

High Point University Workman School of Dental Medicine Admission Model

What is the Plan Phase of the CARE Curriculum?

The admission model at the HPU Workman School of Dental Medicine is designed to support a culture that represents our core values of *compassion, integrity, growth, innovation, and collaboration*. Each person admitted has a distinctive story that describes their knowledge, experiences, and attributes they can bring to the community. The Plan Phase is the opportunity to share what makes you ready 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 goals of the Plan 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

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

- **Step 1:** submit a summary of knowledge and experiences
- **Step 2:** receive an invitation to participate in an interview with our team
- **Step 3:** receive an invitation to join the HPU Workman School of Dental Medicine

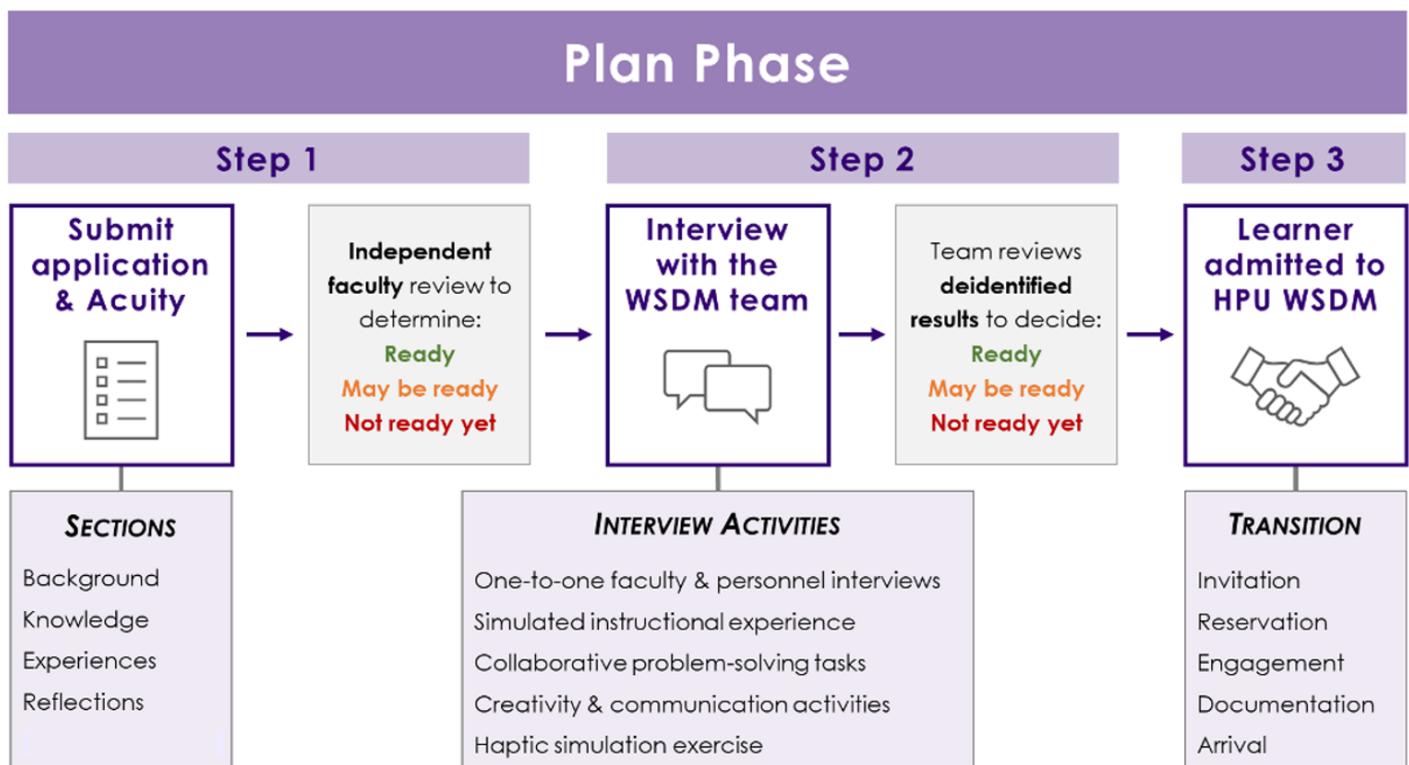


Figure 1. An outline of the Plan Phase of the CARE Curriculum

What is the expected admission timeline?

