



**THE UNIVERSITY OF
NORTH CAROLINA SYSTEM**

**UNC SYSTEM INTERCOLLEGIATE ATHLETICS & FINANCIAL TRANSPARENCY
REPORT
2023-2024**

May 15, 2025

University of North Carolina System

Introduction

The University of North Carolina Board of Governors has delegated the responsibility for intercollegiate athletics to the chancellors, which includes the required reporting of academic characteristics and performance of the University of North Carolina System's student-athletes. This report follows all reporting standards required by the Board and incorporates the following required elements:

- Academic profiles of freshmen student-athletes;
- Majors of student-athletes;
- National Collegiate Athletic Association (NCAA) academic success indicators;
- Comparisons of student-athlete and non-student-athlete grade-point averages (GPAs);
- Athletics department financial information as reported to the NCAA; and
- Athletics fundraising and private foundation activities that support student-athletes and athletic departments.

Section 1100.1 of the UNC Policy Manual, *Intercollegiate Athletics*, requires the chancellors to submit the information contained in this report to their boards of trustees and the president of the University of North Carolina System, who subsequently provides a consolidated report to the Board.

Academic Profile of Recruited Freshmen Student-Athletes

Exceptions to UNC System Minimum Course Requirements and Minimum Eligibility Requirements

All admissions to the UNC System, whether for student-athletes or non-student-athletes, are subject to Section 700.1.1 of the UNC Policy Manual, *Policy on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System*, and Section 700.1.1.1[R] of the UNC Policy Manual, *Regulation on Minimum Eligibility Requirements for Undergraduate Admission for the University of North Carolina System*. Policies on minimum course requirements (MCRs) and minimum eligibility requirements (MERs) set standards for completed high school courses, as well as minimum GPA and standardized scores for admissions consideration at a UNC System institution. If students do not meet these minimum requirements, they may be admitted only by receiving a chancellor's exception.

In 2023-24, a total of 1,362 recruited freshmen student-athletes enrolled at UNC System institutions and of those students:

- 25 (1.83 percent) received an MCR exception; and
- 20 (1.47 percent) received an MER exception.

The total number of exceptions rose slightly from the previous reporting period (38). The number of MCR exceptions decreased, from 26 to 25, but the number of MER exceptions increased, from 12 to 20. Table 1 provides the number of exceptions to the MCRs and MERs for all recruited freshmen student-athletes in 2023-24 by institution, with some information redacted to maintain student-athlete privacy.¹

¹ The UNC System Office follows the NCAA standard for FERPA data protections: when institutional data include four or fewer student-athletes and/or when the data combined with publicly available information could result in the information being identifiable because of a small sample size (four or fewer), this information is not disclosed.

Table 1: Exceptions to UNC System Minimum Course Requirements and Minimum Eligibility Requirements, 2023-24

NCAA Division		Recruited Freshmen Student-Athletes: 2023-24					
		Total	MCR Exceptions		MER Exceptions		
			n	%	n	%	
ASU	I	90	-	-	-	-	
ECU	I	146	5	3.42	***	***	
ECSU	II	61	-	-	***	***	
FSU	II	34	-	-	-	-	
N.C. A&T	I	68	***	***	-	-	
NCCU	I	33	***	***	-	-	
NCSU	I	151	9	5.96	***	***	
UNCA	I	47	-	-	-	-	
UNC-CH	I	199	***	***	***	***	
UNCC	I	96	***	***	***	***	
UNCG	I	56	-	-	-	-	
UNCP	II	136	-	-	***	***	
UNCW	I	93	-	-	-	-	
WCU	I	102	-	-	-	-	
WSSU	II	50	***	***	9	0.18	
UNC System Total		1362	25	1.83	20	1.47	

"-" indicates zero student-athletes or scores were reported in this category

*** indicates that the data is not disclosed due to a small sample size

High School NCAA Core Course GPA and SAT/ACT of Recruited Freshmen Student-Athletes

A student-athlete who enrolls as a first-time freshman without any previous full-time college attendance must meet the NCAA's academic requirements (as certified by the NCAA Eligibility Center and approved by the NCAA Executive Committee) and any applicable institutional and conference regulations. Among these academic measures are SAT and ACT scores and the high school grade-point average in NCAA-defined high school core courses.²

Due to changes by the NCAA and Board revisions to minimum eligibility requirements, standardized test scores are not provided in the data below. The Board revised the minimum eligibility requirements in March 2020. Applicants could achieve either a minimum 2.5-weighted high school grade-point average (GPA) or a minimum SAT of 1010 or ACT of 19. Based on the change, and with not all recruited freshmen student-athletes (RFSA) having standardized test scores, reporting on the data would not be consistent nor comparable.

² Average high school NCAA core course GPA is based on 16 core courses for Division I schools and 16 core courses for Division II schools. For additional information, see: <http://www.ncaa.org/student-athletes/future/core-courses>.

Table 2: Average High School NCAA Core Course GPA of Recruited Freshmen Student-Athletes, 2023-24

	NCAA Division	# of RFSA	Core Course GPA
ASU	I	90	3.47
ECU	I	146	3.46
ECSU	II	61	3.18
FSU	II	34	3.10
N.C. A&T	I	68	3.56
NCCU	I	33	3.25
NCSU	I	151	3.74
UNCA	I	47	3.72
UNC-CH	I	199	3.894
UNCC	I	96	3.75
UNCG	I	56	3.65
UNCP	II	136	3.298
UNCW	I	93	3.68
WCU	I	102	3.64
WSSU	II	50	3.267

Student-Athlete Declared Majors

As in past years, the top two majors for UNC System student-athletes remained consistent, with business, management, marketing, and related support services (643) and parks, recreation, leisure, and fitness studies (370). The next two most popular majors flipped from last year, with communications, journalism, and related programs (271) slightly outpacing health professions and related programs (207). Appendix A displays a full accounting of the majors for student-athletes from the 15 institutions.

Student-Athlete Academic Success Indicators

NCAA Academic Progress Rates for Student-Athletes

The NCAA developed the Academic Progress Rate (APR) to track Division I academic achievement and progress by athletic teams. The metric measures eligibility and retention of scholarship student-athletes for each academic term; the NCAA recognizes superior academic performances and has graduated levels of penalties—including being ineligible for championships—for teams that fall below a four-year average APR score of 930 (out of 1,000).³

In response to the COVID-19 pandemic, the NCAA suspended penalizing teams who fall below the four-year 930 average, with the pause in penalties having been extended through the spring of 2023. The NCAA's Committee on Academics voted at the February 2023 meeting to return to normal operations,

³ According to the NCAA, an APR of 930 is equivalent to a 50% graduation rate for the cohort. For additional information and details on the APR, see: <https://www.ncaa.org/sports/2015/5/19/academic-progress-rate-explained.aspx?id=3191>. NCAA APR reports are posted and one can tailor a search for institutions (and conferences) at: <https://web3.ncaa.org/aprsearch/aprsearch>.

which would include penalizing teams beginning with the public release of APR data in the spring of 2024, with any penalties applied for the 2024-25 postseasons.

For 2022-23 all Division I UNC System institutions had team multiyear APRs above the 930 threshold, except North Carolina Agricultural and Technical State University and North Carolina Central University. N.C. A&T's men's basketball team posted a multiyear APR of 929 and North Carolina Central's men's cross-country team posted a multiyear APR of 922. The NCAA has not yet released APR data for 2023-24.

Of the UNC System Division I institutions, the following had the number of teams shown with perfect APR scores of 1,000:

Appalachian State University – 3
East Carolina University – 3
North Carolina A&T State University – 3
North Carolina Central University – 3
NC State University – 11
University of North Carolina Asheville – 3
University of North Carolina at Chapel Hill – 6
University of North Carolina at Charlotte – 2
University of North Carolina at Greensboro – 3
University of North Carolina Wilmington – 4
Western Carolina University – 5

Non-Academic NCAA Violations

In addition to monitoring the academic work of student-athletes via the APR, the NCAA strictly monitors breaches of conduct that impact “the integrity of the NCAA Collegiate Model.”⁴ The four levels of violations range from severe (Level I, e.g., substantial impermissible benefits) to incidental (Level IV, e.g., inadvertent, isolated infractions). Incidents of Levels I and II violations are shared with the public by the NCAA, while Level III violations are heavily redacted and only shared upon request. **During the academic year 2023-24, no UNC System institutions incurred Level I or II violations.**

Academic Integrity at UNC System Institutions

Academic Integrity Regulations

As part of the UNC System's ongoing efforts to monitor and protect the integrity of its curriculum and academic records, the Board required that each institution develop practices and procedures to implement the academic integrity regulations adopted in April 2013. Many institutions were proactive in their monitoring of academics, developing policies well in advance of the adoption of Section 700.6.1[R] of the UNC Policy Manual, *Academic Integrity Regulations*. The regulation follows the recommendations from multiple task forces, studies, and extensive discussions with various stakeholders.

⁴ Level I violation is one that “...seriously undermines or threatens the integrity...” while a Level II violation is described as one that “...may compromise the integrity of the NCAA Collegiate Model.” For complete NCAA explanations of the violation levels, see <https://web3.ncaa.org/lstdbi/search/bylawView?id=31596>.

Student-Athletes, Academics, and Institutional Procedures

Section 700.6.1.1[G] of the UNC Policy Manual, *Guideline on Academic Integrity and Required Course-Clustering Analysis of Student-Athletes*, requires that institutions conduct course clustering and transcript review analyses to identify any anomalies that may be present among student-athletes. Specifically, institutions reviewed all courses and flagged any course where student-athletes make up 25 percent or more of course section enrollment (identified as “course clustering” of student-athletes). If course enrollment did consist of 25 percent or more student-athletes, the course institution flagged the course for additional review, including examining the grade distribution of student-athletes and non-student-athletes in the course section for significant differences between these two groups. Additionally, any student-athletes who were found to be in three or more flagged courses had their transcripts reviewed to ensure that no academic irregularities occurred.

UNC System institutions reviewed enrollment data and transcripts of student-athletes to examine them for possible course clustering and/or significant differences in grade distributions between student-athletes and non-athletes. **No UNC System institution identified significant issues, after this multilayered procedure, and all report being fully compliant with this policy.**

Additionally, each institution is required to compare the overall student-athlete GPA with the overall non-student-athlete GPA (undergraduates only) during the spring semester each year. Those comparisons are shown in Table 3.

Table 3: Student-Athlete GPA and Non-Student-Athlete GPA, Spring 2024

	NCAA Division	Spring 2024	
		Student-Athlete GPA	Non-Student-Athlete GPA
ASU	I	3.20	3.16
ECU	I	3.25	3.10
ECSU	II	2.76	2.84
FSU	II	3.28	3.06
N.C. A&T	I	3.05	3.02
NCCU	I	3.141	2.868
NCSU	I	3.13	3.31
UNCA	I	3.32	3.19
UNC-CH	I	3.236	3.449
UNCC	I	3.257	3.197
UNCG	I	3.40	3.10
UNCP	II	2.90	2.87
UNCW	I	3.45	3.195
WCU	I	3.198	3.24
WSSU	II	3.14	2.89

Athletics Financial Transparency Regulations

Section 1100.1.1[R] of the UNC Policy Manual, *Financial and Other Reporting for Intercollegiate Athletics*, requires specific financial reporting to monitor athletics budgets and institutional expenditures and ensures that all UNC System chancellors, boards of trustees, the president, and the Board will receive the necessary data when considering the balance between athletics and academics at each constituent university. The regulation identifies key data elements that are found on NCAA Institutional Performance Program dashboards. These data are presented in Appendix B.

Athletics Fundraising and Private Foundations

Most UNC System institutions have established private foundations (“booster clubs”) for the purpose of providing resources to enrich various programs of the constituent institutions. These private organizations are subject to Section 600.2.5[R] of the UNC Policy Manual, *Regulation on Required Elements of University-Associated Entity Relationship*, which requires the institutions to conduct an annual independent audit and report the findings to the institution’s board of trustees and that a copy be provided to the president to be reviewed by UNC System leadership. In addition to Section 600.2.5[R] of the UNC Policy Manual, booster club organizations have increased reporting requirements under Section 1100.1.1[R] of the UNC Policy Manual, including providing copies of their most recent financial information and external audit (as submitted to their boards of trustees). Additionally, institutions provide their booster clubs’ official operating procedures to the UNC System Office as part of their reporting requirements. **All UNC System institutions with booster clubs are in full compliance with UNC System policies.**

Appendix A: Student-Athlete Declared Majors 2023-2024

	ASU	ECU	ECSU	FSU	N.C. A&T	NCCU	NCSU	UNCA	UNC-CH	UNCC	UNCG	UNCP	UNCW	WCU	WSSU
01 - agriculture, agriculture operations, and related sciences	0	0	0	0	2	0	10	0	0	0	0	0	0	0	0
03 - natural resources and conservation	6	0	0	0	0	1	4	9	6	3	0	7	0	5	0
04 - architecture and related services	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
05 - area, ethnic, cultural, gender, and group studies	0	0	0	0	0	0	0	0	6	5	0	0	0	0	0
09 - communication, journalism and related programs	18	52	0	16	8	9	36	7	53	9	8	13	22	12	8
11 - computer and information sciences and support services	1	1	2	6	8	5	1	5	5	5	1	7	4	2	3
13 - education	2	6	1	15	0	3	10	0	2	2	1	5	4	9	1
14 - engineering	0	7	0	0	21	0	19	3	2	3	0	0	0	5	0
15 - engineering technologies and engineering-related fields	0	1	4	0	5	0	0	0	0	1	0	0	0	1	0
16 - foreign languages, literature, and linguistics	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0
19 - family and consumer sciences / human sciences	0	4	0	0	2	1	0	0	0	0	4	0	0	1	0
23 - English language and literature / letters	0	1	1	3	1	0	0	0	3	1	1	0	1	1	0
24 - liberal arts and sciences, general studies, and humanities	2	0	0	5	56	13	5	0	0	0	0	0	0	0	0
26 - biological and biomedical sciences	9	5	6	7	4	20	24	8	17	8	0	14	17	4	16
27 - mathematics and statistics	1	1	1	3	0	1	2	1	7	7	0	0	1	1	0
30 - multi/interdisciplinary studies	0	4	8	5	0	0	7	0	16	2	1	9	0	0	3
31 - parks, recreation, and leisure and fitness studies	32	23	37	10	42	14	56	0	83	15	23	0	35	0	0
38 - philosophy and religious studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40 - physical sciences	8	1	0	2	1	0	1	6	4	2	0	0	14	1	0
42 - psychology	4	10	8	10	12	1	13	16	0	5	8	26	21	12	0
43 - homeland security, law enforcement, firefighting, and related protective services	3	10	9	12	15	6	0	0	0	9	0	0	6	12	0
44 - public administration and social service professions	2	13	5	0	1	1	1	0	4	0	0	0	0	2	0
45 - social sciences	3	3	0	6	8	17	21	12	33	17	22	2	12	8	2
49 - transportation and materials moving	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0
50 - visual and performing arts	3	4	11	5	3	1	1	4	0	1	2	0	2	5	1
51 - health professions and related programs	7	5	0	10	2	1	0	31	0	45	5	58	16	23	4
52 - business, management, marketing, and related support services	36	48	16	26	47	37	64	49	46	34	18	39	81	77	25
54 - history	2	0	2	0	0	0	0	1	3	3	1	2	1	1	0
XX - undecided	0	2	0	0	0	0	0	0	1	0	0	0	0	0	0

APPENDIX B: FY24 Intercollegiate Athletics Revenues

		Athletics-Generated Revenues		Student Fees		Institutional & Govt. Support		Total Revenues	Less Expenses	Net Revenue
Division	Institution	\$	%	\$	%	\$	%	\$	\$	\$
Division I FBS	NCSU	\$111,364,915	84%	\$7,337,622	6%	\$14,524,741	11%	\$133,227,278	(\$124,901,094)	\$8,326,184
	UNC-CH	\$135,014,895	82%	\$8,106,107	5%	\$21,355,328	13%	\$164,476,330	(\$155,935,513)	\$8,540,817
	ASU	\$28,328,705	54%	\$15,362,475	30%	\$8,306,369	16%	\$51,997,549	(\$51,973,251)	\$24,298
	ECU	\$39,826,194	59%	\$14,907,682	22%	\$13,228,361	19%	\$67,962,237	(\$66,326,098)	\$1,636,139
	UNCC	\$19,554,655	37%	\$26,088,690	49%	\$7,847,504	15%	\$53,490,849	(\$54,059,797)	(\$568,948)
Division I Non-FBS	NCA&T	\$4,213,593	24%	\$9,948,831	57%	\$3,171,084	18%	\$17,333,508	(\$17,148,267)	\$185,241
	NCCU	\$2,952,245	19%	\$5,062,765	32%	\$7,673,086	49%	\$15,688,096	(\$15,688,096)	\$0
	UNCA	\$4,526,634	39%	\$2,404,372	21%	\$4,746,297	41%	\$11,677,303	(\$10,945,858)	\$731,445
	UNCG	\$5,575,430	28%	\$10,155,361	51%	\$4,241,470	21%	\$19,972,260	(\$19,683,538)	\$288,723
	UNCW	\$5,961,289	29%	\$12,735,311	62%	\$1,716,363	8%	\$20,412,963	(\$19,897,780)	\$515,183
	WCU	\$5,774,401	31%	\$7,237,062	39%	\$5,384,414	29%	\$18,395,877	(\$18,000,249)	\$395,628
Division II	ECSU	\$345,935	8%	\$1,419,175	34%	\$2,367,616	57%	\$4,132,726	(\$4,132,726)	\$0
	FSU	\$420,333	7%	\$3,771,647	63%	\$1,793,780	30%	\$5,985,760	(\$5,705,398)	\$280,362
	UNCP	\$1,424,290	24%	\$3,251,998	55%	\$1,259,626	21%	\$5,935,914	(\$6,448,303)	(\$512,389)
	WSSU	\$948,873	23%	\$3,106,496	77%	\$0	0%	\$4,055,369	(\$5,371,366)	(\$1,315,997)
Grand Total		\$366,232,387	62%	\$130,895,594	22%	\$97,616,039	16%	\$594,744,019	(\$576,217,334)	\$18,526,686

APPENDIX B: FY24 Intercollegiate Athletics Expenses

		Athletic Student Aid & Other Athlete Support		Athletic Salaries & Benefits		Game Expenses/ Team Travel		Other Expenses		Total Expenses
Division	Institution	\$	%	\$	%	\$	%	\$	%	%
Division I FBS	NCSU	\$15,237,280	12%	\$55,156,849	44%	\$17,894,688	14%	\$36,612,277	29%	\$124,901,094
	UNC-CH	\$23,114,706	15%	\$60,152,759	39%	\$24,899,590	16%	\$47,768,458	31%	\$155,935,513
	ASU	\$9,071,624	17%	\$16,644,132	32%	\$7,084,216	14%	\$19,173,279	37%	\$51,973,251
	ECU	\$12,396,372	19%	\$24,731,340	37%	\$8,923,381	13%	\$20,275,005	31%	\$66,326,098
	UNCC	\$9,234,352	17%	\$19,566,134	36%	\$6,585,188	12%	\$18,674,123	35%	\$54,059,797
Division I Non-FBS	NCA&T	\$2,893,917	17%	\$7,085,420	41%	\$2,694,638	16%	\$4,474,292	26%	\$17,148,267
	NCCU	\$4,781,304	30%	\$5,816,872	37%	\$3,122,541	20%	\$1,967,379	13%	\$15,688,096
	UNCA	\$2,507,876	23%	\$3,241,623	30%	\$1,530,938	14%	\$3,665,421	33%	\$10,945,858
	UNCG	\$3,322,789	17%	\$6,632,652	34%	\$2,221,289	11%	\$7,506,807	38%	\$19,683,538
	UNCW	\$3,745,675	19%	\$9,123,729	46%	\$3,229,092	16%	\$3,799,284	19%	\$19,897,780
	WCU	\$3,691,612	21%	\$7,402,385	41%	\$1,668,265	9%	\$5,237,987	29%	\$18,000,249
Division II	ECSU	\$866,055	21%	\$1,121,395	27%	\$879,774	21%	\$1,265,502	31%	\$4,132,726
	FSU	\$1,304,446	23%	\$1,402,010	25%	\$1,118,200	20%	\$1,880,742	33%	\$5,705,398
	UNCP	\$1,857,438	29%	\$2,289,860	36%	\$762,316	12%	\$1,538,689	24%	\$6,448,303
	WSSU	\$1,518,853	28%	\$2,169,469	40%	\$539,332	10%	\$1,143,712	21%	\$5,371,366
Grand Total		\$95,544,299	17%	\$222,536,629	39%	\$83,153,448	14%	\$174,982,957	30%	\$576,217,334

Outcomes of NC Medical School Graduates: How Many Stay in Practice in NC, in Primary Care, and in High Need Areas?

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Submitted by the University of
North Carolina Board of Governors in response to General Statute 143-613 as
amended by Chapter 507 of the 1995 Session Laws (House Bill 230) of the
North Carolina General Assembly

**Outcomes of NC Medical School Graduates:
How Many Stay in Practice in NC, in Primary Care, and in High Needs Areas?**

EXECUTIVE SUMMARY

In 1993, the General Assembly mandated an annual report on the number of North Carolina (NC) medical school graduates going into primary care. Since 1994, the Cecil G. Sheps Center for Health Services Research at the University of North Carolina at Chapel Hill (“Sheps Center”) and the NC Area Health Education Centers program (AHEC) have collaborated to produce this report which tracks the number of students practicing primary care in rural NC five years after graduation from an NC medical school. As a result of the legislative mandate, NC is a national model for tracking medical student outcomes.

As in prior years, this report tracks NC medical school graduate outcomes for physicians who practice in NC and in rural NC counties. This report includes all five medical schools in North Carolina, both public and private. The Campbell School of Osteopathic Medicine graduated its first class in 2017, so they are not included in the 2014 cohort. This report also includes an analysis of the number of medical school graduates that practice in NC safety net settings¹ that deliver care to uninsured, Medicaid, and other vulnerable populations, a description in Appendix A of each medical school’s efforts to increase the number of graduates practicing primary care in rural NC and a description in Appendix B of on-going efforts to establish a defined “Pathway to Primary Care” in NC.

Historically, this report examined NC medical school graduates five years following graduation per the legislative mandate. However, this period is not ideal because the time required to complete residency after medical school graduation ranges from three to more than six years. At five-years post-graduation from medical school, physicians in psychiatry, obstetrics & gynecology (ob/gyn), surgery, and medicine/pediatrics are just completing residency, or may be in fellowship/specialty training, and may not have settled in a permanent practice location. Thus, although not required by the legislature, this report also includes ten-year outcomes for the 2014 cohort.

When reviewing this report, it is important to keep in mind that North Carolina’s medical schools represent just one component in shaping the size and composition of our physician workforce. Physicians’ decisions about specialty choice and practice location are shaped by numerous other factors including the availability and location of residency training programs in needed specialties and geographies, loan repayment, compensation and life-style factors.

Analyses of the five-year outcomes of NC class of 2019 graduates and ten-year outcomes of NC class of 2014 graduates show:

¹ NC DHHS Office of Rural Health. Safety Net Sites website. Accessed February 27, 2025.
<https://www.ncdhhs.gov/divisions/office-rural-health/safety-net-resources/safety-net-sites>

- Of the 628 NC medical school graduates from the class of 2019, 62 (10%) were in practice or training in primary care in NC in 2024, and 5 (<1%) are in primary care in a rural NC county.
- Of the 446 NC medical school graduates from the class of 2014, 56 (13%) were practicing primary care in NC in 2024, 10 years post-graduation and 11 graduates (2.5%) were in rural primary care in NC.
- Both UNC and ECU retained the largest proportion of graduates in practice or training in NC in any specialty after five years (46% and 38%, respectively), followed by Duke (24%), Campbell (21%), Wake Forest (18%).
- UNC and ECU had the largest proportions of graduates practicing in primary care in NC five years after graduating in 2019 (17% and 15%, respectively). From this cohort, UNC contributed 29 graduates to the state primary care workforce, while Campbell contributed 14 and ECU added 11.
- Across both the 2014 and 2019 cohorts, 13 graduates were found to be practicing or training in a safety net setting.¹
- Three percent (19/628) of the class of 2019 and nearly five percent (21/446) of the class of 2014 worked in a practice location in the most economically distressed neighborhoods in NC five and ten years, respectively, after graduation.
- Twelve 2014 graduates were in practice in general surgery in NC ten years after graduating with one in a rural county. Five graduates from the same year were practicing psychiatry in NC ten years later with none practicing primarily in a rural county.

BACKGROUND

In 1993, the North Carolina General Assembly expressed interest in expanding the pool of generalist physicians (i.e., primary care physicians) for the state. To increase the supply, as part of N.C.S.L.1993-321 the General Assembly required each of the state's four medical schools to develop a plan to expand the percent of medical school graduates choosing residency positions in primary care. Primary care was defined as family practice, general internal medicine, general pediatric medicine, internal medicine-pediatrics, and obstetrics-gynecology. It set the goal for East Carolina University (ECU) and UNC Schools of Medicine at 60% of graduates entering primary care. For the Wake Forest University and Duke University Schools of Medicine, it set the goal at 50%. Campbell University School of Osteopathic Medicine graduated its first class in 2017 and was therefore not included in these original goals.

Since 1994, the Cecil G. Sheps Center for Health Services Research at the University of North Carolina at Chapel Hill ("Sheps Center") and the NC Area Health Education Centers program (AHEC) have collaborated to produce this report tracks the workforce outcomes for NC medical schools. As a result of the legislative mandate, NC is a national model for tracking medical student outcomes. Data from this report were featured in the New England Journal of Medicine as an example of how to track workforce outcomes in John Iglehart's 2018 article on "The challenging quest to improve rural health care."¹

While not required by the original legislation, the Sheps Center and NC AHEC have enhanced the annual report to better reflect the state's workforce needs. As in prior years, this report tracks NC medical school graduate outcomes for physicians who practice in NC and in rural NC counties. However, this report also includes an analysis of the number of medical school graduates that practice in NC safety net settings² and in areas of high economic deprivation in NC. We have also included an analysis of graduates retained in psychiatry and general surgery in NC.

Historically, this report has examined NC medical school graduates at five years following graduation per the legislative mandate. However, this period is not ideal because the time required to complete residency after graduation from medical school ranges between three to six years or more. At five-years post-graduation from medical school, physicians in psychiatry, obstetrics & gynecology (ob/gyn), surgery, and medicine/pediatrics are just completing residency, or may be in fellowship/specialty training, and may not have settled in a permanent practice location. This is typically the case for general surgeons, whose training period is five years, and for ob/gyns, psychiatrists and medicine/pediatrics residents who often do a fellowship after a four-year residency. Ten years following graduation from medical school is a more reasonable timeframe to track outcomes, as it allows for fellowship training following residency. Thus, although not required by the legislature, this report also includes ten-year

¹ Iglehart J. The challenging quest to improve rural health care. NEJM, 2018. 378(5):473-479.

<https://www.nejm.org/doi/full/10.1056/NEJMp1707176>

² NC DHHS Office of Rural Health. Safety Net Sites website. Accessed February 27, 2025.

<https://www.ncdhhs.gov/divisions/office-rural-health/safety-net-resources/safety-net-sites>

outcomes for the 2014 cohort.

Since reporting on medical student outcomes began in 1994, Campbell University became the fifth medical school in North Carolina and is included in this report. The health care system has also undergone dramatic change in the last thirty years and the data in this report remain as critical as ever to help inform the state's efforts to address chronic shortfalls of primary care physicians, especially in rural areas. The composition of the primary care workforce itself has also changed. For example, an increasing proportion of general internal medicine physicians are subspecializing; recent national analyses found the percentage of graduating internal medicine residents planning a career in general internal medicine has declined by half in the last decade.¹ Concurrently, the growth of hospitalists and the declining number of internal medicine physicians trained, and practicing, in community-based settings has reduced the number of primary care physicians choosing community-based primary care medicine.

DATA SOURCES AND METHODS

Data Sources

Data included in this report come from several sources:

- The North Carolina Medical Board's annual licensure files (NCMB), maintained by the NC Health Professions Data System at the Cecil G. Sheps Center for Health Services Research
- GMETrack, the graduate medical education tracking file of the Association of American Medical Colleges (AAMC)
- Data from the alumni and student affairs offices at the Campbell University School of Osteopathic Medicine, the Duke University School of Medicine, the Brody School of Medicine at East Carolina University, the University of North Carolina at Chapel Hill School of Medicine, and the Wake Forest University School of Medicine
- The Federal Office of Management and Budget (OMB) for population and core based statistical area data, which are used to determine which counties in NC are classified as metropolitan (urban) or non-metropolitan (rural). For this report, we used the July 2023 file in which 55 counties in North Carolina are rural (non-metropolitan).
- The 2010 Rural-Urban Commuting Area (RUCA) codes for US census tracts in North Carolina from the US Department of Agriculture's Economic Research Service. Census tracts with scores of 4 or greater were considered rural, even if their county was metropolitan. This is similar to the methodology of the Federal Office of Rural Health Policy.
- The NC Department of Health and Human Services (DHHS) list of safety net sites, updated in July 2024.
- The 2022 vintage of the Area Deprivation Index (ADI) produced by the University of Wisconsin Center for Health Disparities Research. We used the version of the index which is calculated relative only to areas within the state, not the entire nation.

Campbell University School of Osteopathic Medicine (Campbell) is not mandated to provide

¹ Paralkar N, LaVine N, Ryan S, Conigliaro R, Ehrlich J, Khan A, Block L. Career Plans of Internal Medicine Residents From 2019 to 2021. JAMA Intern Med. 2023 Oct 1;183(10):1166-1167. doi: 10.1001/jamainternmed.2023.2873. Erratum in: JAMA Intern Med. 2024 Mar 1;184(3):336

data for this report, as the school did not exist when the 1993 legislation was passed. However, Campbell has provided initial match data for the last several years and now has its third five-year cohort reported in this report.

As in prior years, this report does not emphasize the data from initial residency matches because many physicians change residency specialties, subsequently subspecialize, or change geographic location over the course of their GME training. For this reason, workforce outcomes are better measured after residency training and a report on those outcomes is forthcoming.

Methods

We merged GMETrack data from the AAMC for 2014 and 2019 medical school graduates with the 2024 NCMB annual licensure file (housed with the Health Professions Data System) to determine physician practice outcomes at five or ten years post-graduation from medical school. The NCMB's licensure data provides in-state practice locations and areas of practice, while the GMETrack data from the Association of American Medical Colleges (AAMC) is the source list for graduates within a cohort. This is consistent with the methodology of this report for most of its existence; however, we used a different methodology in the last two years to account for an interruption in our access to the AAMC data.

Primary care residency specialties are defined by legislation passed by the NC General Assembly in 1993 (Senate Bill 27/ House Bill 729) and include family medicine, general internal medicine, general pediatric medicine, internal medicine-pediatrics, and obstetrics and gynecology. Even though internal medicine-pediatrics is not reported as an area of practice by the NCMB, physicians trained in internal medicine-pediatrics typically report either pediatrics or general internal medicine as an area of practice and are therefore still captured as primary care physicians in the report.

“Primary Care” is defined for both initial specialty of residency training (identified in GMETrack data for each cohort) and for current practice or training area (identified using NCMB data for physicians in NC). As discussed above, many graduates who initially match to internal medicine and are counted as primary care for their initial match to residency training will go onto train and practice in subspecialties outside of primary care five years after graduation. As a result, the number of medical students matching to primary care for their initial residency choice is overstated relative to the number of physicians who will end up practicing in primary care.

Psychiatry includes physicians who report practicing in the following specialties: Psychiatry, Child and Adolescent Psychiatry, Psychoanalysis, Forensic Psychiatry, Psychosomatic Medicine, Psychiatry/Geriatric, Family Medicine-Psychiatry, Internal Medicine-Psychiatry, and Pediatrics-Psychiatry.

General surgery includes physicians report practicing in the following specialties: General Surgery, Abdominal Surgery, Colon & Rectal Surgery, Critical Care Surgery, Head and Neck

Surgery, Oncology Surgery, Pediatric Surgery, Transplant Surgery, Trauma Surgery, or Vascular Surgery.

For safety net provider information, we geocoded both the North Carolina Department of Health and Human Services safety net site list and the practice addresses in the NCMB file for each cohort. We then intersected the geocoded datasets to find potential matches between providers and sites. Potential matches were manually checked for accuracy. Safety net providers are defined as health care facilities that provide a significant level of health care and other health-related services to uninsured, Medicaid, and other vulnerable populations. These include rural health clinics, rural health centers, federally qualified health centers, free and charitable clinics, small rural hospitals, health departments, and critical access hospitals. We also used the geocoded locations to place each physician in a block group and a county, allowing us to assign each to an area deprivation index and non-metropolitan (rural) status.

The Area Deprivation Index (ADI) is a measure that summarizes the socioeconomic distress of a Census block group using data from the American Community Survey.ⁱ The ADI is based on factors related to income, education, employment, and housing quality in a census block group, which is the geographic equivalent of a neighborhood. The index uses 17 different measurements across a range of domains, like “Percent of households without a motor vehicle” and “Percent of population aged ≥ 25 years with $<$ a high school diploma”. The weights from a factor analysis of these variables are used to calculate a score for each block group, which is then converted to a decile ranking for each block group relative to the other block groups in the state.

To define rural in this report, we use the US Census Bureau and US OMB’s July 2023 “Core Based Statistical Area” (CBSA) delineations and 2010 RUCA codes. In this analysis, nonmetropolitan counties include micropolitan and counties outside of CBSAs, as well as census tracts with a RUCA score of 4 or greater. The use of RUCA codes in this year’s report expands the number of areas considered rural because it includes rural Census tracts in metropolitan counties, and more closely follows the methodology of the Federal Office of Rural Health.

To report initial residency match data for 2024, we asked each of the medical schools in the state to submit aggregate match data for these recent graduates, which they provided via email.

FINDINGS

Class of 2019 Five Year Outcomes

Figure 1 shows the number of 2019 North Carolina medical graduates in primary care.

