

High Point University Workman School of Dental Medicine Admissions Model

What is the Planning Phase of the CARE Curriculum?

The admissions model at the HPU Workman School of Dental Medicine is designed to help create a culture that represents our core values of *creativity, innovation, collaboration, teamwork, integrity, trust, leadership, and learning*. Each person admitted to the School has a distinctive story that describes their knowledge, experiences, and attributes they will bring to their learning journey. The Planning Phase is the opportunity to share with our team what makes you ready for the CARE Curriculum, to become an exceptional oral healthcare provider, and to lead the Future of Dental Medicine. The HPU Workman School of Dental Medicine seeks candidates with diverse backgrounds, unique experiences, and extraordinary aspirations who are prepared for an immersive, self-directed, and patient-centered learning journey that is unlike any other.

The Planning Phase includes three steps (Figure 1) to maximize the efficiency and equity of the admissions process. Each step signifies a narrowing of the applicant pool in a progressive process conducted by our Planning Phase Team.

- **Step 1:** submit a summary of knowledge, experiences, and attributes aligned with the CARE Curriculum
- **Step 2:** receive an invitation to participate in an interview to learn more about the candidate
- **Step 3:** receive an invitation to join the HPU Workman School of Dental Medicine

In summary, the goals of the Planning Phase of the CARE Curriculum are to:

- Illustrate your individual strengths, contributions, and opportunities for growth
- Connect your previous knowledge, skills, and experiences, to anticipated learning
- Demonstrate your capacity and motivation to learn and serve

