the program, curricular content, course transferability, and employment opportunities for dental laboratory technicians.**

Intent:

Because the curriculum is science and technology-oriented and enrollment is limited by facility capacity, special program admissions criteria and procedures may be necessary. The program administrator and faculty, in cooperation with appropriate institutional personnel establish admissions procedures which are non-discriminatory, contribute to the quality of the program, and allow selection of students with potential for successfully completing the program.

Examples of evidence to demonstrate compliance may include:

Recruitment

- Student recruitment activities provide an adequate number of qualified applicants to ensure that standards of instruction and achievement can be maintained.
- Applicants are informed of the criteria and procedures for selection, goals of the program, curricular content, the functions of a dental laboratory technician and employment opportunities.

Criteria and Selection Process

- High school diploma, or its equivalent.
- Previous education with attention given to grades in science and technology subjects, where appropriate.
- Pre-matriculation health standards, where appropriate, are identified to ensure that prospective students are qualified to undertake dental studies.

Academic Strengthening

- If academic strengthening is needed to meet basic admission criteria or to proceed satisfactorily through the curriculum, the institution and program have the resources required to assist students.
- Academic strengthening occurs prior, or concurrently while matriculating, into program courses.

Transfer Credits

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

Documentation

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

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

Intent:

Policies ensure that advanced standing credit is awarded based on equivalent coursework, knowledge, and/or experience that meets or exceeds content required in the curriculum and results in equivalent student competence. 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.

Examples of evidence to demonstrate compliance may include:

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

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

Intent:

In determining the number of students enrolled in a program, including off-campus

1 *sites, hybrid, or online courses, careful consideration is given to ensure that the*
2 *number of students does not exceed the program's resources, including, as*
3 *appropriate, financial support, scheduling options, facilities, equipment, supplies,*
4 *and faculty.*

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

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

13
14
15 **Curriculum Management**

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

26
27 **Intent:**

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

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

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

1 **2-5 The curriculum must be designed to reflect the interrelationship of general**
2 **studies, physical sciences, dental sciences and dental laboratory techniques to**
3 **promote maximum application of basic concepts in the performance of dental**
4 **laboratory techniques.**

5
6 **Intent:**

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

10
11 **Examples of evidence to demonstrate compliance may include:**

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

14
15
16 **Instruction**

17
18 **2-6 Written documentation for each course in the curriculum must be**
19 **provided to students and include:**

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

29
30 **Intent:**

31 *Curriculum documentation is current, reviewed periodically and revised, and*
32 *should include:*

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

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

- 39 • Course syllabi
- 40 • Criteria for grade calculation
- 41 • Rubrics for student learning outcomes
- 42 • Institutional and program grading policies

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- Course knowledge and/or skill assessments
- Course schedules to include laboratory activities and evaluations

Curriculum Content

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

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

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

General Studies

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

Intent:

Content in general studies prepares the student to work and communicate effectively with dental professionals and patients, and provides a foundation of knowledge for professional success

Examples of evidence to demonstrate compliance may include:

Topics in:

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

Physical Sciences

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

- State of matter
- Chemical bonding
- Acid-base theory
- Gases
- Solutions
- Heat and Temperature
- Light
- Lever System
- Force Principles

Dental Sciences

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

Intent:

Dental science content should provide the student with an understanding of physical properties, uses and manipulation of dental materials; tooth form and function; and structures of the oral cavity as related to proper application for use in fabricating dental restorations. Content should include principles of occlusion, determinants of occlusal morphology and physiology of mandibular movements.

