BOSTON UNIVERSITY
HENRY M. GOLDMAN SCHOOL OF DENTAL MEDICINE
STUDENT LEARNING OUTCOMES
OCTOBER 2013

SECTION I. GENERAL DESCRIPTION

I. Organizational Structure of the School's Academic Programs

The Boston University Henry M. Goldman School of Dental Medicine (GSDM) is a graduate professional school whose academic mission is to educate and train oral health clinicians so that they possess the knowledge, skills and attitudes expected and required of competent and proficient practitioners. The School's academic programs are organized in three general categories: 1) the predoctoral "first-professional" Doctor of Dental Medicine (DMD) programs, 2) the postdoctoral "other graduate" Certificate of Advanced Graduate Studies (CAGS) in clinical specialty programs, and 3) the "graduate" Master's and Doctoral (MSD, DSc, DScD, PhD) research programs. The DMD program has two curriculum tracks, both University Hegis code 62: a traditional four-year track (referred to as the "DMD" track; 115 students per year), and an advanced standing two-year track for internationally trained dentists seeking education required for US or Canadian licensure (referred to as the "AS" track; ~80 students per year). In addition, the four-year track includes a small number (1-3 per year) of highly qualified individuals pursuing a seven-year combined Baccalaureate/DMD degree (three years college undergraduate plus four years DMD; Hegis Code 63). The School has nine individual CAGS programs, Hegis Code 71 or 72 depending on program type: Advanced Education in General Dentistry, Dental Public Health, Endodontics, Operative and Esthetic Dentistry, Oral and Maxillofacial Surgery, Orthodontics and Dentofacial Orthopedics, Pediatric Dentistry, Periodontology, and Prosthodontics. The Hegis Codes for the graduate research programs are: MSD (code 41), DSc (code 61), DScD (code 81) and PhD (code 85). Except for the PhD degree, all other graduate research degrees are administered and awarded by the School. The PhD program is administered by the School of Medicine's Division of Graduate Medical Sciences (GMS).

II. Student Learning Outcomes for the Postdoctoral Clinical Specialty Students (i.e., "residents")

(CAGS programs: Advanced Education in General Dentistry (AEGD), Dental Public Health (DPH), Endodontics (ENDO), Postgraduate Operative & Esthetic Dentistry (PGOE), Oral & Maxillofacial Surgery (OMS), Orthodontics & Craniofacial Orthopedics (ORTHO), Pediatric Dentistry (PEDO), Periodontology (PERIO), and Prosthodontics (PROS))

The learning outcomes for the clinical specialty training programs are also set by the American Dental Association's Commission on Dental Accreditation (CODA). Currently, GSDM has nine individual specialty programs for advanced education of dentists; within the profession, these are interchangeably referred to as "postdoctoral" or "postgraduate" programs. Each program has learning goals/objectives or competency/proficiency statements, as required by the respective discipline. It should be noted that,

historically, these statements have been developed as a combination of both program and student learning goals/objectives.

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CAGS in Pediatric Dentistry (PEDO); Dr. Wendy Cheney, wrcheney@bu.edu

PEDIATRIC DENTISTRY (PEDO):

- **Learning Goal/Objective or Competency #1:** To prepare a specialist who is proficient in providing both primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs, in institutional, private or public health settings.

- **Learning Goal/Objective or Competency #2:** To stimulate and encourage development of a critical and inquiring attitude that is necessary for the advancement of practice, research and teaching in Pediatric Dentistry.

- **Learning Goal/Objective or Competency #3:** To educate future pediatric dentists to work in coordination with members of other health care and social disciplines.

- **Learning Goal/Objective or Competency #4:** To emphasize high academic standards and excellence in teaching.