The HPU WSDM application is available in May and closes in December of each admissions cycle. Candidates can login into the online portal, start their application, and submit it when they are ready. Applications are considered incomplete until the [Acuity Insights Assessments \(Casper and Duet\)](#) scores are received by the program.

Candidate Casper and Duet assessment scores must be received before an interview offer may be granted. Candidates are encouraged to register and take both assessments early, as it could delay interview opportunities. The distribution of the scores takes approximately two (2) weeks after the testing date, and an additional one to two (2) weeks to be reflected in the application portal.

Candidates may be invited for an interview scheduled between August and January of the application cycle. Early applicants 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. Acceptances to join the WSDM are expected to begin several weeks after the first scheduled interview and can occur as early as 14 days following an interview.

The accepted cohort will have opportunities to connect with the WSDM community and prepare for their transition to the program. Learners start the CARE curriculum the first week of August when they begin dental school.

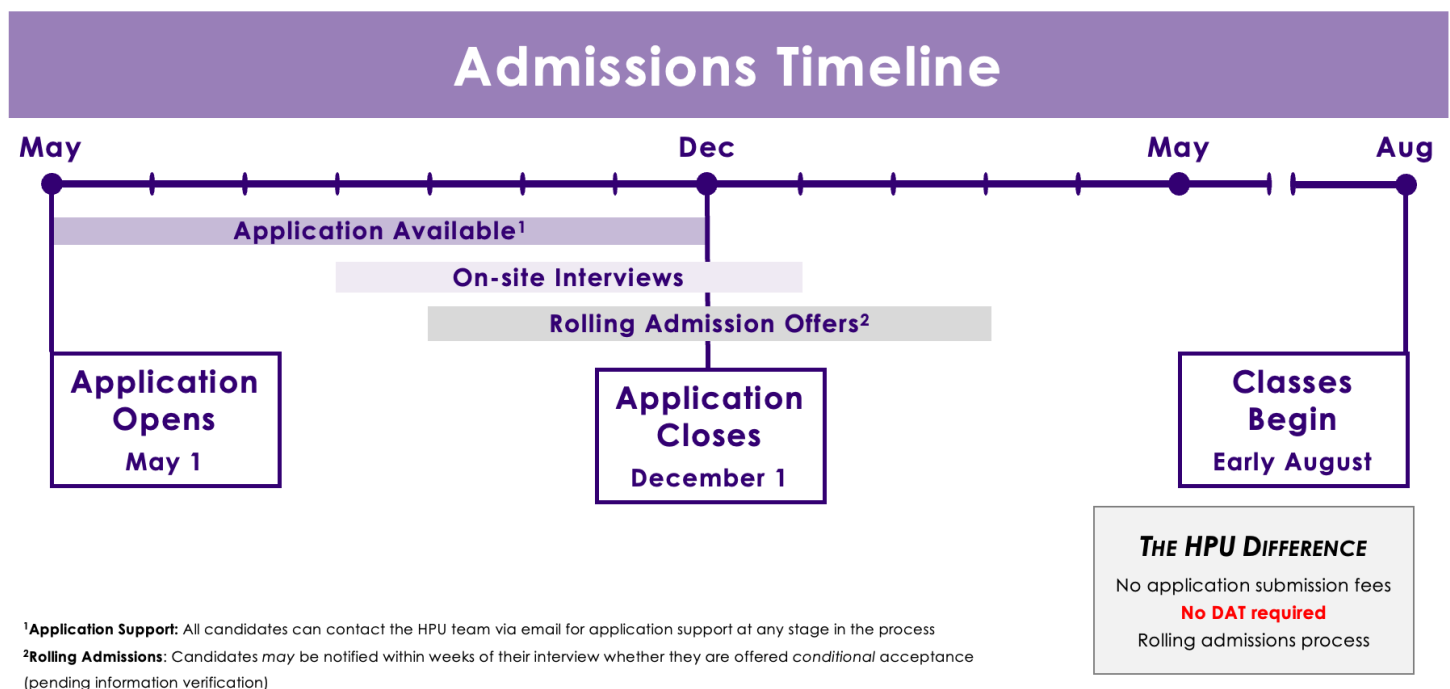


Figure 2. Timeline of the admission process (i.e., Plan Phase) for the CARE curriculum

What is the preferred program of study to demonstrate knowledge?