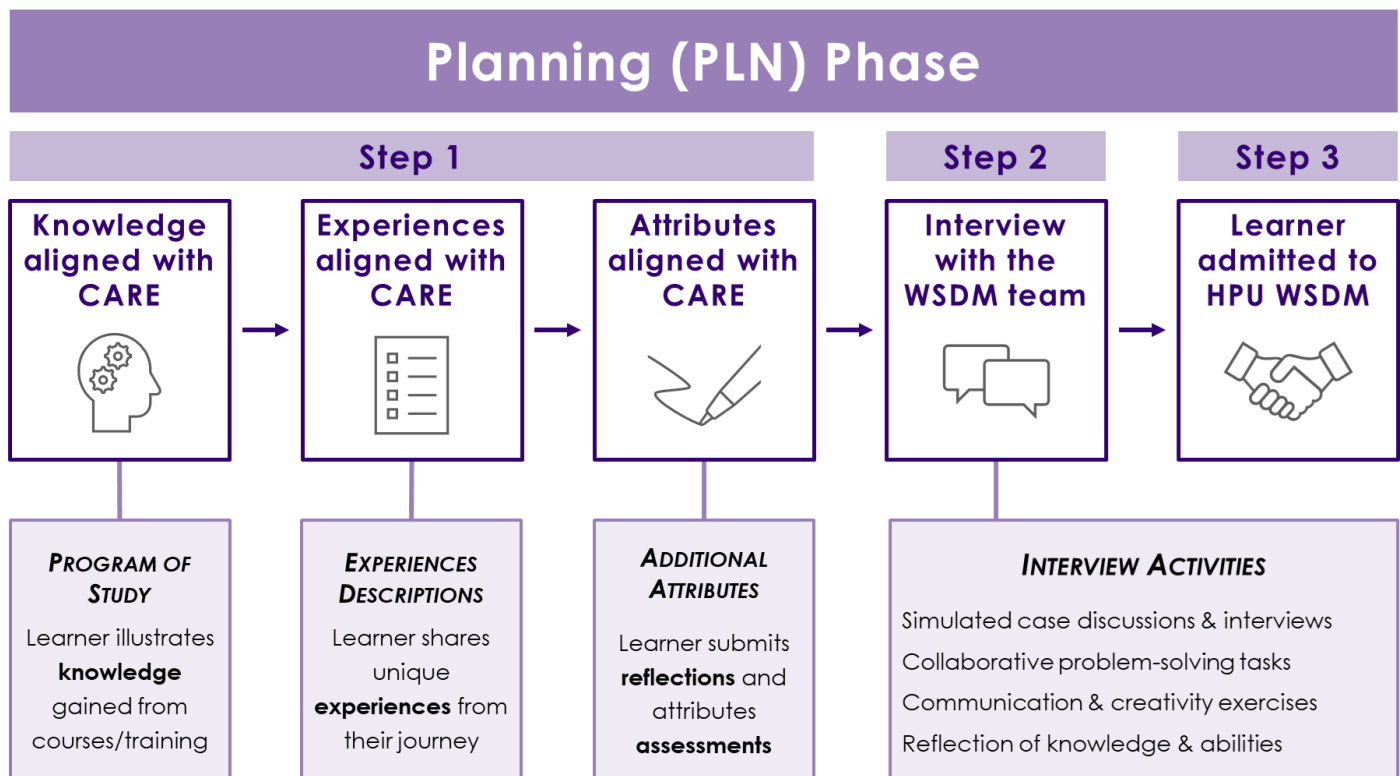


Figure 1. An outline of the Planning Phase of the CARE Curriculum

What is the expected admissions timeline?

The HPU WSDM application is available in May and closes in January of the current admissions cycle. Candidates can login into our online portal, start their application, and submit it when they are ready. After the submission, applicants must complete the [Acuity Insights Assessments \(Casper and Duet\)](#). For early commitment candidates, these assessments must have a *scheduled test date* that is listed before August 31. For all other candidates, these assessment scores must be *received by our team* before an interview offer may be granted. The distribution of assessment scores takes approximately two (2) weeks after the test date and candidates should plan accordingly.

Candidates may be invited to an interview scheduled between September and March of the application cycle. Early commitment candidates will be prioritized for the first interview dates. The HPU WSDM uses a rolling admissions process to help candidates reduce financial and time challenges associated with interviews. Following the interview, candidates may receive a conditional acceptance to join the HPU WSDM pending additional verifications (i.e., background check, screening, etc.).

The accepted cohort will be invited to visit HPU in May to explore the city, connect with their colleagues, and be part of the official announcement of our cohort. Learners will then begin their journey in the CARE curriculum the first week of August.

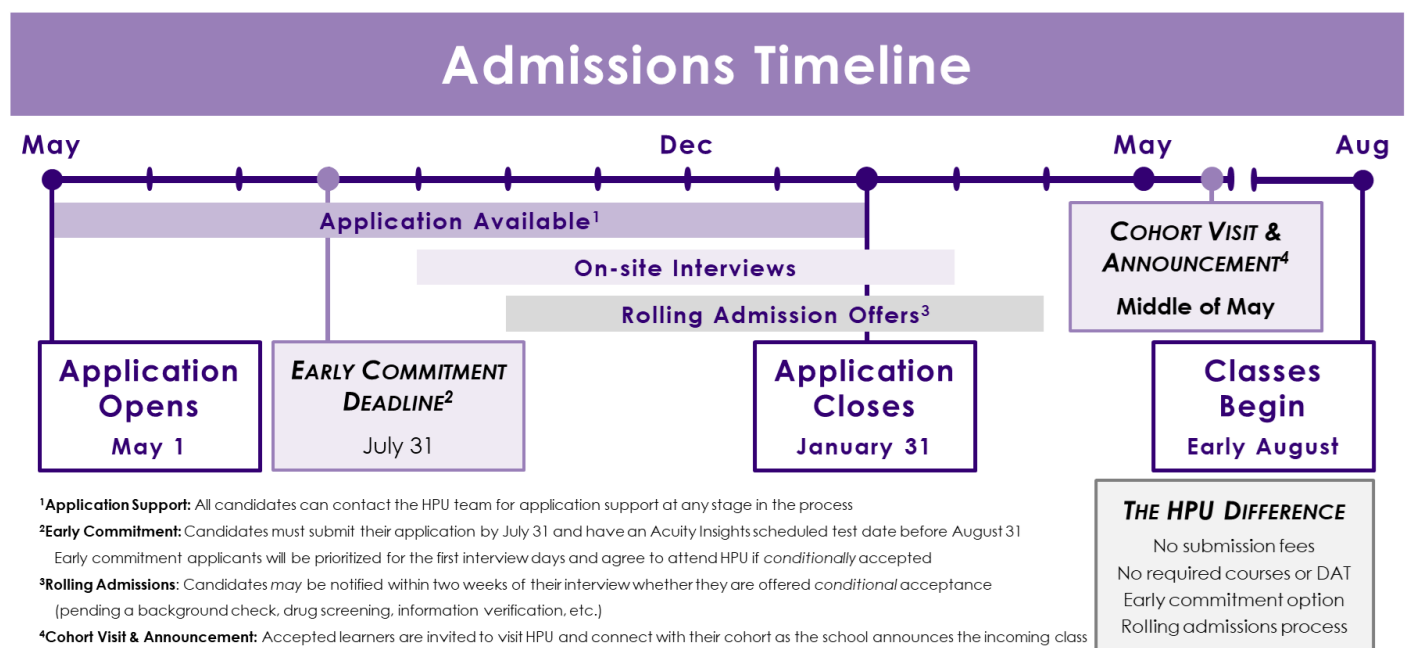


Figure 2. Timeline of the admissions process (i.e., Planning Phase) for the CARE curriculum