Examples of evidence to demonstrate compliance may include:

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

Legal, Ethical and Historical Aspects

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

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

Intent:

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

Infectious Disease and Hazard Control Management

2-12 The program must present appropriate, ethical, legal and regulatory content related to bloodborne infectious diseases throughout the didactic and preclinical/clinical/laboratory components of the curriculum. Content in

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1 **bloodborne infectious diseases must be presented at least once during each**
2 **academic term.**

3
4
5 **General Laboratory Techniques**
6

- 7 **2-13 The curriculum must include didactic as well as laboratory instruction in**
8 **the following areas: general laboratory techniques, complete dentures,**
9 **removable partial dentures, fixed prosthodontics, implants, and**
10 **orthodontics.**

11
12 **Intent:**

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

- 22
23 **2-14 Students must demonstrate competence in general laboratory techniques for**
24 **analog and digital workflows, including:**

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

36
37 **Intent:**

38 *Dental technology curriculum content includes various methods of fabrication;*
39 *students should be exposed to new technologies and processes.*
40
41
42

Complete Dentures

- 2-15 Students must demonstrate competence in the knowledge and skill required to fabricate complete denture prostheses, both analog and digital 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
 - f) Processing frameworks
 - g) Finishing and polishing frameworks
 - h) Evaluating the fit of the framework to the master cast
 - i) Arranging teeth on the frameworks
 - j) 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 fabrication; students should be exposed to new technologies and processes.

Fixed Prosthodontics

2-17 Students must demonstrate competence in the knowledge and skill required to fabricate fixed prostheses, both analog and digital workflow, including: inlays, onlays, full crowns and fixed partial dentures:

- a) Preparing and evaluating casts models with removable dies
- b) Recognizing variables that affect materials
- c) Identifying various methods of fabrication
- d) Preparing margins utilizing magnification
- e) Identifying various margin and preparation designs and their applications
- f) Designing and fabricating full contour restorations, including inlays, onlays, full crowns, and fixed partial dentures
- g) Designing and fabricating substructures
- h) Nesting, and printing and/or milling
- ih) Seating fixed restoration utilizing magnification
- j) Work with various materials for fixed prosthodontics
- ki) Preparing substructure to receive porcelain
- lj) Applying and processing porcelain to substructure(s)
- mk) Contouring ceramic materials anatomical crowns
- nl) Developing functional occlusion on full arch articulated casts models
- om) Adjusting occlusal and interproximal contacts
- pn) Performing optical external characterization
- qe) Finishing and polishing restorations
- p) —Fabricating single and multi-unit restorations
- rq) Demonstrating safe handling of all equipment associated with ceramic-fixed prosthodontics
- s) Demonstrating quality assurance and quality control to evaluate effectiveness of completed services, and implementing improvements.

Intent:

Dental technology curriculum content includes various methods of fabrication, the program should introduce students to new technologies and processes. ~~wherever~~

~~possible, including but not limited to: pressing fabrication processes.~~

Orthodontics

- 2-18 Students must demonstrate competence in the knowledge and skill necessary to fabricate orthodontic appliances, both analog and digital workflow, including:**
- a) Recognizing variables that affect materials
 - b) Preparing and evaluating orthognathic study ~~casts~~ models
 - c) Identifying the components of orthodontic appliances
 - d) Identifying and categorizing types of appliances
 - e) Fabricating retainers, space maintainers and tooth moving appliances
 - f) Contouring various types of arch wires, clasps and springs
 - g) Fabricating, finishing and polishing appliances
 - h) Soldering and band placement
 - i) Appliance repairs
 - j) 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.

Discipline Specific Content

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

Intent:

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

Curriculum content in the discipline specific areas includes reinforcement of techniques and procedures which were taught in the basic curriculum. A balanced emphasis is placed on incorporating productivity, flow time and quality requirements into the educational program. Dependent upon its objectives, resources and

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community needs, the institution may elect to extend the scope of the dental laboratory technology curriculum to include content and instruction in additional discipline specific areas. Institutions with the resources are encouraged to provide instruction in more than one discipline specific area, thus providing the opportunity for students to elect areas of specialization on the basis of their interests. Techniques and procedures are consistent with current procedures used in dental laboratory technology and the geographic area served by the program.

