Accreditation Standards for Dental Education Programs
Commission on Dental Accreditation
American Dental Association

2- Educational Program
   2-12 Biomedical Sciences
   2-16 Behavioral Sciences
   2-18 Practice Management
   2-20 Ethics and Professionalism
   2-23 Information Management and Critical Thinking
   2-25 Clinical Sciences

Biomedical Sciences

2-12 Biomedical science instruction in dental education must ensure an in-depth understanding of basic biological principles, consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems.

2-13 The biomedical knowledge base must emphasize the oro-facial complex as an important anatomical area existing in a complex biological interrelationship with the entire body.

2-14 In-depth information on abnormal biological conditions must be provided to support a high level of understanding of the etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment and prognosis of oral and oral-related disorders.

2-15 Biomedical science knowledge must be of sufficient depth and scope for graduates to apply advances in modern biology to clinical practice and to integrate new medical knowledge and therapies relevant to oral health care.

Behavioral Sciences

2-16 Graduates must be competent in the application of the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving and maintaining oral health.

2-17 Graduates must be competent in managing a diverse patient population and have the interpersonal and communications skills to function successfully in a multicultural work environment.

Practice Management

2-18 Graduates must be competent in evaluating different models of oral health care management and delivery.

2-19 Graduates must understand the basic principles and philosophies of practice management and have the skills to function successfully as the leader of the oral health care team.

Ethics and Professionalism
Graduates must be competent in applying ethical, legal and regulatory concepts to the provision and/or support of oral health care services.

2-21 Graduates must be competent in the application of the principles of ethical reasoning and professional responsibility as they pertain to patient care and practice management.

2-22 Graduates must recognize the role of lifelong learning and self-assessment in maintaining competency.

Information Management and Critical Thinking

2-23 Graduates must be competent in the use of critical thinking and problem solving related to the comprehensive care of patients.

2-24 Graduates must be competent in the use of information technology resources in contemporary dental practice.

Clinical Sciences

2-25 At a minimum, graduates must be competent in providing oral health care within the scope of general dentistry, as defined by the school, for the child, adolescent, adult, and geriatric patient, including:

a. patient assessment and diagnosis;
b. comprehensive treatment planning;
c. health promotion and disease prevention;
d. informed consent;
e. anesthesia, and pain and anxiety control;
f. restoration of teeth;
g. replacement of teeth;
h. periodontal therapy;
i. pulpal therapy;
j. oral mucosal disorders;
k. hard and soft tissue surgery;
l. dental emergencies;
m. malocclusion and space management; and
n. evaluation of the outcomes of treatment.

Intent:
Graduates possess the basic knowledge, skills, and values to practice dentistry, independently, at the time of graduation. The school identifies the competencies that will be included in the curriculum based on the school’s goals, resources, accepted general practitioner responsibilities and other influencing factors. The comprehensive care experiences provided for patients by students should be adequate to ensure competency in all components of general dentistry practice.

2-26 Graduates must be competent in assessing the treatment needs of patients with special needs.

Intent:
An appropriate patient pool should be available to provide a wide scope of patient experiences that include patients whose medical, physical, psychological, or social situations may make it necessary to modify normal dental routines in order to provide dental treatment for that individual. These individuals include, but are not limited to, people with developmental disabilities, complex medical problems, and significant physical limitations. Clinical instruction and experience with the patients with special needs should include instruction in proper communication techniques and assessing the treatment needs compatible with the special need. These experiences should be monitored to ensure equal opportunities for each enrolled student.

2-27 Graduates must be competent in providing appropriate life support measures for medical emergencies that may be encountered in dental practice.