What is the early commitment option?

If you are strongly interested in HPU, we invite you to apply for our early commitment option. This option gives a select number of applicants higher priority in interviews and allows them to confirm their position in the cohort earlier. The purpose is to enhance access to dental programs and minimize financial burdens on applicants. In addition, those offered conditional admission will be guaranteed a four-year scholarship not available to other candidates. Those who apply through early commitment, meet the interview expectations, and are offered conditional acceptance are expected to attend HPU WSDM as part of a binding agreement, similar to other early decision/commitment programs. Individuals that do not fulfill this expectation will risk admission to WSDM in future cycles and notification to our Board of Advisors and other programs about their withdraw at the start of the cohort and in their last academic year. Those interested in the early commitment option must submit their application by July 31 and this deadline will not be extended under any circumstances.

What is the preferred program of study to demonstrate knowledge?

The ideal candidate for the HPU Workman School of Dental Medicine is a learner with a demonstrated diverse knowledge background that embodies the CARE roles. Candidates who are on target to receive a Bachelor of Science degree or Bachelor of Arts degree—in any field—will be preferred. **There is no specific degree of interest and no time limit on when the courses were completed.** Those with unique backgrounds, learning experiences, and career paths are strongly encouraged to apply. Learners can identify which of their training in Table 1 applies to the CARE roles to illustrate foundational knowledge. Online courses, certificate programs, Advanced Placement, and International Baccalaureate programs can qualify as evidence.

Table 1. Sample courses for learners in the Planning Phase arranged by CARE roles (bold is *most preferred*).

NOTE: Learners are **NOT** expected to have all courses listed—this is a *comprehensive menu of options*

Role	Sample Courses (in alphabetical order)	
C linician	An emphasis on personalized and regenerative medicine, biologics, and the future of medicine	
	<ul style="list-style-type: none"> - Biochemistry - Cellular / molecular biology - Embryology - General biology - General chemistry / inorganic chemistry - Genetics - Histology - Human anatomy / physiology 	<ul style="list-style-type: none"> - Medical terminology - Microbiology / immunology - Neuroanatomy / neuroscience - Nutrition - Organic chemistry - Parasitology / virology - Physics - Traditional and complementary medicine
A dvocate	An emphasis on health policy, outcomes, and innovative models of healthcare delivery	
	<ul style="list-style-type: none"> - Education / teaching - Ethics / bioethics - Foreign language - Law / legal practices - Linguistics - Literature - Music 	<ul style="list-style-type: none"> - Personal care / wellbeing - Philosophy - Political science - Public / population health - Studio / performance arts - Race / gender / diversity studies - Religious / spiritual studies
R esearcher	An emphasis on inquiry-based learning, data literacy, and quality improvement techniques	
	<ul style="list-style-type: none"> - Analytics / data science / informatics - Anthropology - Algebra - Calculus - Engineering - Epidemiology - History 	<ul style="list-style-type: none"> - Implementation / translational science - Library science - Psychology / sociology - Quality improvement - Research methods (quantitative / qualitative) - Statistics / biostatistics - Writing / composition / technical writing
E ntrepreneur	An emphasis on innovative and creative business practices with empowered teams	
	<ul style="list-style-type: none"> - Accounting / financial management - Business / organization management - Communication / marketing / sales - Computer science - Decision-making / processes - Design / agile / lean thinking - Digital media (virtual, augmented, artificial) - Graphic design - Leadership / leadership theories 	<ul style="list-style-type: none"> - Logistics / logistical management - Microeconomics / macroeconomics - Negotiation / persuasion / influence - Personnel management / teamwork - Project management - Public speaking - Social media / media studies - Strategic management / planning - Systems thinking

What are the preferred activities and engagements that demonstrate experience?