Practical Experience

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

The following practical experiences must be provided:

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

- ~~• This experience is provided by fabricating prostheses for patients currently under treatment, or from actual or impressions and occlusal records from previously fabricated prostheses.~~
- ~~• Practical experiences are evaluated by the program administrator and faculty on a continuing basis to determine the degree to which curriculum objectives are being met.~~
- ~~• Off-campus or extramural laboratory experiences are not required and are not considered substitutes for basic instruction to develop minimum competency.~~
- ~~• The program administrator and faculty are responsible for selecting the laboratories or institutions and for coordinating extramural experiences.~~
- ~~• The program administrator identifies individuals who will instruct, supervise, and evaluate students in extramural experiences.~~

- Laboratory personnel are oriented to the objectives of the program and the extramural experience, the preparation that the student has had for the laboratory assignment, and the criteria to be used in evaluating students during their assignment.
- Students are oriented to the laboratory operation.
- Laboratory procedures, instruction and evaluation are consistent with the philosophy and objectives of the dental technology program and the institution.
- To enable the faculty to determine the diversity of students' extramural experiences and make appropriate revisions in subsequent assignments to compensate for any deficiencies, a record of students' activities in each laboratory is maintained.
- Seminars are held periodically with students to integrate didactic and laboratory instruction with extramural experiences and to provide opportunities for students to share experiences.
- The value of extramural experiences is determined with input from the program faculty, laboratory personnel and students.
- Procedures and criteria are defined for use in evaluating the experience.
- Students are encouraged to evaluate their extramural learning experiences.
- An appropriate evaluation mechanism is utilized to help them do so.
- Formal agreements which clearly outline the commitments of the institution and the extramural facility and the responsibilities of each are established between the institution and extramural laboratories.

Student Evaluation

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

- In establishing the level of competence required, the program faculty considers generally accepted profession standards.
- Specific criteria for measuring levels of competence are developed for each component of a given procedure.
- Students' performance is measured against accepted program's student learning outcomes.
- Standards for performance are increased as students' progress through the

1 curriculum.

**STANDARD 3 - ADMINISTRATION, FACULTY AND
STAFF**

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

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

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

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

Program Administrator

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

Examples of evidence to demonstrate compliance may include:

- Job description

3-4 The program administrator must:

- a) have the educational background and occupational experience necessary to understand and fulfill the program goals**
- b) have attained a higher level of education than that presented in the**

- 1 **program or be enrolled in a program progressing toward that degree**
2 **c) current background in educational theory and methodology**
3 **d) have practical experience as a dental technician**
4 **e) be certified by the National Board for Certification in Dental**
5 **Laboratory Technology**

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

- 8 • Biosketch
9 • Documentation of degree completion and/or instruction in
10 educational methodology
11 • Documentation of current Certified Dental Technician status
12

13 **3-5 Duties: The program administrator must have authority and**
14 **responsibility necessary to fulfill program goals.**
15

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

- 17 • The program administrator's responsibilities include participation in:
18 a. Budget preparation
19 b. Fiscal administration
20 c. Curriculum development and coordination
21 d. Selection and recommendation of individuals for faculty appointment
22 and promotion
23 e. Supervision and evaluation of faculty, where institutional policies permit
24 f. Determining faculty teaching assignments
25 g. Determining admissions criteria and procedures
26 h. Planning and operating program facilities
27 i. Selection of extramural facilities, and coordination and oversight
28 of instruction in the facilities.
29 • The program administrator assesses facilities and equipment periodically in
30 relation to current concepts of dental laboratory technology and
31 recommends appropriate modifications.
32 • The program administrator's teaching contact hours and course responsibilities
33 are less than that of a full-time instructor who does not have administrative
34 responsibilities.
35 • The program administrator's teaching contact hours and course
36 responsibilities allow sufficient time to fulfill assigned administrative
37 responsibilities.
38
39
40
41

Faculty

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

Intent:

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

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

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

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

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

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

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

Intent:

Student contact hour loads allow sufficient time for class preparation, student evaluation and counseling, development of subject content and appropriate evaluation criteria and methods, and professional development.

Examples of evidence to demonstrate compliance may include:

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

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

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

Examples of evidence to demonstrate compliance may include:

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

3-12 Opportunities must be provided for program faculty to continue their professional development.

Intent:

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

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

1 preparing course materials, typing correspondence, maintaining student records,
2 and providing supportive services for student recruitment activities and
3 admissions.

