

REPORT OF THE REVIEW COMMITTEE ON ORAL AND MAXILLOFACIAL PATHOLOGY EDUCATION TO THE COMMISSION ON DENTAL ACCREDITATION

Committee Chair: Dr. Neel Bhattacharyya. Committee Members: Dr. Leticia Ferreira Cabido, Dr. Robert Kelsch, Ms. Lisa Mayer, and Dr. Dara Rogers. Guests (Open Session Only, Virtual): Dr. Sheila Brear, chief learning officer, American Dental Education Association; Dr. Angela Chi, president, American Board of Oral and Maxillofacial Pathology; and Dr. Kevin Torske, secretary/treasurer, American Board of Oral and Maxillofacial Pathology, attended the policy portion of the meeting. Staff Members: Ms. Taylor Weast, manager, Advanced Dental Education; Dr. Sherin Tooks, senior director; and Ms. Michele Kendall, senior project assistant, Commission on Dental Accreditation (CODA). The meeting of the Review Committee on Oral and Maxillofacial Pathology Education (OMP RC) was held on January 9, 2025 via a virtual meeting.

CONSIDERATION OF MATTERS RELATED TO ORAL AND MAXILLOFACIAL PATHOLOGY EDUCATION

Informational Report on Oral and Maxillofacial Pathology Programs Annual Survey

Curriculum Data (p. 800): At its Winter 2015 meeting, the Commission directed that all Review Committees consider the informational report on aggregate data from the Curriculum Section of the Annual Survey in years when this data is available. At this meeting, the Oral and Maxillofacial Pathology Review Committee (OMP RC) reviewed the informational report on aggregate data from the Curriculum Section for oral and maxillofacial pathology programs conducted in August/September 2024, without comment.

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

Consideration of Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Pathology Related to Administrative Oversight at Major Sites

Where Educational Activity Occurs (p. 801): At its Winter 2024 meeting, the Commission on Dental Accreditation (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. As directed, in advance of the Summer 2024 CODA meeting, the Ad Hoc Committee, which was comprised of all current CODA Commissioners, reviewed the background materials, which included the Commission's action leading to the Ad Hoc Committee, and the Standards for each discipline related to program director (**Appendix 1, Policy Report p. 801**). The Committee noted that while all CODA Standards have a requirement for clinical supervision at all educational activity sites, most Standards do not address overall administrative oversight of the program, by the program director or a designee, at all sites where a student spends a majority or all their time. The Committee discussed whether virtual oversight or assignment of a responsible individual would be appropriate at all educational sites. The Committee believed there must be consistency in the educational program

at all program sites. Following consideration, the Ad Hoc Committee 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. In considering this matter, the Commission noted that inclusion of Intent Statements, in conjunction with proposed Standards, could further clarify the flexibility permitted for programs to oversee educational sites in a variety of ways, while ensuring administrative oversight and consistency in the educational program across all sites. At its Summer 2024 meeting, the Commission on Dental Accreditation concurred with the recommendations of the Ad Hoc Committee.

At its Winter 2025 meeting, the Review Committee on Oral and Maxillofacial Pathology Education (OMP RC) considered the oral and maxillofacial pathology Accreditation Standards (**Appendix 1, Policy Report p. 801**) related to administrative oversight at major educational activity sites (e.g., off-campus sites where students spend a majority or all their time) to determine whether revisions are needed to address the Commission's expectation for administrative oversight. The Review Committee engaged in a lengthy conversation regarding whether administrative oversight is a necessary addition to the Standards due to the clinical nature of the discipline and current required clinical oversight based on Oral and Maxillofacial Pathology Standard 1-4. The Review Committee discussed the current required clinical oversight of the students'/residents' clinical experiences in rotations and services (e.g., autopsy service, etc.). The OMP RC also noted that, generally, there are no "satellite" campuses for oral and maxillofacial pathology education programs.

Following consideration, the Review Committee determined that Standards already exist, which address overall administrative oversight of the program, by the program director or a designee, at all sites where a student/resident spends a majority or all their time. The Committee identified that Standard 1-4 addresses clinical oversight, which is appropriate because the students/residents in oral and maxillofacial pathology education programs are typically assigned clinical rotations with qualified supervision, as noted above. Oral and maxillofacial pathology education programs do not typically have major activity sites where a majority of education occurs that would require additional administrative oversight. Therefore, the OMP RC concluded no further revisions are needed within the Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Pathology.