The ideal candidate for the HPU Workman School of Dental Medicine is a learner with diverse interests and ways they connect with learning aligned with the CARE roles. We understand each person balances their time and experiences differently—our goal is to identify which experiences are most significant to you and your background. Table 2 outlines the sample experiences organized by CARE role.

Table 2. Sample experiences for learners in the Planning Phase arranged by CARE roles

NOTE: Learners are **NOT** expected to have all experience listed—this is a *comprehensive menu of options*

Role	Sample Experiences
C linician	<ul style="list-style-type: none"> - Work experience (oral health and/or healthcare related) - Volunteer experience (oral health and/or healthcare related) - Shadowing experience (oral health and/or healthcare related) - Organization membership/participation (professional, healthcare) - Conference attendance (professional, healthcare)
A dvocate	<ul style="list-style-type: none"> - Work experience (advocacy, legislative, policy, teaching, tutoring related) - Volunteer experience (advocacy, legislative day, voter registration, teaching, tutoring related) - Shadowing experience (advocacy, legislative, policy, teaching, tutoring related) - Organization membership / participation (Greek, advocacy, service, athletics) - Conference attendance (Greek, advocacy, service) - Immersive experience (Teach for America, Peace Corps, etc.) - Military experiences
R esearcher	<ul style="list-style-type: none"> - Work experience (research, lab related) - Volunteer experience (research, lab related) - Shadowing experiences (research, lab related) - Organization membership (research, honor society, academic) - Conference attendance (research, academic) - Academic presentations and/or posters - Academic publications (peer-reviewed journals, commentaries) - Non-academic publications (books, chapters, newsletters, blogs, etc.)
E ntrepreneur	<ul style="list-style-type: none"> - Work experience (business, technology, art, creativity) - Volunteer experience (business, technology, art, creativity) - Shadowing experience (business, technology, art, creativity) - Organization membership (business, technology, art, creativity) - Leadership positions - Awards, honors, and scholarships received - Immersive experiences (social media influencer, study abroad, business proposals, business creation/launch)

Work = paid experience

Volunteer = unpaid experience

Shadowing = did not contribute services

Why is the Dental Admissions Test (DAT) not required for my application?

Based on an extensive review of published data about the Dental Admissions Test (DAT), it was determined that the benefits did not outweigh the cost and access concerns with the current DAT. While the DAT is a useful predictor of candidate performance in first- and second-year biomedical courses, we are opting for alternative standardized assessments that evaluate more non-academic attributes. We recognize knowledge can be evaluated through longitudinal performance in courses and work experience that may not be well captured in the DAT at this time. Individuals may submit their DAT; however, it is not an evaluated criterion.

What is the Acuity Insights Assessment Suite and what is the reason it is being used?

The Acuity Insights Assessment Suite includes two components to help our team evaluate your non-academic attributes (e.g., empathy, adaptability, integrity, etc.):

- **Casper** – how you may respond to authentic scenarios in practice
- **Duet** – how your values and expectations align with our program offerings

These assessments have evidence that supports their use as an additional data point in evaluating candidate readiness for health professions programs. These assessments explore more than your academic skill sets and biomedical knowledge for us to learn more about you in a systematic and fair process. In addition, the cost of the assessment is kept to a minimum (approximately \$50) to reduce the financial burden on applicants. These assessments are required as part of our admissions process; however, we will continue to evaluate their utility to determine if they provide sufficient information that warrants their cost and time.

What is the purpose of the Reflection prompts and the reason I am not submitting a personal statement?

Most of our application requires you to distill information about yourself into boxes and categories that we find important. The Reflections section allows you to share parts of yourself with our team using your own words. While a personal statement can be a great way to introduce yourself to the team, some candidates have access to resources and opportunities to refine these statements, and you may be limited in your ability to tailor your response to a specific program. Our Reflection prompts are intended to be short questions to learn about you and for you to share what you find to be pertinent to our program. In addition, it allows us to learn more about how you communicate and share your thoughts during reflection, which is an essential component of our entire curriculum.

Candidates are encouraged to complete these reflection exercises independently and without additional assistance, including from artificial intelligence and language models. We acknowledge in typical settings you will be able to rely on additional help from your peers, faculty, and external resources—we would like to have an optimal understanding of your skill sets so we can best support you and your growth.

What are the purpose of the Insights request and the reason I am not submitting letters of recommendation from my reviewers?

