



CDAC-AS-XXX-26 (org-tpye-#-year)

Accreditation Standards for Oral Healthcare Education Programs

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Accreditation Standards for Oral Healthcare Education Programs



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Preface

This is the first edition of **CDAC-AS-XXX-YY**, Accreditation Standards for Oral Healthcare Education Programs.

The Commission on Dental Accreditation of Canada (CDAC) Accreditation Standards for Oral Healthcare Education Programs was approved by the Standards Committee under the authority of the CDAC Board of Directors on **20XX-MM-DD**.

CDAC Accreditation Standards for Oral Healthcare Education Programs are designed to ensure that educational programs in oral health care provide students with the necessary knowledge, skills, and competencies to deliver high-quality patient care. These accreditation standards outline the expectations for accredited programs, promoting excellence in education and ultimately enhancing the oral health of the communities they serve.

These accreditation standards are the result of a collaborative effort among stakeholders, including educators, clinicians, and regulatory bodies. They reflect the evolving nature of oral health care and the need for educational programs to adapt to changing demands and advancements in the Dentistry, Dental Hygiene, and Dental Assisting professions.

These standards will undergo annual review and update to reflect the dynamic nature of oral healthcare education and practice.

All inquiries regarding this publication should be addressed to CDAC, at P.O. Box 34048, Ottawa RPO Strandherd, Ottawa ON K2J 5B1.

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The Commission on Dental Accreditation of Canada (CDAC) expresses thanks to the Standards Committee and Subcommittees members who contributed to the initial development, ongoing review and continuous improvement of these accreditation standards.

The contributors for varying aspects of the standards development process are listed below:

Standards Committee:

Subcommittees / Working Groups:

French Language Translators and Reviewers:

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Introduction

1. General

The Commission on Dental Accreditation of Canada (CDAC) is a partnership with membership from the public and organizations representing oral health care professionals, educators, and regulators. CDAC, in consultation with its partners, develops and approves standards for educational programs preparing dentists, dental specialists, dental interns/residents, dental hygienists and dental assistants for entry-to-practice. CDAC also develops and approves standards for institutional dental services.

By establishing a framework for accreditation, CDAC standards aim to:

1. Ensure educational programs meet rigorous standards.
2. Foster continuous quality improvement.
3. Promote innovation and best practices in oral health care.

CDAC is committed to promoting excellence in oral health care education and ensuring that accredited programs provide students with the competencies required to succeed in their oral health care practice careers.

2. Accreditation Process

The starting point within accreditation is CDAC's development, approval and ongoing revision of accreditation standards. Educational programs and dental services are invited to apply for review against current standards.

Programs applying submit detailed documentation outlining evidence addressing the accreditation standards. A survey visit is then arranged, and an accreditation survey team conducts interviews with faculty members, students and other stakeholders, to secure additional information.

This process clarifies issues arising from the submission and generally verifies that the documentation reflects the program or service. The survey team submits a report to CDAC, after which, CDAC then determines the eligibility of the program or service for accreditation. Programs and services meeting or exceeding the standards are granted accredited status.

3. Standards Application and Objectives

These accreditation standards apply to all new and established Dentistry, Dental Hygiene, and Dental Assisting educational programs seeking accreditation through the CDAC. The standards establish the requirements for institutions to demonstrate their capacity to prepare graduates who are competent, ethical, and professionally ready to enter general oral healthcare practice in Canada.

These accredited standards are intended to:

1. Promote consistency, transparency, and quality in oral healthcare education across Canada.
2. Ensure alignment with national oral health priorities, interprofessional practice, and emerging technologies.
3. Support continuous program improvement through evidence-based practices and

stakeholder feedback.

4. Protect the public by ensuring that accredited programs graduate practitioners meet professional, ethical, and regulatory expectations.

4. Standards Development Framework

CDAC accreditation standards are developed with wide-ranging consultation. This standard is logically presented with information across six levels as outlined and described in the table below.