Figure 1: Retention of 2019 NC Medical Graduates in NC Rural Primary Care Five Years After Graduating

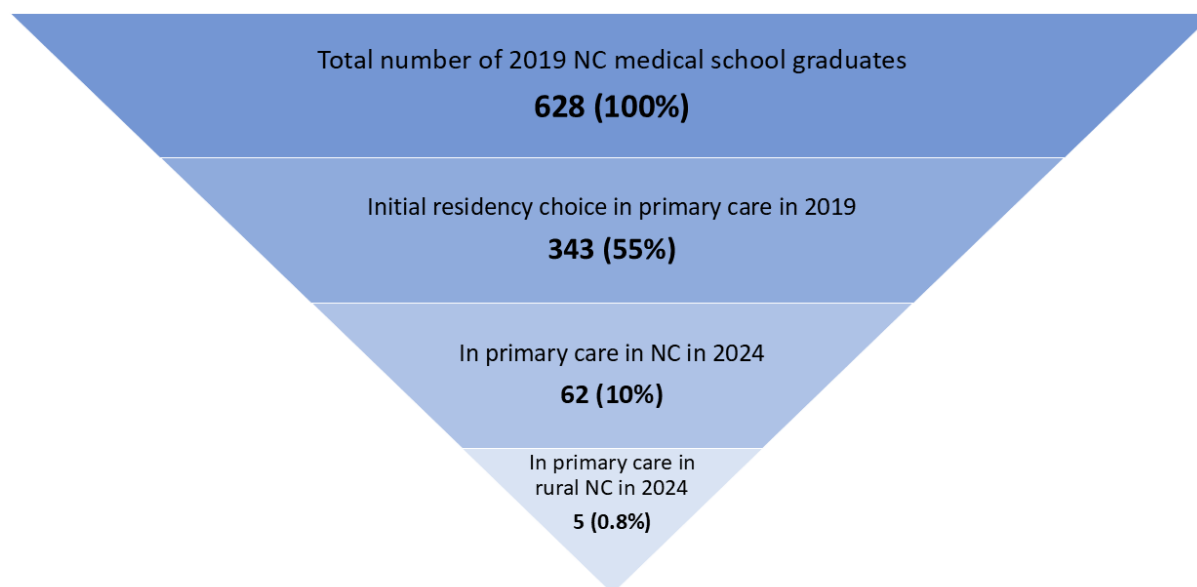
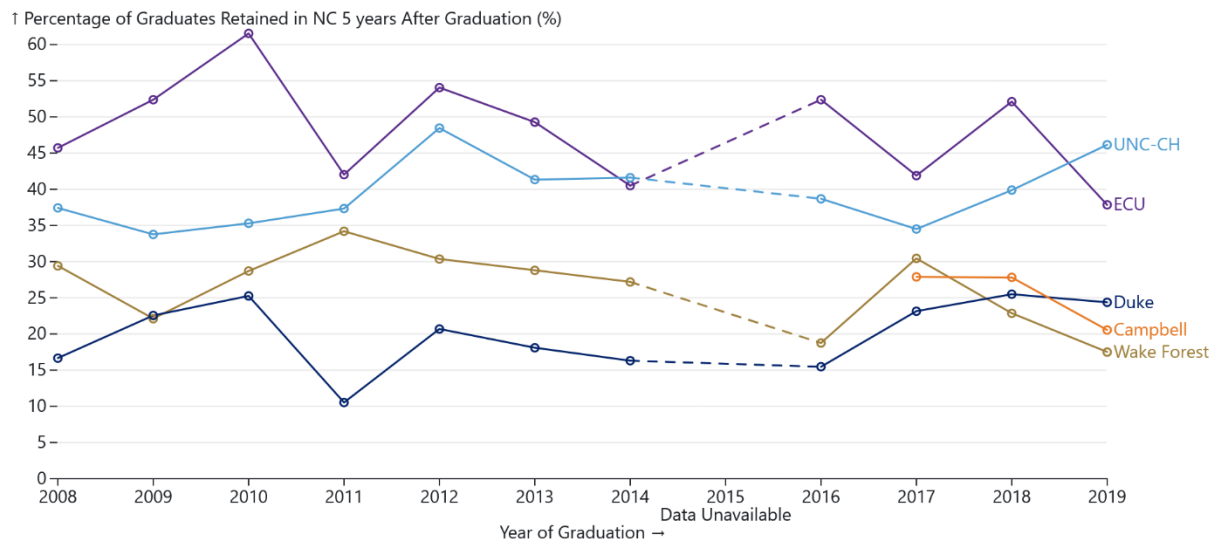


Figure 1: Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. Rural source: US Census Bureau, Office of Management and Budget, July 2023 and USDA Economic Research Service RUCA codes, 2010. Core based statistical area (CBSA) is the OMB's collective term for metropolitan and micropolitan statistical areas. Here, rural areas include counties in micropolitan statistical areas, counties outside of CBSAs, and census tracts with a RUCA code of 4 or greater.

Out of the 628 medical school graduates in 2019, 62 (10%) were in training or practice in primary care in NC in 2024 (**Figure 1**). This represents a decrease from previous years when between 12% and 17% of the most recent graduating cohorts (the classes of 2010-2018), were in training or practice in primary care in NC five years after graduating. Less than 1% (n=5) of the 2019 cohort was in primary care in a rural NC county. This also shows a decline relative to previous years when between 1% and 3% of NC medical school graduates were in practice in primary care in rural NC five years after graduating.

A greater percentage of graduates from the state's public medical schools are retained in NC five years after graduating, compared to the state's private medical schools (**Figure 2**). For the class of 2019, 46% of UNC graduates and 38% of ECU graduates were practicing in state in 2024. UNC has displayed a steady increase in in-state retention since the 2017 cohort.

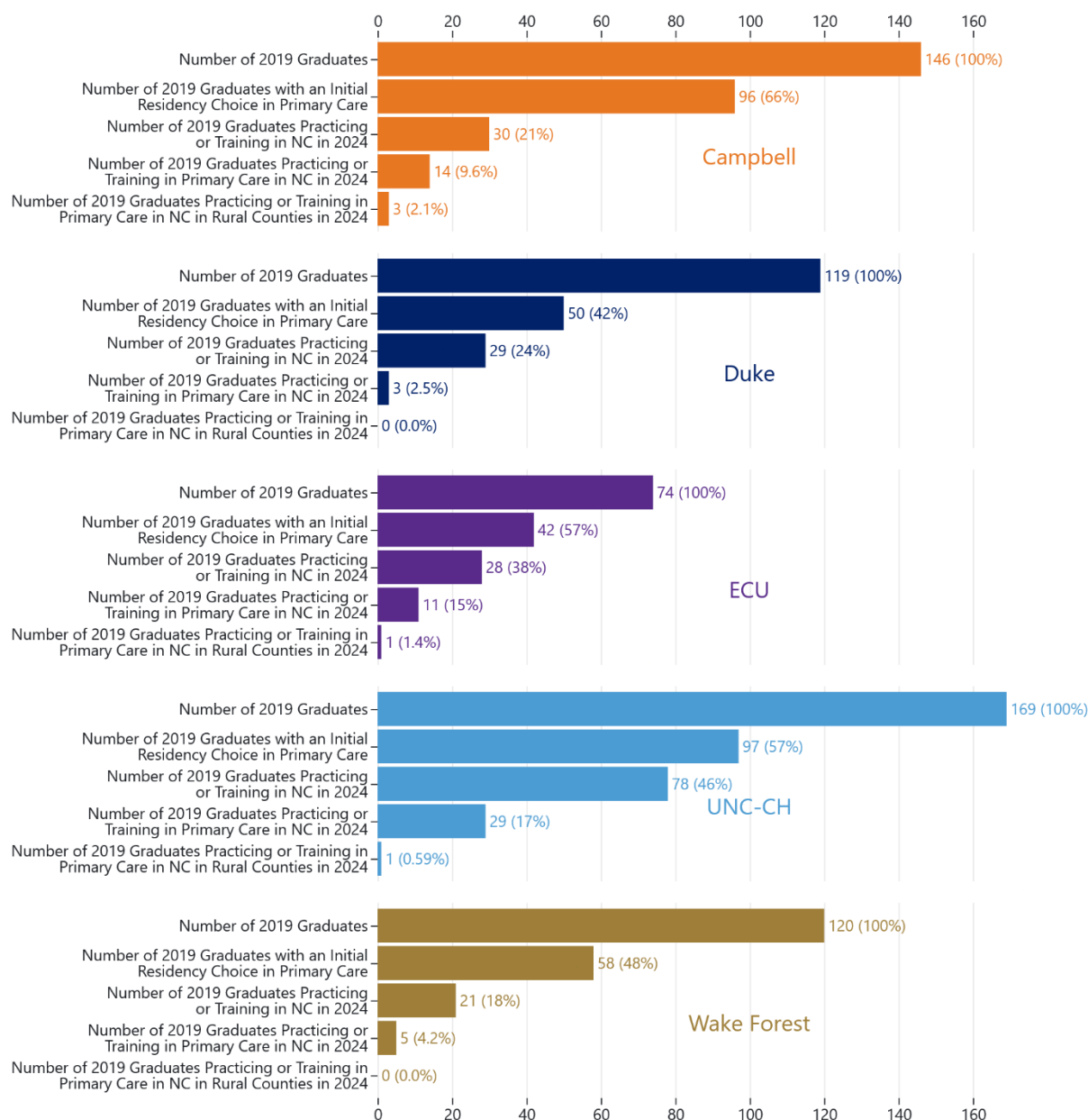
Figure 2: Percent of NC Medical School Graduates in Training or Practice in North Carolina Five Years After Graduating



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC.

Figure 3 shows the primary care practice or training outcomes for each school's 2019 graduates. Each individual figure is a version of **Figure 1** for each school's graduates. Very few graduates from any school are practicing primary care in a rural area, though Campbell had about 2% of their 2019 graduates practicing primary care in a rural area in North Carolina in 2024. UNC and ECU both retained at least 15% of their 2019 graduating classes in North Carolina practicing or training in primary care.

Figure 3: Physician Workforce Outcomes Five Years after Graduation, 2019 Medical School Graduates by School



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. Rural source: US Census Bureau, Office of Management and Budget, July 2023 and USDA Economic Research Service RUCA codes, 2010. Core based statistical area (CBSA) is the OMB's collective term for metropolitan and micropolitan statistical areas. Here, rural areas include counties in micropolitan statistical areas, counties outside of CBSAs, and census tracts with a RUCA code of 4 or greater.

Practice in Safety Net Settings and Most Economically Distressed Neighborhoods

Safety net providers are defined as health care facilities that provide a significant amount of health care and other health-related services to uninsured, Medicaid, and other vulnerable populations. Four graduates from the class of 2019 were in practice in safety net settings in NC in 2024, including two UNC graduates, one ECU graduate, and one Campbell graduate.

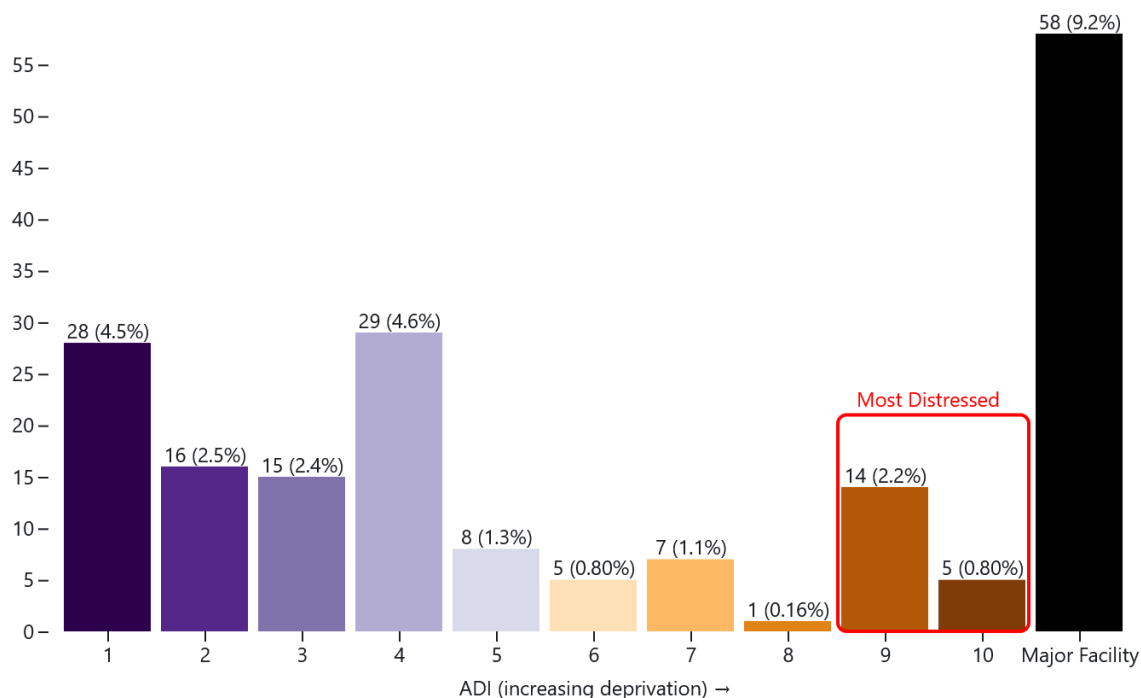
Figure 4 compares the Area Deprivation Index (ADI) of the neighborhoods where physicians who were retained in North Carolina five years after graduation report their primary practice location. Low scores indicate low levels of economic distress, and high scores indicate high levels of economic distress. Three percent (19/628) of the class of 2019 worked in a practice located in the most economically distressed neighborhoods (top quintile: ADI 9 and 10) five years after graduation.

ADI scores are not assigned for census block groups that are dominated by large facilities such as hospitals because they have so few people living these areas. ADI scores were not available for almost a third (31%, n=58/186) of the graduating class of 2019 who were still in North Carolina because their primary practice location was a large facility, most likely a hospital, which makes sense as many of these physicians are likely still in training.

Figures 4, 5, and 6 display only individuals who were licensed in North Carolina in 2024. While North Carolina graduates may be practicing in distressed areas or in needed areas of practice in other states, this report specifically focuses on service within North Carolina. Consequently, the 442 graduates (70% of the total class) who were practicing or training in another state, or who were not licensed in NC in 2024, are excluded from these charts. However, the percentages shown in the figures represent each group's proportion of the total 2019 graduating class of 628 students, not just those who remained in North Carolina. As a result, the percentages across all categories total only 30% rather than 100%.

Figure 4: Neighborhood Disadvantage Status in 2024 of Physicians Retained in North Carolina Who Graduated from a NC Medical School in 2019

† Number of 2019 Graduates (Percentage of 2019 Graduates)



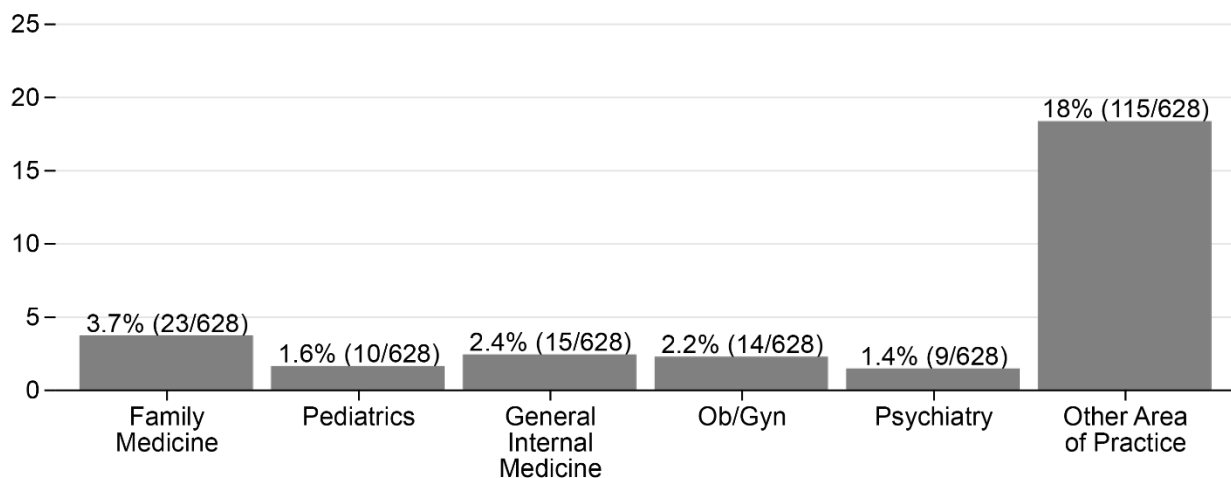
Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. ADI Score obtained from the University of Wisconsin School of Medicine Public Health. 2022 Area Deprivation Index v4.0.1 Downloaded from <https://www.neighborhoodatlas.medicine.wisc.edu/> on February 27, 2025.

Retention in Primary Care and Psychiatry Areas of Practice

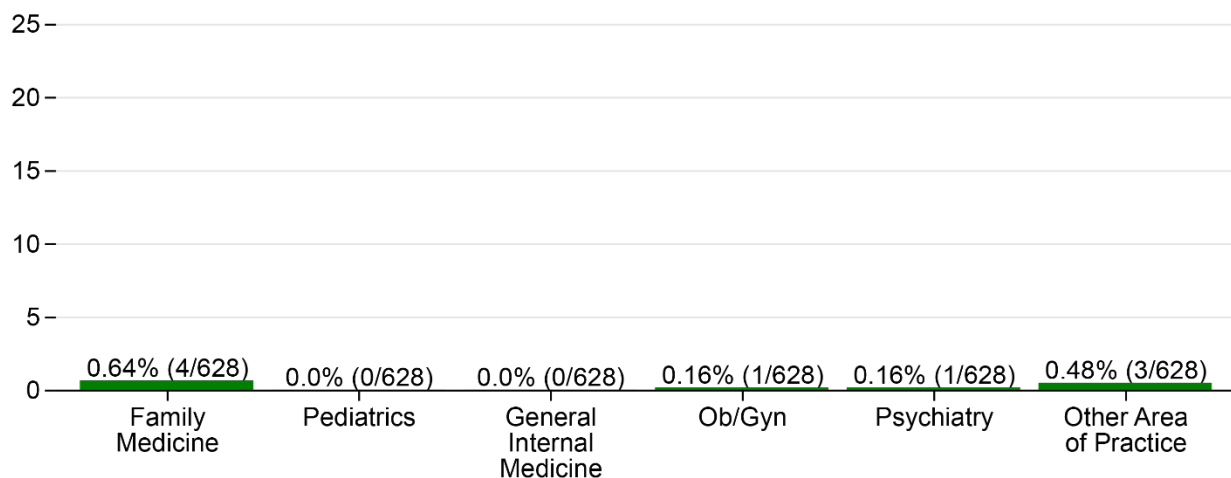
Figure 5 displays the outcomes for 2019 graduates by area of practice. Physicians report a primary area of practice to the NCMB each year of licensure. A physician's primary area of practice can differ from their training specialty. The category "Other Area of Practice" includes all other specialties, including, for example, dermatology, hospitalist, and ophthalmology.

Figure 5: Percentage of 2019 Medical School Graduates Practicing or Training in Primary Care in North Carolina by Area of Practice in 2024, North Carolina Overall and Rural

↑ Percentage of 2019 North Carolina Medical School Graduates by Area of Practice in North Carolina in 2024



↑ Percentage of 2019 North Carolina Medical School Graduates by Area of Practice in North Carolina in Rural Counties in 2024

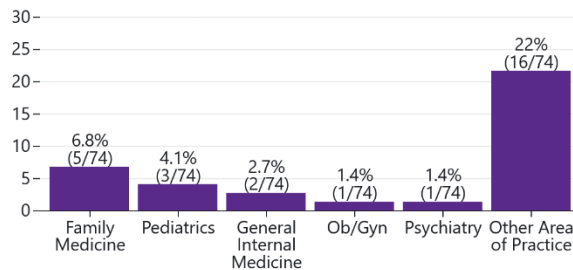


Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. Rural source: US Census Bureau, Office of Management and Budget, July 2023 and USDA Economic Research Service RUCA codes, 2010. Core based statistical area (CBSA) is the OMB's collective term for metropolitan and micropolitan statistical areas. Here, rural areas include counties in micropolitan statistical areas, counties outside of CBSAs, and census tracts with a RUCA code of 4 or greater.

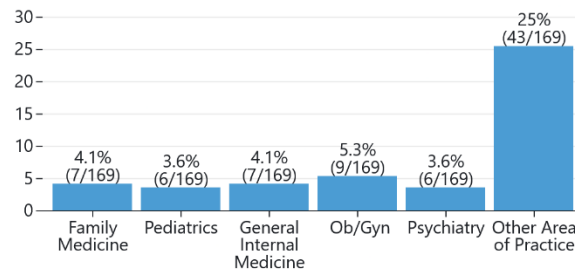
Figure 6 shows the same set of practice outcomes but for each school individually.

Figure 6: Percentage of 2019 Medical School Graduates Practicing or Training in Primary Care in North Carolina by Medical School and Area of Practice in 2024.

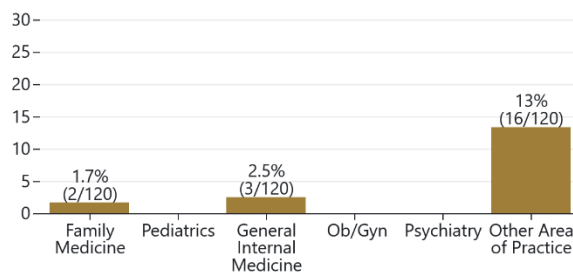
† Percentage of ECU's 2019 Medical School Graduates by Area of Practice in North Carolina in 2024



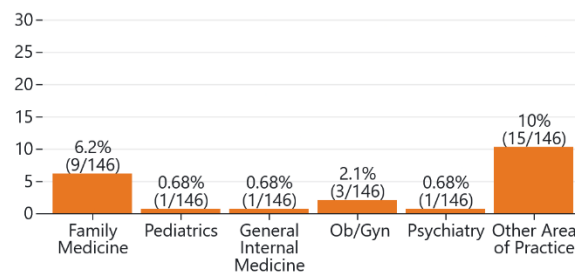
† Percentage of UNC-CH's 2019 Medical School Graduates by Area of Practice in North Carolina in 2024



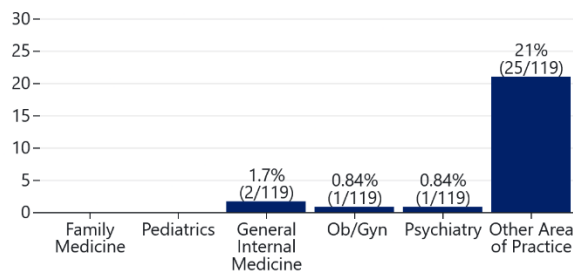
† Percentage of Wake Forest's 2019 Medical School Graduates by Area of Practice in North Carolina in 2024



† Percentage of Campbell's 2019 Medical School Graduates by Area of Practice in North Carolina in 2024



† Percentage of Duke's 2019 Medical School Graduates by Area of Practice in North Carolina in 2024



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived the NC Medical Board and the AAMC, 2024.

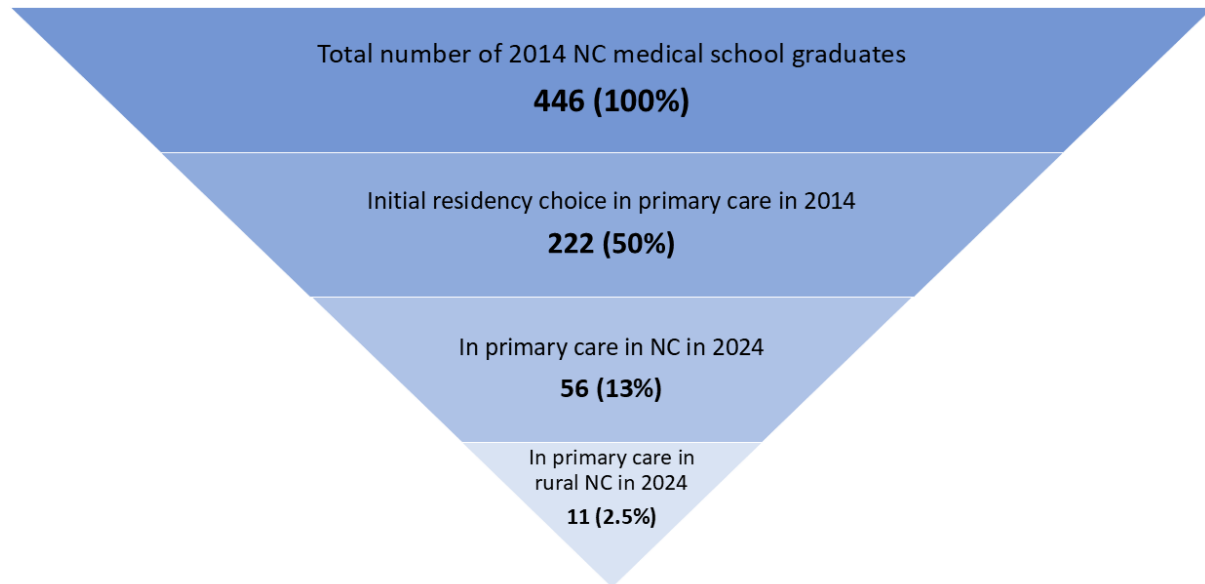
Class of 2014 Ten Year Outcomes

We also tracked 2014 graduates of NC medical schools to determine where graduates were ten years following graduation from medical school. As noted previously, ten years post-graduation from medical school allows time for physicians to complete residency and fellowship training and settle into practice. A higher percentage of graduates are in primary care practice in rural areas ten years after graduation compared to five years after. This may indicate that some NC graduates do a residency out-of-state and then return to practice in NC or that some of the efforts currently underway to encourage medical students to practice in NC take a while to take

effect but perhaps are starting to do so.

Figure 7 illustrates the aggregate outcome of North Carolina’s medical school graduates ten years after graduation in 2014. The total number of graduates in 2014 is much lower than in 2019, because Campbell had not yet graduated its first class.

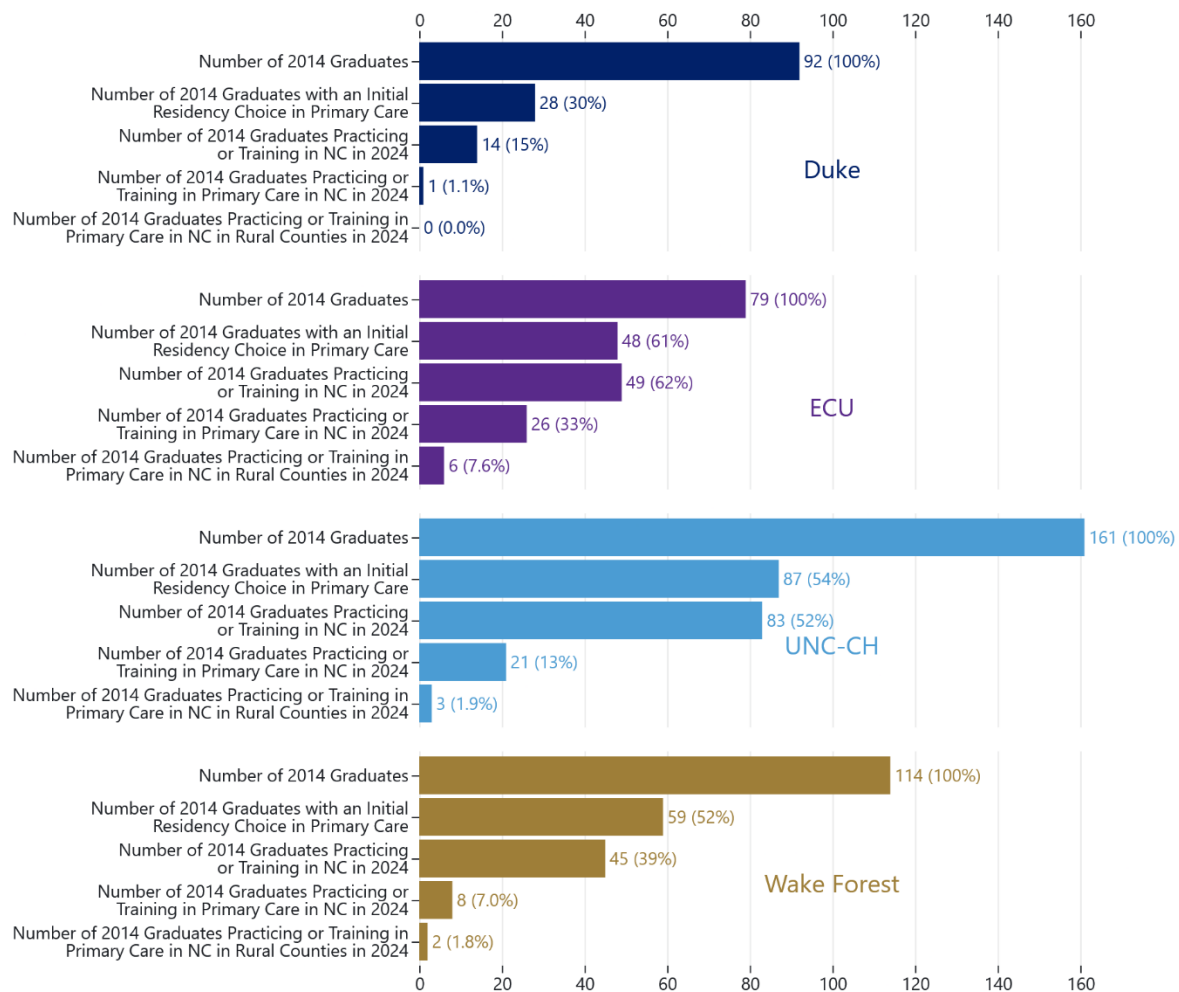
Figure 7: Retention of 2014 NC Medical Graduates in NC Rural Primary Care Ten Years After Graduating



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. Rural source: US Census Bureau, Office of Management and Budget, July 2023 and USDA Economic Research Service RUCA codes, 2010. Core based statistical area (CBSA) is the OMB’s collective term for metropolitan and micropolitan statistical areas. Here, rural areas include counties in micropolitan statistical areas, counties outside of CBSAs, and census tracts with a RUCA code of 4 or greater.

The retention of primary care providers for each school's 2014 graduates is illustrated in **Figure 8**. One third (n = 26) of 2014 ECU graduates were practicing primary care in North Carolina in 2024.

Figure 8: Workforce Outcomes Ten Years after Graduation, 2014 Medical School Graduates by School



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. Rural source: US Census Bureau, Office of Management and Budget, July 2023 and USDA Economic Research Service RUCA codes, 2010. Core based statistical area (CBSA) is the OMB's collective term for metropolitan and micropolitan statistical areas. Here, rural areas include counties in micropolitan statistical areas, counties outside of CBSAs, and census tracts with a RUCA code of 4 or greater.

Practice in Safety Net Settings and Most Economically Distressed Neighborhoods

Nine graduates from the class of 2014 were in practice in safety net settings in North Carolina in 2024, including five UNC graduates, three Wake Forest graduates, and one ECU graduate. This was a greater number than the 2019 cohort. While it would be hard to draw conclusions from

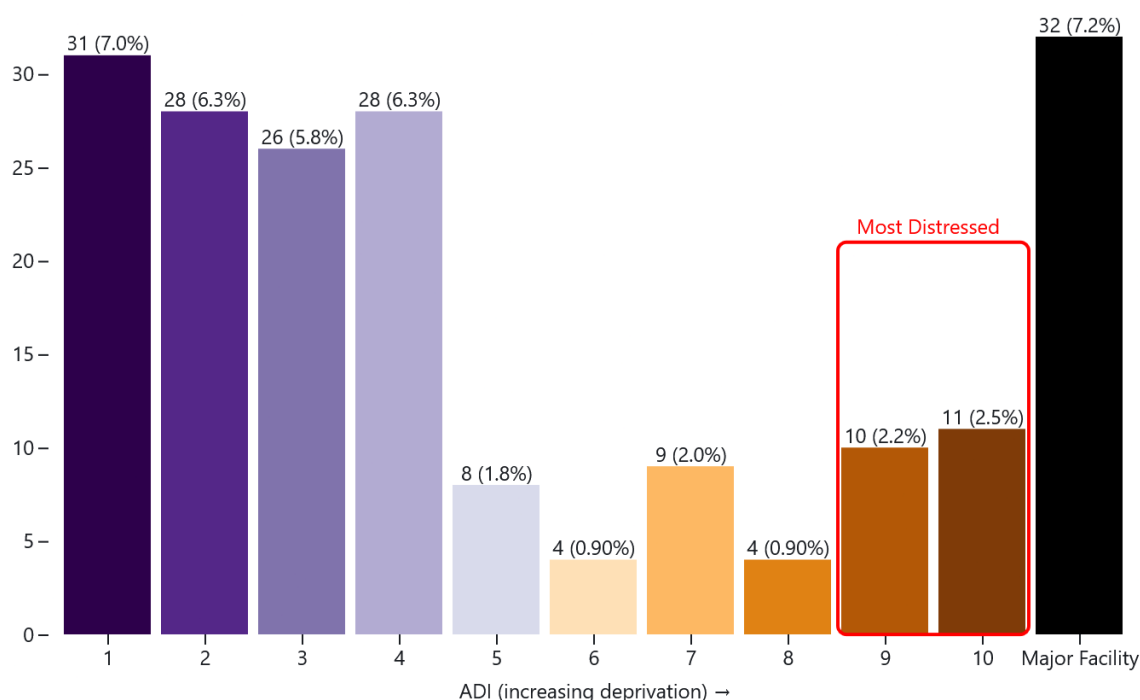
these small numbers, it is possible that individuals are still in training at five years, which would typically be at a larger medical center, instead of a safety net setting.

Figure 9 compares the Area Deprivation Index (ADI) of the neighborhoods in North Carolina where physicians from the class of 2014 report their primary practice location in 2024. Almost five percent (n=21/446) of the class of 2014 worked in a practice location in the most economically distressed neighborhoods (top quintile) ten years after graduation. As with the 2019 cohort, note the large proportion of graduates for whom an ADI score is not available because their practice location is a major facility. Of course, depending on the location and type of facility, many of these graduates will also be serving many economically distressed patients.

Figures 9, 10, and 11 display only individuals who were licensed in North Carolina in 2024. While graduates from this cohort may be practicing in distressed areas or in needed areas of practice in other states, this report specifically focuses on service within North Carolina. Consequently, the 255 graduates (57% of the total class) who were practicing or training in another state, or who were not licensed in NC in 2024, are excluded from these charts. However, the percentages shown in the figures represent each group's proportion of the total graduating class of 446 students, not just those who remained in North Carolina. As a result, the percentages across all categories total only 43% , rather than 100%.

