

1 **Resolution Number:** 302-2026

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3 **Title:** Recognizing the Value of AS/IDP Students in ASDA Membership

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5 **Reference Committee Assignment:** Membership & Governance

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7 **Sponsor(s):** Utsavi Kapadia, District 1 Advanced Standing Co-Chair, Tufts 2027

8 Bharadwaj Narayan Kola, Tufts 2027

9 Cornel Cazacu, District 1 Advanced Standing Co-Chair, BU 2026

10 Shivam Patel, Temple CE Chair, Temple 2027

11 Alisha Madan, Penn Legislative Liaison, UPenn 2027

12 Priyal Patel, University of Michigan 2027

13 Reecha Sharma, UT San Antonio 2026

14 Sakshi Sharma, UCSF 2026

15 Hardi Thacker, District 9 Advanced Standing Chair, UMKC 2026

16 Dhara Parikh, UIC 2026

17 Divya Jahagirdar, NYU 2028

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19 **Financial Impact:** None

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21 **Board of Trustees Comments:** Although the Board appreciates the resolution submitted and

22 recognizes the importance of acknowledging the experiences of AS/IDP students, the Board

23 affirms that ASDA's E-4 Sensitivity to Diversity Policy already encompasses and supports AS/IDP

24 students in alignment with ASDA's mission. ASDA remains committed to recognizing,

25 supporting, and advocating for dental students from all backgrounds, while continuing to

26 uphold the principles of diversity, equity, and inclusion outlined in E-4. The Board recommends

27 a no vote.

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29 **Board Vote:** Unanimous

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31 **Summary of Vote:** Nothing to report as the vote was unanimous.

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33 **Reference Committee Comments:**

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35 **Background:**

36 Advanced Standing (AS) and International Dentist Program (IDP) students are a growing and

37 noticeable part of the U.S. dental student population. In the 2024-25 academic year, around

38 915 graduates from international dental schools were admitted to U.S. dental schools through

39 advanced standing pathways. Non-resident aliens made up a significant portion of first-year

40 (3.8%) and graduating classes (6.7%) [1].

41

42 Foreign-trained dentists and IDP students often face educational, clinical, and logistical

43 challenges that differ from those in traditional DDS/DMD programs. They need to navigate

44 specialized admissions processes, adjust to U.S. clinical expectations, and handle the academic

45 and professional transitions that come with re-entering dental education [2]. Existing research  
46 also highlights several systemic barriers for immigrant health professionals. These include  
47 limited access to resources, financial and language challenges, complicated credentialing  
48 requirements, and difficulties reintegrating into professional practice [3].

49

50 As mentioned in previous ASDA resolutions, ASDA understands the importance of student  
51 representation in educational policy and governance. Current policy supports student  
52 participation on committees that affect dental education and professional training [4].;  
53 therefore, be it

54

55 **RESOLUTION**

56

57 **Resolved**, that ASDA adopt the following policy in the Current Statements of Policy or Position:

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59 The American Student Dental Association recognizes the value of Advanced Standing and  
60 International Dentist Program students as integral contributors to dental education, systems-  
61 based learning, credential recognition discussions, and national governance matters.

62

63 The American Student Dental Association recognizes the diverse training experiences and  
64 regulatory knowledge of students in Advanced Standing and International Dentist Programs as  
65 important assets to dental education, systems-based learning, workforce planning, credential  
66 recognition discussions, and information national policy deliberations related to workforce  
67 development, educational reform, and dental governance.