Level	Description
Domain	Common area of expertise or organizational terminologies to facilitate alignment of accreditation standards across oral healthcare education.
Scope	The overarching outcome(s) to be achieved through the fulfilment of the associated requirements and clauses.
Element	A category of the requirements associated with the overarching scope.
Standard	A measurable component or requirement.
Outcomes	A set / list of specific eligibility criteria required to be in place to ensure compliance with the standard requirement.
Indicator(s)	<p>Included but not limited to examples of specific expectations, measures, metrics, evidence collection, documentation to demonstrate compliance.</p> <p>The indicators outlined may have one or more sources of evidence, which will be collected and verified through the pre-survey documentation and / or onsite accreditation survey review.</p>

The standards have been written to provide clarity to programs regarding expectations while maintaining flexibility for innovation. New and established programs are assessed against the same accreditation standards.

When assessing programs, the CDAC will have regard for whether each outcome is met; but will take an on-balance view of whether the evidence presented by a program clearly demonstrates that the standard requirement is met to achieve and maintain accreditation status with the CDAC.

DOMAIN 1: Public Safety and Risk Management

Scope: To ensure that the program applies principles of safety, risk management, and regulatory compliance to protect patients, the public, and the oral health team. The program must operate in a public safety culture that promotes infection prevention and control, emergency preparedness, radiation safety, occupational health and safety, patient safety, ethical and legal obligations.

Element 1.1 Health, Safety and Welfare Promotion	
Standard 1.1.1 Infection Prevention and Control (IPAC) and Risk Management	
Students identify and mitigate risks related to infection prevention and control (IPAC), occupational and environmental hazards in the practice environment.	
<p>Outcome 1.1.1.1 IPAC in Practice The program operates in a safe, ethical, and responsive environment for patients, students, and faculty or staff, with public safety policies and procedures in place.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of IPAC policies, protocols, and procedures • Records of ongoing monitoring of IPAC protocols • Records of IPAC Committee meetings • Audit results of student performance in clinical setting to include IPAC deficiencies and remediation • Records of vaccination protocol and implementation for staff and students
<p>Outcome 1.1.1.2 Safety Training and Preparedness The program provides orientation, ongoing training for all faculty, staff and students, and regular risk assessment in identifying hazards, emergency response, and occupational health and safety.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of policy and procedure orientation provided to students and faculty • Records of participation in emergency preparedness and mock drills • Contracts for management of hazardous materials • Health and safety inspection audit reports & follow-ups • Documented Health and Safety protocols • Safety Data Sheets (SDS) available • WHMIS training logs • Records of valid and current BLS and CPR certification for staff and students • Medical emergency equipment and signage available
<p>Outcome 1.1.1.3 Safe and Accessible Facilities The program facilities are safe, well-maintained, accessible, and in compliance with provincial and regulatory requirements.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Certificate(s) of compliance with safety regulations • Maintenance logs of equipment, clinical and building facilities • Records of regular facility inspections • Compliance with local, provincial and federal accessibility legislations
<p>Outcome 1.1.1.4 Safe Radiography Practices The program ensures students implement radiographic techniques that are aligned with ALARA principle (As Low As Reasonably Achievable).</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Patient records demonstrating clinical justification and / or prescriptions for radiographs • Reports on radiographic facilities and equipment safety inspections • Quality assurance protocols, logs and corrective measure or retake policy • Records of dosimetry as per provincial legislation
Element 1.2 Public Safety and Quality Patient Care	
Standard 1.2.1 Safe, Patient-Centered Care	
Students provide safe, patient-centered care through risk-informed decision making and quality assurance practices.	