Figure 9: Neighborhood Disadvantage Status in 2024 of Physicians Retained in North Carolina Who Graduated from a NC Medical School in 2014

† Number of 2014 Graduates (Percentage of 2014 Graduates)



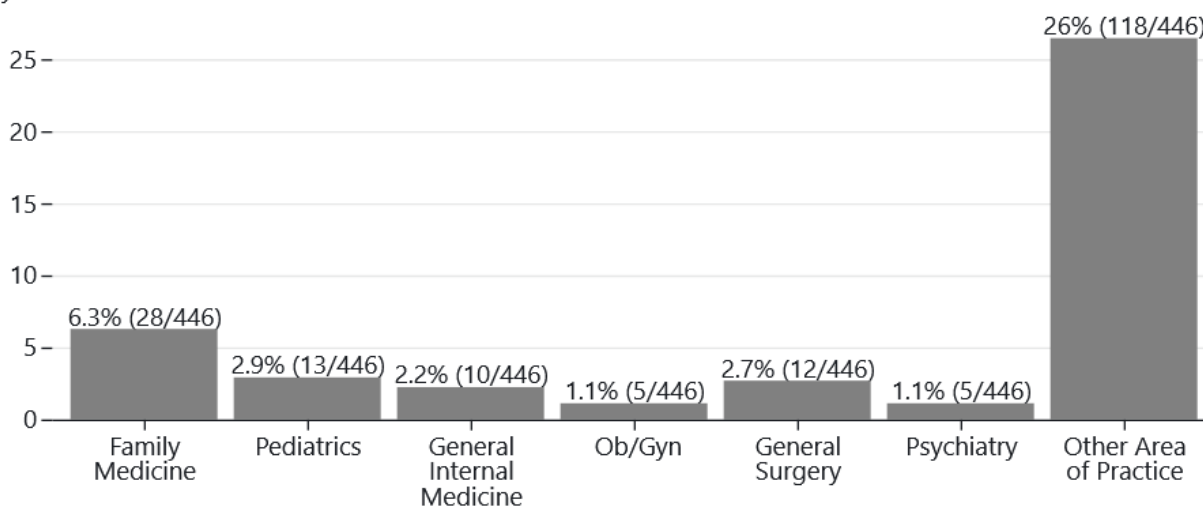
Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. ADI Score obtained from the University of Wisconsin School of Medicine Public Health. ADI Score

Retention in Primary Care, General Surgery, and Psychiatry Areas of Practice

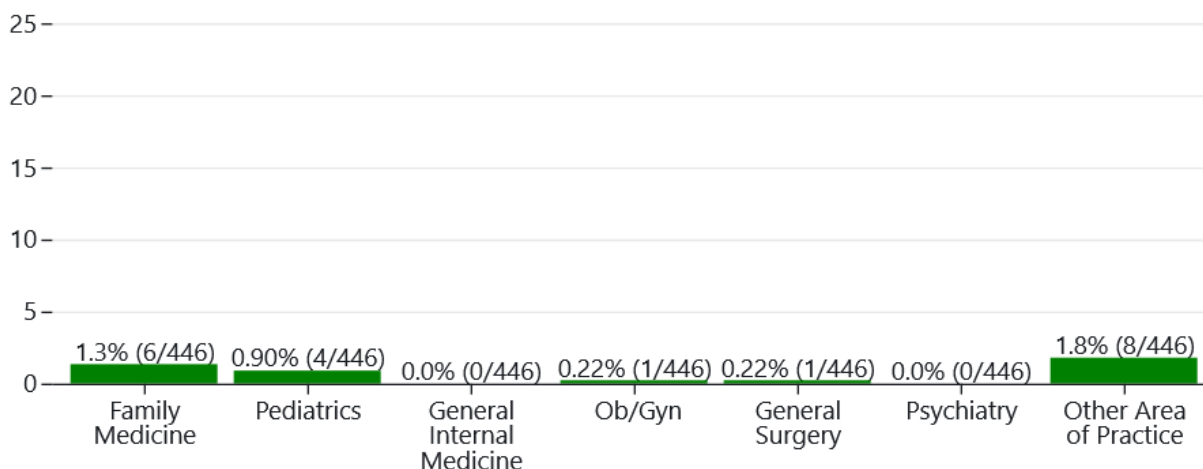
Figure 10 shows outcomes for 2014 graduates who are in North Carolina and have a primary care area of practice, or who are practicing psychiatry or general surgery. The outcomes for general surgery are reported here for the 2014 cohort, but not for the 2019 cohort, because general surgery residencies typically last five years, and many general surgeons complete a subspecialty fellowship afterwards. For this reason, reporting on general surgery practice outcomes at five-years post-graduation may be misleading.

Figure 10: Percentage of 2014 Medical School Graduates Practicing or Training in Primary Care in North Carolina by Area of Practice in 2024, North Carolina Overall and Rural.

† Percentage of 2014 North Carolina Medical School Graduates by Area of Practice in North Carolina in 2024



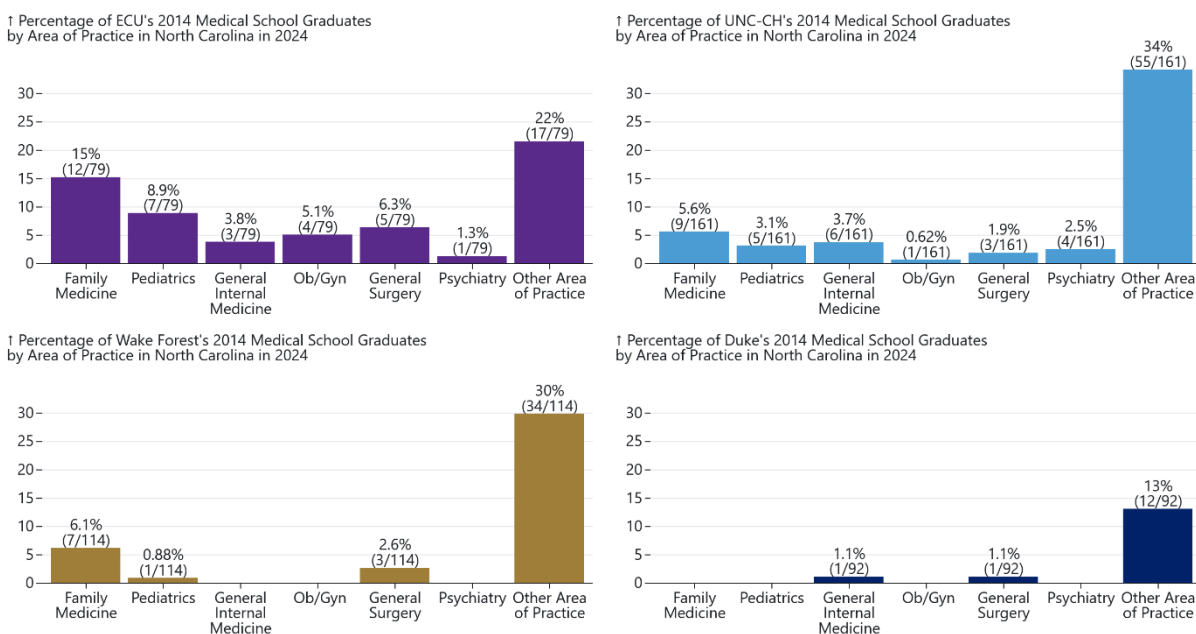
† Percentage of 2014 North Carolina Medical School Graduates by Area of Practice in North Carolina in Rural Counties in 2024



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024. Rural source: US Census Bureau, Office of Management and Budget, July 2023 and USDA Economic Research Service RUCA codes, 2010. Core based statistical area (CBSA) is the OMB's collective term for metropolitan and micropolitan statistical areas. Here, rural areas include counties in micropolitan statistical areas, counties outside of CBSAs, and census tracts with a RUCA code of 4 or greater.

Figure 11 shows the same area of practice outcomes, but for each school individually.

Figure 11: Percentage of 2014 Medical School Graduates Practicing or Training in Primary Care in North Carolina by Medical School and Area of Practice in 2024.



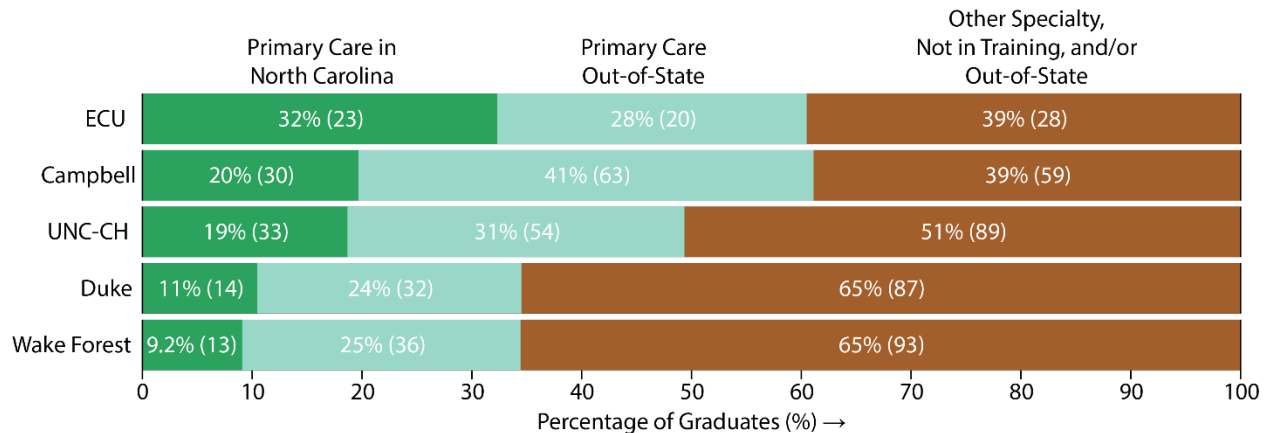
Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: North Carolina Health Professions Data System with data derived from the NC Medical Board and the AAMC, 2024.

Initial Match Data: 2024 Graduating Cohort

As mentioned earlier, this report does not emphasize initial match data from the NC medical schools. Residents sometimes switch specialties or residency programs throughout the course of their training, and many subspecialize. Initial matches to “primary care” specialties (Family Medicine, Internal Medicine, Pediatrics, Internal Medicine-Pediatrics, and Obstetrics & Gynecology) are inflated compared to the number of graduates eventually expected to practice in those fields. We also track two other needed specialties in NC: psychiatry and general surgery. Prior trends indicate that many NC graduates, including most of those who match to Internal Medicine and General Surgery, will go on to complete fellowship training and eventually practice in a sub-specialty field. For instance, 126 graduates from 2014 entered a general internal medicine residency program, but 83% subsequently pursued subspecialty training (not including geriatric medicine). Family Medicine is an exception to this trend.

Figure 12 shows the proportion of each school's 2024 graduates who had an initial match to a primary care residency in North Carolina or in another state. Across the five schools 318 of 674 graduates (47%) were initially matched into primary care with 113 (17%) matching into primary care in North Carolina. ECU matched the greatest proportion to primary care residencies in North Carolina (32%, n = 23). However, Campbell and ECU both matched about 61% of their graduates to primary care residencies, including both in-state and out-of-state matches.

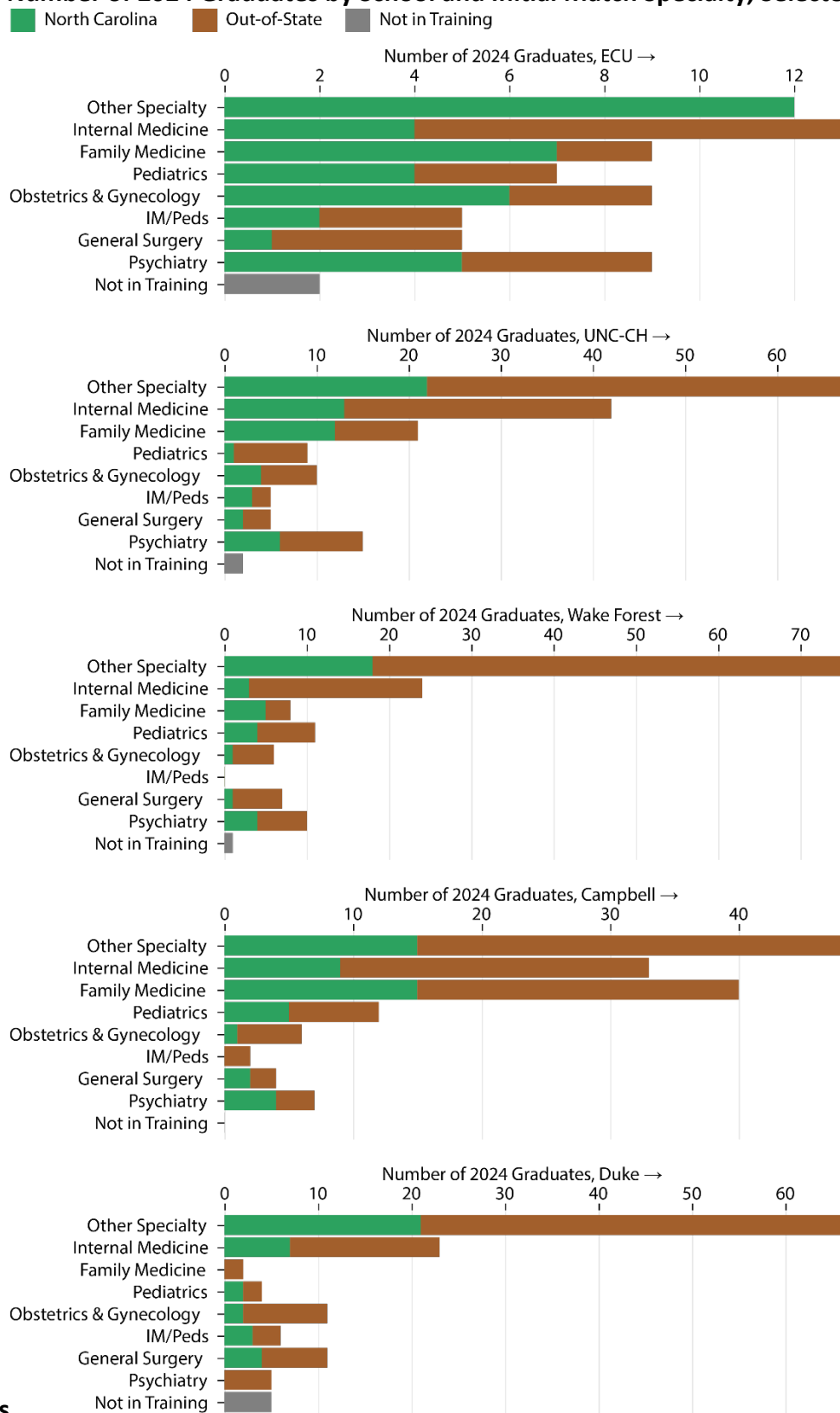
Figure 12: Initial Matches of 2024 Graduates to Primary Care Residencies by School



Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: the respective medical schools, 2024.

Figure 13 displays the number of 2024 graduates who matched to primary care specialties, general surgery, or psychiatry. (Note that the axes are scaled to each school's number of graduates.) ECU and Campbell led on Family Medicine residency matches, with 10% of ECU's graduating class matching to a Family Medicine residency in North Carolina, and more than a quarter of Campbell graduates matching to a Family Medicine residency anywhere. UNC matched the greatest number (13) and percentage (7.4%) of graduates to Internal Medicine residencies in NC.

Figure 13: Number of 2024 Graduates by School and Initial Match Specialty, Selected



Specialties

Produced by the Program on Health Workforce Research and Policy, Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. Source: the respective medical schools, 2024.

DISCUSSION

In summary, out of the 628 medical school graduates from North Carolina's five medical schools in 2019, 10% were in training or practice in primary care in NC in 2024 and less than 1% were in primary care in a rural county five years after graduation. Both the percent of medical graduates practicing in primary care and in rural areas is lower than in previous years. A greater percentage of graduates from the state's public medical schools are retained in NC five years after graduating, compared to the state's private medical schools. Four graduates practiced in safety net settings and 3% of the class of 2019 worked in practices located in the most economically distressed neighborhoods in North Carolina.

By comparison, tracking outcomes ten years after graduation revealed that a higher percentage of graduates from 2014 were in primary care practice (13%) and in primary care practice in rural areas (2.5%) ten years after graduation than five years after graduation. Nine graduates from the class of 2014 were in practice in safety net settings in North Carolina in 2024, which is also a greater number of graduates than the 2019 cohort. Almost 5% of the class of 2014 worked in a practice location in the most economically distressed neighborhoods, as measured by the ADI score, ten years after graduation. The outcomes for general surgery are reported for the 2014 cohort, but not for the 2019 cohort, because general surgery residencies typically last five years, and many general surgeons complete a sub-specialty fellowship afterwards. North Carolina retained 2.7% of graduates (12/446 graduates) in general surgery practice ten years after graduation and 0.22% (1/446 graduates) in general surgery in a rural county ten years after graduation from medical school.

These data show that retention rates for NC medical school graduates in primary care areas after graduation from a NC medical school remain low. By comparing 5-year and 10-year post graduation retention rates, we see that a higher percentage of graduates is retained in primary care, rural, safety net and disadvantaged practice areas 10-years after graduating from a NC medical school. This may indicate that NC medical school graduates are leaving the state for residency training but then returning after pursuing residency training out of state or that some previously implemented interventions are beginning to have effect. ¹

¹ Kind AJH, Buckingham W. [Making Neighborhood Disadvantage Metrics Accessible: The Neighborhood Atlas](#). *New England Journal of Medicine*, 2018. 378: 2456-2458. DOI: 10.1056/NEJMp1802313. PMCID: PMC6051533. And the University of Wisconsin School of Medicine and Public Health. 2022 Area Deprivation Index 4.0.1. Downloaded from <https://www.neighborhoodatlas.medicine.wisc.edu/> February 27, 2025.

Appendix A

Self-reported responses to requests for information about what each North Carolina medical school is doing to try to increase the number of students who will practice primary care in rural North Carolina.

Campbell University School of Osteopathic Medicine

The mission of the Campbell University School of Osteopathic Medicine (CUSOM) is to educate and prepare community-based osteopathic physicians in a Christian environment to care for the rural and underserved populations in North Carolina, the Southeastern United States, and the nation. The focus on community-based care is significant as it recognizes the unique health care needs of rural and underserved populations. The preparation to enter those environments is unique and has been a core focus for our school. The Christian environment that we foster has played a significant role in shaping the values and beliefs of our graduates and shaping the way they approach their work as physicians. By instilling a strong sense of compassion, empathy, and ethical principles in its graduates, CUSOM is helping to ensure that they are well-prepared to provide high-quality, patient-centered care that is consistent with institutional values.

Campbell University School of Medicine opened its doors to its inaugural class of 162 students in 2013. Campbell University also became the first College of Osteopathic Medicine to serve as an ACGME sponsoring institution for Graduate Medical Education. As a sponsoring institution, Campbell University has provided support and resources to its affiliated residency programs ensuring that they meet the standards and requirements set forth by the ACGME. 15 osteopathic programs successfully transitioned to ACGME accreditation under Campbell University's Sponsoring Institution. Campbell University now serves as the Sponsor for 12 ACGME-accredited programs in partnership with 4 hospitals and systems. We serve as an educational affiliate partner for 3 additional hospital systems in NC.

Medical Student Impacts

The graduating class of 2017 (our inaugural class) would have completed 3-year residencies in 2020, 4-year residencies in 2021, and 5-year residency programs in 2022.

The graduating class of 2018 would have completed 3-year residencies in 2021, 4-year residencies in 2022, and 5-year residency programs in 2023.

The graduating class of 2019 would have finished their 5-year residencies in 2024.

A total of 189 CUSOM graduates entered the workforce in 2024, where 41 graduates stayed in NC and 76 graduates stayed in the southeastern US. According to the data that we have on the first four classes and partial for 2019 and 2020, 410 of our graduates are currently in practice in southeastern US with 225 of those graduates (55%) located in the state of North Carolina. As of 2024, 66 Family Medicine CUSOM physicians are practicing in NC, and 109 are

practicing in the southeastern US. 70 Internal Medicine CUSOM physicians are practicing in NC, and 112 are practicing in the southeastern US.

Overall, these trends suggest that CUSOM is making a positive contribution to the development of the physician workforce in North Carolina and that its graduates are well-prepared to enter the workforce and provide high-quality care to patients. The strong commitment to primary care fields and specific areas of need is critical to positively impacting our state's ability to provide comprehensive, patient-centered care.

Graduate Medical Education Impacts

Campbell University had a goal of having a net neutral impact on the number of graduate medical education positions by creating enough positions that we would not graduate more medical students than the graduate medical education positions we created. To date, Campbell University has started 25 residency and fellowship programs in North and South Carolina. And as of 2024, we have transitioned to serving as an educational affiliate for the Cape Fear Valley and UNC Heath Southeastern programs while assisting both sites with becoming their own sponsoring institutions. Our current programs contain 124 GME positions in Family Medicine (x4), Internal Medicine, Dermatology, and Transitional Year (x3). We have fellowship programs in Sports Medicine (x2) and Micrographic Surgery.

Campbell University had our first resident start in 2014 as an educational partner through the AOA. Since that time, Campbell University Graduate Medical Education programs have placed 87 providers into active clinical practice with 32 of those remaining in North Carolina (38%) and 19/32 (59%) being in the fields of Family Medicine or Internal Medicine. Primary care is a critical component of health care, as it provides the foundation for patient care and helps to manage the overall health and well-being of individuals and populations. A solid primary care workforce is essential to ensuring that patients have access to comprehensive, high-quality care and that health care systems can effectively address the health needs of their communities.

Summary

Campbell University Graduates are now currently active in 47 of North Carolina's 100 counties. The full impact of Campbell University graduates to the physician workforce is still emerging. 2020 saw the inaugural class graduate from 3-year primary care programs. 2022 saw the first graduates in Surgery and Psychiatry from Campbell University GME programs. Combining the efforts of our medical school and our graduate medical education programs, Campbell University has placed 189 new providers in 47 North Carolina counties as of April 2025. Additionally, 30 of the 47 occupied North Carolina counties are underserved, which displays that Campbell University is meeting its mission of producing graduates to work in rural and underserved counties.

Duke University School of Medicine

Duke provides medical student clinical rotations. The goals of this program are for students to learn clinical skills in the context of a local community and to appreciate the effects of culture and context on health and health behaviors. Duke students may rotate through clinics in Person and Durham County health departments evaluating and following patients in these rural communities.

Duke also offers the Primary Care Leadership Track (PCLT), the goal of which is to create change agents for the system through primary care and leaders in the health care profession. The 4-year program offers leadership training, a longitudinal-integrated 2nd year clerkship, which includes following pregnant mothers and delivering their babies, time for service with a community agency, and 3rd year research in community-engaged population health. PCLT graduates have chosen primary care residencies: family medicine (outpatient adults, children, and prenatal care), general internal medicine (adults only), primary care pediatrics (children only), pediatrics/psychiatry, medicine/psychiatry, family medicine/psychiatry and Obstetrics/gynecology.

Through our MS1 reflection exercises and lunch discussions, specialty handbook, and specialty advisor community, the Career Exploration and Career Destination program helps our students identify the values and skills that will be most meaningful to them in clinical practice and match that with the correct specialty, including those rooted in the delivery of primary care.

Duke offers a primary care student interest group open to all students that has career panels 1-2 times a year and meets regularly.

ECU Brody School of Medicine

Brody School of Medicine (BSOM) stands apart with its three-part mission to increase the supply of primary care physicians serving the state, improve the health and well-being of the region, and train physicians who will meet the state's health care needs. This distinctive mission makes BSOM a top choice for those intending to practice primary care specialties in our state.

Residency Match and Future Practice

The success of our students is a testament to the quality of education at BSOM. BSOM has graduated about 400 students in the last five years, and 65% of those with medical residencies in North Carolina practice in primary care specialties. We continue to see this pattern in our recent Class of 2025, where 53% of our graduates match in primary care and 43% of them in North Carolina. As a result, BSOM continues to be ranked above the 90th percentile in the percentage of graduates practicing primary care and in-state, as well as in the Top 25 medical schools with the most graduates practicing in Health Professional Shortage Areas (HPSAs).

Medical Curriculum

Match outcomes reflect our medical curriculum. Starting in the foundational years of the curriculum, BSOM medical students are expected to participate in and complete primary care activities at community sites throughout the medical curriculum.

During the second year, students have scheduled preceptorship dates every fall when they shadow and work with physicians and health professionals at practices in North Carolina (only in-state practices are approved). As students progress in the medical curriculum, our Family Medicine, Internal Medicine, and Pediatrics clerkships have allocated two to four weeks in their schedules for students to spend their time practicing with affiliated faculty at community sites locally and across the state, mostly in ambulatory clinics. Additionally, students can choose from over 170 electives in the third and fourth year of the medical curriculum, of which more than half of these experiences are in primary care specialties. These elective courses give our students additional opportunities to interact with other professionals and community resources, mainly in North Carolina and the Eastern region of our state, in providing comprehensive and continuing care, and working with different types of care given in other settings and populations outside the university medical center.

These experiences have made BSOM graduates confident that they have acquired the technical skills needed to begin a residency program, feel prepared to care for patients from different backgrounds, and have the communication skills necessary to interact with patients and health professionals. As a result, over 95% of BSOM graduates in primary care residencies are rated as meeting or exceeding expectations in their first year of the residency program.

Service and Research

In addition to curricular and learning measures focusing on primary care and early immersion in patient care experiences, non-curricular events and programs have been created for students to interact with primary care practitioners.

BSOM Distinction Track Program allows medical students to pursue independently an area of interest in their medical career. The program has five tracks aligned with our missions: health system transformation and leadership, medical education and teaching, research, service learning, and medical humanities and ethics. While in the program, medical students work with faculty mentors on a longitudinal project that culminates as a capstone in the fourth year of the curriculum. Many projects are in primary care specialties, with primary care clinicians, in topics that relate to our population in eastern North Carolina, and improvements to the health and well-being of our region. The following are examples of past and in-progress projects for some of the tracks:

- Reducing Musculoskeletal Injury Among Agricultural Workers
- Substance Use Amongst Youth in Pitt County
- Improving Education Disparities Experienced by Homeless Youth in Eastern North Carolina
- Assessing the Use of Retinal Imaging in Detection of Hypertension and/or Diabetes in North Carolina Farmworkers
- Medical Education Factors Impact to Practice Rural Medicine

- Decreasing Outpatient Times for Pediatric Specialty Care Clinic Visits, Closing the Gap between Primary and Specialty care – A Crucial Intervention to Boost Vaccination Rates for Cystic Fibrosis patients at ECU Health
- Improving Care for People with Diabetes in the ECU Adult and Pediatric Healthcare Clinic
Our medical students volunteer at various free clinics in our region, primarily the Pitt County Care Clinic. By graduation, over 80% of BSOM graduates have experience with a free clinic for the underserved population, expertise related to health disparities, and have learned the proper use of an interpreter when needed.

The combination of our medical curriculum, non-curricular experiences, and our students' desire to pursue primary care specialties and practice in underserved and underrepresented populations is why BSOM continues to be ranked nationally in the 92nd percentile of graduates practicing in rural areas and the 94th percentile of graduates practicing in primary care.

University of North Carolina at Chapel Hill School of Medicine

Our mission is to **improve the health and wellbeing of North Carolinians** and others whom we serve through excellence in patient care, education, and research. We have several programs that have historically supported those interested in primary care, and we have also developed an innovative program that combined our historic programs to provide even greater opportunities for our students to explore and experience rural and primary care. This merger allowed for an alignment of resources and an expansion of learning opportunities for students.

Kenan Rural Primary Care Scholars Program – With support of the Sarah Graham Kenan Endowment and the William R. Kenan, Jr. Charitable Trust, the Kenan Primary Care Scholars Program offered UND medical students rural experiences in central, eastern, and western North Carolina. These longitudinal exposures during medical school prepare students for careers in rural primary care while also providing financial support and enrichment experiences to sustain their commitment to rural primary care in NC.

This program started in 2013 and expanded in 2017 from one cohort to three cohorts. Here are the results of this program thus far:

- Through 2024, there have been 57 graduates of which 49 (85%) matched into primary care residencies including combined medicine-pediatrics programs.
- Among the 49, 31 (63%) matched in NC residency programs.
- Of the 24 who have completed primary care residencies, 14 (59%) are practicing in NC and 1 that will begin practice in NC in 2025 following residency completion. Two (2) additional scholars practiced in NC for 2 years prior to leaving for family reasons (total 17 of the 24 or 71% have served NC).
- 11 of the 17 practiced, or are currently practicing (including the 2025 graduate), in a rural NC county (65%).
- 7 of the 24 who have completed residency are currently practicing out of state with stated plans to return to NC in the future. One is in VA serving rural border NC county patients.

FIRST (Fully Integrated Readiness for Service Training) Program – The FIRST Program began in 2016 with 3 matriculants in the field of Family Medicine and was further expanded to various primary care specialties and GME programs in 2019 via an American Medical Association (AMA) Reimaging Residency Grant. The FIRST Program operates as a three-year accelerated program with a mission to increase the number of students seeking rural and underserved primary care residency placements and careers in NC. It consists of three parts: 1) An enhanced 3-year medical school curriculum, 2) A directed pathway into an affiliated residency program, and 3) Three years of service in a rural or underserved area of NC with ongoing support in practice. Students are recruited to the FIRST Program during their first year of medical school. The FIRST Program promotes close faculty mentorship and familiarity with healthcare systems, including early and longitudinal integration into clinical care, and fosters a close cohort of fellow students. The affiliated GME Programs FIRST students can participate in encompass six specialties: 1) Family Medicine, 2) General Surgery, 3) Internal Medicine, 4) Medicine-Pediatrics, 5) Pediatrics, and 6) Psychiatry with ties to residency programs through partnerships with Mountain Area Health Education Center (MAHEC), Southeastern Area Health Education Center (SEAHEC), Greensboro, WakeMed in Raleigh, and Novant Hospital in Charlotte.

To date (as of June 2024), the results of the FIRST Program are:

- 50 students have accepted into the FIRST Program
- Currently 7 total participants have graduated residency and are in practice. 100% of the graduates are practicing Family Medicine in medically underserved communities in North Carolina (e.g. Siler City, Clyde, Wilmington, and Pittsboro).
- There are currently 24 students currently in the UME portion of FIRST and 9 students in the GME portion, all in the state of NC.
- Of our 41 FIRST participants, we have 3 students committed to Internal Medicine, 1 student committed to Medicine-Pediatrics, 6 students committed to Pediatrics, 5 students committed to psychiatry, 1 student committed to Surgery, and 24 students committed to Family Medicine.

Community Health Training (CHT) Program – Beginning with the medical school class that matriculated in Fall 2024, the FIRST, Kenan Rural, and PROMISE Scholars programs have merged to form a unified pipeline: the Community Health Training (CHT) Program. This program builds upon the well-established curriculum and structure of the Kenan Rural Scholars and FIRST Programs, both of which have a strong track record of training physicians to serve North Carolina's rural and underserved communities. The former PROMISE Scholars program further enhances CHT by providing additional scholarship support to students committed to this mission.

CHT represents a cohesive, mission-driven effort by the School of Medicine to recruit and train future physicians through a structured, curriculum-based program focused on community medicine. The program is dedicated to cultivating interest in primary care and rural medicine, ensuring that students are equipped to make a lasting impact in medically underserved areas across North Carolina.

The Community Health Training (CHT) Program is a two-pathway track designed to prepare students for community medicine in rural and medically underserved settings. CHT scholars are united by a shared commitment to improving healthcare access and quality for North Carolina's most vulnerable populations by reducing health disparities and addressing physician shortages.

The mission of CHT is to cultivate future physicians dedicated to serving diverse communities across North Carolina, particularly in rural and medically underserved areas. To further this goal, CHT not only provides undergraduate medical training but also direct UME-to-GME pathways, ensuring a seamless transition from undergraduate medical education (UME) to graduate medical education (GME).

These pathways support students pursuing Psychiatry, General Surgery, Internal Medicine, Med-Peds, Family Medicine, and Pediatrics through partnerships with leading residency programs across North Carolina, including:

- Novant Health - Charlotte
- Novant Health - Wilmington
- WakeMed
- Cone Health
- Mountain Area Health Education Center (MAHEC)
 - Asheville
 - Hendersonville
 - Boone
- UNC-Chapel Hill

By providing an accelerated 3-year community-focused UME to GME pathway and a flexible traditional 4-year pathway that allows students to explore GME programs, practice locations across North Carolina, and primary care specialties, CHT reinforces its commitment to training and retaining physicians in the state's rural and underserved communities. This approach ensures that future healthcare leaders are well-prepared to address the unique needs of these populations while making informed decisions about their career trajectories

The inaugural cohort of CHT students were recruited from the UNC SOM class matriculating in 2024-2025, with 24 total Scholars were accepting into the CHT. Amongst the 24 students accepted, their career interests span the following breakdown:

Three-Year Pathway -

- Family Medicine (6 total students)
- Internal Medicine (3 total students)
- Pediatrics (2 total students)
- Med-Peds (1 student)

Four-Year Pathway - 12 total students

Through the Community Health Training Program (CHT) and direct UME-to-GME pathways, CHT is building a robust pipeline of future physicians dedicated to primary care, rural medicine, and improving health equity across North Carolina.

Important Pathway Programs before medical school – UNC SOM has a wide array of other programs that seek to connect high school and college students to rural primary care programs and interests. Examples include the [Rural Health Summer Academy](#) that offers rising high school seniors a week-long immersive experience on UNC's SOM campus; the [Rural Medicine Pathway Program](#), a partnership with the Carolina Covenant Scholars Program provides mentorship, guidance, and community engagement experiences to students from rural areas of North Carolina and helps prepare students to apply to UNC SOM.

Our [SERVE](#) portfolio of pathway programs continues to expand and elevate the work that began in the southeast part of the state in November 2022 through funding provided by Novant Health, UNC Health, and UNC School of Medicine; SERVE's outreach efforts are focused on reaching rural students in middle school, high school, and college in Bladen, Brunswick, Columbus, Pender, and New Hanover Counties, and it introduces students to healthcare workforce shortages in their counties, as well as across North Carolina. The programs have expanded to Chatham and Rockingham Counties, and have included students from Duplin, Johnston and Gaston counties as well over the last two years. SERVE programs also showcase multiple health professions careers and highlights the many paths students can take to get into those careers.