Recommendation: It is recommended that the Commission on Dental Accreditation direct there be no revision at this time to the Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Pathology related to administrative oversight at major sites where educational activity occurs.

Consideration of Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Pathology Related to Diversity and Humanistic Culture and Learning Environment (p. 802):

On December 1, 2023, the Commission received a letter from The National Coalition of Dentists for Health Equity (TNCDHE) (**Appendix 1, Policy Report p. 802**), which provided short-term and long-term suggestions to CODA to improve diversity in all academic dental, allied dental, and advanced dental education programs. In Winter 2024, each Review Committee of the Commission provided comment to CODA on TNCDHE letter. Following consideration of Review Committee Reports, 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 TNCDHE.

In advance of the Commission's Summer 2024 meeting, the Ad Hoc Committee, which was comprised of all current CODA Commissioners, reviewed the background materials, which included the prior work of the Commission on this topic, the letters from TNCDHE, CODA Standards related to diversity and the humanistic culture including proposed revisions, Annual Survey data on dental programs related to diversity, and information from other accrediting agencies. The Committee noted that this is an important topic, but other considerations must also be acknowledged including differences among institutions related to missions, resources, funding, state and federal regulations, and legal considerations. It was noted that some states do not permit initiatives focused on diversity, and the Commission cannot impose Standards that would conflict with state or federal law. As such, the Committee noted the proposed predoctoral dental education Standard revision, which discusses diversity efforts, would be consistent with university policy and state law. At its Summer 2024 meeting, following consideration of the Ad Hoc Committee Report, the Commission directed that all Review Committees 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, the Review Committee on Oral and Maxillofacial Pathology Education (OMP RC) considered the oral and maxillofacial pathology Accreditation Standards, and reference materials including the proposed Dental Standards 1-2 and 1-3 and adopted revisions for Oral and Maxillofacial Surgery Standards 1-11 and 2-1.7 (**Appendix 2, Policy Report p. 802**) for possible inclusion of similar Standards to address diversity and the humanistic culture and learning environment. The Review Committee noted that the field of oral and maxillofacial pathology is small but has become very diverse over the years. The Review Committee also discussed the current political environment, which must be considered as language is identified for inclusion in Standards, as is represented in the proposed Dental Education Standards addressing state and federal considerations. There was general agreement within the Review Committee that some adjustments could be appropriate within the Standards in the future; however, there was discussion regarding existing institutional policies (e.g., policies, charters, bylaws) that already govern this topic and whether those are sufficient to

ensure students/residents have access to a diverse and inclusive environment. The Review Committee determined that the current diversity of the discipline in addition to the requirement to follow institutional policies regarding diversity are likely sufficient to address diversity.

Related to the humanistic culture and learning environment, the OMP RC noted that many institutions have climate surveys and other mechanisms to assure a safe learning environment. Additionally, at the institutional level, there may be offices that oversee the learning environment. Nonetheless, the OMP RC believed additional language is warranted within the Standards to address the humanistic culture and learning environment. The Review Committee discussed possible revisions to OMP Standard 4-8.1; however, the OMP RC determined that Standard 4-8.1 is specific to student/resident responsibilities, and it is important to ensure program responsibility to a safe learning environment as well. The OMP RC also considered adjusting Standard 1 language common to all advanced disciplines (boilerplate) to address the concepts of humanistic culture and learning environment. Ultimately it was determined that an additional new standard is needed in order to sufficiently address the program's responsibility for a safe learning environment.

Following consideration, the Review Committee determined that, due to potential changes in the political climate concerning diversity and inclusion, the Review Committee should monitor the situation but a revision to the Standards is not warranted at this time. The OMP RC also determined that the Standards should be revised to address the humanistic culture and learning environment and proposed new Standard 1-5 under a new section called "Learning Environment" as found in **Appendix 1**. The Review Committee recommended that the proposed new Standard be circulated to the communities of interest for review and comment for one (1) year, with Hearings conducted in conjunction with the American Dental Education Association (ADEA) Annual Session and American Dental Association (ADA) Annual Session, with review of all comments received by the Review Committee and Commission in Winter 2026.