- 4 • The secretarial personnel are located in an area which is readily accessible to the
5 faculty.
- 6 • There are support services to assist the faculty in ordering supplies and
7 equipment, maintaining and distributing equipment and providing other
8 instructional aid assistance.
- 9 • Services of maintenance and custodial staff ensure that the unique requirements of
10 the program facilities are met.
- 11 • The program faculty and students have access to available institutional
12 specialists such as those in the areas of curriculum, testing, computer usage,
13 counseling, and instructional resources equal to that of other programs.
14

STANDARD 4 - EDUCATIONAL SUPPORT SERVICES

Facilities

- 4-1 The program must provide adequate and appropriately maintained facilities to support the purpose/mission of the program and which are in conformance with applicable regulations.**

Intent:

The physical facilities and equipment effectively accommodate the scheduled number of students, faculty and staff, and include appropriate safety provisions for students, faculty, and staff. ~~The facilities to~~ permit the attainment of program goals.

Examples of evidence to demonstrate compliance may include:

- ~~The Class schedule to demonstrate the~~ number of laboratory work stations is based on the number of students registered to a class.
- ~~Compressed air is available and adequate in the laboratory where needed.~~
- ~~Student work stations are designed and equipped for students to work while seated in OSHA compliant seats and include adequate ventilation, lighting, air hose, necessary utility outlets, and dust collection equipment.~~
- ~~Environment controls are available with adequate heat and air management. A ventilation exhaust system is provided in all laboratory facilities.~~
- ~~The location of equipment is conducive to efficient and safe utilization.~~
- ~~Electrical power is adequate to support all laboratory equipment.~~
- ~~Laboratory layout is American Disabilities Act (ADA) compliant.~~
- Floor plan with the Americans with Disabilities Act (ADA) and Occupational and Safety Health Administration (OSHA) compliant student work station workstation and equipment placement ergonomically designed and equipped for students to work and include adequate ventilation, lighting, compressed air, necessary utility outlets, and dust collection equipment.
- Blueprints to show electrical and utility services, environmental controls with heat and air management, compressed air (as needed), and a ventilation exhaust system are adequate to support all laboratory equipment and activities.

Laboratory Facilities

- 4-2 An adequate multipurpose laboratory facility must be provided for effective instruction and include:**

- a) Sufficient and secure storage space for instructional equipment, supplies, and materials, including hazardous materials.
- b) Policies and procedure for safe operation and maintenance of laboratory equipment.
- c) An appropriate number of work stations with necessary dental equipment for students.
- d) Sufficient dental laboratory technology equipment including digital workflows.

Examples of evidence to demonstrate compliance may include:

- Facility schedule
- Equipment inventory
- Posted safety policies, protocols relative to operation and maintenance of equipment
- Floor plan or blueprints

Off-Campus Facilities

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

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

Intent:

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

Classroom Space

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

Examples of evidence to demonstrate compliance may include:

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

Office Space

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

- Privacy for student counseling is provided.
- A private office is provided for the program administrator.
- Student and program records are stored to ensure confidentiality and safety.

Learning Resources

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

- Reference materials are provided in the following areas: dental and oral anatomy, Dental Laboratory Technology

tooth morphology, dental materials, complete and partial removable prosthodontics, fixed prosthodontics, ceramics, orthodontics, occlusion, ~~maxillofacial prostheses~~, attachments, digital technologies, and implants used in the fabrication of fixed and removable prostheses, ethics and jurisprudence, and history of dentistry, medical and dental dictionaries, and indices.