Moreover, *SERVE* has several additional pathway programs that have been created under its parent umbrella, including exploration events hosted in the above-listed communities like the [On-Call Speaker Series](#), which connects providers who graduated from high schools in southeastern communities back to those schools to share their journeys with local students. *SERVE* also houses [Health Career Exploration Events](#) hosted with Cape Fear Community College in an effort to show students how they can start their healthcare journeys while in high school. The UNC Health Ingram Institutes' *SERVE* pathways team has hosted over 150 students with [Heal Day with the Heels](#), which brings high school and college students to UNC's campus for a day of learning about the path to medical school and other fields simulations, panels, and interaction with current medical students and faculty members. During the day, students work through a patient intake simulation, seeing professions interact as a care team and learning how different treatments are connected. The *SERVE* program can positively impact the North Carolina health professions workforce shortages by providing students early exposure to these careers and alerting them about the opportunities that lie in returning to their rural communities or other similar communities in North Carolina to practice. *SERVE* reached 4,741 students in 2024!

Wake Forest University School of Medicine

Wake Forest University School of Medicine (WFUSM) has been continuously accredited since prior to 1942 when the LCME was created. Recognized for its commitment to medical education, research, and healthcare excellence, WFUSM has a rich history of producing

exceptional healthcare professionals and impacting care of North Carolinians in the western Carolinas. The MD program is committed to a mission of educating future physicians empowered to transform health for all and is committed to improving the health of individuals and communities through lifelong learning. The school is guided by the University's motto, *Pro Humanitate* (for humanity), which anchors teaching priorities within a tradition of humanism in medicine. Below are a selection of programs including curricular and extra-curricular the promote a future physician workforce prepared for the primary care and rural health needs of all communities.

Selected Extracurricular Opportunities for WFUSM Students:

Family Medicine Interest Group: The mission of the Wake Forest University School of Medicine Family Medicine Interest Group is to encourage interest in the specialty of Family Medicine; furthering the ideal of longitudinal, patient-centered care. Inspired by the AAFP Family Physicians' Creed and the Mission Statements of the AAFP and NCAFP, we strive to holistically improve the health of our community while exemplifying professionalism and creativity. Our overarching goal is to support and recruit interest by capturing students in training to become exceptional, humanistic physicians. Exposing students to Family Medicine as a career path early at interest fairs and via lunch talks supports this goal. Having upper-level students (formally and informally) mentor new students continues this pipeline through the residency match process. Furthermore, our events consider health care policy and affordability, striving to advance high quality clinical evidence and advocate for health equity. We look to find ways to engage with our local community through volunteering opportunities that encourage our student body to learn more about the health needs of our city. By hosting events and combining efforts with other student groups, we hope that topics (e.g. LGBTQ health and Social Medicine) that do not receive extensive attention elsewhere in the curriculum are illuminated. Increased interest in Family Medicine generated by our group has helped create a Rural Family Medicine elective and we will be incorporating a talk with the course director into our programming going forward. While we hope that our efforts lead to more students entering the primary care Family Medicine workforce, those who choose other specialties will also benefit from our diverse programming. Over 100 students have signed up on Canvas and our through our listserv; we conducted casting and OBGYN care workshops with 20-30 students; we attended NCAFP Family Medicine Day with around 18 students which is our highest turnout thus far; we have created a strong executive leadership group with eight positions including class representation, president, vice president, treasurer, event coordinators, volunteer coordinator, and AAFP liaison.

Share the Health Fair: According to the 2022 Forsyth County SCOTCH Report, the top five intervenable causes of death for the county are cancer, heart diseases, chronic lower respiratory disease, cerebrovascular disease, and diabetes. Share the Health Fair exists to help meet these health discrepancies and improve health equity in Winston-Salem by minimizing barriers to care, improving social determinants of health, increasing awareness of preventative measures to avoid common chronic diseases, connecting fair participants to options for year-round health care, and empowering fair participants with the tools necessary to take their health into their own hands. Since its inception in 2000, the mission of the Share the Health Fair has been to provide basic medical screenings and information on health care and healthy living

for all members of the Winston-Salem community, especially those who may not otherwise have adequate access to these services. It is an entirely student-organized effort, providing a unique opportunity for WFUSM students to learn about community health and promote well-being within the community that has welcomed us as we pursue medical education. Share the Health Fair hosts over 300 attendees per year and offers several integral and highly requested services including dental care, mammography, pap smears, and vision care. The fair in 2024 was staffed by over 200 volunteers, including 166 students, 22 physician volunteers, and 42 community partner volunteers helping with services ranging from medical consults to personal hygiene product distribution and more.

Some additional statistics from the fair that you may or may not be interested in incorporating:

- 80% of participants identified as Hispanic/Latino
- 72% of participant households had incomes <\$30,000
- 65% of participants have no health insurance
- 58% of participants have no PCP

DEAC Clinic: The DEAC (Delivering Equal Access to Care) Clinic is a student run physician staffed free clinic whose mission is to provide high-quality, free healthcare to the underserved patients in our community while also creating a unique service oriented-learning experience for the students of Wake Forest. Since its inception in 2008, we have been providing primary care to uninsured patients in our community every Monday night. Through our clinic, we provide a great opportunity for our students to experience primary care firsthand while also performing a vital service to our community members. While we focus on primary care, our clinic also offers multiple other services to our patients in an effort to provide holistic care. First, we offer specialty nights approximately once every other month across five specialties including orthopedics, gastroenterology, neurology, pulmonology, and dermatology. Through these specialty nights, we address gaps in the care of our patients that otherwise would not be able to be filled. We also offer two auxiliary clinics to for patients in our community; the DEAC Foot and Ankle Clinic and the DEAC Vision Clinic. The Foot and Ankle Clinic provides podiatric care and a free pair of shoes to unhoused patients in our community who desperately need it. The DEAC Vision Clinic provides free ophthalmologic care which includes free glasses and even surgery for patients who need it. Finally, through DEAC Outreach, we are able to go out into the community and screen patients for chronic diseases such as hypertension and diabetes while also increasing our visibility within the community.

In addition to these services, we also realize that providing primary care requires addressing not only our patients' medical issues but also their social determinants of health. In order to achieve this goal, we have multiple programs aimed at closing these gaps. First, through our partnership with campus kitchen we are able to provide a meal and a produce bag for each patient who comes to our Monday night clinic. We are also currently working to expand this service for our Foot and Ankle and Vision Clinics. Recently, we have implanted a hygiene cart at our clinic stocked with soap, deodorant, toothbrushes, and many other essentials that are patients are welcome to take when they come for their appointments. Lastly, we have also began screening our patients for other needs that they may have such as transportation or help

paying rent or utilities. We then use this information to refer them to local organizations that provide assistance in the particular area that they require it. Through addressing these social determinants of health, we strive to provide holistic primary care to our patients.

Programs Offered:

1. **Specialty Nights:** The clinic hosts specialty nights across five different specialties, including Orthopedics, Neurology, Gastroenterology, Pulmonology, and Dermatology. These nights provide essential services to patients who otherwise would not have access to such care.
2. **Vision Clinic:** This clinic offers complete, dilated eye exams and prescription glasses to patients. It also refers patients to Atrium Health Wake Forest Baptist Eye Center for further management of ocular conditions.
3. **Foot and Ankle Clinic:** This clinic provides foot care to the homeless population, including foot exams, podiatrist visits, and distribution of foot care kits.
4. **Patient Navigator Program (PNP):** This program connects patients with medical student volunteers who help them achieve their health goals through bi-weekly phone calls.
5. **Care Coordinator Role:** Care Coordinators help bridge the gap between DEAC workflow and patient needs, connecting patients to healthcare access, specialty appointments, and community resources.
6. **Food Insecurity Project:** In partnership with Campus Kitchen, this project provides meals to patients.
7. **Stopping Tobacco by Organizing Peers (STOP):** This program offers smoking cessation therapy, including counseling and nicotine replacement therapy.
8. **Care Provided:** The DEAC Clinic offers students an opportunity to experience first-hand a wide range of medical services, including primary care, specialty care, vision care, foot care, and smoking cessation therapy. It also provides essential medical supplies, such as prescription glasses, CPAP machines, oxygen tanks, and foot care kits.

Impact on Patients and the Community:

- **Visits and Patients:** From July to December 2024, the clinic had 89 total visits, serving 47 unique patients. Throughout the entire year, there were 207 visits and 96 unique patients.
- **Volunteer Contributions:** 126 students volunteered 274 times, and 13 preceptors volunteered 43 times during the second half of 2024.
- **Specialty Nights:** The clinic hosted 10 specialty nights, providing services to 26 patients across 29 visits.
- **Vision Clinic:** The Vision Clinic served 36 patients, ordered 16 pairs of prescription glasses, and referred 9 patients for further management.
- **Foot and Ankle Clinic:** This clinic served an average of 32 patients each month, providing foot care and distributing foot care kits.
- **Patient Navigator Program:** The program currently has 12 enrolled patients and 13 student patient navigators.

- Food Insecurity Project: Campus Kitchen donated 96 meals to patients over 16 Mondays.

Key Outcomes: The DEAC Clinic has significantly improved access to healthcare for populations in Western North Carolina. The specialty nights and various clinics have provided essential medical services that patients would otherwise not have access to. The Patient Navigator Program and Care Coordinator Role have enhanced patient care coordination and support. The clinic's outreach initiatives and public relations efforts have strengthened community engagement and awareness of its services.

- Total Visits: 89 visits from July to December 2024, and 207 visits for the entire year.
- Unique Patients: 47 unique patients served from July to December 2024, and 96 unique patients for the entire year.
- Student Volunteers: 126 students volunteered 274 times from July to December 2024, and 185 students volunteered 476 times for the entire year.
- Physician Volunteers: 13 preceptors volunteered 43 times from July to December 2024, and 16 preceptors volunteered 89 times for the entire year.

Overall, the DEAC Clinic has made a substantial impact on the health and well-being of its patients and the community, demonstrating a strong commitment to providing comprehensive and compassionate care.

Schweitzer Fellowship: The North Carolina Albert Schweitzer Fellowship is a prestigious, service-focused program that supports graduate students in implementing community-based health initiatives aimed at reducing health disparities and addressing the needs of underserved populations. Each year, Schweitzer Fellows design and carry out innovative, impactful projects in collaboration with local agencies, while also participating in interdisciplinary learning experiences that cultivate their leadership and professional development. For the 2024–2025 fellowship year, two new programs were launched under the Schweitzer Fellowship umbrella to address critical gaps in healthcare access and preventative services in North Carolina.

SEE: Screening Eyes and Education Program

The first initiative is the Screening Eyes and Education (SEE) Program, designed to address eye health disparities among underinsured and uninsured populations in the Winston-Salem area. The program's primary objective is to provide free eye health screening events at Downtown Health Plaza (DHP) on a quarterly to monthly basis. In addition to screenings, the program offers referrals for follow-up care to those in need.

Participants at these events receive no-cost services that include basic eye examinations, referrals to free clinics, eye health education, and nutrition counseling aimed at reducing risk factors associated with eye disease.

Schweitzer fellows selected played a key role in leading the initiative. They have reported a meaningful impact from their involvement. Two participants shared:

"We think the experience has made a very impactful difference on our medical careers, and we plan on continuing to work with the underserved population in the future."

Program Outcomes to Date:

- 174 individuals were screened for eye disease
- 50 individuals (29%) were referred to free clinics for follow-up care
- 13 individuals (26% of those referred) attended their follow-up appointments
- 14 medical student volunteers were trained in performing basic eye exams

Free Foot Clinic – Shelter Health Services, Charlotte

The second program is the Free Foot Clinic, housed at Shelter Health Services in Charlotte. This initiative serves women experiencing homelessness, providing essential foot care services and improving both health outcomes and quality of life.

Program Outcomes to Date:

- 116 patients received free foot care services
- 2 patients were referred to Myers Park Clinic for additional care
- All 116 patients reported applying one or more foot care techniques weekly for two months or longer
- 116 patients received a new pair of properly fitted sneakers
- 45 medical student volunteers were trained to perform foot and ankle exams

All 45 volunteers reported increased confidence and competence in providing foot and ankle care, as well as a deeper understanding of how to serve individuals experiencing homelessness.

Selected Programs within the WFUSM Curriculum:

The “Wake Ready!” curriculum provides an individualized approach to prepare students towards their medical career. It advances WFUSM’s national reputation for graduating first-rate clinicians, educators and scholars. It provides students with flexibility to explore their interests and positions graduates for outstanding performance in the top residency training programs in the nation.

Clerkships: As part of the Wake Ready Curriculum, students complete a variety of community rotations/experiences between our two campuses (Winston-Salem and Charlotte) during their clerkships, with the opportunity to participate in electives in the post-clerkship curriculum. During the clerkship curriculum, all students complete an Ambulatory Internal Medicine (IM) clerkship and Family Medicine clerkship. Students also complete ambulatory components during their Pediatrics, Psychiatry, Neurology, and Obstetrics/Gynecology clerkships. A description of the dedicated community/ambulatory clerkships of Ambulatory IM and Family Medicine are included below.

Clerkship: Ambulatory Internal Medicine

Duration: 2 weeks on the Winston-Salem campus and comparable longitudinal clerkship on the Charlotte Campus

Description of Clerkship: The core clerkship in Ambulatory Internal Medicine focuses on the basic competencies of ambulatory internal medicine and management of chronic disease.

Students spend time in various ambulatory settings which include continuity care clinics, complex care teams, and urgent care clinics. Students are expected to participate in the care of patients presenting to these clinics, including but not limited to conditions such as COPD, Diabetes, Hyperlipidemia, Hypertension, Obesity, Tobacco Use, Depression, and Joint Pain. Also, as part of the clerkship, students complete a Population Health Quality Improvement (PHQI) activity. In this project, they review the charts of ten patients they have cared for to identify gaps in preventive screenings and immunizations. Students then take active steps to close these health maintenance gaps by engaging directly with the patients identified through the PHQI process.

Participants in clerkship: All third year medical students on the Winston-Salem and Charlotte campuses (approx. 145 total)

Outcomes: Participation in care of patients with the above listed diagnoses/conditions and completion of the Population Health Quality Improvement project.

Clerkship: Family Medicine

Description of Clerkship: The Family Medicine clerkship is a 4 week clerkship on the Winston-Salem campus and Charlotte campus during the 2023-2024 academic year. The clerkship consists of students participating in patient care at the outpatient family medicine clinics in both Winston-Salem and Charlotte. Students are expected to participate in the care of patients presenting with back/neck pain, dysuria, headache, joint pain, rashes, asthma/COPD, depression, diabetes mellitus, hyperlipidemia, hypertension, obesity, respiratory illness, and tobacco use. Students also participate in adult and pediatric maintenance health exams and counseling on substance cessation.

Participants in clerkship: All third year medical students on the Winston-Salem and Charlotte campuses (approx. 145 total)

Outcome: Participation in care of patients with above noted presentations, along with final exam in course (NBME exam).

Additionally, during the clerkship phase of the curriculum, students also complete the Health Equity thread/curriculum. This longitudinal curriculum encompasses a series of activities that focuses on health equity and the social determinants of health, such as housing, transportation, food insecurity, access to care, vulnerable patient populations, maternal-fetal health disparities as examples. Often, the experiences are partnered with a community organization in Winston-Salem and Charlotte that are working to address these disparities.

Longitudinal Health Equity Thread

Goals of Program:

1. Understand the scope of health disparities in the United States.
2. Identify ways to contribute to the reduction of health disparities as a practicing clinician.
3. Demonstrate the knowledge and skills needed to improve the health of underserved populations.
4. Explore activities with community partners that will foster an interest in careers working with underserved populations.

Number of participants: All third year medical students at both the Winston-Salem and Charlotte campuses (approx. 145 students)

Outcomes: Students engage with multiple community-based organizations and complete a variety of exercises throughout the curriculum that address health equity and the social determinants of health. Wake Forest medical students also have the opportunity to participate in a variety of fourth-year electives that offer robust clinical experiences in primary care. These electives provide exposure to outpatient and community-based practices across Family Medicine, Obstetrics and Gynecology, Pediatrics, and outpatient Psychiatry.

Electives that offer primary care-focused Family Medicine experiences include *Rural Primary Care*, *Safety Net Healthcare: Bridging Gaps and Building Advocacy*, and *Urban Underserved Family Medicine*. All Wake Forest University medical students on both the Winston-Salem and Charlotte campuses have the opportunity to participate in these electives during their fourth year.

The *Rural Primary Care* elective provides students with hands-on experience caring for full-spectrum Family Medicine patients, including adults, geriatrics, pediatrics, and newborns. Students rotate within rural primary care practices alongside interprofessional teams and engage in activities aimed at improving the health of the community. They gain experience in a variety of care delivery models, including virtual care, home visits, hospital care, and traditional office-based visits. Students may choose from three sites located in rural North Carolina counties.

The *Safety Net Healthcare: Bridging Gaps and Building Advocacy* elective combines clinical experiences in Federally Qualified Health Centers (FQHCs) and Rural Health Clinics (RHCs) with interactive workshops, community partnerships, and didactic sessions. Students develop a deeper understanding of the rewards and challenges faced by safety net providers while building practical skills in advocacy and community engagement. This elective emphasizes healthcare systems serving Medicaid, uninsured, and underinsured populations, and focuses on advancing health equity and addressing social determinants of health. The course fosters a commitment to reducing health disparities and supporting vulnerable patient populations. The *Urban Underserved Family Medicine* elective immerses students in established neighborhood clinics and community settings, where they gain firsthand experience providing care to diverse, medically underserved populations. The course leverages community partnerships and local resources to demonstrate how family physicians address barriers to healthcare access and deliver culturally competent, patient-centered care. Students work alongside family physicians and interprofessional teams to provide comprehensive care, while also learning public health approaches such as Community-Oriented Primary Care (COPC). In addition, they are introduced to tools like geographic information systems (GIS) to analyze population health trends and better understand the unique needs of the communities they serve.

Appendix B

A Roadmap for a Statewide (and Nationwide) Approach to Training Primary Care Physicians Who Will Practice in Rural North Carolina

An AHEC Proposal to develop a Collaboration between NC Medical Schools

Objectives:

1. Improve the supply and distribution of physicians in needed specialties in rural communities and other communities with less access to resources to create a healthy North Carolina.
2. Facilitate a path into medicine for students from rural and other underserved communities who might otherwise not have been able to envision themselves as future physicians.
3. Develop and extend learning opportunities across the state of North Carolina through community-based learning and relationships.

Summary:

Medical students will choose their specialty based on financial, personal, and professional goals. A medical student is more likely to choose to practice rural primary care if they are from a rural community, are trained in a rural community and are supported in practice once they locate in a rural community. A multi-pronged approach is needed to address this set of complex and important decision points. The different components of the approach are described in more detail below.

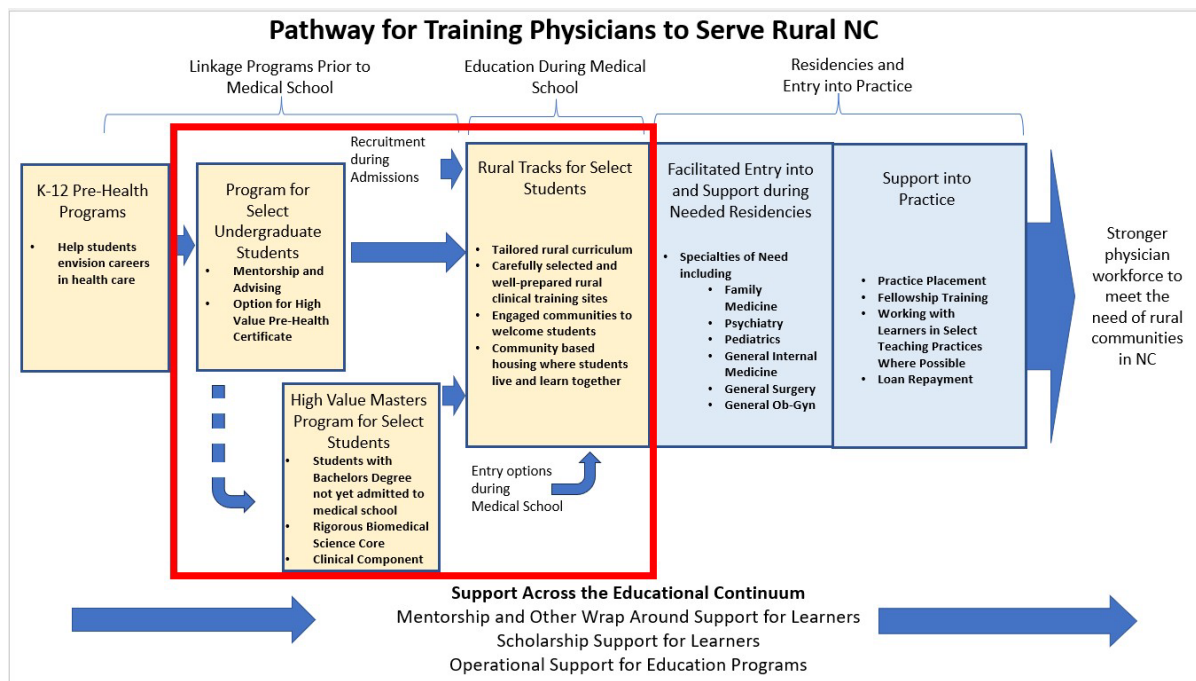
AHEC has been convening educational leaders of the two state medical schools to focus on 1) how to recruit more students who are likely to pursue careers in needed specialties, 2) how to train students in high quality rural primary care while in medical school and 3) how to create and support high functioning rural practices in which to teach students. The other components – residencies and post-training support in addition to scholarships, loan forgiveness and increased reimbursements - are also critically important and need to be addressed in a different manner. We are working together to develop a pilot Pathway to Primary Care that, once developed, could be extended to any interested North Carolina medical school and other health professional programs.

Critically Important Areas of Focus to Achieve Objectives:

To reach these objectives, the program will:

- 1) Recruit students into medical school who are more likely to pursue careers in needed specialties in rural and other underserved communities (**Linkage Programs into Medical School**)
- 2) Train these students in high quality primary care while in medical school (**Rural Tracks with Focused Curriculum**)

- 3) Creation and Support of high functioning primary care practices able to effectively teach **(Select Teaching Practices)**
- 4) **Invest in expanded and new rural residency programs.** There are opportunities to leverage state and federal partnerships and create training programs in rural communities and resident naïve hospitals to increase the access to training opportunities where people are from and where they are needed for the future workforce.
- 5) Help students match into appropriate residencies and support them during residency training **(Facilitated Primary Care Residency Training)**
- 6) Provide further support and training after residency to optimize their successful entry into practice in rural and other underserved areas **(Fellowship Training Programs)**
- 7) Provide financial support during training to allow learners to focus on their training and not be burdened by debt load that dissuades them from pursuing careers in primary care with a goal of entering practice without debt **(Scholarships and Loan Forgiveness Programs)**
- 8) Continue to work at a national and state level to increase financial investments in primary care to allow for long-term sustainability of primary care practices **(Increase Primary Care Reimbursement)**



Area of Focus #1: Linkage Programs from Undergraduate Training Programs and Post Baccalaureate Master's Program

- **Strengthen pre-health advising system at each of the 16 UNC System Schools** to effectively prepare interested students for careers in medicine and other health care careers through

shared resources (e.g. webinars, websites) and specific training of advisers. The focus is students who are likely to pursue careers in rural medicine.

- **Develop a Pre-Health Certificate in participating UNC System Schools.** The Certificate is developed in collaboration with the admissions committees of participating medical schools and holds high value in the admissions process. Focus on students who are likely to pursue careers in rural medicine.
- **Collaborate with existing and evolving Master's Program** in the UNC System to offer a rigorous biomedical science core and an integrated clinical component for students with a Bachelor's degree who have an interest in rural medicine and need additional preparation prior to applying to medical school. The value of the master's Program is communicated to the admissions committees of participating medical schools and holds high value in the admissions process.

Key components of the program include 1) mentorship and 2) curriculum focusing on professional formation, clinical skills, and academic preparation.

Universities in the UNC System will be selected based on their interest in participating and their ability to recruit students who will likely pursue careers in rural and other underserved areas.

The educational collaborative convened by AHEC will further refine these programs.

Program participants who matriculate into medical school are guaranteed a place in the Rural Track described below and will learn in high performing Select Teaching Practices in rural communities.

Area of Focus #2: Focused Curriculum with Community Health Service Track/Training:

This track would expand the total number of students engaged in rotations and experiences across rural and less resourced communities. It will also build a cohort of students who can support and grow with each other both in school and when practicing and will, hopefully, encourage more students to select rural primary care. In addition, having a specific and named rural track/training for students committed to rural practice will provide students additional leverage for residency placement through an LCME accredited track. Medical Schools participating in the collaboration will either have such a track already in existence or will develop such a track. Schools may choose to name their track differently. The components below are draft components of what such a track would include. Over the past year, the UNC SOM has incorporated many of these components in developing a Community Health Training Program. It was informed by the lessons learned from the FIRST Program (Fully Integrated Readiness for Service) and the Kenan Rural Scholars Program as well as the statewide work of the AHEC program. 24 first year medical students enrolled into the program in the Fall of 2025.

The educational collaborative convened by AHEC will further refine this area of focus.

Participating medical schools will work together to offer students an augmented rural and underserved curriculum. This will allow team formation among students who have shared commitment to education and engagement in rural and underserved communities across the state.

The track focuses on training medical students to become physicians who will serve rural and other underserved communities and will better prepare medical students and serve as a recruitment incentive for students considering careers in primary care.

Sample Program Components:

- 1) Mentorship – Entering into Community Health Track, every student will be assigned a rural health preceptor. They will help students develop a statewide network of support that will provide important academic, professional, and social development.
- 2) Curricular Enhancements – Students in the track will complete all core requirements of the respective medical school curricula, but in addition will learn skills essential to being a rural physician in NC such as enhanced procedural skills including advanced point of care ultrasound skills.
- 3) Training in rural hospitals for a portion of required and elective inpatient experiences.
- 4) Training in Select Teaching Practices for the majority of outpatient clinical experiences – Select Teaching Practices are essential to the success of this program and are currently underdeveloped at most medical schools. For this reason, Creation and Support of Select Teaching Practices is discussed as a separate area of focus.

Area of Focus #3: Creation and Support of Select Teaching Practices

Students will learn clinical medicine in teaching practices that are chosen based on the location of the practice in a rural or otherwise underserved setting, the quality of care delivered in the practice, and the high commitment to education. These practices will receive additional support and training to allow them to effectively train Track students.

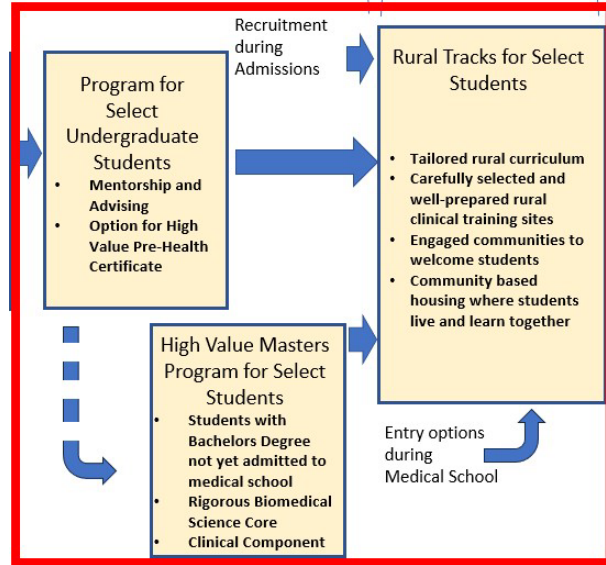
The creation of high functioning primary care practices in which to teach learners (Select Teaching Practices) deserves further discussion. Developing these Select Teaching Practices is fundamental to ensuring a well-prepared primary care workforce for our future as these practices will provide learners with the skills and role modeling needed to succeed in primary care. Five such hubs have been funded to date by the NC Legislature and students are learning in those sites. Implementation of the teaching hubs is well underway and NC AHEC is at the early stage of evaluating this program.

Sample Components that make Select Teaching Practices different from currently existing community preceptors:

- 1) Engaged Practices that provide high quality care. Select Teaching Practices are high functioning primary care offices that provide a broad range of services to patients and have an enthusiasm for passing on their knowledge to the next generation of primary care clinicians. Select Teaching Practices teach regularly so they can hone teaching skills and so that students integrate effectively into practice and directly contribute to the care of patients. Teachers in Select Teaching Practices participate in occasional events to help improve their teaching skills and help improve the curriculum. Select Teaching Practices are important members of the teaching team will have an important voice in how students are trained. The rural hubs funded by the General Assembly are required to have students from two or more professions (medical students and physician assistant or nurse practitioner student) more than half the time. They have also developed or plan to develop interprofessional practice and education.
- 2) Select Teaching Practices are reimbursed at rates that allow them to teach effectively and remain financially viable. High performing practices face multiple pressures and increased reimbursement will allow them to compensate physicians and other staff to effectively teach students. The General Assembly funded hubs are supported by \$150,000 per year.
- 3) Select Teaching Practices teach learners from multiple health disciplines to allow for high quality interprofessional education that is needed to prepare an effective health workforce of the future.
- 4) Students learning in these sites are incorporated into the rural communities in which the Select Teaching Practices are located. Housing is located in the communities to foster community integration and collaborative learning. Such immersive experiences are known to increase commitment to pursue careers in rural primary care. Adequate short-term housing continues to be a challenge in many communities.
- 5) Students assigned to Select Teaching Practices intend to pursue careers in primary care. These students are carefully selected for their interest in primary care and will receive focused training in high quality primary care. Select Teaching Practices are thus able to teach a highly motivated group of students that share the practices enthusiasm for rural primary care.
- 6) Students assigned to Select Teaching Practices make useful contributions to care. The same group of students are assigned to Select Teaching Practices over time so that they get to know the practice. This allows students to contribute to patient care in meaningful ways. The students are able to assist in value-based care, patient education, documentation, and other tasks.

Lessons being learned from these sites will be used to refine the current hubs and develop proposals to expand to other communities. **The educational collaborative convened by AHEC will help in this process.**

Summary Diagram of Focus Areas 1 -3 described above:



Additional Areas of Focus that are important but are not currently part of this collaborative:

Additional Area of Focus: Facilitated Primary Care Residency Training

Participating residencies will ensure that Track students continue to receive mentorship and support during residency.

The goal of this longitudinal approach is to train students in needed specialties to work in rural and underserved communities. Formal training often ends with residency. A minority of medical students from NC medical schools will practice primary care or psychiatry, and far fewer still will practice in rural and underserved areas.

Graduate Medical Education (GME) in NC has grown from 4 communities 50 years ago to 26 communities now. Most GME outside of academic health centers is in primary care. Training residents in the communities in rural and urban communities where people live and work is a proven strategy to increase provider supply and improve access to care. Additional community-based residencies to align with this Pathway are needed.

Students from the track will be encouraged to schedule guest rotations with aligned community-based residency programs. These students will be encouraged to consider these programs as ideal opportunities to train in the types of communities they want to live and work in and develop professional connections to those communities.

Additional Area of Focus: Fellowship Training Programs

Upon completion of residency, the program would support entry into practice with additional fellowship training. Fellowship training will provide enhanced clinical and business skills to succeed in rural practice. The fellowship will also provide teaching skills to grow the next generation of elite teaching practices.

MAHEC and UNC Office of Rural Initiatives have developed a rural fellowship program. Recently trained providers with employment in a rural community can have a portion of their professional time covered by the fellowship (10-20%) to allow the physician time to develop specific skills for rural practice as well as networking and rural leadership development. This fellowship has demonstrated early success and efforts will be made to expand it statewide. AHEC Practice Support can provide support to practices that employ recent graduates. Support includes assistance in areas such as practice management, quality improvement, electronic health record optimization, behavioral health integration, and workflow redesign. Ideally, these graduates could also practice in a Select Teaching Practice.

Additional Area of Focus: Financial Support and Reduction of Loan Burden

Loan burden on students graduating from medical school has increased dramatically over the past decade. The current average debt of graduating medical students nationally is now about \$200,000. With continued wide disparities in salaries between specialties, large debt burden can influence student choice of specialties.

Programs to minimize financial pressures during training and reducing eventual total debt burden are an important part of ensuring an appropriate physician workforce in rural and other underserved communities. The goal of this program is to have participants enter practice with zero debt. Ideally, this program would align with the scholarship and loan repayment programs recently enacted by the General Assembly.

Additional Area of Focus: Increase Primary Care Reimbursement

Work at a national and statewide level to implement the recommendations of the National Academies of Science Engineering and Medicine to pay for primary care teams to care for people not doctors to deliver services. The report recommends that:

- Payers should evaluate and disseminate payment models based on the ability of those models to promote the delivery of high-quality primary care, not on achieving short-term cost savings.
- Payers using a fee-for-service (FFS) model should shift primary care payment toward hybrid (part FFS, part capitated) models and make them the default over time.

- The Centers for Medicare & Medicaid Services (CMS) should increase the overall portion of spending going to primary care.
- States should implement primary care payment reform by facilitating multi-payer collaboration and by increasing the overall portion of health care spending in their state going to primary care. Implementing high-quality primary care begins by committing to pay primary care more and differently because of its capacity to improve population health and health equity for all of society, not because it generates short term returns on investment for payers. High-quality primary care is a common good promoted by responsible public policy and supported by private-sector action.

Reducing student debt and increasing reimbursement are essential components as students weigh their personal and professional goals when choosing a medical specialty.

Selected References:

Implementing High Quality Primary Care: Rebuilding the Foundation of Health Care. The National Academies of Science, Engineering and Medicine 2021.

<https://www.nationalacademies.org/our-work/implementing-high-quality-primary-care>

Multiple Models exist on which this proposal is built. Links to some of these programs are provided below:

Alabama College of Community Health Sciences: <https://cchs.ua.edu/rural-programs/rmsp/#:~:text=The%20Rural%20Medical%20Scholars%20Program,where%20they%20are%20most%20needed>

Michigan State: <https://msururalhealth.chm.msu.edu/programs/rural-physician-program.html>
U of Minnesota <https://med.umn.edu/md-students/individualized-pathways/rural-physician-associate-program-rpap>

NE Ohio Medical School: <https://www.neomed.edu/medicine/admissions/paths/early-assurance/>

Eight Year Continuum. Brown Rhode Island. <https://plme.med.brown.edu/>

JAMP with support from Texas Legislature: <https://www.uta.edu/academics/schools-colleges/science/degree-programs/health-professions/special-programs-volunteering-research-opportunities/jamp>

WWAMI; Recruit students from rural communities and enroll them in Rural Track (TRUST). <https://www.uwmedicine.org/school-of-medicine/md-program/wwami>

March 18, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Appalachian State University Social Work Program Waiver

Dear Dr. English:

This letter serves as Appalachian State University's ("Appalachian's") documentation of a limited waiver of the requirements established in Mr. Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025 (the "Feb. 5 Memo") for Appalachian's Social Work Program (the "Program"). A required component of the curriculum, as established by the Program's accrediting body, includes learning competencies on diversity, equity, and inclusion ("DEI Competencies") – potentially running afoul the Feb. 5 Memo. While Appalachian proactively sought a waiver from the Council on Social Work Education's required DEI Competencies, it was rejected by the accrediting body (see Exhibit A). In order to ensure graduates from the Program can fulfill state licensure requirements, Appalachian seeks approval of this waiver to remain in good standing with the Council on Social Work Education and its accrediting standards.