<p>Outcome 1.2.1.1 Consent and Confidentiality The program implements policies and ongoing training to ensure informed consent, patient confidentiality, and communication of risks associated with patient care.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Patient confidentiality policy • Records of informed consent and / or refusal in patient record • Records of ongoing training regarding privacy and confidentiality
<p>Outcome 1.2.1.2 Patient Safety Monitoring The program teaches students to adhere to clinical quality and patient safety protocols through recordkeeping, monitoring patient outcomes, identifying, and reporting incidents.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Sample chart audits and review of patient records • Completed incident report forms • Log of safety concerns and clinical errors • Quality assurance reports on program response and follow-up to reported incidents
<p>Element 1.3 Legal & Ethical Responsibilities in Public Safety</p>	
<p>Standard 1.3.1 Legal and Ethical Practice Students demonstrate an understanding of ethical and legal norms and responsibilities related to patient safety.</p>	
<p>Outcome 1.3.1.1 Legal Compliance in Safety The program complies with applicable national and provincial laws, standards, and licensing requirements.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of compliance with ethical and legal requirements
<p>Outcome 1.3.1.2 Professional and Ethical Responsibilities The program educates students on national and provincial safety legislation and professional or ethical code(s) of conduct for oral health care providers.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of didactic and / or clinical evaluation related to implemented professional practice and ethical standards
<p>Outcome 1.3.1.3 Safeguarding Protocols The program educates students on their legal and ethical obligations in safeguarding vulnerable populations. Students learn to identify and report suspected abuse and / or neglect.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of didactic and / or clinical evaluation related to assessment and reporting • Protocol / process for reporting abuse and / or neglect • Records of criminal record checks (where applicable)
<p>Outcome 1.3.1.4 Ethical Practice The program incorporates ethical and professional conduct in clinical training, ensuring respect for autonomy, social accountability and confidentiality.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of evaluation of ethics in practice • Audit of student progress relative to patient need • Chart audit process / protocol documentation • Maintenance of patient record confidentiality

DOMAIN 2: Governance and Quality Assurance

Scope: To ensure that the program has structures, responsibilities, governance, and quality assurance that support professional practice. Students have awareness of, can contribute to, and participate in the structures that promote accountability, continuous improvement, and evidence-informed decision making.

Element 2.1 Governance	
Standard 2.1.1 Governance Awareness	
Students are aware of and can participate in the governance structures relevant to the program.	
Outcome 2.1.1.1 Governance Structures The program operates within a governance structure, with leadership oversight, review, and documented improvement processes.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Organizational charts, policies, and role descriptions Reports supporting the governance structure Records of governance review
Outcome 2.1.1.2 Governance Representation The program ensures that there is student representation in governance structures related to program quality, curriculum, and learning environment.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of student participation in governance structures Records of processes to gather student feedback Records of students' participation in feedback processes Records of leadership response and examples of actions taken related to students' feedback
Element 2.2 Leadership, Communication and Decision Making	
Standard 2.2.1 Leadership and Communication	
Students learn within and benefit from a well-governed program.	
Outcome 2.2.1.1 Integrity, Consistency, and Documentation The program demonstrates integrity and consistency in decision-making from admissions to graduation through clear governance and documentation.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Committees Terms of Reference and documented decisions Records and Information Management policy or procedures Appeals/complaints process published and tracked Records of decisions retained per policy Records of admissions reviewers completed declarations of any conflict of interest
Outcome 2.2.1.2 Program Leadership The program leadership demonstrates a commitment to transparent oversight and continual improvement of the program.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of transparency and continual improvement processes for the program Records of resource management and operational oversight of the program Records of response to accreditation reports Records of interested parties feedback and response from the program
Outcome 2.2.1.3 Communication Protocols The program ensures students, faculty, and staff receive clear, timely, and accurate communication on institutional and operational requirements, expectations, and policies.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of communication policy and procedures Communication methods and tools used
Outcome 2.2.1.4 Informed Decision Making The program ensures academic and clinical decisions are informed by faculty and staff	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of the decision-making structure and process Methods and tools used to gather information and data Records of faculty, staff, student and interested-parties engagement in decision making