While letters of recommendation are standard practice in health professions admissions models, there is limited evidence that they provide useful information that correlates to whether you are a ready candidate. In addition, not all candidates have access to individuals with extensive experience in writing high-quality letters of recommendation or they may no longer be in contact with specific requirements, such as science educators if they have not been in an academic setting for a prolonged period of time or took an alternative career path.

Our goal is to enhance fairness among our applicants and instead created an opportunity that allows you to select from a wide range of individuals who can speak to your capabilities. For example, we ask you to submit contact information for three reviewers who represent three of the four categories that are most pertinent to you: a healthcare professional, a coach/mentor, an educator, or a supervisor. The insights questionnaire we crafted is short to protect the time of your reviewers and includes very focused questions that allow us to learn how you will be best aligned with our program.

What is the reason HPU WSDM is not using the ADEA AADSAS application?

Programs are required to be accredited to be eligible to use the ADEA AADSAS application, and the HPU WSDM is currently under review by the accrediting body. At this time, we do not plan to use the common application due to the associated costs for applicants—our goal is to make our admission process as affordable as possible, and the cost did not appear to outweigh the current benefits.

How are candidates prioritized and selected for an interview fairly?

The HPU Workman School of Dental Medicine is committed to a holistic review of candidates and their capabilities. We understand each person brings unique knowledge, experiences, and attributes to their educational journey and it is not expected that every candidate will be exceptional in every regard. Our goal is to identify candidates' strengths, opportunities for growth, and how they will contribute to the diversity of our communities. Each section is reviewed to address the following:

1. **Knowledge** – what have you learned from your degree program, courses, and additional training
2. **Experiences** – what have you participated in and contributed to during your journey
3. **Attributes** – what unique characteristics could you bring to our community (including the Acuity Insights Assessments)
4. **Reflections** – what are your perspectives and opinions as you prepare for this experience
5. **Insights** – what can individuals that are close to you share about your capabilities and potential

Applications are reviewed by a team who uses a strengths-based approach to evaluate each candidate's potential for success within the CARE curriculum. All candidates are given an equal opportunity in the screening process and training is provided to mitigate implicit biases during the review process. All completed applications are reviewed independently by *three* HPU team members, including at least two HPU WSDM faculty members. Overall, the aim is to identify candidates who have developed knowledge in the preferred areas, who have unique, quality, and diverse experiences, and who demonstrate attributes that align with the values of the program.

Each reviewer evaluates the five sections collectively and generates an overall recommendation of whether a candidate appears **ready** for dental school, **may be ready** (i.e., additional information may be needed or there was a minor concern), or **not ready yet** (i.e., a significant concern or more was identified). Those evaluations are aggregated to determine an overall readiness status based on the level of agreement among reviewers as either:

- **Ready** – a *high priority* and will receive an interview offer in the current cycle
- **May Be Ready** – a *medium priority* and may receive an interview offer later in the current cycle
- **Not Ready Yet** – a *low priority* and likely not to be offered an interview in the current cycle

Sample criteria that are evaluated to determine readiness ratings are provided in Table 3 for reference.

Table 3. Sample criteria that lead to readiness ratings and indicators during application review
NOTE: Candidates may be “not ready” or “may be ready” in sections and still be rated “ready” overall

Section	Not Ready Yet	May Be Ready	Ready
Knowledge	- Prolonged poor performance - Transcripts not uploaded - No or unanticipated BS/BA	- Improved academic history - Bachelor or Master's degree - Additional certifications	- Strong academic history - Courses in social sciences - Doctoral degree
Experiences	- No work or volunteering - No shadowing/exposure - No dental/healthcare	- Experiences in one area - Dental/healthcare exposure - Academic award(s)	- Diverse/immersive experience - Research present or pubs - Non-academic awards(s)
Attributes	- Low Casper performance - Academic integrity - Recent misconduct	- Average Casper performance - Minimal value match (Duet) - History of misconduct	- High Casper performance - No academic integrity - No misconduct or concern
Reflections	- Lack self-awareness - Dishonesty or hyperbole - Comprehension concern	- Some self-awareness - More information desired - Potential behavioral concern	- High self-awareness - Followed directions/request - High creative potential
Insights	- A “do not recommend” - A “reservations” recommend - Behavioral concern	- Sparse/limited insight - 2 or more “recommends” - Brief relationships	- Complete submissions - Diverse/varied perspectives - Address questions

How are candidates engaged during the interview?