Upon receipt of the Feb. 5 Memo Appalachian has taken proactive steps to review all its major-specific program requirements. The provost directed each dean to work with their department chairs and faculty to review their programs and validate that there is a path for every student to complete their degree without being compelled to take courses promoting diversity, equity, and inclusion. This remains an iterative process.

In the course of this review, to date, the Social Work Program is the only program Appalachian has identified with DEI Competencies. This review is still ongoing. The Social Work Program includes a learning competency that includes a "commitment to diversity, social justice, and human rights." At Appalachian, this competency is measured by a student's ability to: contribute to a community culture within the department and the field placement, which supports and encourages open dialogue, increases understanding and awareness, and inspires action; demonstrate respect for

all people; and promote social justice and human rights in language and behavior in consideration of individual, family, organization, and/or community context.

This learning competency is directly tied to the Program's accreditation requirements and the licensure requirements established by the Council on Social Work Education and the North Carolina Social Work Certification and Licensure Board.

The [Council on Social Work Education's](#) ("CSWE") [Commission on Accreditation](#) is the accrediting body for the Program and has developed [Educational Policy and Accreditation Standards](#) which Appalachian must adhere to in order to remain accredited. Required competencies which may violate the Feb. 5 Memo include, but are not limited to, Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice, Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI), and Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI), and Accreditation Standard: Assessment Sections 5.002(a) and (b) (collectively, "ADEI Requirements").

Further, [North Carolina law requires](#) that all social workers must be certified, licensed, or provisionally licensed as a social worker, and hold a bachelor's or master's degree in social work from a college or university which is accredited by the CSWE. The [North Carolina Social Work Certification and Licensure Board](#) has the responsibility to administer and enforce the licensure requirements, including setting the standards for qualification, training, and experience for social workers.

The North Carolina Department of Public Instruction requires any student who desires to receive social work licensure as a school social worker to complete two courses from an accredited university. Specifically, at Appalachian those courses are Foundation of Educational Equity, and Diverse Learners: Teaching and Learning. The North Carolina Department of Public Instruction [notes specifically](#), "there is no path to licensure without these additional courses."

Appalachian proactively sought an accreditation standard waiver from the CSWE but was rejected.

Appalachian is proud of its social work program and the value it brings to the State of North Carolina and beyond. Appalachian's social work program was established in 1986 and received initial accreditation in 1991. In Fall 2024, there were 465 students enrolled in the Bachelor of Social Work major, and 86 students enrolled in the Master of Social Work major. The Department has 21 full time faculty, including 13 tenure

track positions and 8 non-tenure track full-time positions. In addition, the department employs many MSW professionals who serve as part-time adjunct faculty members and instructors. The Program educates and trains the industry's future work force to meeting North Carolina critical need for social workers.

The [U.S. Bureau of Labor Statistics](#) predicts that North Carolina's need for professionally trained social workers will increase by at least 9% with the potential for a 12% increase in need by 2031. Further, [it is predicted](#) that by 2030, at least 30 states, including North Carolina, will experience a shortfall of more than 195,000 social workers. As one of the largest educational producers of social work students in the state of North Carolina, the Department of Social Work at Appalachian is positioned to support the ongoing need for the social work workforce.

Finally, Appalachian affirms its commitment to the Constitution of the State of North Carolina and its recognition of equality and rights of all persons and the respect of dignity of others, the right of others to express differing opinions, and the right to freedom of speech and association. In furtherance of this, Appalachian affirms its compliance with state law, specifically N.C.G.S. § 126-14.6, where no required course promotes or advocates that: (1) One race or sex is inherently superior to another race or sex; (2) An individual, solely by virtue of his or her race or sex, is inherently racist, sexist, or oppressive; (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (4) An individual's moral character is necessarily determined by his or her race or sex; (5) An individual, solely by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (6) Any individual, solely by virtue of his or her race or sex, should feel discomfort, guilt, anguish, or any other form of psychological distress; (7) A meritocracy is inherently racist or sexist; (8) The United States was created by members of a particular race or sex for the purpose of oppressing members of another race or sex; (9) The United States government should be violently overthrown; (10) Particular character traits, values, moral or ethical codes, privileges, or beliefs should be ascribed to a race or sex or to an individual because of the individual's race or sex; (11) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups; (12) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including life, liberty, and the pursuit of happiness; and/or (13) Governments should deny to any person within the government's jurisdiction the equal protection of the law.

March 18, 2025
Dr. David English
Page 4

As we continue to review each program offering at Appalachian, we will ensure there is a path to a degree in all fields of study where students are not compelled to take courses with DEI Competencies – but they certainly may if that is the field of study they choose to embark on. If there are purported required DEI Competencies we will take similar steps as outlined in this waiver and present those to the Board of Governors through the appropriate channels.

Appalachian appreciates the Board of Governors' review and authorization of this waiver and remains committed to complying with all UNC policies and executing those policies thoroughly, efficiently, and effectively without interventions by the Board of Governors or the System Office.

Sincerely,

A handwritten signature in cursive script that reads "Heather Norris".

Heather Norris
Chancellor

HN/ada

Copies to: Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
 Andrea Poole, Chief of Staff, UNC System Office
 Neva Specht, Acting Provost, Appalachian State University
 Brad Trahan, Interim General Counsel, Appalachian State University

Attachment



Bradley Trahan <trahanbc@appstate.edu>

Request for Waiver of Certain Accreditation Standards

Halaevalu Vakalahi <hvakalahi@cswe.org>

Mon, Mar 3, 2025 at 4:54 PM

To: Office of the Provost <provost@appstate.edu>

Cc: Shanéa Thomas <SThomas@cswe.org>, Katie Gibson <kgibson@cswe.org>, "chancellor@appstate.edu" <chancellor@appstate.edu>, Bradley Trahan <trahanbc@appstate.edu>

Aloha Provost/EVC Specht,

Thank you for reaching out. In response to your request, CSWE does not grant waivers for DEI/ADEI in the accreditation standards. However, as per the most recent statement from CSWE and CSWE-Board of Accreditation, programs are encouraged to reach out to their respective accreditation specialist for up-to-date guidance, resources, and support in navigating the current ADEI challenges. If you have any other questions, please feel free to let us know. Until then, be well.

With much aloha,

Halaevalu F. Ofahengaue Vakalahi, MSW, PhD

President and CEO

Hartford Faculty Scholar, Fulbright Senior Scholar, CSWE Minority Fellow

hvakalahi@cswe.org

703-519-2068

Council on Social Work Education

[333 John Carlyle Street, Suite 400](#)

Alexandria, VA 22314

CSWE Vision: To ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society.

CSWE acknowledges that its office and events are located on ancestral lands of Indigenous Peoples. [Learn more.](#)

From: Office of the Provost <provost@appstate.edu>**Sent:** Friday, February 28, 2025 2:39 PM**To:** Halaevalu Vakalahi <hvakalahi@cswe.org>**Cc:** Shanéa Thomas <SThomas@cswe.org>; Katie Gibson <kgibson@cswe.org>; [chancellor@appstate.edu](#) <chancellor@appstate.edu>; Bradley Trahan <trahanbc@appstate.edu>**Subject:** Request for Waiver of Certain Accreditation Standards

[Quoted text hidden]

February 28, 2025



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Halaevalu Fonongava'inga Ofahengaue Vakalahi
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Council on Social Work Education
333 John Carlyle Street, Suite 400
Alexandria, VA 22314

Re: Request for Waiver of Certain Accreditation Standards

Dear Dr. Vakalahi:

This letter seeks a waiver of certain Diversity, Equity, and Inclusion (DEI), and Anti-Racism, Diversity, Equity, and Inclusion (ADEI) accreditation standards promulgated by the Council on Social Work Education to ensure Appalachian State University's ("Appalachian's") compliance with federal and state law and University of North Carolina Policy.

President Trump's executive order entitled [Ending Illegal Discrimination and Restoring Merit-Based Opportunity](#) issued on January 21, 2025 (the "Jan. 21 EO") directs multiple actions by federal agencies and federal agencies seeking to contract with third parties, including institutions of higher education, as well as those parties' subcontractors. Entities operating under one or more contracts with a federal agency (including subcontractors) now have several new requirements under Section 3 of the Jan. 21 EO. First, an institution wishing to contract with the federal government will be required to agree, as a condition of the contract, that "it does not operate any programs promoting DEI that violate any applicable Federal anti-discrimination laws..." (Jan. 21 EO, Sec. 3).

Second, certification as to compliance is now a requirement for all contracting entities. The Jan. 21 EO signals that those institutions continuing to operate programs deemed noncompliant by the federal government risk ineligibility for additional federal contracts and

grants—or worse—costly enforcement actions initiated by federal agencies pursuant to the federal government’s commitment to “compliance in all respects with all applicable Federal antidiscrimination laws [which] is material to the government’s payment decisions. . . .”(Jan. 21 EO, Sec. 3).

In response, the University of North Carolina has appropriately taken proactive steps to ensure constituent institutions of the University of North Carolina can continue to certify its compliance with federal anti-discrimination laws, not jeopardize federal funding, and continue to engage in cutting edge research, teaching, and service unabated by an emerging and evolving federal regulatory landscape. On February 5, 2025 the University of North Carolina System issued a [memo on federal contracting compliance](#) (the “Feb. 5 Memo”). The Feb. 5 Memo provides that “all general education requirements and major-specific requirements mandating completion of course credits related to diversity, equity, and inclusion...[be] suspended.”

Upon review of Appalachian’s Social Work Program, it appears that the [Council on Social Work Education’s](#) (“CSWE”) [Commission on Accreditation](#) has developed [Educational Policy and Accreditation Standards](#) which may violate University of North Carolina curriculum restrictions and potentially run afoul the Jan. 21 EO directive to “[e]xcise references to DEI and DEIA principles, *under whatever name they may appear.*” (Jan. 21 EO, Sec. 3)(emphasis added). Specifically, including but not limited to, Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice, Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI), and Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI), and Accreditation Standard: Assessment Sections 5.002(a) and (b) (collectively, “ADEI Requirements”).

Accordingly, Appalachian is seeking a waiver of any accreditation standards, or parts of those standards, that conflict with federal and state law and University of North Carolina policy and directives. Specifically, Appalachian is requesting that CSWE’s Commission on Accreditation waive any ADEI Requirements that may exist, and provide that such a waiver shall not impact Appalachian’s current accreditation and good standing with CSWE, its standing before the North Carolina Social Work Certification and Licensure Board (NCSWCLB), or be a barrier for any graduate to be able to obtain a certification and license in North Carolina, or any other State.

Appalachian is proud of its social work program and the value it brings to the State of North Carolina and beyond. Appalachian’s social work program was established in 1986 and received initial accreditation in 1991. In Fall 2024, there were 465 students enrolled in the Bachelor of Social Work major, and 86 students enrolled in the Master of Social Work major. The Department has 21 full time faculty, including 13 tenure track positions and 8 non-tenure track full-time positions, in addition the department employs many MSW professionals who serve as part time adjunct faculty members and instructors. The program educates and trains the industry’s future work force to meeting North Carolina critical need for social workers.

The [U.S. Bureau of Labor Statistics](#) predicts that North Carolina’s need for professionally trained social workers will grow 9% to 12% by 2031. Further, [it is predicted](#) that by 2030, at least 30 states, including North Carolina, will experience a shortfall of more than 195,000 social

workers. As one of the largest educational producers of social work students in the state of North Carolina, the Department of Social Work at Appalachian is positioned to support the ongoing need for the social work workforce. Appalachian implores you to not allow the CSWE's potentially unlawful accreditation standards to become a barrier to Appalachian in meeting the significant need facing our state and our country.

Please know that Appalachian is working hard to comply with its legal and accreditation obligations in an evolving landscape. We value the expertise and experience of the CSWE's Commission on Accreditation, and we firmly believe there is a path forward for all University of North Carolina institutions of higher education accredited by your organization. We respectfully request a response to our request for a waiver of certain accreditation standards by no later than **Friday, March 14, 2025**.

Sincerely,

A handwritten signature in blue ink, appearing to read 'N. Specht', with a long horizontal flourish extending to the right.

Dr. Neva J. Specht
Acting Provost

Enclosure

cc: Dr. Heather Norris, Interim Chancellor
Brad Trahan, Interim General Counsel

April 28, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Appalachian State University Counseling, Family Therapy, and Higher
Education Program Waiver

Dear Dr. English:

This letter serves as Appalachian State University's ("Appalachian's") documentation of a limited waiver of the requirements established in Mr. Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025 (the "Feb. 5 Memo") for Appalachian's Counseling, Family Therapy, and Higher Education Program (the "CTH Program"). A required component of the curriculum, as established by the CTH Program's accrediting body, includes learning competencies on diversity, equity, and inclusion ("DEI Competencies") – potentially running afoul the Feb. 5 Memo. To ensure graduates from the CTH Program can fulfill state licensure requirements, Appalachian seeks approval of this waiver to remain in good standing with the Council for Accreditation of Counseling and Related Educational Programs ("CACREP") and its accrediting standards.

Upon receipt of the Feb. 5 Memo Appalachian has taken proactive steps to review all its major-specific program requirements. The provost directed each dean to work with their department chairs and faculty to review their programs and validate that there is a path for every student to complete their degree without being compelled to take courses promoting diversity, equity, and inclusion. This remains an iterative process.

In the course of this review, Appalachian identified the CTH Program as containing DEI Competencies. The DEI competencies are directly tied to the CTH Program's accreditation requirements and the licensure requirements established by

the North Carolina Board of Licensed Clinical Mental Health Counselors and Appalachian's accreditors.

The programs in Clinical Mental Health Counseling (M.A.) and Professional School Counseling (M.A.), are accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)). Graduates are eligible to take the National Counselor Examination offered by the National Board for Certified Counselors, Inc. ([NBCC](#)) with successful completion qualifying the individual to become a National Certified Counselor. The Professional School Counseling program also is accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)) and approved by the North Carolina Department of Public Instruction. The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education ([COAMFTE](#)).

Under the [accreditation standards](#), which are a prerequisite for licensure, the CACREP requires diversity, equity, inclusion, and accessibility policies, and content that addresses social and cultural identities and experiences. Specific curriculum requirements include teaching theories and models of multicultural counseling, social justice, and advocacy; the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally; the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients; strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination; and guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.

Appalachian is therefore compelled to integrate 14 separate required curricular standards that include diversity-related content into its academic pedagogy to ensure its graduate can sit for licensure before the North Carolina Board of Licensed Clinical Mental Health Counselors; some of this content may run afoul the Feb. 5 Memo, some may not. Of note, many of the required competencies are contemplated in CED 5110 Social and Cultural Diversity in Counseling and Therapy.

In addition, under the COAMFTE framework for Marriage and Family Therapy, COAMFTE Key Element III-B requires that Master's degree programs demonstrate they offer course work that covers all the foundational curriculum areas, including Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits). Further, COAMFTE Key Element III-D requires that the program demonstrates student experience in Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities that is directly related to MFT activities, and students are in interaction with members of these communities during their internship experiences. At Appalachian, these required elements are

integrated into various courses, including MFT 5110 Social and Diversity in Counseling and Therapy.

The [North Carolina Board of Licensed Mental Health](#) Counselors requires evidence of applicants having completed a 3-semester hour course in social and cultural foundations in counseling. Further, the North Carolina Board of Licensed Mental Health Counselors requires counselors to receive their degree from an accredited institution – [specifically identifying the CACREP](#) as the required accrediting body for certain counseling licenses. These requirements are grounded in [North Carolina law](#) and the [North Carolina Administrative Code](#).

Appalachian is proud of its counseling program and the value it brings to the State of North Carolina and beyond. The Department of Counseling, Family Therapy, and Higher Education is one of five departments in the Reich College of Education, offering programs that prepare students for human services positions in K-12 schools, colleges/universities, and mental health agencies. The Department employs 19 faculty members and enrolls approximately 200 graduate students.

There is a documented shortage of clinical mental health counselors and marriage and family therapists in North Carolina – especially in rural Western North Carolina. According to Mental Health America, North Carolina ranks 39th in the nation for access to mental health care, and 2 out of 5 North Carolina residents live in an area with a mental health provider shortage. Appalachian is a critical leader in educating and training our Western North Carolina workforce in these areas. Rural health, especially mental health, is facing a challenge in the western part of the State and Appalachian is positioned to help by producing graduates who can become counselors and therapists - the CTH Program is critical to achieving this goal.

Similarly, North Carolina has a school counselor shortage. With average student-to-counselor ratios of 343:1, the state exceeds the 250:1 ratio recommended by the American School Counselor Association. This, too, is especially concerning in Western rural North Carolina where resources are more limited.

Finally, Appalachian affirms its commitment to the Constitution of the State of North Carolina and its recognition of equality and rights of all persons and the respect of dignity of others, the right of others to express differing opinions, and the right to freedom of speech and association. In furtherance of this, Appalachian affirms its compliance with state law, specifically N.C.G.S. § 126-14.6, where no required course promotes or advocates that: (1) One race or sex is inherently superior to another race or sex; (2) An individual, solely by virtue of his or her race or sex, is inherently racist, sexist, or oppressive; (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (4) An individual's moral character is necessarily determined by his or her race or sex; (5) An individual, solely by virtue of his or her race or sex, bears responsibility

for actions committed in the past by other members of the same race or sex; (6) Any individual, solely by virtue of his or her race or sex, should feel discomfort, guilt, anguish, or any other form of psychological distress; (7) A meritocracy is inherently racist or sexist; (8) The United States was created by members of a particular race or sex for the purpose of oppressing members of another race or sex; (9) The United States government should be violently overthrown; (10) Particular character traits, values, moral or ethical codes, privileges, or beliefs should be ascribed to a race or sex or to an individual because of the individual's race or sex; (11) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups; (12) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including life, liberty, and the pursuit of happiness; and/or (13) Governments should deny to any person within the government's jurisdiction the equal protection of the law.

As we continue to review each program offering at Appalachian, we will ensure there is a path to a degree in all fields of study where students are not compelled to take courses with DEI Competencies – but they certainly may if that is the field of study they choose to embark on. If there are purported required DEI Competencies we will take similar steps as outlined in this waiver and present those to the Board of Governors through the appropriate channels.

Appalachian appreciates the Board of Governors' review and ratification of this waiver and remains committed to complying with all UNC policies and executing those policies thoroughly, efficiently, and effectively without interventions by the Board of Governors or the System Office.

Sincerely,

A handwritten signature in cursive script that reads "Heather Norris".

Heather Norris
Chancellor

cc: Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office
Neva Specht, Acting Provost, Appalachian State University
Brad Trahan, Interim General Counsel, Appalachian State University

May 1, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Appalachian State University Learning, Teaching, and Curriculum
Program Waiver

Dear Dr. English:

This letter serves as Appalachian State University's ("Appalachian's") documentation of a limited waiver of the requirements established in Mr. Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025 (the "Feb. 5 Memo") for Appalachian's Educator Preparation Programs (EPP) that reside in the Reich College of Education, Beaver College of Health Sciences, College of Arts and Sciences, College of Fine and Applied Arts, Hayes School of Music.

A required component of the curriculum, as established by the EPP's accrediting body, includes learning competencies on diversity, equity, and inclusion ("DEI Competencies") – potentially running afoul the Feb. 5 Memo. To ensure graduates from the EPP can fulfill state licensure requirements, Appalachian seeks approval of this waiver to remain in good standing with the Council for the Accreditation of Educator Preparation ("CAEP").

Upon receipt of the Feb. 5 Memo, Appalachian has taken proactive steps to review all its major-specific program requirements. The provost directed each dean to work with their department chairs and faculty to review their programs and validate that there is a path for every student to complete their degree without being compelled to take courses promoting diversity, equity, and inclusion. This remains an iterative process.

During this review, Appalachian identified the EPP as containing DEI Competencies. The DEI competencies are directly tied to the EPP's accreditation requirements and

the licensure requirements established by CAEP and the North Carolina Department of Public Instruction. Specific programs include all Appalachian Education Programs with CAEP and North Carolina Department of Public Instruction regulatory oversight and/or licensure prerequisites: Art Education, Birth-Kindergarten, Career and Technical Education, Elementary Education, Health/Physical Education, Languages, Literatures, and Cultures, Middle Grades Education, Music Education, Secondary Biology Education, Secondary Chemistry Education, Secondary English/Language Arts Education, Secondary Geology Education, Secondary History/Social Science Education, Secondary Mathematics Education, Secondary Physics Education, Special Education, Theatre Education; Graduate Degree Programs: Curriculum Specialist, Elementary Education, Higher Education, Library Science, Literacy Education, Media, Technology and Learning Design, Middle Grades Education, School Administration, Special Education, Educational Leadership: Graduate Certificates and Residency Licensure Programs: Autism Spectrum Disorders, Birth through Kindergarten Career and Technical Education, Digital Media Literacy, Elementary Education, Elementary Mathematics Education, Emotional And Behavioral Disorders Instructional Technology, Facilitation, Instructional Technology Leadership, Literacy Education, Middle and Secondary Teaching, Special Education, School Leadership, Teaching Emergent Bilingual Populations in Content Areas.

The EPP supports initial level [candidate competencies](#) and Advanced level [candidate competencies](#) required by the CAEP, particularly in the areas of Content and Pedagogical Knowledge (CAEP Standard 1), Clinical Partnerships and Practice (Standard 2), and Program Impact (Standard 4). They also align with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core [Teaching Standards](#), including Standard 2 (Learning Differences) and Standard 7 (Planning for Instruction).

In addition, the competencies addressed in the EPP are reinforced through the alignment with the InTASC Standards, the [North Carolina Professional Teaching Standards](#) (NCPTS), and the International Society for Technology in Education (ISTE) Standards. The North Carolina State Board of Education policy further requires that educator preparation programs provide instruction in reaching a variety of populations, as reflected in [Policy TCED-011](#) and the [North Carolina Professional Teaching Standards](#).

Further the EPP aligns with CAEP Standards 1, 2, and 4; InTASC Standards 2 and 7; and the North Carolina State Board of Education's TCED-011 policy. It also supports student readiness for evaluation under the North Carolina Professional Teaching Standards particularly in the areas of differentiated instruction and inclusive classroom practice. Retaining these programs ensure that candidates meet the professional expectations and licensure requirements necessary for success in the state's P-12 classrooms.

Appalachian is proud of the Reich College of Education and its educator preparation programs. Preparing quality educators is a cornerstone of Appalachian's past, present and future. When it comes to teacher education, the state and region first look to Appalachian for innovative instruction, faculty excellence and student success. From Watauga Academy, founded in 1899, to Appalachian State Teachers College, established in 1929, and to the College of Education, established in 1968, Appalachian State University has a long history of preparing quality educators. The Reich College of Education, named for benefactor Lois Reich in 1987, continues this legacy today. The Reich College of Education comprises five academic departments as well as Appalachian's first doctoral program. The College enrolls approximately 2,400 students in its bachelor's, master's, education specialist and doctoral degree programs. Appalachian offers one of the largest undergraduate educator preparation programs in North Carolina, graduating approximately 500 teachers a year. With so many teacher education graduates working in the state, there is at least one College graduate teaching in almost every county in North Carolina.

This waiver allows Appalachian to continue to provide its programs in a manner consistent with the accrediting and regulatory framework under which educators operate.

Finally, Appalachian affirms its commitment to the Constitution of the State of North Carolina and its recognition of equality and rights of all persons and the respect of dignity of others, the right of others to express differing opinions, and the right to freedom of speech and association. In furtherance of this, Appalachian affirms its compliance with state law, specifically N.C.G.S. § 126-14.6, where no required course promotes or advocates that: (1) One race or sex is inherently superior to another race or sex; (2) An individual, solely by virtue of his or her race or sex, is inherently racist, sexist, or oppressive; (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (4) An individual's moral character is necessarily determined by his or her race or sex; (5) An individual, solely by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (6) Any individual, solely by virtue of his or her race or sex, should feel discomfort, guilt, anguish, or any other form of psychological distress; (7) A meritocracy is inherently racist or sexist; (8) The United States was created by members of a particular race or sex for the purpose of oppressing members of another race or sex; (9) The United States government should be violently overthrown; (10) Particular character traits, values, moral or ethical codes, privileges, or beliefs should be ascribed to a race or sex or to an individual because of the individual's race or sex; (11) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups; (12) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including life, liberty, and the pursuit of happiness; and/or (13)

Governments should deny to any person within the government's jurisdiction the equal protection of the law.

As we continue to review each program offered at Appalachian, we will ensure there is a path to a degree in all fields of study where students are not compelled to take courses with DEI Competencies – but they certainly may if that is the field of study they choose to embark on. If there are purported required DEI Competencies, we will take similar steps as outlined in this waiver and present those to the Board of Governors through the appropriate channels.

Appalachian appreciates the Board of Governors' review and ratification of this waiver and remains committed to complying with all UNC policies and executing those policies thoroughly, efficiently, and effectively without interventions by the Board of Governors or the System Office.

Sincerely,

A handwritten signature in cursive script that reads "Heather Norris".

Heather Norris
Chancellor

cc: Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office
Neva Specht, Acting Provost, Appalachian State University
Brad Trahan, Interim General Counsel, Appalachian State University

May 6, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Appalachian State University Psychology Masters and Doctoral Program

Dear Dr. English:

This letter serves as Appalachian State University's ("Appalachian's") documentation of a limited waiver of the requirements established in Mr. Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025 (the "Feb. 5 Memo") for Appalachian's Psychology Masters and Doctoral Program ("Psych Program"). A required component of the curriculum, as established by the Psych Program's accrediting body, includes learning competencies on diversity, equity, and inclusion ("DEI Competencies") – potentially running afoul the Feb. 5 Memo. To ensure graduates from the Psych Program can fulfill state licensure requirements, Appalachian seeks approval of this waiver to remain in good standing with the National Association of Psychologists and APA Standards of Accreditation for Programs in Health Service Psychology ("[APA Standards](#)") and to be best positioned to prepare graduates for the Licensure Exam for Psychologists - Examination for the Professional Practice of Psychology ("[EPPP](#)").

Upon receipt of the Feb. 5 Memo Appalachian has taken proactive steps to review all its major-specific program requirements. The provost directed each dean to work with their department chairs and faculty to review their programs and validate that there is a path for every student to complete their degree without being compelled to take courses promoting diversity, equity, and inclusion. This remains an iterative process.

In the course of this review, Appalachian identified the Psych Program as containing DEI Competencies. The DEI competencies are directly tied to the Psych

Program's accreditation requirements and the licensure requirements established by the [North Carolina Psychology Board](#).

The programs in Master of Arts in Psychology and Psy.D. in Clinical Psychology are governed by the APA Standards. Graduates are eligible to take the EPPP as required by the North Carolina Psychology Board and able to sit for licensure as a clinical psychologist. Under the accreditation requirements, the APA Standards require DEI Competencies, specifically Section I.B.2, Administrative Responsibilities Related to Cultural and Individual Differences and Diversity.

Under this standard, the program requires learning competencies on cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The body requires that each program prepare graduates to navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity. Further, under Section II.B.1.b students are required to demonstrate competence in individual and cultural diversity.

Next, it is worth highlighted that the EPPP exam for psychologist has a section that covers, in part, DEI Competencies. This represents 11% of the exam. Specifically, Domain 3 - Social and Cultural Bases of Behavior – requires knowledge of (a) interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics, (b) theories of personality, and (c) diversity issues.

Appalachian is therefore compelled to integrate learning competencies on cultural and individual diversity into its Psych Programs to ensure its graduate can sit for licensure; some of this content may run afoul the Feb. 5 Memo, some may not. Of note, many of the required competencies are contemplated in CED 5110 Social and Cultural Diversity in Counseling and Therapy (formerly Multicultural Counseling), and PSY 5520: Psychotherapy with Diverse Populations, among other course offerings.

Appalachian is proud of its Psych Programs and the value they bring to the State of North Carolina and beyond. The Psych Program was provisionally accredited in 2024, and following its first cohort of completed students, it will apply for full accreditation. Thus far, 33 students in six cohorts have been admitted, 30 of whom are continuing their studies. 14 students from the first three cohorts have secured APA accredited internships, seven of whom are expected to complete all degree requirements in 2025, at which point they can begin contributing to meeting mental health care needs of underserved rural North Carolinians. Approximately one-quarter of NC counties, mainly in rural areas of the state, do not have a practicing

psychologist. This shortage is mirrored in national examinations, which estimate shortages of approximately 30,000 doctoral-level psychologists, with the growth in demand estimated at 10-20%.

The Psy.D. Program in particular has maintained steady growth over the past five years; application numbers have risen from 51 completed applications received in 2020 to 128 in 2024. Further, those admitted into the Program have been more successful academically, with the mean GPA rising from 3.67 in 202 to 3.92 in 2024.

This waiver allows Appalachian to continue to provide its programs in a manner consistent with the accrediting and regulatory framework under which educators operate.

Finally, Appalachian affirms its commitment to the Constitution of the State of North Carolina and its recognition of equality and rights of all persons and the respect the dignity of others, the right of others to express differing opinions, and the right to freedom of speech and association. In furtherance of this, Appalachian affirms its compliance with state law, specifically N.C.G.S. § 126-14.6, where no required course promotes or advocates that: (1) One race or sex is inherently superior to another race or sex; (2) An individual, solely by virtue of his or her race or sex, is inherently racist, sexist, or oppressive; (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex; (4) An individual's moral character is necessarily determined by his or her race or sex; (5) An individual, solely by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex; (6) Any individual, solely by virtue of his or her race or sex, should feel discomfort, guilt, anguish, or any other form of psychological distress; (7) A meritocracy is inherently racist or sexist; (8) The United States was created by members of a particular race or sex for the purpose of oppressing members of another race or sex; (9) The United States government should be violently overthrown; (10) Particular character traits, values, moral or ethical codes, privileges, or beliefs should be ascribed to a race or sex or to an individual because of the individual's race or sex; (11) The rule of law does not exist, but instead is a series of power relationships and struggles among racial or other groups; (12) All Americans are not created equal and are not endowed by their Creator with certain unalienable rights, including life, liberty, and the pursuit of happiness; and/or (13) Governments should deny to any person within the government's jurisdiction the equal protection of the law.

As we continue to review each program offering at Appalachian, we will ensure there is a path to a degree in all fields of study where students are not compelled to take courses with DEI Competencies – but they certainly may if that is the field of study they choose to embark on. If there are purported required DEI Competencies we will take similar steps as outlined in this waiver and present those to the Board of Governors through the appropriate channels.

Appalachian appreciates the Board of Governors' review and ratification of this waiver and remains committed to complying with all UNC policies and executing those policies thoroughly, efficiently, and effectively without interventions by the Board of Governors or the System Office.

Sincerely,

A handwritten signature in cursive script that reads "Heather Norris".

Heather Norris
Chancellor

cc: Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office
Neva Specht, Acting Provost, Appalachian State University
Brad Trahan, Interim General Counsel, Appalachian State University



May 6, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Dear Dr. English:

Pursuant to the February 5, 2025, Memorandum Regarding Federal Contracting Compliance issued by Mr. Andrew Tripp, Senior Vice President for Legal Affairs and General Counsel for the UNC System, I am formally requesting a tailored waiver for four major-specific course requirements.

In response to the memorandum, staff within Academic Affairs, including representatives from the Provost's Office, academic deans, and department chairs, conducted a thorough review of both our general education curriculum and major-specific course requirements. Based on this review, we confirm that our general education requirements do not mandate the completion of courses related to diversity, equity, and inclusion, or any other topics identified in Section VII of the Equality Policy.

The courses for which we are requesting a waiver are substantially related to the relevant academic majors and are directly aligned with discipline-specific accreditation standards and/or licensure requirements. These courses are essential to ensuring our students meet the professional competencies and regulatory expectations required in their fields.

A summary of the major-specific course requirements is provided below, and detailed justifications for each course are included in Appendices A – D.

Course Prefix and Number	Course Title	Major/Program
SOWK 220	Human Diversity	BSW - Social Work
EDUC 279	Multicultural Education	B.S.Ed. – Elementary Education

Elizabeth City State University

1704 Weeksville Road, Elizabeth City, NC 27909

p: 252. 335. 3228 | f: 252. 335. 3542 | www.ecsu.edu

ECSU is a constituent institution of the University of North Carolina System.



SPED 310	Introduction to Special and Diverse Learners	B.S.Ed. – Elementary Education B.S.Ed. – Special Education B.S.Ed. – Birth – Kindergarten Minor – Secondary Education
SPED 660	Inclusion of Students with Special Needs	M.Ed. – Elementary Education, Initial Licensure Track

Thank you for your review and consideration of this waiver as we work to ensure compliance with all state laws and system-level policies. If you have any questions or need additional information, please don't hesitate to contact me.

Sincerely,

Catherine Edmonds, Ed.D.
Interim Chancellor

Copies to:

Andrew Tripp, Senior Vice President and General Counsel, UNC System Office

Andrea Poole, Chief of Staff, UNC System Office

Farrah Ward, Provost and Vice Chancellor for Academic Affairs, ECSU

Regina Rudisill, Chief General Counsel, ECSU

Elizabeth City State University

1704 Weeksville Road, Elizabeth City, NC 27909

p: 252. 335. 3228 | f: 252. 335. 3542 | www.ecsu.edu

ECSU is a constituent institution of the University of North Carolina System.

APPENDIX A – SOWK 220

Program:

Bachelor of Social Work

Course Name:

SOWK 220 – Human Diversity

Course Description:

This course introduces students to the various dimensions of human diversity. These dimensions include, but are not limited to, race, ethnicity, gender, sexual orientation, age, and social class.