expertise, students, interested parties, and evidence-informed practices.	
Element 2.3 Quality Assurance and Continuous Improvement	
Standard 2.3.1 Quality Assurance Participation	
Students contribute to and benefit from the program's quality assurance and continuous improvement processes.	
Outcome 2.3.1.1 Program Quality Contributions The program enables students, faculty, staff, and interested parties to contribute to its quality assurance and improvement efforts.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of mechanisms used to encourage participation and gather input
Outcome 2.3.1.2 Program Performance and Assessment The program collects and analyzes data on students' performance, program outcomes, satisfaction, and curriculum effectiveness.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Program completion rates National exams pass rates Exit survey results Alumni and interested-parties feedback Records of changes made in response to feedback received
Outcome 2.3.1.3 Quality Improvement Initiatives The program develops, implements, and evaluates action plans to address quality assurance issues.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records identifying issues and gaps Records of action plans implemented to address identified gaps and issues, with ongoing tracking of improvement Records of quality improvements actions and outcomes

DOMAIN 3: Program Design, Delivery and Resources

Scope: To ensure alignment with national competency expectations and emerging technologies, providing students with the resources and learning experiences needed to achieve clinical, professional, and interprofessional outcomes. Through intentional design and academic rigor, graduates are prepared for safe, evidence-based oral health care practice.

Element 3.1 Curriculum Design	
Standard 3.1.1 Competency-Based Curriculum	
Students demonstrate achievement of nationally defined competencies upon program completion.	
Outcome 3.1.1.1 Competency Achievement The program provides quality experiences and variety of professional education to produce a graduate competent to practice across professional domains.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> National exam performance (pass rates) Reports on the program aggregate results for competency requirements (if available and accessible) Aggregate results / grades for clinical discipline Records of clinical calibration methods for evaluation Reports on competency achievement
Outcome 3.1.1.2 Curriculum Mapping The program curriculum, courses, and learning outcomes are mapped to address the required professional competencies.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Curriculum mapping to competencies and KSAs Syllabi review and course sequencing Process for curriculum updates
Outcome 3.1.1.3 Trends in Practice Students are educated in current evidence-based practices and emerging developments in oral health care, ensuring they remain adaptable as technologies and clinical approaches evolve.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of curriculum review demonstrating consideration of emerging trends, issues or technologies Faculty curriculum review Advisory meetings with guest speakers or lectures Faculty development initiatives Records of research, advanced technologies, new clinical techniques, equipment, or innovative projects incorporated into the curriculum
Element 3.2 Program Delivery and Instructional Methods	
Standard 3.2.1 Effective Teaching	
Students are exposed to diverse, engaging, and effective teaching methods that promote interprofessional skills, critical thinking, and facilitate competency development.	
Outcome 3.2.1.1 Teaching Methods The program encourages intentionally designed teaching methods to enable students to achieve the required learning outcomes and competencies.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of diverse instructional strategies Course outlines or lesson plans and instructional design Records of Faculty use of active and inclusive learning techniques Course evaluation data on teaching effectiveness
Outcome 3.2.1.2 Qualified Supervision The program employs qualified and registered or certified oral health care practitioners to supervise students during all clinical procedures and patient interactions.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of academic credentials, qualifications, clinical and teaching experience Records of participation in ongoing professional development and / or research Records of training, certification, registration and / or licensure
Outcome 3.2.1.3 Cultural Humility in Instruction The program integrates and articulates	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of faculty training on cultural humility concepts Records of students having reporting pathways