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

Student Services

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

- Personal, academic and career counseling of students
- Appropriate information about the availability of financial and health services
- Student advocacy
- Information about further educational opportunities
- Ethical standards and policies to protect the students as consumers and avenues for

- Student records accurately reflect work accomplished during the program and are maintained in a secure manner
- Policies concerning confidentiality of and access to student records are followed

Distance Education

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

Intent:

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

Examples of evidence to demonstrate compliance may include:

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

STANDARD 5 - HEALTH AND SAFETY PROVISIONS

Infectious Disease Management

- 5-1 The program must document its compliance with institutional policy and applicable regulations of local, state and federal agencies, including, but not limited to: hazardous materials, and bloodborne and infectious diseases. Policies must be provided to all students, faculty and appropriate support staff and continuously monitored for compliance. Additionally, policies on bloodborne infectious diseases must be available to applicants for admission.**

Intent:

Policies provide for a safe environment for students, faculty and staff. The program should establish and enforce a mechanism to ensure laboratory asepsis, infection and biohazard control, and disposal of hazardous waste. Policies and procedures should be in place to provide for a safe environment for students, faculty and staff. The confidentiality of information pertaining to the health status of each individual is strictly maintained. This standard applies to all program sites where laboratory education is provided.

Examples of evidence to demonstrate compliance may include:

- Written protocols on laboratory asepsis, infection and biohazard control and disposal of hazardous waste.
- Safety Data Sheets are currently and readily accessible to students, faculty and staff.
- Written disinfection procedures.
- Program policy manuals listing emergency protocols.
- Compliance with applicable state and/or federal regulations.
- Established post-exposure guidelines as defined by the Centers for Disease Control and Prevention.
- Documentation of training record for students, faculty, and appropriate staff.

- 5-2 Students, faculty and appropriate support staff must be encouraged to be immunized against and/or tested for infectious diseases, such as mumps, measles, rubella, hepatitis B and tuberculosis prior to contact with patients' impressions and/or infectious objects or materials, in an effort to minimize the risk to students, faculty, and appropriate staff.**

Intent:

Students, faculty and/or staff may enter a live laboratory setting where they may be exposed to infectious pathogens during their practical experience course, field trips, and community service.

Emergency Management

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

Intent:

The program maintains emergency equipment and supplies that are sufficient and up-to-date.

Examples of evidence to demonstrate compliance may include:

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

**CONSIDERATION OF PROPOSED REVISION TO THE ACCREDITATION
STANDARDS FOR DENTAL LABORATORY TECHNOLOGY EDUCATION
PROGRAMS RELATED TO FACULTY TO STUDENT RATIOS**

Background: On January 28, 2025, the Commission on Dental Accreditation (CODA) received a letter from Dr. Jason A. Tanguay, chair, American Dental Association Council on Dental Education and Licensure (ADA-CDEL) requesting that the Commission consider Resolution 401H-2024 Increasing Allied Personnel in the Workforce, adopted by the 2024 ADA House of Delegates (Appendix 1).

As noted in the ADA-CDEL letter:

Resolution 401H-2024 Increasing Allied Personnel in the Workforce urges the Commission on Dental Accreditation to review its Accreditation Standard for all allied dental education programs regarding faculty-to-student ratios to align with the Accreditation Standard for Predoctoral Dental Education Program. Further, this resolution urges CODA to adopt the following language currently in the Accreditation Standards for Predoctoral Dental Education for the Accreditation Standards for each of the allied dental education programs: The number, distribution, and qualifications of faculty and staff must be sufficient to meet the dental program's stated purpose/mission, goals, and objectives, at all sites where required educational activity occurs.

In consideration of this matter, the ADA-CDEL noted testimony emphasizing the importance of consistency across Accreditation Standards for all allied and predoctoral dental education programs. The ADA-CDEL expressed a position that, while workforce-related concerns fall outside CODA's direct purview, ensuring consistency in faculty-to-student ratio Standards across all allied dental education programs aligns with CODA's mission of supporting and improving program quality and enhances program flexibility while maintaining educational quality and standards. Therefore, the ADA-CDEL believes these revisions will promote consistency and program autonomy, thereby supporting the educational quality of allied dental education programs.

Summary: The Review Committee on Predoctoral Dental Education and the Commission on Dental Accreditation are requested to consider the letter from the ADA-CDEL (**Appendix 1**). If revisions to the Accreditation Standards are proposed, the Commission may wish to circulate the proposed revisions to the communities of interest for review and comment.