Justification for the Waiver: The inclusion of SOWK 220: Human Diversity is essential to the preparation of future social workers and remains a foundational component of ECSU's Social Work degree program. Social workers are called to serve individuals, families, and communities from a wide variety of backgrounds, each with distinct experiences, identities, and challenges. To do this effectively, they must be equipped with the knowledge, skills, and cultural awareness to work across lines of difference, including but not limited to race, ethnicity, culture, socioeconomic status, religion, and ability.

Understanding these dimensions of human diversity is critical for conducting accurate assessments and implementing effective interventions. A dedicated human diversity course ensures that students gain the competencies needed to recognize and respect these differences, ultimately leading to more effective, ethical, and empathetic practice.

Importantly, the Council on Social Work Education (CSWE), the national accrediting body that sets and enforces licensure and educational standards for the field, requires that accredited programs address diversity, equity, and inclusion within their curriculum. ECSU's Social Work curriculum has been intentionally designed to meet these standards, ensuring that our graduates are eligible for licensure and well-prepared to enter the profession.

CSWE's accreditation requirements explicitly include standards focused on DEI (see below). While a sister UNC System institution previously petitioned CSWE for a waiver of this requirement, the request was denied. This underscores the non-negotiable nature of this standard and further affirms the need to retain SOWK 220 in ECSU's curriculum.

Given that North Carolina mandates all practicing social workers be licensed and hold a BSW or MSW from an accredited institution, aligning our curriculum with CSWE's standards is not only prudent but essential. Maintaining this course ensures ECSU graduates are both eligible for licensure and prepared to serve a diverse and evolving society with professionalism and integrity.

Hence, given the unique nature of the Social Work program, it is important that SOWK 220 – Human Diversity remains a required course for the majors. Any decision to suspend that requirement will significantly impact the quality of our Social Work program, affecting the competency of our graduates to work as licensed social workers.

Council on Social Work Education (CSWE)

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers: a. advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Council on Social Work Education (CSWE)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

APPENDIX B – EDUC 279

Program:

B.S.Ed. – Elementary Education

Course Name:

EDUC 279: Multicultural Education

Course Description:

This course is designed to provide prospective classroom teachers with background, knowledge and insights, and social foundations of education in a pluralistic society including pertinent information regarding legal and ethical aspects of teaching. In addition, this course will help teacher education students develop positive attitudes toward their own culture and the culture of others. It will also help students gain an understanding of and appreciation for different learning styles as they make decisions about instruction.

Justification for Waiver:

The retention of EDUC 279: Multicultural Education in the Elementary Education Program is essential to preparing future educators to meet the needs of their students. This course equips teachers with the skills to design curricula and implement effective teaching strategies that address various learning styles and cultural backgrounds.

As a cornerstone of teacher preparation, EDUC 279 ensures that educators are well-equipped to foster supportive learning environments. Through this course, students gain critical insights into the complexities of educating individuals from diverse cultural and social backgrounds, an essential skill set for delivering empathetic and impactful instruction.

Given the specialized and fundamental nature of this course, it is imperative that it remains a required component of the Elementary Education program. Suspending this requirement would not only significantly diminish the depth and quality of our curriculum but would also impact our accreditation status with the Council for the Accreditation of Educator Preparation (CAEP) and the professional education licensure requirements in North Carolina. Ultimately, the removal of this course would compromise the preparedness and effectiveness of our graduates.

CAEP Standard RI- Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

North Carolina Professional Teaching Standards

Teachers Establish a Respectful Environment for a Diverse Population of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

InTASC Standard 2 (2013)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

APPENDIX C – SPED 310

Program:

B.S.Ed. – Elementary Education
B.S.Ed. – Special Education
B.S.Ed. – Birth – Kindergarten
Minor – Secondary Education

Course Name:

SPED 310 – Introduction to Special and Diverse Learners

Course Description:

The second of a four-course sequence, enrolled students describe the legal and ethical requirements of the Individuals with Disabilities Act, identify appropriate multicultural practices and materials, implement differentiation of instruction, and participate in professional collaboration to meet the needs of diverse learners and their families.

Justification for Waiver:

The retention of SPED 310: Introduction to Special and Diverse Learners for all program licensure areas in the Department of Education is essential to preparing future educators to meet the needs of their students. This course equips teachers with the skills to design curricula and implement effective teaching strategies that address differentiated instruction.

As a basis of educator preparation, SPED 310 ensures that educators are well-equipped to advance supportive learning environments. Through this course, students will understand the value of accessibility, and the right to education for all students, regardless of ability, background or need. Training will be supported with legal frameworks such as IDEA and ADA.

Given the specialized and fundamental nature of this course, it is imperative that it remains a required component for all education program licensure areas. Suspending this requirement would not only significantly limit the depth and quality of our curriculum but could also impact our accreditation status with the Council for the Accreditation of Educator Preparation (CAEP) and the professional education licensure requirements in North Carolina (standards outlined below). Ultimately, the removal of this course would compromise the preparedness and effectiveness of our graduates.

CAEP Standard RI- Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

North Carolina Professional Teaching Standards

Teachers Establish a Respectful Environment for a Diverse Population of Students

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- Teachers work collaboratively with the families and significant adults in the lives of their students.

InTASC Standard 2 (2013)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

APPENDIX D – SPED 660

Program:

M.Ed. Elementary Education, Initial Licensure Track

Course Name:

SPED 660 – Inclusion of Students with Special Needs

Course Description:

Teachers/educational leaders will use diversity in their classroom/school to examine exceptional individuals, including students labeled mentally disabled, emotionally disturbed, gifted, learning disabled, and sensory impaired. Participants use case analyses to gain a deeper understanding of assessment of strategies, teaching methodologies, techniques, materials, specific learning characteristics, and individual learning styles. Additionally, the course examines the family's response to their special needs children and their way of supporting them from preschool through adulthood. They will also analyze research findings regarding children's special needs and use those findings to document practices as they relate to making decisions promoting the full inclusion of students.

Justification for Waiver:

The inclusion of SPED 660: Inclusion of Students with Special Needs is critical to the effectiveness and integrity of the M.Ed. in Elementary Education, Initial Licensure Track. This program serves individuals who hold a bachelor's degree in a non-education field and are seeking their initial teaching license in elementary education. SPED 660 is designed to prepare these future educators with the foundational knowledge and practical skills necessary to support diverse learners in inclusive classroom environments.

This course equips teacher candidates with the ability to design curriculum and implement evidence-based teaching strategies tailored to the needs of all students, including those with disabilities. Through the study of exceptional learners, such as students with cognitive, emotional, sensory, and learning differences, as well as those identified as gifted, candidates gain a deeper understanding of differentiated instruction and inclusive educational practices.

SPED 660 emphasizes the importance of accessibility and the right of every child to receive a high-quality education, regardless of their background, ability, or needs. As a result, this course plays a pivotal role in advancing candidates' ability to create supportive, equitable, and responsive learning environments.

Given the specialized and essential nature of this course, its removal from the program would undermine both the quality and completeness of our teacher preparation curriculum. Moreover, it could jeopardize the program's alignment with accreditation standards set by the Council for the Accreditation of Educator Preparation (CAEP) and may place the program out of compliance with North Carolina's licensure requirements for elementary education.

In short, retaining SPED 660 is necessary to ensure our graduates are well-prepared to meet the diverse needs of their students and to uphold the academic and professional standards of our educator preparation program.

CAEP Standard RI- Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

North Carolina Professional Teaching Standards

Teachers Establish a Respectful Environment for a Diverse Population of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

InTASC Standard 2 (2013)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.



May 1, 2025

Dr. David English
Senior Vice
President for Academic Affairs
University of North Carolina System Office
223 S. West Street, Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: East Carolina University's Program Waivers

Dear Dr. English:

Please allow this letter to serve as East Carolina University's ("ECU") documentation of approval of certain limited waivers based on the requirements established in Mr. Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025 (the "February 5th Memo") for ECU's programs within its College of Health and Human Performance, School of Social Work, and College of Education related to Teacher Licensure Degree programs and Special Education programs.

The approved waivers were granted on the basis that required components of the curriculum for each of these degree programs, as established by the accrediting bodies and licensure requirements, includes learning competencies on diversity, equity, and inclusion. The programs with approved waivers, include:

College	Degree Program
College of Health and Human Performance, School of Social Work	Bachelor of Social Work Master of Social Work
College of Education	Teacher Licensure Degree Programs (Elementary Education, English Education, History Education, Mathematics Education, Science Education, Middle Grades Education, Art Education, Music Education, Theatre Arts Education for Youth Concentration, Birth- Kindergarten Education, Physical Education, Family and Consumer Science Education, Foreign Languages and Literatures – Education Minor)
College of Education	B.S., Special Education- Adapted Curriculum B.S., Special Education – General Curriculum

ECU's Compliance Review

In effort to confirm ECU's compliance with the February 5th Memo, ECU immediately rescinded previous Global and Domestic Diversity graduation requirements. ECU also engaged in immediate review of all programmatic requirements for degree programs, as well as review of any certificate or other programs. This included review of 279 degrees and certificates, 87 minors, 63 college and departmental pages in the undergraduate catalogue, and 75 college and departmental pages in the graduate catalogue. In response to this programmatic review, ECU took action to revise courses or include additional course options so that students are not required to take courses with DEI content.

Following the review, ECU identified programs within the School of Social Work and the College of Education with competency requirements related to diversity, equity and inclusion. ECU evaluated these programs to determine whether the university could continue the delivery of the programs without compelled requirements related to diversity, equity and inclusion within the relevant curriculum. This review determined that the degree programs in these two areas contain required competencies necessary for licensure in the area diversity, equity and inclusion, and therefore evaluation for waiver of these programs was necessary.

School of Social Work - BSW and MSW Programs

The Council on Social Work Education's ("CSWE") Commission on Accreditation is the accrediting body for the Program and has developed Educational Policy and Accreditation Standards. Specifically, both the Bachelor of Science in Social Work (BSW) and the Master of Social Work (MSW) programs include the following learning competencies: Competency 2: *Advance Human Rights and Social Racial, Economic and Environment Justice*; and Competency 3: *Engage in Anti-Racism, Diversity, Equity and Inclusion (ADEI) in Practice*. These learning competencies are directly tied to these programs' accreditation requirements and the licensure requirements established by the Council on Social Work Education and the North Carolina Social Work Certification and Licensure Board. In addition, CSWE has five accreditation standards, two of which focus on ADEI: Educational Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI) and Standards 5.0 (a) and (b).

These competencies teach students to: advocate for human rights at all levels (individual, family, group, organizational, community); promote social, racial, economic and environment justice through practice; apply cultural humility, self-awareness, and reflection to manage bias, power and privilege; practice anti-oppressive social work at all levels; identify ethical, culturally informed strategies for addressing bias in research; assess how social policies impact social services using justice and anti-oppressive lenses; use empathy and interpersonal skills for culturally responsive practice; apply behavior theories and frameworks in client assessments; select and implement culturally responsive, evidence informed interventions; and analyze outcomes and apply evaluation findings to improve practices.

North Carolina Law requires that all social workers must be certified, licensed, or provisionally licensed as a social worker, and hold a bachelor's or master's degree in social work from a college or university which is accredited by the CSWE. The North Carolina Social Work Certification and Licensure Board has the responsibility to administer and enforce the licensure requirements, including setting the standards for qualification, training, and experience for social workers.

The North Carolina Department of Public Instruction requires any student who desires to receive social work licensure as a school social worker to complete two courses from an accredited university. The North Carolina Department of Public Instruction notes specifically, “there is no path to licensure without these additional courses.” As a result, waivers for the Bachelor of Social Work and Master of Social Work programs based on the specific curricular and program requirements are approved as substantially related and necessary for completion of these programs.

The following specific courses approved by waiver include: SOCW 1010, SOCW 2010, SOCW 3201, SOCW 3306, SOCW 3401, SOCW 3501, SOCW 3101, SOCW 3202, SOCW 3402, SOCW 4102, SOCW 4203, SOCW 4306, SOCW 4980, SOCW 4990, SOCW 6005, SOCW 6009, SOCW 6110, SOCW 6701, SOCW 6702, SOCW 6111, SOCW 6711, SOCW 6940, SOCW 6140, SOCW 6141, SOCW 6112, SOCW 6114, SOCW 6950.

College of Education Programs – Teacher Licensure Degree Programs and Special Education Programs

The ECU’s teacher preparation curriculum is required to align with the North Carolina Professional Teacher Standards (NCPTS). These standards indicate that the nature of the teaching discipline requires a curriculum that ensures teacher candidates can apply knowledge of the learner and learning at appropriate progression levels and demonstrate proficiency in supporting learners from all backgrounds. Additionally, teachers within North Carolina public schools are evaluated annually on the NCPTS standards as part of the comprehensive North Carolina Educator Evaluation System (NCEES).

The NCPTS standards are directly tied to ECU’s College of Education programs’ licensure requirements for North Carolina teacher preparation and the licensure requirements established by the State. North Carolina Educator Preparation Programs (EPPs) are required to be approved by the North Carolina State Board of Education. As provided by N.C. Gen. Stat. § 115C-269.5, national accreditation by the Council for the Accreditation of Educator Preparation (CAEP) is a required for EPPs to be approved and recognized by the North Carolina State Board of Education.

CAEP Standard R1 states “[t]he Provider ensures... reflection of their personal biases to increase their understanding and practice of equity, diversity an inclusion”. CAEP accreditation is also evaluated in the EPP risk assessment model necessary for continued approval. *See* N.C. Gen. Stat. § 115C-269.40 (stating “[t]he rules for risk factors developed by the State Board may include whether an EPP is accredited by CAEP”).

The NCPTS also include teaching competencies related to diversity, equity and inclusion as part of the licensure requirements. Specifically, NCPTS Standards 2 and 4 are related to diversity, equity and inclusion. Standard 2 provides:

Teachers embrace diversity in the school community and in the world, Teachers demonstrate the knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or

her school performance. Teachers consider and incorporate different points of view in their instruction.

Standard 4 states:

Teachers make the curriculum responsive to cultural diversity and to individual learning needs. Teachers understand the influences that affect individual student learning (development culture, language proficiency, etc.) and differentiate their instruction accordingly.

ECU's teacher preparation licensure requirements necessitate coursework, field experiences, and assessments to prepare candidates to teach diverse student populations and meet the required NCPTS standards. Therefore, a waiver the specific circular and program requirement are approved as substantially related and necessary for completion of these programs.

The following specific courses approved by waiver include ART 4850, ART 4851, ART4870, ART4871, ELEM 4324, ENED 4324, FACS 4324, FREN 4880, GERM 4880, HDFS 4324, HIED 4324, KINE 4324, MATE 4324, MIDG 4324, MUSC 4324, SCIE 4324, SPAN 4880, SPED 4324, THEA 4324, EDUC 3200, EDUC 3002,

Optional Certificate Programs

ECU believes that its certificate programs are not the type of programs contemplated by the February 5th Memo, as these programs are not major, or degree specific programs, and they are voluntary and optional certificates. However, ECU nonetheless provides disclosure of the following certificates programs as each includes a required course related to diversity equity and inclusion concepts: *Graduate Certificate in Racial Equity Studies* (College of Education); *Dual Language Immersion Administration* (College of Education); and *Equity, Advocacy, and Leadership in Gifted and Talented Education Certificate – Undergraduate and Graduate* (College of Education).

These certificates are, by their very nature, designed to provide specific, additional education on these certificate concepts and only students seeking to engage in the material and content voluntarily enroll in these programs. No students in ECU degree programs are compelled to take these certificates programs or courses. Notwithstanding these factors, if waivers are determined to be required for specialized certificates, the waivers for these programs are approved on the basis that the required courses are substantially related to the specific certificate.

ECU will continue to evaluate all programs for compliance with the February 5th Memo and assess whether a tailored waiver is necessary for any educational requirements substantially related to a specific major or program. Upon the identification of any diversity, equity and inclusion curricular or program requirement, ECU will evaluate and determine whether a waiver should be provided and then present this determination to the Board of Governors through the appropriate channels.

At this time, this letter confirms the authorized waivers for ECU's School of Social Work programs and for the teacher preparation and special education programs within the College of Education,

identified above. These waivers are hereby presented for report to the Board of Governors' Committee on Educational Planning, Policies and Programming at its next regularly scheduled meeting.

Sincerely,

A handwritten signature in black ink, appearing to read "Philip G. Rogers". The signature is fluid and cursive, with the first name "Philip" and last name "Rogers" clearly distinguishable.

Dr. Philip G. Rogers
Chancellor

Copies to: Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
 Andrea Poole, Chief of Staff, UNC System Office
 Christopher Buddo, Interim Provost, East Carolina University
 Meagan Kiser, Interim General Counsel, East Carolina University

Memorandum

To: Darrell T. Allison, Chancellor



From: Monica T. Leach, Provost and Sr. Vice Chancellor for Academic Affairs



Date: April 24, 2025

Subject: Waiver Request for Courses

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In accordance with the February 5, 2025, memorandum from Mr. Andrew Tripp, UNC System Senior Vice President for Legal Affairs & General Counsel, attached please find a set of tailored waivers of suspension for major specific requirements. As per the memorandum, staff in Academic Affairs (i.e., provost office, deans, department chairs) reviewed the memorandum instructions, inspected our general education requirements and specific major requirements for content. We found no general education requirements “mandating completion of courses related to diversity, equity and inclusion or any other topics identified in Section VII of the Equality Policy”.

About major specific requirements, we found a limited number of courses addressing issues of diversity and determined that in each case, the required course material is “substantially related to the specific major,” which is a provision for a waiver request, as noted in the February 5, 2025, memorandum. In all cases, the course content is designed to enhance the knowledge of students studying to work in critical workforce areas (education – 3 courses, public health – 1 course, nursing – 3 courses, and social work – 4 courses) such that they will be prepared to practice immediately and expeditiously upon graduation and licensure. The course content is required as a part of program accreditation and licensure. Accreditation standards are noted where appropriate.

Below is a summary of 11 waiver requests:

Early Childhood, Elementary, Special Education, and Reading Education

<i>Course Number</i>	<i>Course Title</i>	<i>Department/College</i>	<i>Required or Elective</i>	<i>Justification</i>
EDUC 211	Foundations of Multicultural Education	Education/COE	Required	This course on multicultural education directly supports Council for the Accreditation of Educator Preparation (CAEP) Standard 1 by equipping candidates with the knowledge and skills necessary to effectively engage diverse P–12 learners. Candidates gain a deep understanding of learner development and learning differences by exploring the historical foundations of multicultural education, philosophical and cultural differences, and guiding diversity

EDUC 610	Instructional Design for Culturally Diverse Learners and Students with Disabilities	Education/COE (Masters)	Required	<p>multicultural educational settings. This course aligns strongly with CAEP Advanced Standard RA.1 by providing candidates with a deep understanding of the critical concepts and principles of multicultural education, equity, and inclusion. By addressing multicultural education's origins, trends, and core ideas, the course ensures that candidates develop a robust foundation in content knowledge that is essential to their professional specialization. The focus on culturally and linguistically diverse learners and students with exceptionalities prepares candidates to apply evidence-based strategies that support equitable instruction across diverse educational settings. Additionally, the course's emphasis on using dialogue to foster critical consciousness encourages candidates to reflect on their biases and engage in meaningful discourse about equity. Through a reflective and practical approach, the course guides candidates to develop the dispositions and skills necessary to work effectively with diverse P-12 students and their families.</p> <p>The PUHE 290 course is in alignment with the required Public Health Bachelor's Degree Foundational Competencies which states students should demonstrate competencies in a variety of ways that communicated public health information to diverse audiences related to health literacy. In addition, CEPH states that coursework should consist of learning objectives to include but not limited to causes and trends of morbidity and mortality rates within the US and other communities with attention to disparities such as race, gender, and other demographics markers..</p>
PUHE 290	Advancing Health Equity	Education/COE	Required	

READ 422

Teaching Reading
to Culturally
Diverse Children

Education/COE

Required

principles (R1.1). Candidates apply this content knowledge to critically examine and design equitable and inclusive instructional experiences (R1.2).

Coursework emphasizes culturally responsive teaching strategies, reflective practice, and lesson planning that meet the needs of all learners, particularly those from underrepresented backgrounds (R1.3). In addition, the course fosters ethical responsibility and collaboration by encouraging candidates to reflect on their own biases, engage in professional dialogue, and advocate for inclusive practices in partnership with families and communities (R1.4)

This course supports CAEP Standard 1. Preparing candidates to teach reading effectively within cultural and linguistically diverse learning environments. By examining instructional materials and approaches tailored for multicultural settings, candidates apply principles of learner development, recognize learning differences, and design reading instruction that fosters safe, inclusive classrooms (R1.1). The course builds candidates' content knowledge of reading processes while encouraging the selection and application of culturally responsive texts and strategies that promote literacy for all learners (R1.2). Candidates learn to assess students' reading skills using appropriate, unbiased tools, plan differentiated reading instruction, and implement varied strategies—such as guided reading, language experience approaches, and interactive read-aloud—to support equity and engagement (R1.3). Additionally, the course emphasizes ethical teaching practices, encourages reflection on personal and cultural biases, and promotes collaboration with families and school communities to support the literacy development of diverse learners (R1.4). This alignment ensures candidates are well-prepared to support the reading achievement of all P–12 students in

Nursing

Course Number	Course Title	Department/College	Required or Elective	Justification
NURS 310	Transcultural Nursing	NURS/CHST	Required	This course is designed to assist the nurse to expand his/her view of man. Man is defined as functioning, whole until with integrity and uniqueness who uses symbols to communication with the environment. Emphasis will be placed on the concepts of culture, belief systems, health, and caring and how these concepts affect the nursing care delivery system.
NURS 406	Community Health Nursing	NURS/CHST	Required	This course is designed to provide students with the opportunity to assist culturally diverse populations and aggregates in the community to achieve an optimum level of wellness. Special emphasis will be placed on advanced theoretical concepts related to health promotion, risk reduction, disease prevention, and development processes.
NURS 430	Contemporary Supportive Community Nursing	NURS/CHST	Required	This course is designed to provide the opportunity for the RN to BSN student to assist culturally diverse populations and aggregates within the community to achieve an optimal level of wellness. Special emphasis will be placed on advanced theoretical concepts related to health promotion, risk reduction, disease prevention, and developmental processes. The process of professional role development will be fostered through both independent and interdependent clinical experiences.

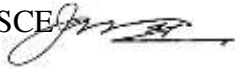
Social Work

<i>Course Number</i>	<i>Course Title</i>	<i>Department/College</i>	<i>Required or Elective</i>	<i>Justification</i>
<i>SWRK 445</i>	Cultural Diversity	SOSW/CHSS	Required, Social Work/Bachelor of Social Work Program	Required course in the BSW curriculum to fulfill graduation requirements set forth by the accrediting body the Council on Social Work Education (CSWE) taught Fall Semester.
<i>SWRK 440</i>	Social Work with People of Color	SOSW/CHSS	Elective	Offered to students to fulfill their elective hours for BSW curriculum to fulfill graduation requirements set forth by the accrediting body the Council on Social Work Education (CSWE).
<i>SWRK 613</i>	Multicultural Practice with Diverse Populations	SOSW/CHSS	Required	Requirement course for graduation by the accrediting body the Council on Social Work Education (CSWE) taught Fall and Spring Semesters in the Advanced Standing, Full Time and Weekend-Part-Time Programs.
<i>SWRK 632</i>	Alcohol, Tobacco & Other Drugs: SW Practice with Culturally Diverse Populations	SOSW/CHSS	Required	Requirement course for graduation by the accrediting body the North Carolina Addictions Specialist Professional Practice Board (NCASPPB) taught Fall and Spring Semesters.



MEMORANDUM

TO: Provost Tonya Smith-Jackson, PhD, CPE

FROM: Chancellor James R. Martin, II, PhD, M. ASCE 

DATE: April 15, 2025

RE: Individual Major-Specific Requirements: Waiver of DEI/DEIA Suspension

I have reviewed your request regarding the tailored waiver of suspension of 11 individual major-specific requirements whose content focuses on DEI/DEIA. I am waiving the suspension of these courses. Based on the documentation you have provided and with assurances that faculty were consulted, these courses have demonstrated essential academic value, as indicated by the accreditation and licensure requirements of various disciplinary or specialized accreditors. These courses are also essential to the body of knowledge as prescribed. The accreditors are:

1. Council for the Accreditation of Educator Preparation
2. Interstate Teacher Assessment and Support Consortium
3. American Association of Family and Consumer Sciences
4. International Board of Certified Lactation Consultants
5. Academy for Gerontology in Higher Education
6. Council of Social Work Education

I have also reviewed the deans' explanations of the relationship each course has with the body of knowledge for the respective disciplines. I recognize that some of the 11 courses are currently in progress for spring 2025. As such and based on this tailored waiver of suspension, I recommend that teaching-learning activities continue in these courses. I will forward your request and this memo of my waiver to the UNC System.

Thanks to you and your team for your responsiveness and compliance with federal and UNC system requirements as set forth in the February 5th memo.

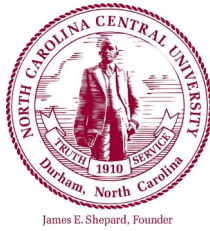
Appendix A. Waivers of Suspension Requested (Courses with * are in progress, Spring 2025)

Course Prefix and #	Title	Major/Program	Justification	Relation of Course to Major
AGED 752* (Agricultural Education)	Inclusion, Diversity and Equity in Agriculture	MS: Agricultural Education	Required for Council for Accreditation of Educator Preparation (CAEP) advanced licensure	This course is essential to the discipline of Agricultural Education as it prepares future educators to effectively teach, lead, and engage with the diverse populations that make up the agricultural workforce, industry, and communities. By equipping students with advanced skills in communication, collaboration, and inclusive teaching strategies, the course ensures that agricultural educators can address workforce demands, enhance student learning outcomes, and foster innovation in agricultural education through culturally competent leadership.
EDPR 601 (Educator Preparation)	Teaching for Diverse Learners	MA: Teaching	Required to meet CAEP standards R1.1 and R.3 and Interstate Teacher Assessment and Support Consortium (INTASC)	The course examines various instructional methods that P-12 teachers may use such as differentiated instruction to engage students for success. Teachers need to know how to connect with and engage students with different learning styles and backgrounds.
FCS 335* (Family and Consumer Sciences)	Family as Participants in Diverse Learning Settings	BS: Child Development & Family Studies	Required for CAEP standard and American Association of Family and Consumer Sciences (AAFCS) standards.	This is a core course in the Child Development and Family Studies major as it directly examines parental involvement and family interactions in shaping a child's developmental trajectory. The course provides essential knowledge for understanding the role of family dynamics in early childhood education, school readiness, and long-term developmental outcomes, which are foundational to the discipline.

Course Prefix and #	Title	Major/Program	Justification	Relation of Course to Major
FCS 622 (Family and Consumer Sciences)	Cultural Diversity and Communication in Healthcare I	MS: Child Development & Family Studies	Required to meet CAEP standard and licensure programs (B-K) and for FCS under the AAFCS accreditation standards and International Board of Certified Lactation Consultants (IBCLC)	This course is essential in directly supporting the Pathway 2 Human Lactation Training Program by providing required didactic instruction in communication and developing culturally competent clinicians. This course ensures graduates develop the necessary competencies to become effective lactation consultants, aligning with the discipline's focus on maternal and child health.
FCS 625* (Family and Consumer Sciences)	Cultural Diversity and Communication in Healthcare II	BS: Child Development & Family Studies	Required to meet CAEP standard and licensure programs (B-K), AAFCS accreditation standards, and International Board of Certified Lactation Consultants (IBCLC)	This is a core course that equips students with the essential competencies to become effective, culturally aware lactation consultants and public health leaders. As a critical component of the Family and Consumer Sciences discipline and the Pathway 2 Human Lactation Training Program at NC A&T State University, this course ensures graduates can navigate complex cultural dynamics in healthcare, thereby directly supporting maternal and infant health outcomes.

Course Prefix and #	Title	Major/Program	Justification	Relation of Course to Major
FCS 628 (Family and Consumer Sciences)	Cultural Diversity, Inclusion & Equity in Gerontology	Gerontology Graduate Certificate	New course required for future accreditation by the Academy for Gerontology in Higher Education (AGHE) Gerontology and Geriatrics Curricular Standards and Guidelines	This is an essential course within Family and Consumer Sciences as it directly addresses how racial, ethnic, socioeconomic, and cultural differences impact aging, family dynamics, and resource accessibility for older adults. This course equips students with the skills to assess and apply culturally responsive strategies in gerontological research, policy development, and service provision, ensuring that aging individuals receive equitable healthcare, housing, financial planning, and social support—key pillars of the FCS discipline’s mission to enhance quality of life across the lifespan.
MSA 771 (Master’s in School Administration)	Diversity Issues & Community Relations for School Executives	MSA: Master of School Administration	Required for Council for Accreditation of Educator Preparation (CAEP)	This course teaches administrators the skills needed to build professional learning communities (PLCs) in schools to address the diverse learning needs of students. This course equips principal with the tools to strengthen their leadership across the 8 domains of leadership as an administrator.
SOWK 134* (Social Work)	Social Work & Human Diversity	BS: Social Work	Required for accreditation by the Council of Social Work Education in the Educational Policy and Accreditation Standards (EPAS)	This course provides students with the knowledge needed to be successful in their required practicums in community agencies that serve clients from many different ethnic and racial groups.

Course Prefix and #	Title	Major/Program	Justification	Relation of Course to Major
SPED 255* (Special Education)	Introduction to Mild Disabilities	BS: Special Education Dual Licensure	Required to meet CAEP standards and INTASC Standards	This course provides general approaches to teaching students with mild disabilities to moderate disabilities. Education majors seeking a license as a Special Education Teacher need to know how to adapt instruction, individualize programming, and teach students with varying levels of disabilities.
NURS 831 (Doctor of Nursing Practice)	Nurses in Health Equity	Doctor of Nursing Practice (DNP)	Required to meet ACEN accreditation standards for undergraduate and graduate nursing programs.	This course equips nurses with knowledge and skills so they can understand the underlying cause of health inequities. This enables nurses to serve diverse groups of patients with cultural humility no matter the setting or the group of people they work with and thus improve patient health outcomes.
PSYC	Ethics and Equity in Health Psychology	MS Health Psychology	Important for health psychologists but not required for accreditation, can be offered as an elective	This course focuses on the ethical standards in professional practice, testing and research, and expectations and problems confronting health psychologists in the field. The course will also include an in-depth analysis of health disparities, structural and environmental factors that contribute to disparities, and approaches to promoting health equity.



April 28, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street, Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

RE: North Carolina Central University Social Work Waiver Requests:
SOCW 3410, 3420, 3700, 4410, 5101, 5105, 5205, 5303, 6130

Dear Dr. English:

This letter serves as NCCU's request for a waiver of the following courses within the Social Work major at both the undergraduate and graduate levels:

SOCW 3410: Social Welfare as an Institution
SOCW 3420: Social Policy and Community Resources
SOCW 3700: Human Diversity and Social Work
SOCW 4410: Senior Seminar in Social Work
SOCW 5101: Foundations of Social Welfare and Social Work
SOCW 5105: Social Work Practice with Individuals and Families
SOCW 5205: Social Work Practice with Organizations and Communities
SOCW 5303: Child Welfare Practices
SOCW 6130: Forensic Social Work

These requests are in response to General Counsel Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025. After a curriculum review was conducted by the faculty, deans, and provost, we determined the courses listed above (which are required of all social work majors) are defined as having DEI content, based upon the description given in the February 5th memo.

We are requesting these courses remain in the curriculum as they align with two core competencies of the Council of Social Work Education (<https://www.cswe.org/>), the accrediting body that allows our graduates to become licensed social workers. The two competencies are as follows:

Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors, including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race,

religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and*
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.*

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and*
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.*

<https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>

Not including these courses in the major curriculum may inhibit our students' ability to become licensed in their fields. North Carolina requires that all social workers who are practicing in their field be licensed and hold a Bachelor of Social Work (BSW) or a Master of Social Work (MSW) from an accredited university.

NCCU's Department of Social Work has been accredited since 1998. The BSW program at North Carolina Central University has experienced growth over the past nine years and continues to be one of our top ten enrolled majors. In Fall 2016, we had 240 students enrolled and during the 2016-17 academic year, we awarded 46 degrees. In Fall 2024, we had 331 students enrolled and during the 2023-24 academic year, we awarded 199 degrees.

*Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
April 28, 2025
Page 3*

Similarly, the MSW program remains a strong offering at NCCU. In Fall 2016, we had 146 students enrolled, and during the 2016-17 year, we awarded 81 degrees. In Fall 2024, we had 199 students enrolled, and during the 2023-24 year, we awarded 60 degrees.

According to the U.S. Bureau of Labor Statistics [Occupational Outlook Handbook](#), the demand for licensed social workers is projected to increase by 7% from 2023 to 2033, which is higher than the average for nearly all other occupations.

NCCU maintains its commitment to the North Carolina state law NCGS 126-14.6, which provides 13 points for ensuring nondiscrimination in state government and workplaces.

Thank you for your consideration and authorization of this waiver, as we comply with all state laws and UNC System policies.

Sincerely,



Karrie G. Dixon, Ed.D.
Chancellor

C: Atty. Andrew Tripp, Senior Vice President and General Counsel, UNC System
Ms. Andrea Poole, Chief of Staff, UNC System
Dr. Ontario Wooden, Provost and Vice Chancellor for Academic Affairs, NCCU
Atty. Judy Estevez, Chief Legal Counsel, NCCU



April 28, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street, Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

RE: North Carolina Central University Higher Education Administration 5020 Waiver Request

Dear Dr. English:

This letter serves as NCCU's request for a waiver of HEA 5020: Diversity in Higher Education. This course is required for all students enrolled in the Higher Education Administration graduate program. This request is in response to General Counsel Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025. After a curriculum review was conducted by the faculty, deans, and provost, we determined the course listed above is defined as having DEI content, based upon the description given in the February 5th memo.

We are requesting this course remains in the curriculum as it aligns with [joint standards and competencies](#) established by the American College Personnel Association (ACPA), National Association for Student Personnel Administrators (NASPA), and the Council for the Advancement of Standards in Higher Education (CAS) for emerging higher education and student affairs administrators:

- Personal and Ethical Standards
- Values, Philosophies, and History
- Leadership (LEAD)
- Social Justice and Inclusion
- Student Learning and Development

The projected learning outcomes for HEA 5020: Diversity in Higher Education help students meet the competencies necessary to be effective leaders in the field of higher education. The North Carolina Central University Higher Education Administration Program was established in 2019.