If invited for an interview, you will participate in a series of activities to learn more about you, your interests, and your goals. This will also be an opportunity for you to learn more about the HPU Workman School of Dental Medicine and the CARE Curriculum. In addition, we hope you identify how you can grow within our community. Candidates are encouraged to be their authentic selves, ask us difficult questions, share their experiences on social media (while keeping pertinent details confidential), and explore the area during their visit.

The interview *may* include the following activities through a series of rotations in individual, small, and large groups:

- Individual and paired interview stations with role-play exercises
- Dental-related procedure simulation using haptic technology
- Instructional simulation to experience the classroom learning model
- Small group problem-solving activities with a series of puzzles or challenges
- Large group creativity exercise to help us address a pertinent issue
- Reflection exercises about your knowledge and abilities
- Question-and-answer forum with faculty and learners
- Tours of the facilities and practice locations

How are candidates selected for an admission offer?

Candidates who interview are reviewed by the team to determine an admission offer. The interview is intended to identify those who may be *least* prepared to begin training as an oral healthcare professional. All candidates who do not demonstrate a concern during the interview will be confirmed by the team and offered a *conditional* acceptance pending a background check, drug screening, verification of submitted information, etc. Candidates identified as having concerning behavior in the interview process and those who perform one standard deviation below the mean performance scores will have their application materials re-reviewed and be discussed by the team. Candidates may be offered a secondary interview to clarify additional information and to evaluate potential concerns more in-depth. The team will then review the data and make an admission decision.

The team collaboratively makes a recommendation whether a candidate appears: **ready** for dental school, **may be ready** (i.e., a minor concern), or **not ready yet** (i.e., a significant concern) which relates to:

- **Ready** – a *high priority* and will receive an admission offer
- **May Be Ready** – a *medium priority* and may receive an admission offer or be placed on an active / wait list
- **Not Ready Yet** – a *low priority* and likely not to be offered an admission

Sample criteria that are evaluated to determine readiness ratings are provided in Table 4 for reference.

Table 4. Sample criteria that lead to readiness ratings and indicators during interviews

Activity	Needs Improvement	Satisfactory	Excellent
Individual Interview	<ul style="list-style-type: none"> - Did not address the prompt - Confrontational or aggressive - Lack of emotional intelligence - Overly confident or arrogant - Disengaged or distracted 	<ul style="list-style-type: none"> - Did not utilize time to reflect - Timid or required prompting - Missed viable options - Verbose or not concise - Too focused on “right” answers 	<ul style="list-style-type: none"> - Explored all possible options - Confidence in response - Connected to experiences - Novel responses to prompts - Questions for the evaluator
Group Exercise	<ul style="list-style-type: none"> - Did not engage in the task - Interrupted team members - Comprehension concerns - Deflected questions - Repeated answers from others 	<ul style="list-style-type: none"> - First to speak for most options - Spoke for a prolonged time - Boasting or competitive - Did not prepare for assignment - Did not speak readily 	<ul style="list-style-type: none"> - Displayed self-awareness - Invited others into discussion - Willingness to try & experiment - Appropriate humor - Genuine presentation of self

How are interview candidates fairly evaluated?

The interview activities are intended to help candidates demonstrate their capacity to access and apply pertinent knowledge, skills, and abilities. Each activity will have at least one evaluator who reviews individual and team performance using a standardized rubric. The rubric is designed to minimize evaluator bias by focusing on observable behaviors. Scores for activities will be aggregated for the team to review before making an admission decision. Evaluators during all activities will also have an opportunity to document whether they observe any concerning behaviors. Candidates identified as exhibiting those behaviors will be automatically re-reviewed by the team to determine how that will impact the admission decision.

What if a candidate wants to contest an admission decision?

Candidates who feel they may have been unfairly evaluated or unjustly treated during the admissions process are encouraged to contest the admission decision by following the appeals process with the High Point University [Office of Graduate Admissions](#).

Can I receive feedback about my application and/or individual coaching on how to improve?

Our admissions team will do our best to provide feedback about what led to the final decision about each applicant's submission to offer insights on how to best improve if you consider applying to the Workman School of Dental Medicine again. Due to our limited resources, we are unable to provide individual coaching to individuals who are applying to the next admission cycle. We are available to address questions via email and will do our best to help candidates where possible.