cultural humility in delivery of the curriculum content.	
Outcome 3.2.1.4 Interprofessional Learning Students participate in learning opportunities that foster interprofessional skills and the application of real-world scenarios for collaborative health care practices.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • Schedules or records of students' interprofessional activities • Records of students' collaboration with other professionals
Element 3.3 Learning Resources and Academic Support	
Standard 3.3.1 Resource Availability Students are supported through access to learning and clinical resources, and academic support necessary to achieve program competencies.	
Outcome 3.3.1.1 Access to Learning Environments Students have access to well-maintained accessible learning environments, including pre-clinical and clinical facilities and equipment that support the achievement of learning outcomes.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • Inventory of facilities, educational tools and equipment for teaching the curriculum • Instructional space is designed to support faculty-to-student ratio • Student and faculty feedback on facilities
Outcome 3.3.1.2 Access to Learning Resources Students have access to current discipline-relevant learning materials, digital tools, library resources, and academic support.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • Lists of library and computer resources, e-learning platforms or digital subscriptions • Faculty access to digitally enabled learning analytics • Records of orientation for students to locate resources • Results of resource satisfaction surveys
Outcome 3.3.1.3 Diverse Practice Experiences Students have access to diverse patients and clinical experiences to demonstrate oral health care to different groups and needs.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • System for access to patients from diverse groups or with different needs
Outcome 3.3.1.4 Qualified Support Staff Students' learning is supported by qualified administrative staff.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • Outline support staff qualifications, experience, training, certifications, credentials • Coverage schedules for support staff during labs, pre-clinics and clinics
Element 3.4 Program Effectiveness and Improvement	
Standard 3.4.1 Academic and Clinical Quality Students benefit from a program that undergoes ongoing improvement informed by evidence, interested parties' feedback, and formal quality assurance processes.	
Outcome 3.4.1.1 Quality Clinical Training The clinical training ensures students meet professional competencies.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • Records of policies and agreements / contracts for clinical training sites • Feedback on clinic education • Records of a process for implementing improvements based on feedback on clinics, curriculum, instruction, and evaluation • Records of student outcomes • Records of controlled and advanced access to patients' records
Outcome 3.4.1.2	Indicator(s) / Evidence / Document(s)

<p>Resource Sustainability The program has the resources to sustain and improve the quality of oral health care education that is required to facilitate the achievement of professional competencies.</p>	<ul style="list-style-type: none"> • Evidence of sustainable budget planning for resources and facilities • Program review cycle and changes made • Records of capital renewal in line with budget
<p>Element 3.5 Program Research and Development</p>	
<p>Standard 3.5.1 Research and Scholarships Supporting Program Outcomes Students have access to, and benefit from, a scholarly environment with research capacity that support evidence-informed education and practice,</p>	
<p>Outcome 3.5.1.1 Research and Scholarly Activities The program maintains a scholarly environment that supports inquiry, innovation, and research activity relevant to oral health education and patient-centered care.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of research/scholarship strategy aligned with program / institutional mission • Records of active scholarly by faculty • Access to infrastructure to support scholarship
<p>Outcome 3.5.1.2 Research Participation and Alignment The program supports opportunities for students and faculty to participate in research and scholarly activities that support achievement of program outcomes.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Inventory/list of faculty and student scholarly activities • Summary of how activities align to institutional mission and program outcomes (brief mapping or narrative). • Records of participation metrics by students and faculty
<p>Outcome 3.5.1.3 Educational Development The program includes scholarly and innovative initiatives that contribute to the improvement of educational programs.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • List of education-focused initiatives • Records of evaluation • Records of implementation of improvements informed by research

DOMAIN 4: Student Learning Experience and Support

Scope: To ensure students benefit from a supportive, inclusive, and equitable educational environment that enables them to succeed academically, professionally, and personally. From admissions to graduation, the program equips students to make informed decisions, provide fair access to support services, and prepares students for lifelong learning and professional practice.