Candidates ready for admission are those who demonstrate a diverse knowledge background that embodies one or more CARE roles. A United States Bachelor of Science or Bachelor of Arts degree is required to apply. **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. Table 1 offers recommended courses that may connect to specific CARE roles of interest—these are NOT admission requirements. Online courses, certificate programs, Advanced Placement, and International Baccalaureate programs are also applicable evidence of readiness.

Table 1. Sample courses arranged by CARE roles with the most preferred in bold
NOTE: Learners are **NOT** expected to complete all the courses listed—this is a *menu of options*

Role	Sample Courses (in alphabetical order)	
C linician	An emphasis on personalized & regenerative medicine, biologics, & future practice	
	- Biochemistry - Cellular / Molecular biology - Embryology - General biology - General chemistry / Inorganic chemistry - Genetics - Histology - Human Anatomy / Physiology	- Medical terminology - Microbiology / Immunology - Neuroanatomy / Neuroscience - Nutrition - Organic chemistry - Parasitology / Virology - Physics - Traditional and complementary medicine
A dvocate	An emphasis on health policy, outcomes, & innovative models of healthcare delivery	
	- Education / teaching - Ethics / bioethics - Foreign language - Law / legal practices - Linguistics - Literature - Music	- 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, & quality improvement techniques	
	- Analytics / data science / informatics - Anthropology - Algebra - Calculus - Engineering - Epidemiology - History	- Implementation / translational science - Library science - Psychology / sociology - Quality improvement - Research methods - Statistics / Biostatistics - Writing / composition / technical writing
E ntrepreneur	An emphasis on innovative & creative business practices with empowered teams	
	- Accounting / financial management - Business / organization management - Communication / marketing / sales - Computer science - Decision-making / processes - Design / agile / lean thinking - Graphic design - Leadership / leadership theories - Logistics / logistical management	- Microeconomics / macroeconomics - Negotiation / persuasion / influence - Personnel management / teamwork - Project management - Public speaking - Social media / media studies - Strategic management / planning - Systems thinking - Technology (artificial, virtual, augmented)

What are the preferred activities and engagements that demonstrate experience?

Candidates ready for admission are those with breadth and depth of interests that may align to one or more CARE roles. The team acknowledges that each person balances their time and experiences differently—the goal is to identify which experiences are most significant to each applicant and their background. In general, candidates are encouraged to demonstrate a mixture of healthcare and non-healthcare related experiences with both intermittent and longitudinal encounters.

Table 2 outlines the sample experiences organized by CARE role to illustrate what may be included in an application. In general, work, volunteer, immersive, and team/leadership experiences are the most preferred method to demonstrate readiness.

Table 2. Sample experiences arranged by CARE roles

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

Role	Sample Experiences
C linician	- Work experience (oral health and/or healthcare related) - Volunteer experience (oral health and/or healthcare related) - Shadowing experience (oral health and/or healthcare related) - Team, committee, organization involvement (professional, healthcare) - Immersive experiences (oral health and/or healthcare related service trips)
A dvocate	- Work experience (advocacy, legislative, policy, teaching, tutoring) - Volunteer experience (advocacy, legislative day, voting, teaching, tutoring) - Shadowing experience (advocacy, legislative, policy, teaching, tutoring) - Team, committee, organization involvement (Greek, advocacy, service, athletics) - Immersive experience (Teach for America, Peace Corps, service trips) - Military or armed services experiences
R esearcher	- Work experience (research, lab related) - Volunteer experience (research, lab related) - Shadowing experiences (research, lab related) - Team, committee, organization involvement (research, honor society, academic) - Academic presentations and/or posters - Academic publications (peer-reviewed journals, commentaries) - Non-academic publications (books, chapters, newsletters, blogs, etc.)
E ntrepreneur	- Work experience (business, technology, art, music, creativity) - Volunteer experience (business, technology, art, music, creativity) - Shadowing experience (business, technology, art, music, creativity) - Team, committee, organization involvement (business, tech, art, music, creativity) - Leadership positions (across all domains) - Awards, honors, and scholarships received - Immersive experiences (social media influencer, business creation/launch) - Personal hobbies or engagements (art, creativity, music, technology, design)

Work = paid experience

Volunteer = unpaid experience

Shadowing = observed experiences (not paid)

Is the Dental Admissions Test (DAT) required?