The Higher Education Administration program at North Carolina Central University has experienced growth over the past six years. In Fall 2019, we had 17 students enrolled; by Fall 2024, we had 58 students enrolled in the program.

*Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
April 28, 2025
Page 2*

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, there will be approximately 15,200 openings for postsecondary education administrators each year, a projected growth of 3% from 2023 to 2033.

NCCU maintains its commitment to the North Carolina state law NCGS 126-14.6, which provides 13 points for ensuring nondiscrimination in state government and workplaces.

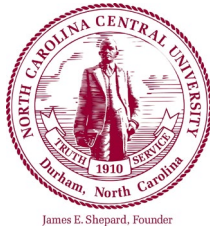
Thank you for your consideration and authorization of this waiver, as we comply with all state laws and UNC System policies.

Sincerely,



Karrie G. Dixon, Ed.D.
Chancellor

C: Atty. Andrew Tripp, Senior Vice President and General Counsel, UNC System
 Ms. Andrea Poole, Chief of Staff, UNC System
 Dr. Ontario Wooden, Provost and Vice Chancellor for Academic Affairs, NCCU
 Atty. Judy Estevez, Chief Legal Counsel, NCCU



April 28, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street, Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

RE: North Carolina Central University Education 3030 Waiver Request

Dear Dr. English:

This letter serves as NCCU's request for a waiver of EDU 3030: Diversity, Pedagogy, and Social Change. This course is required for all elementary, middle, and secondary education majors. This request is in response to General Counsel Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025. After a curriculum review was conducted by the faculty, deans, and provost, we determined the course listed above is defined as having DEI content, based upon the description given in the February 5th memo.

We are requesting this course remain in the curriculum as it aligns with the Council for the Accreditation of Educator Preparation (CAEP) Standards 1 and 2 and North Carolina Professional Teaching Standard 2 (NCPTS):

CAEP Standard 1: Content and Pedagogical Knowledge *The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.*

CAEP Standard 2: Clinical Partnerships and Practice *The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.*

NCPTS Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students. *Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and*

contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Not including this course in the major curriculum may inhibit our students' ability to become licensed teachers in North Carolina. The North Carolina Central University School of Education began in 1925 as a collection of courses, became a department in the College of Liberal Arts in 1928, and a fully-fledged school in 1989.

The Education program at North Carolina Central University has experienced growth over the past nine years. In Fall 2016, we had 206 students enrolled, and during the 2016-17 academic year, we awarded 20 degrees. In Fall 2024, we had 302 students enrolled, and during the 2023-24 academic year, we awarded 49 degrees.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, there will be approximately 106,500 openings at the elementary level each year from 2023 to 2033, 41,400 openings at the middle school level each year from 2023 to 2033, and 64,000 openings at the high school level each year from 2023 to 2033.

NCCU maintains its commitment to the North Carolina state law NCGS 126-14.6, which provides 13 points for ensuring nondiscrimination in state government and workplaces.

Thank you for your consideration and authorization of this waiver, as we comply with all state laws and UNC System policies.

Sincerely,



Karrie G. Dixon, Ed.D.
Chancellor

C: Atty. Andrew Tripp, Senior Vice President and General Counsel, UNC System
Ms. Andrea Poole, Chief of Staff, UNC System
Dr. Ontario Wooden, Provost and Vice Chancellor for Academic Affairs, NCCU
Atty. Judy Estevez, Chief Legal Counsel, NCCU



April 28, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street, Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

RE: North Carolina Central University Counseling 5360 Waiver Request

Dear Dr. English:

This letter serves as NCCU's request for a waiver of CON 5360: Multicultural and Gender Issues in Counseling. This course is required for all students majoring in Career Counseling, Clinical Mental Health Counseling, and School Counseling. This request is in response to General Counsel Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025. After a curriculum review was conducted by the faculty, deans, and provost, we determined the course listed above is defined as having DEI content, based upon the description given in the February 5th memo.

We are requesting that this course remain in the curriculum as it is required for the accreditation of all Counselor Education Programs at NCCU through the Council for the Accreditation of Counseling and Related Education Programs (CACREP), for licensure as a Licensed Clinical Mental Health Counselor in North Carolina, and for licensure as a school counselor in North Carolina.

ACCREDITATION:

CACREP Standards (2024):

Section 3: Foundational Counseling Curriculum

B: Social and Cultural Identities and Experiences

- 1. theories and models of multicultural counseling, social justice, and advocacy*
- 2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews*
- 3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors*
- 4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally*
- 5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients*
- 6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness*
- 7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities*
- 8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship*
- 9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination*

10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

LICENSURE (NC):

- *NCBLCMHC Administrative Rules – NC Administrative Code Title 21 Chapter 53: Board of Licensed Clinical Mental Health Counselors*
[Section 0700 - Licensed Clinical Mental Health Counselor Associate](#) 21 NCAC 53 .0701
(1) (e) Coursework in Social and Cultural Foundations in Counseling
- *[NC State Board of Education - Policy Manual, Policy ID: LICN-001](#) (Statutory*
Reference: G.S. 115C-269, G.S. 115C-270) (NC Administrative Code: 16 NCAC 06 Subchapter C)

To work in a North Carolina public school as a school counselor, one must hold a license specifically in school counseling. To be licensed as a Professional School Counselor in North Carolina, one is required to have a master's degree in school counseling from an accredited university and pass the Professional School Counselor Praxis exam.

Not including this course in the major curriculum may inhibit our students' ability to become licensed school counselors, for if NCCU loses its accreditation, students graduating from the program cannot be licensed as either a clinical mental health counselor or school counselor in North Carolina. The North Carolina Central University Counseling Program was established in 1952.

The Counseling program at North Carolina Central University has experienced growth over the past nine years. In Fall 2016, we had 124 students enrolled in all graduate programs and during the 2016-17 academic year, we awarded 33 degrees. In Fall 2024, we had 171 students enrolled in all graduate counseling programs and during the 2023-24 academic year, we awarded 38 degrees.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, there will be approximately 29,100 openings for school and career counselors each year, a projected growth of 4% from 2023 to 2033.

NCCU maintains its commitment to the North Carolina state law NCGS 126-14.6, which provides 13 points for ensuring nondiscrimination in state government and workplaces.

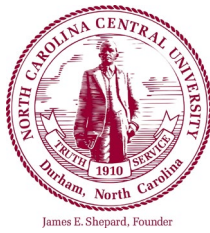
Thank you for your consideration and authorization of this waiver, as we comply with all state laws and UNC System policies.

Sincerely,



Karrie G. Dixon, Ed.D.
Chancellor

C: Atty. Andrew Tripp, Senior Vice President and General Counsel, UNC System
 Ms. Andrea Poole, Chief of Staff, UNC System
 Dr. Ontario Wooden, Provost and Vice Chancellor for Academic Affairs, NCCU
 Atty. Judy Estevez, Chief Legal Counsel, NCCU



April 28, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street, Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

RE: North Carolina Central University Nursing 4102 Waiver Request

Dear Dr. English:

This letter serves as NCCU's request for a waiver of NURS 4102: Community Health Nursing. This course is required for all Nursing majors. This request is in response to General Counsel Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025. After a curriculum review was conducted by the faculty, deans, and provost, we determined the course listed above is defined as having DEI content, based upon the description given in the February 5th memo.

We are requesting that this course remain in the curriculum as it aligns with the [Accreditation Commission for Education in Nursing](#) (ACEN) Curriculum Standards 4.1 and 4.7 and the [North Carolina Board of Nursing](#) (NCBON) Curriculum Standards 21 NCAC 36 .0321(a) (7), 21 NCAC 36 .0321 (a) (8), 21 NCAC 36 .0321 (b) (4) (a-d):

ACEN Criterion 4.1

The nursing curriculum has one set of end-of-program student learning outcomes that:

- a. are based on contemporary professional nursing standards, guidelines, and/or competencies; and*
- b. apply to all program options and reflect the educational level at which students are being prepared*

ACEN Criterion 4.7

Emphasizing the role of the nurse at the educational level for which students are being prepared, the curriculum incorporates contemporary concepts in all learning environments, including, but not limited to:

- a. diversity, equity, inclusion, and/or social determinants of health;*
- b. evidence-based practice, research, and/or scholarship;*
- c. information literacy;*
- d. interprofessional collaboration and delegation; and*
- e. professional identity and scope of practice*

21 NCAC 36 .0321 CURRICULUM

(a) The program curriculum shall:

(7) provide students the opportunity to acquire and demonstrate, through didactic content and clinical experience under faculty supervision, the knowledge, skills, and abilities required for effective and competent nursing practice in the areas of medical/surgical, obstetric, pediatric, psychiatric/mental health, and community health, across the lifespan; and

(8) be revised to reflect changes and advances in health care and its delivery.

(b) Didactic content and supervised clinical experience across the lifespan appropriate to program type shall include:

(4) providing client-centered, culturally competent care by:

(A) respecting client differences, values, preferences, and expressed needs;

(B) involving clients in decision-making and care management;

(C) coordinating and managing continuous client care consistent with the level of licensure.

This shall include a demonstrated ability to delegate and supervise others and provide leadership within the profession appropriate for program type; and

(D) promoting healthy lifestyles for clients and populations;

Not including this course in the major curriculum may inhibit our students' ability to become licensed nurses in North Carolina. The North Carolina Central University Nursing program was established in 1948 and currently has a 91% NCLEX pass rate.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, approximately 194,500 openings are projected each year, representing a 6% growth from 2023 to 2033.

NCCU maintains its commitment to the North Carolina state law NCGS 126-14.6, which provides 13 points for ensuring nondiscrimination in state government and workplaces.

Thank you for your consideration and authorization of this waiver, as we comply with all state laws and UNC System policies.

Sincerely,



Karrie G. Dixon, Ed.D.
Chancellor

C: Atty. Andrew Tripp, Senior Vice President and General Counsel, UNC System
Ms. Andrea Poole, Chief of Staff, UNC System
Dr. Ontario Wooden, Provost and Vice Chancellor for Academic Affairs, NCCU
Atty. Judy Estevez, Chief Legal Counsel, NCCU



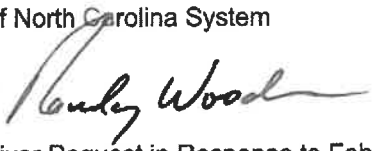
Office of the Chancellor

ncsu.edu/chancellor

Campus Box 7001
Holladay Hall, Suite A
Raleigh, NC 27695-7001
P: 919.515.2191

MEMORANDUM

TO: Peter Hans, President, University of North Carolina System

FROM: W. Randolph Woodson, Chancellor 

SUBJECT: Curriculum Review Update and Waiver Request in Response to February 5 Memo

DATE: April 8, 2025

I write in response to Andrew Tripp's Memorandum Regarding Federal Contracting Compliance dated February 5, 2025. As requested, NC State has completed our curriculum reviews and identified the need for one waiver request for a major-specific requirement, which I have approved.

The School of Social Work in our College of Humanities and Social Sciences requires all Bachelor of Social Work and Master of Social Work students to complete a DEI course. This requirement is mandated by both the Council on Social Work Education (CSWE) accreditation standards and North Carolina's social work licensure requirements. Students cannot be licensed or employed in the field without demonstrating competency in this material.

Please see the attached waiver request with my written approval.

Attachment

cc: Terry Hutchens, Chair, Committee on Educational Planning, Policies, and Programs
Warwick Arden, Executive Vice Chancellor and Provost
Deanna Dannels, Dean, College of Humanities and Social Sciences

Major-Specific Requirements Waiver Request

Department: School of Social Work

Date: 4/4/2025

Majors:

Bachelor of Social Work

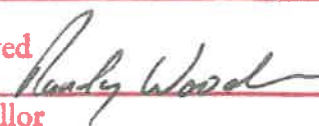
- Requirement 1: SW 312: Multicultural Social Work

Master of Social Work

- Requirement 1: SW 505: Human Behavior in the Social Environment: Social Justice

Approved

Chancellor



1. Program Relevance:

According to the [Council on Social Work Education](#) (CSWE), the social work profession is defined by (a) advocating for social and economic justice and (b) embodying a professional code of ethics, among other commitments. The [National Association of Social Workers \(NASW\) defines the Code of Ethics](#) for social workers, which includes social justice among its core values and ethical principles and calls social workers to work against social injustice.

SW 312 directly addresses core knowledge and skills associated with these professional and ethical principles, as evidenced by its catalog description: "The course prepares students to work with diverse groups of people locally and globally defined by gender, ethnicity, race, national origin, sexual orientation, income, physical and mental ability, age and religion. Emphasis is placed on defining and developing skills for culturally competent social work generalist practice with these populations.... This course helps students develop competencies... so that they can work against manifestations of social injustice."

SW 505 directly addresses core knowledge and skills associated with these professional and ethical principles, as evidenced by its catalog description: "Theoretical and experiential knowledge related to oppression, privilege, and social and economic justice. Particular attention is given to persons and groups most affected by oppression and mechanisms that advance the achievement of a more just society."

2. Accreditation, Licensing, or External Program Review:

Accreditation standards for social work are set by the Council on Social Work Education through the 2022 *Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs*. These accreditation standards require the teaching of nine core social work competencies. Key competencies include (1) Demonstrate Ethical and Professional Behavior, (2) Advance Human Rights and Social, Racial, Economic, and Environmental Justice, and (3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice. The course content and learning outcomes directly address these required competencies.

These key competencies are integral to social work licensure examinations, as those examinations assess a candidate's readiness to practice ethically and competently in diverse settings. Further, social work

licensure in North Carolina and other states requires lifelong professional development to ensure that social workers remain responsive to evolving societal needs and contribute to more equitable and inclusive communities. In North Carolina, the licensing board requires that, every two years, at least four hours of a social worker's continuing education be devoted to ethical training on topics such as the key competencies listed above.

3. Industry and Workforce Needs:

Students must master these competencies and cannot be licensed or employed without them. The primary professional organization for social work is the National Association of Social Workers, which through its *Code of Ethics* defines the above competencies as essential knowledge. Further, employers seek social workers who demonstrate cultural humility, trauma-informed care, and an ability to engage effectively with diverse populations. Teaching the competencies described above enhances students' ability to serve clients equitably, aligns with industry needs, and ensures that social work graduates remain valuable assets to their organizations and are prepared to drive systemic change in the workforce.



MEMORANDUM

To: David English
From: Lee H. Roberts
Date: May 6, 2025
Re: Waiver Request

Per the requirements of the February 5th directive, the Chancellor has approved waivers for courses and programs in three schools at UNC Chapel Hill: the School of Nursing, The School of Social Work, and the School of Education. In each case, the requirements of accreditors and/or licensure stipulate curricular content that may touch on subject matter covered in the equality policy or the memo. Along with this cover letter, I am forwarding the requests from the three schools that detail the individual courses and program that are the subject of waivers. Please let me know if you have questions or concerns.

In addition, the February 5th directive does not allow for waivers for the general education curriculum. While there are electives in that curriculum with DEI content, there are no required courses that need to be waived. However, one of the required "focus capacities" in the curriculum had language that could be construed as requiring content in violation of the memo. The college faculty have conducted a faculty-led revision of that requirement that brings it into alignment with the relevant policies of the February 5th memo. That revision and a cover letter from the Dean of the College of Arts and Sciences is also attached.

Please do not hesitate to let us know if you would like more information.

TO: Lee H. Roberts, Chancellor
J. Christopher Clemens, Provost

FROM: Ramona Denby-Brinson, Dean, UNC School of Social Work

DATE: April 1, 2025

RE: DEI Waiver Request from UNC School of Social Work

Request

We request a waiver of the suspension of requirements of course completion of credits related to diversity, equity, and inclusion (DEI) as noted in the Feb. 5, 2025, Andrew Tripp memorandum on behalf of University of North Carolina System President Peter Hans. With this memo, we are requesting a waiver for our MSW, PhD, and new BSW program. We make this request to continue delivering the MSW, Ph.D. and upcoming BSW curriculums as designed with forethought to accommodate workforce needs and accreditation requirements and in an effort to continue to provide a curriculum that treats all students equally on their path to becoming social work practitioners and scholars.

History

Founded in 1920, UNC School of Social Work is one of the oldest professional schools at the University of North Carolina at Chapel Hill. From its inception, the School has responded to the needs of North Carolinians from every walk of life. Notably, the first Black professor and the first Black dean of a professional school at Carolina served at the School of Social Work with honor and distinction.

Since 2022, the School has seen a 55% growth rate and now enrolls approximately 440 graduate students. With an eye to affordability and accessibility, School-based tuition has not changed since academic year 2019/20, and an increasing number of MSW students are receiving financial support for their required work in the community (practicums). The School seeks to be an outsized supporter of the University's enrollment growth plans, with an ambitious plan to enroll a total of 1,000 undergraduate and graduate students annually by 2029.

The health science professions are a focus of the UNC System's economic impact and community engagement plans in part because of data showing that social work jobs across the state are expected to grow 12% by 2030. In 2023, there were an estimated 4.5 jobs available per social work graduate in North Carolina.

The School offers Master of Social Work (MSW) and Ph.D. in Social Work degrees and plans to launch a BSW degree program in Fall 2026 after completing an extensive BSW Feasibility Study which further articulated a significant workforce demand for BSW graduates across the state as well as strong student interest in the undergraduate program. The BSW program, also seen as a potential pathway to the School's online and on-campus graduate programs, seeks to enroll 150 undergraduates annually by 2029.

The on-campus MSW program, with nearly 300 students enrolled, is one of the country's highest-ranked social work programs and focuses on evidence-informed practice. Most recently, U.S. News & World Report's "Best Graduate Schools" ranked the on-ground MSW program #2 (tied) among public schools and #4 overall (tied) in the nation.

Approximately 140 students are already enrolled in the School's new (2024) online MSW program, increasing access to adult learners, military members, and students from underserved counties, among others, by harnessing innovative learning models. In May 2026, an online version of the Advanced Standing MSW program, the School's fast-track 12-month option, will provide access to nationally acclaimed MSW instruction to accredited BSW holders throughout the state and nation.

Administrators and faculty members at the School hold leadership positions in preeminent national higher education and research organizations and at social work journals. The School's scholars were awarded more than \$31.8 million in research awards in fiscal year 2024.

[In service to the state](#)

Practicum education—what some call experiential learning or internships—has existed at the School since its founding, with each MSW student required to serve 1,000 hours in agencies across the state. Recent growth in the program has seen the School's MSW students go from serving across 11 (1989) to nearly 100 (2023) North Carolina counties. In academic year 2023–24, students served 147 placements in 101 towns and cities, primarily in North Carolina. Student practicums accounted for \$1.2 million annually in services to the state.

Several of the School's practicum education placements in Western North Carolina provide learning opportunities to help those who have survived a natural disaster, filling needs from housing to food distribution. In the southeastern part of the state, practicum education sites provide opportunities to train MSW students in working with veterans, active-duty military personnel and their families.

The School's students pass the licensing exam at rates that exceed peer institutions across the country. Carolina's MSW graduates hold the highest pass rate of all social work programs in the state—over 95%—and are prepared for leadership positions in public service to the state and to serve as independent practitioners. Furthermore, the School's on-time MSW graduation rate stands at 100%, a high mark that is a source of pride for our community.

[Preparing Carolina's social work graduates](#)

Throughout the School's history, its graduates have become leaders in creating positive economic, social, and emotional change for individuals, communities, and families in need.

In today's world social workers can be found in virtually every setting where people need support. In health care, social workers are essential members of medical teams, guiding patients and families through difficult times. They provide safe discharges back to their own homes, helping to both prevent readmissions and help patients adjust to new circumstances.

In schools, social workers seek to lower drop-out rates and decrease the likelihood of academic failure, help teachers intervene with challenging students, and coordinate services outside of school to promote school success.

Social workers also staff hotlines, train volunteers, and intervene in child and elder maltreatment. In addition, licensed social workers provide most of the mental health care in the country. The profession is indispensable to a strong and efficient health care system.

Social work brings a unique perspective to the health science professions: The notion of person-in-environment.

Within the person-in-environment framework, the School's students learn about how an individual's personal characteristics interact with a particular type of environment in ways that can be beneficial or harmful. Accordingly, social work education focuses on theories of individual and family development and aspects of the environment, including the study of cultural dynamics, policies and legal structures that are helpful or harmful to well-being.

Throughout social work education, self-awareness is also essential. To understand a family or individual's situation, a social worker must be clear-eyed about what they themselves bring to any given situation. When this self-awareness is missing, the social worker may project their own experiences onto the life of a client, rather than fully understanding a situation from all points of view. Over time, this approach leads to distrust between the helper and the client and might mean that critical information is overlooked or missed entirely.

A person- and systems-level approach is a core tenet of the social work profession. This duality—promoting the dignity and worth of the person, while understanding the social forces that create, contribute to, and address problems in living—is inherent in the National Association of Social Workers' code of ethics that guide the social work profession.

[A curriculum reflecting the field's professional ethics and the skills required for success](#)

To continue to provide a social work workforce that is well-versed in evidence-based interventions and clear about the lives and experiences of its clients, it is necessary to provide information within the School's curriculum on subjects which some may see as falling under the rubric of Diversity, Equity, and Inclusion (DEI).

We note that there is no one definition of DEI and, indeed, long before this term was used the School and other accredited schools of social work across the country were teaching about historic and contemporary systems of oppression and about the diversity of the human experience. The specifics of that curriculum change as knowledge in the field is gained, to be sure. Yet, the content and the idea of training social workers to understand more about the wide range of clients they work with is not new to the field.

The 2022 Educational Policy and Accreditation Standards (EPAS) established by the social work accrediting institution notes the critical role of social work education in preparing students to engage in justice-oriented practice. Competency 2 highlights the necessity for social workers to advance human rights and promote social, racial, and economic justice through advocacy and the elimination of structural barriers. Competency 3 reinforces this focus by requiring social workers to integrate anti-racist, equity-driven, and inclusive approaches into their professional practice (CSWE, 2022).

At the School of Social Work, these competencies are central to the curriculum, ensuring that students are equipped with the analytical tools and applied skills necessary to respond effectively to systemic inequities. The curriculum fosters critical self-reflection and cultural humility, preparing students to engage with diverse populations in ways that recognize the historical and contemporary realities of

oppression and privilege. Through coursework, practicum education, and structured experiential learning, students develop the capacity to challenge inequitable systems and advocate for inclusive policies and practices.

As part of the School's accreditation requirements, these competencies must be meaningfully embedded in both the explicit and implicit curricula. This includes ensuring that coursework, practicum education, and institutional initiatives reflect a sustained commitment to anti-racism, equity, and inclusion. The School of Social Work also engages in ongoing assessments to evaluate how these competencies are implemented, ensuring that graduates are equipped with the skills necessary to enact meaningful change in their professional practice. Moreover, these competencies align with the ethical responsibilities outlined in the National Association of Social Workers Code of Ethics, which requires social workers to challenge injustice and promote the dignity and worth of all individuals. By embedding these principles into social work education, the program ensures that graduates are not only meeting accreditation standards but also upholding the profession's fundamental values.

We address all nine required competencies through our curriculum. We are especially focused on teaching our students cross-communications skills, cultural humility, and the ability to work with people from all backgrounds. The required courses where some may consider that DEI content is more prevalent are notably 1.) SOWO 501: Oppression and Resistance in Social Work, a course where we use historical/systemic analysis to understand effects on client populations. 2.) SOWO 540: Social Work Practice with Families, Individuals, and Groups and 3.) SOWO 740: Implementing Evidence-Informed Practice w/Individuals Families, and Groups. Because families are different and reflect a range of cultural backgrounds, these two courses use a multi-cultural lens to help students build effective practice skills. Other courses where some content may reflect equity in service access are SOWO 834: Advanced Policy Practice, SOWO835: Poverty Policy, SOWO 836: Health Access and Health Disparities, and SOWO 837: Disability Policy.

We regularly assess the School's curriculum at both the MSW and the doctoral level. We are confident that the School's curriculum provides an excellent foundation for social work practice. By extension, clients across the state are well served by our graduates.

Doctoral Program

The UNC-Chapel Hill School of Social Work's doctoral program, established in 1993, has enrolled 183 students and graduated 141 scholars. With approximately 20 to 24 students matriculating at any given time, the program trains future social work scholars and educators in social intervention research to advance equity, transform systems, and improve lives. Graduates hold positions at many top universities, including the University of Michigan, Washington University in St. Louis, Columbia University, New York University, the University of Georgia, the University of Florida, and the University of Wisconsin-Madison. Many of the School's graduates hold tenure-track or tenured positions at UNC-Chapel Hill and at UNC System sister schools. Four of the School's graduates are sitting deans or directors of social work schools or departments. Many others have risen to different types of leadership roles in the higher education setting and beyond.

The program is distinguished by its focus on social intervention, emphasizing the analysis of social needs, evaluation of interventions, and recognition of interdependent levels of intervention. This approach enhances the alignment between human needs and social resources while promoting dignity and self-determination. The faculty's commitment to advancing empirically based intervention theories has made this focus a hallmark of the program, attracting applicants specifically interested in research that bridges theory and practice in social work.

As social and economic challenges grow more complex, the need for highly trained social work educators and researchers has never been greater. The program equips graduates to address systemic inequities by designing and assessing effective interventions, translating research into impactful programs, and communicating findings to policymakers and communities. By fostering scholars committed to expanding knowledge and dismantling oppression, the program aligns with the University's mission to cultivate leaders who are both qualified and motivated to continue the pursuit of knowledge and promote a more just society.

In our PhD program, one course may have some content that might be considered DEI, SOWO 900. Conceptualizing Social Problems to Inform Interventions. In this course we engage in a critical analysis of social problems that affect people from diverse backgrounds to understand the etiology of social problems for the purpose of developing and evaluating appropriate interventions.

An application and critical analysis of behavioral and social science theories and theory-driven research for understanding the etiology of social problems for purposes of social intervention.

BSW Program

The School is developing a Bachelor of Social Work (BSW) degree to address workforce shortages across North Carolina while supporting the University's goal of increasing undergraduate enrollment.

The proposed BSW program will offer 45 credits of rigorous coursework covering topics such as human development, social welfare policies, and social work practice with individuals, families, groups, and communities, as well as program development and evaluation. This curriculum builds a strong foundation in social work theory and practice while emphasizing practical skills for direct practice work with individuals, families, and communities across the state.

During the two years that students will be taking classes in their major, undergraduate students will have the same rigorous curriculum requirements as the first year of a two-year MSW curriculum, including 400 hours of practicum service. This allows BSW graduates from UNC-Chapel Hill to enter a graduate program at any accredited school and complete their MSW one year after their undergraduate commencement, rapidly preparing qualified leaders in the social work field for a high-demand workforce which impacts the health of our state.

The courses that some may consider to be DEI-focused from our MSW program: SOWO 501 and 540 will be mirrored in the BSW program

We address all nine required competencies through our curriculum. We are especially focused on teaching our students cross-communications skills, cultural humility, and the ability to work with people from all backgrounds. The required courses that some may consider focused on DEI is notably SOWO 501: Oppression and Resistance in Social Work, a course where we use historical/systemic analysis to understand effects on client populations. SOWO 540: Social Work Practice with Families, Individuals, and Groups and SOWO 740: Implementing Evidence-Informed Practice w/Individuals Families, and Groups. Because families are different and reflect a range of cultural backgrounds, these two courses use a multi-cultural lens to help students build effective practice skills. Our new BSW program will have undergraduate versions of these four courses, with similar content in order to meet CSWE standards and appropriate workforce skills.

Beyond the BSW major, the School has developed two introductory social work courses that fulfill key general education requirements within the IDEAS in Action curriculum. Open to all UNC-Chapel Hill

students, these courses introduce the field of social work and explore contemporary challenges that social workers address in their practice.

Graduates of the BSW program will be equipped with essential skills for entry-level roles in social services, health care, education, mental health, and related fields.

Summary

Thank you for the opportunity to request a waiver in response to the Feb. 5, 2025, memo from Andrew Tripp, UNC System Senior Vice President for Legal Affairs and General Counsel to Chancellors on behalf of University of North Carolina System President Peter Hans.

A listing of our required MSW and Ph.D. courses can be found in the attached Appendix.

List of Appendices

- | | | |
|----|--|----------|
| A. | School of Social Work Required Courses | p. 8-14 |
| B. | Board of Advisors Letter of Support | p. 15-18 |

UNC-CH School of Social Work Required Courses

<https://catalog.unc.edu/courses/sowo/>

Master of Social Work

SOWO 500. Human Development in Context I: Infancy to Adolescence. 3 Credits.

This course provides an overview of child and adolescent development in an environmental context, using an anti-oppressive lens to analyze major theoretical frameworks.

SOWO 501. Oppression and Resistance in Social Work. 3 Credits.

Through personal reflexivity and historical/systemic analysis, this course examines dynamics of institutional oppression through a critical theory lens. Students explore implications for social work practice, including professional complicity and resistance.

SOWO 505. Human Development in Context II: Adulthood. 3 Credits.

This course provides an overview of adult development in environmental and systemic contexts, using critical and anti-oppressive approaches to the analysis of major developmental frameworks.

SOWO 510. Foundations for Evidence-Based Practice and Program Evaluation. 3 Credits.

Develop knowledge of evidence-based practice, including skills needed to identify, acquire, and assess appropriate interventions for practice and skills required to evaluate their own social work practice.

SOWO 520. Social Work Generalist Practicum I. 3 Credits.

Students learn generalist competencies and behaviors by demonstrating core knowledge, skills, and values through direct (individuals, families, small groups) and macro (organizations, communities) practice in an agency setting (Field Fee: \$300).

SOWO 521. Social Work Generalist Practicum II. 3 Credits.

A continuation of [SOWO 520](#), students demonstrate an increased knowledge of generalist competencies and behaviors through direct (individuals, families, small groups) and macro (organizations, communities) practice in an agency setting. (Field fee: \$300.)

SOWO 523. Generalist Practicum Seminar I. 1 Credits.

Assist students in integrating and applying classroom learning with the generalist practicum. Opportunities are provided for case presentation, discussion, and peer consultation.

SOWO 524. Generalist Practicum Seminar II. 1 Credits.

Assists students in integrating and applying classroom learning with the generalist practicum. Opportunities are provided for case presentation, discussion, and peer consultation.

SOWO 530. Social Welfare Systems and Policies. 3 Credits.

Explores the US social welfare system and its implications for social work practice. Social welfare policies are analyzed, yielding implications for advocacy and action.

SOWO 540. Social Work Practice with Families, Individuals, and Groups. 3 Credits.

Provides the foundation for social work practice with individuals, families, and groups. It emphasizes basic knowledge, analytic and practice skills, and values necessary for practice.

SOWO 570. Social Work Practice with Organizations and Communities. 3 Credits.

This course focuses on developing knowledge and skills in engagement, assessment, and intervention design and implementation within the context of communities, organizations, and broader systems.

SOWO 740. Implementing Evidence-Informed Practice w/ Individuals, Families Groups. 3 Credits.

Using a multi-cultural lens, this course introduces students to core evidence-based interventions common to most theoretical approaches. Focus is on building effective direct practice skills applicable across settings and populations.

SOWO 770. Implementing Evidence-Informed Practice with Organizations and Communities. 3 Credits.

This course provides an introduction to evidence-informed and best practices for program management. Focus is on building effective organizational and community practice skills in implementing new programs and interventions.

SOWO 810. Evaluation of Social Work Interventions. 3 Credits.

Students apply knowledge of research methods and evidence-based practice to evaluation of social work interventions, by developing and conducting a detailed evaluation of specific social work intervention.

SOWO 820. Social Work Specialization Practicum I. 6 Credits.

Students learn specialization competencies and behaviors by demonstrating advanced knowledge, skills and values through direct (individuals, families, small groups) OR macro (organizations, communities) practice in an agency setting. (Field fee: \$300.)

SOWO 821. Social Work Specialization Practicum II. 6 Credits.

A continuation of [SOWO 820](#), students demonstrate mastery of specialization competencies and behaviors through direct (individuals, families, small groups) or macro (organizations, communities) practice in an agency setting. (Field fee: \$300.)

SOWO 822. Online MSW Program Specialization Practicum I. 4 Credits.

Online MSW Students learn specialization competencies and behaviors by demonstrating advanced knowledge, skills and values through direct (individuals, families, small groups) or macro (organizations, communities) practice in an agency setting. (Field Fee: \$300)

SOWO 823. Online MSW Program Specialization Practicum II. 4 Credits.

A continuation of [SOWO 822](#), students demonstrate an increased knowledge of specialization competencies and behaviors by demonstrating advanced knowledge, skills, and values through direct or macro practice in an agency. (Field Fee: \$300.)

SOWO 824. Online MSW Program Specialization Practicum III. 4 Credits.

A continuation of [SOWO 823](#), students demonstrate mastery of specialization competencies and behaviors through direct or macro practice in an agency setting. (Field Fee: \$300.)

SOWO 831. Addiction and Public Policy: Implications for Practice. 1.5 Credits.

The course will examine alcohol and drug policies, particularly as they relate to the exacerbation and resolution of health and social inequities for those with substance use disorders.

SOWO 832. Child Welfare Policy Practice and Advocacy. 1.5 Credits.

This course engages students in the process of child welfare policy practice and advocacy to formulate, analyze, implement, evaluate, and disseminate evidence-informed policies and interventions at all system levels.

SOWO 834. Advanced Policy Practice. 1.5 Credits.

This class will explore decision-making and strategy models that will engage students in the development of practical knowledge and skills in the areas of policy analysis and advocacy.

SOWO 835. Poverty Policy. 1.5 Credits.

Course provides students with a framework for advanced policy analysis and strategies for policy change, focusing on national and state poverty policy, focusing on legal, socio-political, and economic factors influencing financing, access, service delivery. Course explores skills and strategies for policy analysis and change.

SOWO 836. Health Access and Health Disparities. 1.5 Credits.

Examines disparities in health outcomes as a function of access to and quality of care for persons disadvantaged by income, ethnicity, sexual orientation and other factors. Critically evaluates health and social policies related to exacerbation and resolution of health inequalities.

SOWO 837. Disability Policy. 1.5 Credits.

Using an advanced policy analysis framework, this course focuses on strategies for policy change, national and state policy, and legal and socio-political factors influencing financing, access, and service delivery.

SOWO 840. Adult Mental Health: Theory and Practice. 3 Credits.

This course focuses on mental health social work practice with adults, covering assessment and several theoretically based interventions with an emphasis on gaining practice skills.

SOWO 841. Child and Adolescent Mental Health: Theory and Practice. 3 Credits.