Element 4.1 Admissions Criteria and Selection Processes	
Standard 4.1.1 Transparent Admissions and Selection Students' acceptance and selection to the program are facilitated by fair, consistent, and transparent processes aligned with the program's competencies for practice.	
Outcome 4.1.1.1 Available and Accessible Requirements The program admissions requirements are publicly available, clearly defined, and accessible to applicants, ensuring informed decision-making to apply.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Admissions requirements published and updated Description of prerequisites, non-academic attributes, and other required documentation Records of admissions information in accessible formats Applicant inquiry process with service standards
Outcome 4.1.1.2 Fair, Equitable, and Bias-Reduced Selection The program applies admissions practices that minimize bias and promote equity, ensuring new and transferred applicants are evaluated and selected using fair and consistent criteria.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Use of structured scoring rubrics for interviews and non-academic assessment components Records of assessor/interviewer training completed Records of multiple assessors or panel processes to reduce individual bias Records of disaggregated admissions data reviewed and shared internally to monitor equity Records of accommodations during admissions, including timelines and decision criteria
Outcome 4.1.1.3 Criteria Alignment with Program Outcomes The program uses admissions criteria that align with learning outcomes and demonstrate evidence of predicting student success and professional readiness.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records linking admissions criteria to desired outcomes Records periodic review of admissions predictors using outcomes data Records of revision when criteria are not predictive or introduce inequity Annual admissions review report presented to governance
Element 4.2 Educational Program Pathways and Requirements	
Standard 4.2.1 Accessibility and Support Students navigate academic requirements and institutional expectations to complete the program.	
Outcome 4.2.1.1 Access to Information The program ensures students have access to accurate, timely, and transparent program information regarding admissions criteria, tuition fees, ancillary costs, curriculum structure, assessment policies, and graduation requirements.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Tools or platforms to show how students access information Student feedback related to their access to information
Outcome 4.2.1.2 Academic Support and Appeals The program provides access to mechanisms for students to address their academic concerns and offers opportunities for	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Policies and/or procedures on student appeals, grievances, or remediation processes Student use of academic support mechanisms Records of appeal/grievance outcomes or responses to concerns

academic improvement, remediation, and appeals or grievances.	<ul style="list-style-type: none"> • Students input and evaluation of support and appeal mechanisms
<p>Outcome 4.2.1.3 Progression and Feedback</p> <p>The program ensures students receive timely and clear academic feedback to monitor and understand their progress.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Policies and procedures related to progression and graduation, with demonstration of how these are communicated to students • Records of clear performance expectations communicated to students • Records related to academic progression • Timely faculty feedback on academic performance
Element 4.3 Access and Utilization of Student Support Services	
Standard 4.3.1 Accessible Support Services	
Students identify and access academic, personal, and professional support services throughout the program to meet their needs and complete the program.	
<p>Outcome 4.3.1.1 Access to Support Services</p> <p>The program ensures students have timely access to academic advising, health and wellness counselling, accommodation, financial aid, and support service.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of shared communication with students about available services • Aggregate usage data for various support services (if available) • Student satisfaction feedback for support services
<p>Outcome 4.3.1.2 Framework for Seeking Support</p> <p>The program encourages students to seek personal help without fear, stigma, or penalty.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Support service availability • Privacy and confidentiality policies • Records of communication with students about services
<p>Outcome 4.3.1.3 Personal Support for Health & Wellness</p> <p>The program provides personal support by qualified personnel to manage stress and mental health.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • List of support personnel availability and qualification
Element 4.4 Learning Resources and Academic Support	
Standard 4.4.1 Inclusivity and Respect	
Students contribute to and benefit from an inclusive culture that respects diversity and promotes equity in the program's learning environment and student experience.	
<p>Outcome 4.4.1.1 Equity, Diversity, and Inclusion (EDI) Environment</p> <p>The program observes and promotes equity, diversity, and inclusion (EDI) in the student experience, through culturally responsive teaching and learning.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of awareness, promotion, and implementation of accessibility and anti-discrimination policies and procedures • Records of EDI in curriculum content and faculty, staff and student development • Feedback from interested parties on EDI • Records of discrimination or bias incidents and resolutions • Faculty evaluations of students' interactions in clinical and academic settings • Records of EDI and accessibility accommodations
<p>Outcome 4.4.1.2 Cultural Competence and Respect</p> <p>The program develops students' cultural competence and respectful communication with peers, faculty, patients, and support staff.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Workshop and training sessions • Faculty evaluations of students' interactions in clinical and academic settings • Records of cultural competence and respect in curriculum content and in faculty, staff and student development