Recommendation:

From: CDEL CODA Summer 2025 [flicari](#) [REDACTED]
To: [Tooks, Sherin](#); [Jason Tanguay](#); [Asher Hernandez, Jamie](#); [Kessler, Brett](#); [Donald, W. Mark](#); [Cohlmia, Raymond A.](#);
Cc: [Ziebert, Anthony J.](#); [Puzan, Annette](#)
Subject: CDEL Review of Resolution 401H-2024
Date: Tuesday, January 28, 2025 1:09:32 PM
Attachments: [CDEL to CODA Res401H-2024.pdf](#)

Sent on behalf of Dr. Jason Tanguay, chair, CDEL

Dear Dr. Licari,

Attached, please find a letter from the Council on Dental Education and Licensure regarding its review and discussion of Resolution 401H-2024: Increasing Allied Personnel in the Workforce, adopted by the 2024 ADA House of Delegates. The letter outlines the Council's considerations and observations regarding this resolution.

Should you have any questions or require further information, please do not hesitate to contact me.

Dr. Sarah O. Ostrander [REDACTED]
Director, Council on Dental Education and Licensure and
Coalition for Modernizing Dental Licensure
COE Dental Education and Training
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January 28, 2025



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Dear Doctor Licari,

The ADA Council on Dental Education and Licensure has subject matter responsibility for matters related to the accreditation of dental, advanced dental, and allied dental education programs. At its January 23rd, 2025, meeting, the Council considered Resolution 401H-2024 Increasing Allied Personnel in the Workforce, adopted by the 2024 ADA House of Delegates.

Resolution 401H-2024 Increasing Allied Personnel in the Workforce urges the Commission on Dental Accreditation to review its Accreditation Standard for all allied dental education programs regarding faculty-to-student ratios to align with the Accreditation Standard for Predoctoral Dental Education Program. Further, this resolution urges CODA to adopt the following language currently in the Accreditation Standards for Predoctoral Dental Education for the Accreditation Standards for each of the allied dental education programs: The number, distribution, and qualifications of faculty and staff must be sufficient to meet the dental program's stated purpose/mission, goals, and objectives, at all sites where required educational activity occurs.

401H. Resolved, that the ADA urges CODA to revise the Accreditation Standards for each of the allied dental education programs in regard to faculty-student ratios to align with the Accreditation Standards for Predoctoral Dental Education Programs, and be it further

Resolved, that the ADA urges CODA to adopt the following language currently in the Accreditation Standards for Predoctoral Dental Education for the Accreditation Standards for each of the allied dental education programs: The number, distribution and qualifications of faculty and staff must be sufficient to meet the dental program's stated purpose/mission, goals and objectives, at all sites where required educational activity occurs.

In reviewing the resolution, the Council noted the testimony provided by the Sixteenth Trustee District, the makers of the resolution, which emphasized the importance of consistency across accreditation standards for all allied and predoctoral dental education programs. While workforce-related concerns fall outside CODA's direct purview, the Council noted that ensuring consistency in faculty-to-student ratio standards across all

allied dental education programs aligns with CODA's mission of supporting and improving program quality and enhances program flexibility while maintaining educational quality and standards.

The Council believes these revisions will promote consistency and program autonomy, thereby supporting the educational quality of allied dental education programs.

Thank you for your consideration of the Council's comments and suggested revision to the Accreditation Standards for allied dental education programs.

Sincerely,



Jason A. Tanguay, D.D.S.
Chair, Council on Dental
Education and Licensure

JT:so/ap

cc: Dr. Sherin Tooks, Senior Director, Commission on Dental Accreditation and CODA Operations
Ms. Jamie Asher-Hernandez, Manager, Allied Dental Education
Dr. Brett Kessler, President, American Dental Association
Dr. Mark Donald, Speaker, ADA Board of Trustees
Dr. Raymond A. Cohlma, Executive Director, American Dental Association
Dr. Anthony J. Ziebert, Senior Vice-President, Education and Professional Affairs
Dr. Sarah O. Ostrander, Director, Council on Dental Education and Licensure and Coalition for
Modernizing Dental Licensure
Ms. Annette Puzan, Manager, Council on Dental Education and Licensure