Recommendation: It is recommended that the Commission on Dental Accreditation direct there be no revision at this time to the Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Pathology related to diversity.

It is further recommended that the Commission on Dental Accreditation direct the proposed revision to the Accreditation Standards for Oral and Maxillofacial Pathology Education (**Appendix 1**) related to the humanistic culture and learning environment be circulated to the communities of interest for review and comment for one (1) year, with Hearings conducted in conjunction with the American Dental Education Association (ADEA) Annual Meeting and American Dental Association (ADA) Annual Session, with review of comments received by the Review Committee and Commission in Winter 2026.

NEW BUSINESS

Inclusion of Digital Slides and Diagnosis in Training Programs: The Review Committee on Oral and Maxillofacial Pathology Education (OMP RC) discussed changes in the discipline and educational programs related to digital dentistry. It was noted that board examinations have become digital and digital pathology is becoming the norm (e.g., digital imaging and diagnostics). The Review Committee noted there are no Standards addressing digital pathology. The OMP RC discussed whether programs are exposing students/residents to digital imaging and diagnostics, and whether a Standard should be proposed to address this change in the profession. The OMP RC agreed that the topic will be revisited in Summer 2025 and may propose a new standard to address digital pathology.

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

CONSIDERATION OF MATTERS RELATING TO MORE THAN ONE REVIEW COMMITTEE

Matters related to more than one review committee are included in a separate report.

CONSIDERATION OF SITE VISITOR APPOINTMENTS TO THE COMMISSION ON DENTAL ACCREDITATION IN THE AREA OF ORAL AND MAXILLOFACIAL PATHOLOGY EDUCATION

The Review Committee on Oral and Maxillofacial Pathology Education considered site visitor appointments for 2025-2026. The Committee's recommendations on the appointments of individuals are included in a separate report.

CONSIDERATION OF MATTERS RELATED TO ACCREDITATION STATUS

Matters related to accreditation status of programs are included in a separate report.

Respectfully submitted,

Dr. Neel Bhattacharyya
Chair, Review Committee on Oral and Maxillofacial Pathology Education

Commission on Dental Accreditation

Proposed Revisions to Standard 1 (New Standard 1-5, Learning Environment)

Additions are Underlined

Accreditation Standards for Advanced Dental Education Programs in Oral and Maxillofacial Pathology

1 **STANDARD 1 - INSTITUTIONAL COMMITMENT/PROGRAM EFFECTIVENESS**

2
3 **USE OF SITES WHERE EDUCATIONAL ACTIVITY OCCURS**

4
5 The primary sponsor of the educational program **must** accept full responsibility for the
6 quality of education provided in all sites where educational activity occurs.

7
8 **1-3 All arrangements with sites not owned by the sponsoring institution where educational**
9 **activity occurs must be formalized by means of current written agreements that clearly**
10 **define the roles and responsibilities of the parties involved. The following items must be**
11 **covered in such inter-institutional agreements:**

- 12
13 a. Designation of a single program director;
14 b. The teaching staff;
15 c. The educational objectives of the program;
16 d. The period of assignment of students/residents; and
17 e. Each institution’s financial commitment.

18
19 ***Intent:** The items that are covered in inter-institutional agreements do not have to be*
20 *contained in a single document. They may be included in multiple agreements, both*
21 *formal and informal (e.g., addenda and letters of mutual understanding).*

22
23 **1-4 For each site where educational activity occurs, there must be an on-site clinical**
24 **supervisor who is qualified by education and/or clinical experience in the curriculum**
25 **areas for which he/she is responsible.**

26
27 If the program utilizes educational activity sites for clinical experiences or didactic instruction,
28 please review the Commission’s Policy on Reporting and Approval of Sites Where Educational
29 Activity Occurs in the Evaluation and Operational Policies and Procedures manual (EOPP).

30
31 **LEARNING ENVIRONMENT**

32
33 **1-5 The program must have a stated commitment to a humanistic culture and safe**
34 **learning environment that is regularly evaluated.**

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

- 37 • Climate surveys to all students/residents, faculty, and staff
38 • Annual faculty evaluations
39 • Institutional graduate student surveys
40 • Exit interviews of the students/residents