Element 4.5 Preparation for and Transition to Professional Practice	
Standard 4.5.1 Career Preparation Students are equipped with the resources necessary to transition into professional oral health care practice.	
Outcome 4.5.1.1 Career and Licensure Information The program provides students with information and guidance on licensure requirements, regulatory processes, career planning, and post-graduate opportunities.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • Course content on career planning and post-graduate opportunities • Shared communication on national examination preparations and licensure expectations if available • Student and / or graduates feedback on career planning and licensure supports if available
Outcome 4.5.1.2 Professional Realities The program offers strategies, resources, and educational activities that address wellness, psychological, ethical, and administrative realities of the oral health care work environment.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> • Records of strategies, resources, and educational activities • Student and / or graduates feedback on strategies, resources and educational activities

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DOMAIN 5: Assessment and Evaluation for Entry to Professional Practice

Scope: To ensure students are evaluated using assessment tools that are fair, valid, and align with national entry-to-practice competencies and professional expectations in Canada.

Element 5.1 Professional Proficiency	
Standard 5.1.1 Competency Assessment Students are assessed across all professional domains prior to graduation.	
Outcome 5.1.1.1 Competency Alignment and Evaluation The program ensures all mapped learning outcomes are assessed against required entry-to-practice competencies for the designated profession.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of curriculum being mapped to entry-to-practice competencies Records of assessment and evaluation components for each competency
Outcome 5.1.1.2 Competency Through Patient Care The program assesses and evaluates students' competency through direct and/or simulated patient-centered care.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of evaluations by Faculty members of students' provision of direct patient care Number of hours of patient care delivered or number of patients treated Records of final competency achievement for each student
Element 5.2 Assessment Methods and Design	
Standard 5.2.1 Multi-Modal and Fair Assessments Students are assessed using multi-modal assessment to provide equitable opportunities to demonstrate competence.	
Outcome 5.2.1.1 Assessment Methods Students are assessed using multi-modal assessments aligned with learning outcomes and competency requirements.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of multiple assessment methods
Outcome 5.2.1.2 Assessment Review and Improvement The program regularly reviews its assessment tools for validity, relevance, equity, and fairness.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records that assessment tools undergo regular evaluation to support valid measurement of student competence
Outcome 5.2.1.3 Transparent Assessment Process The program informs students in advance of minimum standards of competence, assessment formats, and remediation protocols.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of syllabi, policies and procedures accessible to students, faculty and staff
Element 5.3 Assessment and Evaluation for Progression	
Standard 5.3.1 Feedback for Competency Achievement Students receive formative and summative feedback and remediation opportunities that support progressive development towards entry-to-practice competencies.	
Outcome 5.3.1.1 Feedback and Progression The program utilizes objective-aligned, competency-based assessments with structured feedback to support student development.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Tracking student on-time graduation rates Students' progress reports Records of support or actions for students not achieving progression benchmarks

Outcome 5.3.1.2**Remediation**

The program has remediation pathways for students not achieving expected levels of competence.

Indicator(s) / Evidence / Document(s)

- Availability and implementation of program remediation pathways
- Records and outcome of reassessment following remediation

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DOMAIN 6: Cultural Safety and Community Centered Care

Scope: To ensure that students are prepared to provide culturally safe, respectful, and inclusive oral health care for all populations and diverse communities. The program must integrate worldviews, promote cultural humility, and provide learning experiences in partnership with equity-deserving group representatives.