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 assessment. While the DAT is a useful predictor of candidate performance in first- and second-year biomedical courses, we are opting for alternative standardized assessments (i.e., Acuity Insights) 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. **Please do not include DAT scores in narrative components of the application, the team does NOT collect or review DAT scores.**

What is the Acuity Insights Assessment (Casper & Duet) and why is it 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 a candidate may respond to authentic scenarios in practice
- **Duet** – how a candidate's values and expectations align with the WSDM program offerings

These assessments have evidence that supports their use 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 lower compared to other assessments (approximately \$50) to reduce the financial burden. 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.

For all candidates, the Casper and Duet assessment scores must be received before an interview offer may be granted. **Please note:** The final date to take the Casper and Duet exams is before the WSDM application deadline, candidates are encouraged to schedule accordingly.

Score distribution takes approximately two (2) weeks after the testing date, and it takes up to two (2) additional weeks to update the HPU WSDM applicant portal to indicate if scores were received.

Is there an opportunity to submit a personal statement?

The application includes several sections where applicants can describe unique circumstances or influences of their trajectory to dental school. The Reflection section includes brief prompts for candidates to share more about themselves in a concise and clear manner. While a personal statement can be useful, not all candidates have access to resources and opportunities to refine these statements. **Please do NOT send personal statements or letters of intent to the admission team or faculty/staff of the program.** Those documents are NOT considered as part of the review or selection process. Candidates are encouraged to complete these reflection exercises independently without additional assistance, including from artificial intelligence models.

Is there an opportunity to submit letters of support or recommendation?

While letters of recommendation are standard practice in health professions admission models, there is limited evidence they provide useful information about the readiness of a candidate. Often for admission teams the most useful recommendations are those that indicate a candidate is *not ready* for admission; however, this occurs for less than 1% of applicants. In addition, not all candidates have access to individuals with extensive experience writing quality letters of recommendation or they may no longer be in contact with specific requirements if they have not been in an academic setting recently or followed an alternative career path.

The team decided requests for letters of support or recommendation would not be requested due to their limited utility, especially in comparison to the time and resources necessary for reviewers to submit their comments and for the team to critically review them. **Please do NOT send letters of recommendation or request that personal references contact the admission team or faculty/staff of the program on your behalf.** Those documents and contact requests are NOT considered as part of the review or selection process.

What if a candidate wants to share additional updates after an application is submitted?

Applications cannot be revised once submitted—it is critical that candidates thoroughly review their materials to ensure all sections are complete, free of errors, and reflect the desired information. If a candidate has an update to their academic performance (i.e., a new, unofficial transcript), **they can be shared with the team via the document upload option in the applicant portal.** Additions to work, volunteering, shadowing, or other experiences do **NOT** require an update to the admission team as singular events or additions often do not impact the overall evaluation of a candidate. Documentation outside of unofficial transcripts (e.g., DAT reports, letters of recommendation, personal statements, letters of intent, etc.) is **NOT** permitted out of fairness for all applicants and they will not be added to the application for review.

How can candidates check the status of their application?

Candidates should login to their applicant portal to check the status of their application. **Applications are considered incomplete until Acuity Insight (Casper and Duet) scores have been received by the institution.** As a reminder, score distribution takes approximately two (2) weeks after the testing date. It can take up to two (2) more weeks for the team to update the applicant portal as this must be done manually. **Please do not contact the team about an error *unless* it has been more than three weeks after Casper was completed and at least 24 hours since Duet was completed.**

Once all application materials are submitted and received by the institution, the candidate application will be ready for review. Once under review, the applicant will receive further communication about their next steps.