Element 6.1 Understanding Cultural Safety	
Standard 6.1.1 Cultural Safety and Humility Students understand the concepts of cultural safety and humility, and the impacts of colonization and systemic racism on the oral health care of equity-deserving groups.	
Outcome 6.1.1.1 Cultural Safety in Curriculum The program integrates cultural safety and humility instruction throughout the curriculum and clearly articulates its importance in required learning outcomes for students to provide care to diverse groups.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of cultural safety protocols in curriculum Evaluation of students' growth in cultural humility and understanding cultural safety Client/Patient and community feedback about culturally safe care during clinical experiences
Outcome 6.1.1.2 Access to Culturally Relevant Resources The program ensures students have access to culturally relevant resources and subject matter experts to facilitate their understanding of cultural humility and the delivery of culturally safe care.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Inventory or list of resources on sociohistorical diversity and the impact on oral health care education, research, and clinical practice Faculty or guest lectures highlighting community-informed perspective List or record of community organizations for research or practicum experience Involvement of equity-deserving groups and / or educators in curriculum delivery
Outcome 6.1.1.3 Diverse Admissions The program promotes and supports recruitment, admission, participation, retention, and completion of the program by equity-deserving groups.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of a multi-faceted admissions and selection policy / process promoting diversity Records of registration and retention rates of students from diverse groups Outreach programs to attract diverse populations or groups
Element 6.2 Delivering Culturally Safe Oral Health Care	
Standard 6.2.1 Culturally Safe Care Students demonstrate the knowledge, skills, and reflective capacity to provide culturally safe, trauma-informed, equity-informed, and dignity-affirming oral health care.	
Outcome 6.2.1.1 Culturally Safe Clinical Care The program ensures clinical practice with feasible, ethical, and context-appropriate opportunities to provide culturally safe care.	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Records of culturally safe protocols in care delivery Evaluation of cultural safety in clinical practice Patient feedback on their experience, shared decision-making, and care received Records of community representation in curriculum delivery Records of acknowledging traditional oral health practices
Outcome 6.2.1.2 Culturally Safe Learning Environments The program ensures that staff and students work and learn in a culturally safe environment that includes safeguards against	Indicator(s) / Evidence / Document(s) <ul style="list-style-type: none"> Climate surveys and / or evaluation of staff/students' experiences Representation in governance and decision making from the equity-deserving groups

<p>racism, lateral violence, discrimination, or power-harms; where staff and students feel they belong, are empowered and respected within the program community.</p>	<ul style="list-style-type: none"> • Anti-racism and cultural safety policies for staff and students • Training pathways for staff and faculty in cultural safety and trauma-informed pedagogy • Processes for reporting racism with protection from retaliation in place
<p>Element 6.3 Partnership and Community Engagement</p>	
<p>Standard 6.3.1 Community Engagement Students are engaged in community-informed education and experiential learning in collaboration with equity-deserving groups to shape learning experiences.</p>	
<p>Outcome 6.3.1.1 Input from Communities The program incorporates external input from equity-deserving groups as it relates to student-community engagement.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of outreach to communities, organizations and representatives • Records of experiential learning opportunities or activities
<p>Outcome 6.3.1.2 Community Outreach The program facilitates students and faculty engagement with rural, urban, and/or remote communities through outreach opportunities appropriate to the program’s geographic context and the capacities of the program and community.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of initiating community outreach experiences • Clinical outreach opportunities to support equity-deserving groups • Students’ report on outreach experiences • Feedback from community partners on students’ involvement
<p>Element 6.4 Promoting Health Equity and Reconciliation</p>	
<p>Standard 6.4.1 Health Equity and Advocacy Students demonstrate the knowledge, skills, and professional responsibility to contribute to oral health equity through advocacy and reconciliation within their scope of practice.</p>	
<p>Outcome 6.4.1.1 Truth and Reconciliation Education The program introduces students to the Truth and Reconciliation Commission’s (TRC) Calls to Action relevant to health and education in oral healthcare.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of the TRC Calls to Action in the curriculum • Records of cultural competency training for faculty • Curriculum alignment with TRC Calls to Action
<p>Outcome 6.4.1.2 Advocacy and Allyship The program provides learning experiences that prepare students to exercise ethical advocacy and allyship as part of their professional responsibility to advance oral health for equity-deserving groups.</p>	<p>Indicator(s) / Evidence / Document(s)</p> <ul style="list-style-type: none"> • Records of participation in advocacy projects or initiatives supporting equity-deserving groups oral health access and equity • Records of curriculum content addressing advocacy, professional responsibility, and ethical obligations related to inequitable oral health systems • Records of student assessment through learning activities to identify inequities and articulate scope-appropriate advocacy or allyship actions