This course presents knowledge and practice theories to understand mental health and well-being in children, adolescents and their families. It emphasizes practice skills and theories relevant to assessment and evidenced-based interventions.

SOWO 842. Families: Theory and Practice. 3 Credits.

A review and synthesis of explanatory and practice theories for understanding and intervening with family systems.

SOWO 843. Older Adults: Theory and Practice. 3 Credits.

This course fosters understanding of normal aging, illness, and common challenges associated with aging, and also practice skills to treat older adults and their families.

SOWO 845. Health: Theory and Practice. 3 Credits.

This course focuses on social work practice in healthcare covering the social context of health problems, and the theories and interventions that facilitate prevention of and coping with health problems.

SOWO 874. Administrative and Management: Theory and Practice. 3 Credits.

This course explores contemporary theories, models, and practices for managing human service organizations, emphasizing skills in human resources, leadership, fund management, program implementation, partnerships, equity, organizational change, stakeholder engagement and cultural humility.

SOWO 875. Interorganizational and Community-Level Theory and Practice. 3 Credits.

This course focuses on social planning, intervention design, and implementation within a complex inter-organizational environment. Theoretical frameworks and historical, sociopolitical and economic contexts of human service delivery systems are discussed.

SOWO 881. Development Theory and Practice in Global Settings. 3 Credits.

This course is designed to assist students to learn skills, methods, theory, and research in development practice in global settings. Focus is on competent practice with marginalized populations globally.

PhD Program

SOWO 900. Conceptualizing Social Problems to Inform Interventions. 3 Credits.

An application and critical analysis of behavioral and social science theories and theory-driven research for understanding the etiology of social problems for purposes of social intervention.

SOWO 910. Research Methods in Social Intervention. 3 Credits.

An introduction to the basic principles of research for planning and evaluating social interventions. Topics include problem formulation, design, measurement, analysis, and the application of findings to theory and practice.

SOWO 911. Introduction to Social Statistics and Data Analysis. 3 Credits.

Designed to explore basic principles and to provide advanced instruction in data analysis, including the construction and analysis of tables, statistical tests, and an introduction to the use of computer programs.

SOWO 912. Research Practicum I. 3 Credits.

Students develop independent research competence through work on a research project under the direction of an experienced researcher.

SOWO 913. Advanced Research Methods in Social Intervention. 3 Credits.

Students build advanced competence in research design, data collection, data analysis, and statistics by analyzing exemplary social work research and presenting independent learning projects within specialized areas of study.

SOWO 914. Measurement in Intervention Research. 3 Credits.

This course focuses on the development of knowledge and skills in measuring social, psychological, environmental, and other factors related to intervention with individuals, families, groups, and organizations.

SOWO 915. Research Practicum II. 1-6 Credits.

Continuation of Research Practicum I.

SOWO 916. Structural Equation Modeling. 3 Credits.

SEM is a general statistical method that can be employed to test theoretically derived models. In this course, students will learn fundamental concepts and skills to conduct SEM, and how to apply these techniques to social work and related areas of research.

SOWO 917. Longitudinal and Multilevel Analysis. 3 Credits.

This course introduces the context and intuition for longitudinal and multilevel models, and the statistical frameworks, analytical tools, and social behavioral applications of multilevel modeling (MLM) and longitudinal analysis.

SOWO 918. Applied Regression Analysis and Generalized Linear Models. 3 Credits.

Permission of the instructor. This course introduces statistical frameworks, analytical tools, and social behavioral applications of OLS regression model, weighted least-square regression, logistic regression models, and generalized linear models.

SOWO 919. Special Topics in Doctoral Research. 1-6 Credits.

Permission of the instructor. Topic determined by instructor and announced in advance.

SOWO 920. Special Topics in Social Work Doctoral Studies. 1-6 Credits.

Permission of the instructor. Topic determined by the instructor and announced in advance.

SOWO 921. Qualitative Analysis. 3 Credits.

This course will introduce the application of qualitative research methods for social work research.

SOWO 922. Advanced Topics in Causal Inference: Propensity Score Analysis. 3 Credits.

This course focuses on advanced topics in causal inference by reviewing four recent methods developed for observational studies and evaluation of quasi-experimental programs.

SOWO 923. Systemic Reviews and Introduction to Meta-Analysis. 3 Credits.

This course focuses on conducting and writing systematic reviews in social work and related behavioral/social sciences, as well as an introduction to meta-analysis.

SOWO 940. Development of Social Intervention Models. 3 Credits.

This PhD-level course focuses on preparing advanced graduate students with the knowledge and skills needed to design and develop interventions that address social needs, problems, and conditions.

SOWO 941. Teaching Practicum. 3 Credits.

This practicum provides a range of supervised classroom or training opportunities designed to prepare advanced doctoral students for faculty positions in undergraduate- and graduate-level social work education.

SOWO 994. Doctoral Research and Dissertation. 3 Credits.

Dissertation work.

TO: Lee H. Roberts, Chancellor
J. Christopher Clemens, Provost

FROM: The UNC School of Social Work Board of Advisors

DATE: March 21, 2025

RE: DEI Waiver Request from UNC School of Social Work

Dear Chancellor Roberts,

We, the members of the University of North Carolina at Chapel Hill School of Social Work's Board of Advisors, are writing in support of the School's request for a waiver of the suspension of requirements of course completion of credits related to diversity, equity, and inclusion (DEI) as allowed for in the Feb. 5, 2025, Andrew Tripp memorandum on behalf of University of North Carolina System President Peter Hans.

In our support of the waiver request, we note the following:

- 1) The Feb. 5 memorandum states that its purpose is to comply with President Trump's Jan. 21, 2025, executive order entitled "Ending Illegal Discrimination and Restoring Merit-Based Opportunity." The order states that its purpose is "to ensure that it (enforces civil rights laws) by ending illegal preferences and discrimination." The order centers on accomplishing this by terminating "illegal DEI and DEIA by policies." These policies refer to preferences in hiring, admissions, and in special programs or through policies that favor some groups or persons over others "under the guise of so-called 'diversity, equity, inclusion, and accessibility'"

Regardless of one's opinion on using DEI policies to shape the makeup of workforces, universities, or programs, this order deals with its assertion that these policies violate anti-discrimination laws and not whether specific courses are required curriculum. Therefore, interpreting this anti-discrimination order to mean that students should not be required to learn about discrimination, history, and the context in which their clients' live seems unnecessarily aggressive.

- 2) DEI has become a highly charged phrase that means different things to different people in practice. Definitionally, however, according to the Cambridge Advanced Learner's Dictionary and Thesaurus, DEI is "the idea that all people should have equal rights and treatment and be welcomed and included, so that they do not experience any disadvantage because of belonging to a particular group, and that each person should be given the same opportunities as others according to their needs."

While the executive order targets remedies to disparities in job or university makeup, the definition of DEI itself — promoting opportunities and preventing discrimination of groups — is the same as the stated purpose of the executive order. It seems that everyone is in favor of eliminating “illegal preferences and discrimination.” It would therefore follow that classes meant to educate regarding the history and practice of unjust treatment would be in keeping with the spirit of the executive order.

Additionally, in the Feb. 28, 2025, “Frequently Asked Questions About Racial Preferences and Stereotypes Under Title VI of the Civil Rights Act” distributed by the United States Department of Education Office for Civil Rights, provided to anticipate and answer questions raised in response to the Feb. 14, 2025, “Dear Colleague Letter,” the office stated that, “Schools may not operate policies or programs under any name that treat students differently based on race, engage in racial stereotyping, or create hostile environments for students of particular races. For example, schools with programs focused on interests in particular cultures, heritages, and areas of the world would not in and of themselves violate Title VI, assuming they are open to all students regardless of race.”

Our courses are open to all students within our School of Social Work program, regardless of background, race, or ethnicity. The academic debates and discussions that may develop within a classroom do not constitute a “hostile environment” — defined as unwelcome conduct that is not desired or requested by a recipient — but rather are the cornerstones of intellectual rigor that have molded Carolina graduates for centuries.

- 3) Regardless of the University’s stance on DEI courses as general education requirements, the UNC School of Social Work’s mission is to produce social workers. The School currently awards master’s and doctoral degrees to candidates who will one day work with various unique populations all over the state, country, and world at critical points in their clients’ lives. It is essential that our MSW students understand the specific needs of the clients they will serve as clinicians and to be aware of the historical context that has led to those needs.

Social work is not a one-size-fits-all profession. Our social workers are serving populations not solely defined by race, but by their economic status, urban/rural status, veteran status, and special needs status. Our social workers are a part of the fabric that makes up our state’s schools, health care, government, and faith-based organizations. According to a report from George Washington University’s Fitzhugh Mullan Institute for Health Workforce Equity, social workers lead the nation in providing mental and behavioral health care services, outpacing any other related profession in the country.

Limits on teaching diverse content may have the unintended consequence of limiting our students’ ability to best serve these diverse populations. Learning about the struggles

diverse populations face, and being able to meet them where they are, is essential to the responsible practice of social work. The opportunity to learn about these populations, their histories, and how to differentiate service of care is what has made UNC's social workers some of the best in the world.

Our Ph.D. program shares the same core values as our MSW degree, but its primary goal is to produce scholars and educators who share their knowledge and skill with the next generation of social workers, the public, and policymakers. Our graduates produce research on social disparities, human behavior, policy actions, while creating and evaluating interventions that improve lives. Much like the clinicians we graduate through our MSW program, our doctoral graduates work with populations across the world and with faculty members who conduct ground-breaking research in child, youth, and family well-being; economic security; health, mental health, and behavioral health; older adults and long-term care; and system- and service-level research. Their research isn't stifled, but blossoms because of the diverse populations they serve. Without building their knowledge base in the classroom, the work they do in the field is less effective, providing fewer advancements in health care, workforce expansion, and policy development that have the ability to better the lives of those across state and beyond.

- 4) To provide these top-ranked educational opportunities — our MSW degree is ranked No. 2 in the nation among public schools of social work and No. 4 nationally — our program must remain accredited. Our accrediting body, the Council of Social Work Education (CSWE), recognizes the MSW degree as the terminal degree in the field, as it provides the path to licensure and prepares and qualifies students for micro and macro practice. The MSW curriculum provides social workers with a set of skills that have the depth and breadth to allow them to become those licensed professionals who are most effective in the workforce.

According to CSWE, in its response to a Sept. 22, 2020, executive order limiting diversity, racism, and sexism training for federal employees, contractors, and grantees, "Social work programs across the country value and respect diversity and inclusiveness, are committed to a learning environment of cultural humility, and exist to prepare social workers to advance equity and justice." CSWE continues to value learning environments of cultural humility and continues to exist to prepare social workers to advance equality and justice. To that end, CSWE requires this education be provided to persons graduating from CSWE accredited bodies.

In February 2025, CSWE announced that the core tenets of a social work education cannot be compromised if the profession is to continue to meet the needs of its diverse clients from various cultures, backgrounds, and identities. As such, they do not intend to alter their requirements. Thus, if the UNC School of Social Work alters its graduation requirements to eliminate these courses, it would be in grave danger of losing its accreditation, hampering its ability to produce graduates ready for employment as

professional social workers. What this could mean is that UNC-Chapel Hill — the flagship university in the state — would not have an accredited social work program, potentially losing enrollment to neighboring accredited programs in Virginia, South Carolina, Tennessee, and less restrictive schools across the country. If the UNC School of Social Work program is not accredited, it would not be able to meet the current needs of the 94 counties in North Carolina that have shortages of mental health professionals, as defined by the North Carolina Department of Health and Human Services (2024).

Further, the UNC School of Social Work is currently undergoing preparations to become an accredited provider of a Bachelor of Social Work degree. Its first cohort is being planned for 2026. This is a critical step in helping North Carolina address an urgent need — the shortfall of social workers in our state. We are driven to fill that workforce need. The cross-cultural education provided by our School is not a blemish to shy away from, but a beacon that draws the best and brightest from around the world to our program.


For these reasons, we support the waiver request of the School of Social Work and ask that it be approved.

Respectfully,

The UNC School of Social Work Board of Advisors

MEMO

TO: Lee Roberts
Chancellor
University of North Carolina at Chapel Hill

FROM: Valerie Howard 
Dean and Professor - School of Nursing
Vice President of Nursing for Academic Affairs - UNC Health

DATE: March 26, 2025

RE: Requested Waivers for Programs and Required Courses in the School of Nursing

This memo is in response to the March 6, 2025 Communication from Provost J. Christopher Clemens entitled "Waivers for required Courses Related to DEI." The March 6 memo provides directions for requesting program and major specific required courses that may be suspended under the February 5 memo entitled "Memorandum Regarding Federal Contracting Compliance."

The concepts of diversity, equity, and inclusion, as defined by our professional standards, are essential in promoting the holistic person-centered care of individuals, families, and communities. Incorporating these concepts in nursing curricula ensures that our nurses at all levels provide culturally competent care and promote health equity which are essential components of nursing care. Per the American Association of Colleges of Nursing Essentials, the standards and criteria that guide our nursing programs, the concepts of Diversity, Equity, and Inclusion are considered critical concepts that must be included in all levels of nursing curricula. Adherence to the AACN Essentials is required for accreditation by the Commission on Collegiate Nursing Education (CCNE) for the following degree programs: Bachelor of Science in Nursing and Accelerated Bachelor of Science in Nursing (BSN/ABSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP).

In addition, the AACN position statement Diversity, Equity, and Inclusion in Academic Nursing states:

AACN recognizes diversity, inclusion, and equity as critical to nursing education and fundamental to developing a nursing workforce able to provide high quality, culturally appropriate, and congruent health care in partnership with individuals, families, communities, and populations. AACN is committed to preparing a community of scholars, clinicians, educators, and leaders who fully value the importance of diversity, inclusion, and equity to promote the health of the nation and the world.

While the School of Nursing does not believe that our required content related to diversity, equity, and inclusion meets the definition as defined in the memos (compelled speech, etc), I am submitting this information on behalf of the School of Nursing to provide context and enhance understanding of this requirement as it relates to professional standards. Our methodology and request for programmatic (BSN, MSN, DNP) and course (PhD) waivers is presented below.

Development of SON Curricula:

The curricula in the School of Nursing are logically and intentionally crafted to align with professional

standards and accreditation standards. Each required course comprises necessary and essential information at the baccalaureate (BSN and ABSN programs), master's (MSN) and doctoral (DNP and PhD) levels, aligning with the terminal program objectives for each program. These programs incorporate recommendations and expectations set forth by the North Carolina Board of Nursing (BSN and ABSN programs), the National Organization of Nurse Practitioner Faculties (MSN and DNP), the National Task Force Standards for Quality Nurse Practitioner Education (MSN and DNP), AACN Recommendations for Research Focused Doctoral Programs and the National Academy of Medicine's Future of Nursing Report (PhD), the American Association of Colleges of Nursing (BSN, ABSN, MSN, DNP), and the American Nurses Association Code of Ethics for Nurses (all SON programs).

Methodology:

The SON academic leaders reviewed each required course in the four degree granting programs (BSN, MSN, DNP, and PhD). The academic leaders also reviewed the professional nursing standards, expectations, and accreditation requirements that provide the framework for our nursing curricula from the following organizations: The American Association of Colleges of Nursing, the North Carolina State Board of Nursing, the National Organization of Nurse Practitioner Faculties, the National Task Force Standards for Quality Nurse Practitioner Education, AACN Recommendations for Research Focused Doctoral Programs, the National Academy of Medicine's Future of Nursing Report, and the American Nurses Association Code of Ethics for Nurses. All of these standards reference the relevance and importance of including content to ensure the provision of culturally competent nursing care as it relates to health equity, person centered care, and optimal patient outcomes.

Description of Supporting Documents:

The attached spreadsheet documents the following for the BSN, MSN, DNP, and PhD programs (see bottom tabs): course name, course description, justification for the required course, and alignment with the professional standard in response to the directions provided in the March 6 memo. For the PhD program, because we are requesting course waivers, the specific course content related to DEI is included in an additional column.

Formal Waiver Request:

After a thorough review, the School of Nursing is requesting a programmatic waiver for the following CCNE Accredited degree programs:

- Bachelor of Science in Nursing (BSN)
- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)

The School of Nursing is also requesting course waivers for the following courses in our PhD Program:

- NURS909- Multilevel Approaches to Health Equity
- NURS910- Carolina PhD Seminar III: Social Determinants of Health
- NURS911- Carolina PhD Seminar IV: Synthesizing Determinants of Health, Syndemics and Nursing Science
- NURS916- Qualitative Approaches to Scientific Inquiry
- NURS978- Measurement and Data Quality in Health Research

As aforementioned, a thorough understanding of the concepts of diversity, equity and inclusion are integral to the preparation of nurses and directly correlates to the delivery of holistic, person-centered culturally competent care. This translates to optimal health outcomes for patients, families, and communities. The curriculum of the School of Nursing must adhere to the requirements and

expectations of our professional standards that were developed by decades of evidence informing the science of nursing. Adherence to these requirements and standards has directly contributed to our excellent program outcomes, certification and licensure exam pass rates, and national reputation as a top-ranked school of nursing.



From: Interim Dean Jill Hamm

To: Provost Chris Clemens

Date: March 27, 2025

Subject: Review of DEI/Diversity Student Learning Outcomes and Waiver Request

Since educators must work effectively with learners and stakeholders with a wide range of backgrounds and needs, topics related to diversity, equity, and inclusion feature prominently in educational inquiry and in the course of study for programs designed to train professional educators. I am therefore writing to seek waivers to the February 5 UNC System “Memorandum Regarding Federal Contracting Compliance” for ten of the School of Education’s programs.

In order to compile this waiver request, we conducted a thorough review of the requirements for each of the School of Education’s degree programs, as well as catalog descriptions and course expectations associated with each of the required courses in these programs. The attached spreadsheet describes the ten School of Education programs that we identified as requiring content related to diversity, equity, and inclusion; a course-by-course listing of required courses that cover content related to diversity, equity, and inclusion, including these course’s catalogue descriptions; an explanation of the relationship between required content related to diverse, equity, and inclusion and the program’s central goals or student learning outcomes; and the policy, licensure, or accreditation requirements that mandate this coursework.

As the spreadsheet indicates, we are requesting waivers for the following programs:

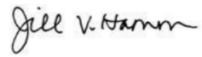
- BA in Education with a major in Human Development and Family Studies
- BA in Education with a major in Human and Organizational Leadership Development
- Undergraduate UNC-BEST minor, which leads to secondary teacher licensure
- Masters of Arts in Teaching
- MEdX in Early Childhood Intervention and Family Science
- Masters in School Administration
- Masters of Education in School Counseling
- EdD in Educational Leadership K-12 Leadership concentration
- EdD in Educational Leadership Organizational Learning and Leadership concentration
- PhD in School Psychology

As we describe in the spreadsheet, the required coursework related to diversity, equity, and inclusion included in several of these programs responds to specific professional pathway licensure and/or program accreditation requirements.

We note that we are *not* requesting waivers for the undergraduate minor in education studies, the Master's program in Educational Innovation, Technology, and Entrepreneurship, and the Ph.D. in Education, since these three programs do not include required coursework related to diversity, equity and inclusion.

Thank you for considering our request for these waivers.

Sincerely,

A handwritten signature in cursive script that reads "Jill V. Hamm".

Jill V. Hamm
Interim Dean



May 2, 2025

TO: Chancellor Lee Roberts
FROM: Jim White, Dean, College of Arts and Sciences
CC: Chris Clemens, Provost

RE: General Education Update

Pursuant to the February 5, 2025 “Memorandum Regarding Federal Contracting Compliance,” the College of Arts and Sciences undertook a review of the “Ideas in Action” undergraduate general education curriculum to determine whether it contained any “general education requirements [...] mandating completion of course credits related to diversity, equity, and inclusion, or any other topic identified in Section VII of the Equality Policy.”

As you know, the College determined that no such mandatory requirements exist within Ideas in Action, our new general education curriculum. However, students who matriculated prior to Fall 2022 must satisfy the university’s previous general education requirements, and those requirements did include a requirement that students complete one course in “U.S. Diversity.” Approximately 116 graduating seniors remained who had not satisfied this requirement. The requirement was waived for these students, and it will continue to be waived for any other undergraduates who entered before Fall 2022 and are taking more than four years to graduate.

I write to you today to add that, as part of this review, the College judged that the description of one of the nine “Focus Capacities” in the curriculum, specifically “Power, Difference, and Inequality”, could be incorrectly read or understood to be “related” to DEI or topics identified in Section VII of the Equality policy.

In order to prevent any such misunderstanding, to clarify the purpose of this Focus Capacity, and to simplify and clarify its learning outcomes, the College charged a four-person subcommittee of the Administrative Boards, comprised of one faculty representative from each College division and one representative of the professional schools (from Kenan-Flagler Business School), with reviewing and revising the Focus Capacity previously titled “Power, Difference, and Inequality.”

The revised Focus Capacity will be “**Power and Society**”. The Administrative Boards has streamlined the learning outcomes for this capacity from four to three and crafted new language that better distinguishes its purpose from that of DEI. The full revised text is attached. There are 346 possible courses in the catalog that can fulfill this Focus Capacity (as of 1/23/25). For Fall 2025, there will be over 200 distinct course options offered by 37 different departments and professional schools.

The revision was presented to the Administrative Boards on 4/25/25 and received unanimous approval (with 1 abstention). Because this is a minor substantive change, it does not require approval by the Educational Policy Committee or the Faculty Council.

I want to thank you for working with the Administrative Boards and the College as we navigate together these changing and challenging times in academia. Our goal is a robust, world-class curriculum that is equally available to all students.

With my best regards,

A handwritten signature in black ink, appearing to read 'J. White', with a long horizontal flourish extending to the right.

James W. C. White
Craver Family Dean

To: David English, Senior Vice President for Academic Affairs
From: Kimberly van Noort, Chancellor, University of North Carolina Asheville
Subject: Approved Major-Specific DEI Requirement Waivers Pursuant to February 5, 2025 Memorandum
Date: May 2, 2025

Pursuant to the directive in your February 5, 2025 memorandum regarding federal contracting compliance, and in accordance with the authority granted to chancellors therein, I am writing to submit the University of North Carolina Asheville's approved exceptions for major-specific curricular requirements that remain substantially related to their respective academic disciplines.

Following a course-by-course review conducted by our Office of Academic Affairs in consultation with department faculty, I have approved tailored waivers for the following programs and courses:

1. Women, Gender and Sexuality Studies (B.A.)

Course: WGSS 365 – *Feminist Theory* (also PHIL 365 / SOC 380)

Requirement: Required course for WGSS majors

Rationale: This course is foundational to the discipline of Women, Gender and Sexuality Studies, which investigates the role of culture, social institutions, and policy on perspectives of women, gender, and sexuality in psychological, biological, social, political, literary, and humanistic terms. WGSS 365 examines key theoretical frameworks including intersectionality, power dynamics, and epistemologies from diverse social locations. The course is essential to the integrity of the major and supports students' understanding of core disciplinary methods and content.

2. Health Sciences (B.S.), Public Health Concentration

Course: HS 342 – *Advancing Health Equity: Domestic and Global Contexts*

Requirement: Required course within the Public Health concentration

Rationale: Public health is inherently concerned with disparities in health outcomes. This course investigates the structural, political, and economic determinants of health equity, and prepares students to engage with global and domestic health systems through an evidence-based, equity-focused lens. The content is central to the competencies expected of public health professionals.

3. Educator Preparation Program (Various Licensure Areas)

Courses:

- EDUC 230 – *Introduction to Exceptional Children*
- EDUC 346 – *Teaching Students with Diverse Needs in the General Education Classroom*
- EDUC 348 – *Assessment for Exceptional Learners*

Requirement: Required for candidates pursuing licensure in Elementary Education, Special Education, Secondary Education, and Art Education

Rationale: These courses are essential to preparing teacher candidates to serve North

Carolina's diverse public school population. The content aligns with state-mandated Professional Teaching Standards and national accreditation requirements, including those set by the Council for the Accreditation of Educator Preparation (CAEP). The coursework ensures that graduates meet legal and pedagogical standards for effectively supporting students with disabilities, multilingual learners, and other exceptionalities.

Each of these waivers was evaluated based on whether the content in question is substantially related to the discipline and mission of the degree program. The courses above are core to the professional and academic preparation required in their respective fields, and their continued inclusion is necessary for compliance with state and national academic standards.

Please let me know if additional information is needed. We appreciate your guidance and remain committed to maintaining both legal compliance and academic excellence.

Sincerely,
Kimberly van Noort
Chancellor
University of North Carolina Asheville



April 30, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: UNC Charlotte Waivers of Mandatory Course Requirements

Dear Dr. English:

Pursuant to the February 5, 2025 Memorandum Regarding Federal Contracting Compliance issued by Mr. Andrew Tripp (the “February 5 Memo”), and in accordance with the authority of chancellors described therein, UNC Charlotte has undertaken a comprehensive review of all curricular and program requirements to assess compliance with the suspension of required coursework in diversity, equity, and inclusion (“DEI”) or other topics identified in Section VII of Section 300.8.5 of the UNC Policy Manual, Equality Within the University of North Carolina (the “Equality Policy”).

UNC Charlotte offers over 170 majors in 79 programs leading to bachelor’s degrees, 64 master’s degrees, and 24 doctoral degrees, as well as 71 graduate certificates. As part of its review, the University made a number of targeted curricular adjustments to ensure that academic programs align with the Equality Policy without compromising program integrity or accreditation standards. Following these adjustments—which will be reflected in UNC Charlotte’s 2025-26 undergraduate and graduate catalogs—I have issued twelve waivers for mandatory course requirements that remain essential to the integrity of three undergraduate degree programs and three graduate degree programs.

Each waiver reflects the academic judgment of program faculty, exercised through established principles of shared governance and grounded in the competencies, standards, and professional expectations that govern accreditation, licensure, and workforce preparation. The courses in question are critical to maintaining program coherence and ensuring that graduates are prepared to meet external standards and professional demands. This review and waiver process has been conducted with careful attention to UNC Charlotte’s status as [North Carolina’s urban research university](#), which includes preparing students for success across a range of educational, clinical, and community settings.

Office of the Chancellor

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The waivers are described below, organized by undergraduate degree programs and graduate degree programs. In the interest of transparency, this memorandum also highlights three graduate certificate programs with required coursework potentially implicated by the Equality Policy.

Undergraduate Programs

Bachelor of Social Work

The Bachelor of Social Work (BSW) program at UNC Charlotte is accredited by the Council on Social Work Education (CSWE), which requires that all graduates demonstrate proficiency across [nine professional competencies](#) central to ethical and effective social work practice. These include competencies in ethical and professional behavior, engaging diversity and difference in practice, policy analysis, and advocacy.

One of the core competency requirements—“Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice”—focuses on preparing students to work effectively and ethically with individuals and communities from varied backgrounds. Following a review led by program faculty, the following three courses were identified as essential to supporting students' development in this area and ensuring continued alignment with CSWE standards and licensure expectations:

- ***SOWK 3120: Diversity and Populations at Risk*** – This course examines how factors such as race, ethnicity, gender, sexual orientation, social class, age, and ability shape client needs and inform effective practice with individuals, groups, and communities.
- ***SOWK 3201: Foundations of Social Welfare*** – This course explores the historical, economic, and political forces that have shaped social welfare policy and services in the United States, with attention to their relevance for contemporary social work practice.
- ***SOWK 3202: Social Welfare Policy*** – This course focuses on the development, implementation, and impact of social welfare policy, preparing students to critically assess policy frameworks and advocate for effective service delivery to client populations.

Each of these courses helps students prepare for ethical, culturally informed practice with individuals and communities from a wide range of backgrounds, consistent with expectations established by the North Carolina Social Work Certification and Licensure Board.

In addition to being central to the BSW program's learning outcomes, the above courses reflect a shared understanding across the UNC System that such content remains necessary to align with prevailing accreditation standards and licensure expectations. Another UNC institution, through direct engagement with CSWE, independently confirmed that these national requirements cannot be waived. Retaining these courses within the BSW curriculum supports continued preparation of students for professional social work practice in North Carolina and beyond.

Bachelor of Arts in Elementary Education

The following two required courses are integral to UNC Charlotte's Elementary Education B.A. program and support core competencies embedded in national accreditation standards, state licensure requirements, and performance assessments. They are designed to ensure that teacher candidates are prepared to meet the instructional demands of North Carolina's public schools, particularly within the urban environments UNC Charlotte is committed to serving.

- ***ELED 3292: Theories and Practice in Urban Education*** – This course is designed to increase student awareness, knowledge, and understanding of core concepts associated with urban educational settings. Participants are introduced to the educational models, theories, and practices necessary to support learners within these contexts.
- ***ELED 4220: Instructional Planning for Elementary School Learners*** – Curriculum planning and development with an emphasis on designing and implementing cross-curricular activities within the elementary classroom setting. Explores research-based practices of a variety of teaching strategies and pedagogies to meet the instructional needs of all learners.

These courses support [candidate competencies](#) required by the Council for the Accreditation of Educator Preparation (CAEP), particularly in the areas of Content and Pedagogical Knowledge (CAEP Standard 1), Clinical Partnerships and Practice (Standard 2), and Program Impact (Standard 4). They also align with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core [Teaching Standards](#), including Standard 2 (Learning Differences) and Standard 7 (Planning for Instruction).

In addition, the competencies addressed by these courses are reinforced through the [Candidate Preservice Assessment of Student Teaching \(CPAST\)](#), which evaluates teacher candidates on their ability to plan and deliver instruction that meets the needs of all learners, including students who may differ by learning style, language background, socioeconomic status, disability status, or life experience. North Carolina State Board of Education policy further requires that educator preparation programs provide instruction in reaching a variety of populations, as reflected in [Policy TCED-011](#) and the [North Carolina Professional Teaching Standards](#).

Bachelor of Arts in Middle Grades Education

The following required course was determined to be integral to UNC Charlotte's Middle Grades Education B.A. program and supports the competencies needed for accreditation, licensure, and classroom readiness. As with the B.A. in Elementary Education, this program prepares candidates to teach in North Carolina's public schools, with particular attention to the needs of urban and high-need districts.

- ***MDSK 3100: The Connected Classroom*** – Teacher education candidates analyze the complex ecology of the modern classroom in order to create a learning environment that establishes and connects student success and well-being. The course shares research-based strategies to address the academic and emotional needs of students from a variety of backgrounds. Additionally, the course introduces issues, policies, and strategies for modifying standard instruction for students with disabilities and those identified as gifted.

Consistent with the courses waived for the Elementary Education program, this course aligns with CAEP Standards 1, 2, and 4; InTASC Standards 2 and 7; and the North Carolina State Board of Education's TCED-011 policy. It also supports student readiness for evaluation under the [Candidate Preservice Assessment of Student Teaching \(CPAST\)](#), particularly in the areas of differentiated instruction and inclusive classroom practice. Retaining this course ensures that candidates meet the professional expectations and licensure requirements necessary for success in the state's middle grade classrooms.

Graduate Programs

Master of Social Work

Like its BSW program, UNC Charlotte's Master of Social Work (MSW) program is accredited by the Council on Social Work Education (CSWE), which applies the same set of nine professional competencies required at the undergraduate level while expecting a higher level of mastery and application. "Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice" and "Competency 5: Engage in Policy Practice" are central to accreditation and professional preparation, particularly for graduates entering advanced practice roles. Following a review of the program, the following three graduate-level courses were identified as integral to meeting this competency and to preserving alignment with CSWE standards and licensure expectations:

- ***SOWK 6141: Foundations of Social Work*** – This course introduces students to the profession of social work through exploration of its history, professional values, and evolving role in society. Students examine how social, economic, and political forces influence the development of social welfare systems and the delivery of services.
- ***SOWK 6151: Social Work, Social Justice, and Diversity*** – This course serves as the MSW program's primary foundation for Competency 3 by examining factors that influence access to services and opportunities across client populations. Students explore how economic, political, and institutional dynamics shape client experiences and professional obligations in social work practice.
- ***SOWK 6242: Advocacy and Policy Change*** – This course supports Competency 5 by preparing students to understand the development and implementation of social welfare policy. Students learn tools and strategies for advocating effectively within organizational and policy environments, with an emphasis on promoting access to information, services, and opportunities.

The waived courses support not only Competencies 3 and 5, but also reinforce "Competency 1: Demonstrate Ethical and Professional Behavior." They are designed to ensure that MSW graduates are prepared to serve in clinical, organizational, and policy settings with a strong foundation in culturally informed and ethically grounded practice.

Retention of these requirements reflects UNC Charlotte's ongoing responsibility to meet national accreditation expectations and to prepare students for licensure through the North Carolina Social Work Certification and Licensure Board. It also ensures that graduates are equipped for leadership in a range of professional contexts across the state.

Master of Arts in Counseling

The Master of Arts in Counseling program at UNC Charlotte is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which sets national standards for counselor education and is widely recognized by state licensure boards. Under [Section 3 of the 2024 CACREP Standards](#), all accredited programs must demonstrate that students are prepared across eight required core content areas, including one focused specifically on social and cultural identities and experiences.

Following review, the program identified the following required course as essential to fulfilling CACREP curricular standards and licensure expectations:

- ***CSLG 6145: Multicultural Counseling*** – Multicultural perspectives are crucial to effective and ethical practice in the counseling profession. In this course, students develop the knowledge, skills, and awareness for multicultural and advocacy competence to help them be more effective in assisting diverse clients and supporting communities (especially at-risk and vulnerable populations).

This course addresses 11 CACREP standards in the Social and Cultural Identities and Experiences area and supports content on the National Counselor Examination (NCE) administered by the [National Board for Certified Counselors \(NBCC\)](#), a required step in [licensure](#) as a Licensed Clinical Mental Health Counselor (LCMHC) in North Carolina. Its inclusion in the curriculum is also aligned with the expectations of the [American Counseling Association Code of Ethics](#), which outlines the professional obligation of counselors to understand and address cultural factors that may shape client needs and treatment outcomes.

In addition to supporting licensure eligibility, this course plays a critical role in student preparation for the [Counselor Preparation Comprehensive Examination \(CPCE\)](#), a graduation requirement for UNC Charlotte's counseling program. The CPCE is also required for admission into CACREP-accredited doctoral programs in counselor education and supervision, making it essential to the broader pipeline of counselor development. Retaining this course ensures that UNC Charlotte's graduates can meet state licensure requirements, national testing benchmarks, and programmatic expectations across the counseling profession.

Ph.D. in Counselor Education and Supervision

UNC Charlotte's Ph.D. in Counselor Education and Supervision is designed to prepare advanced professionals for roles in counselor education, clinical supervision, research, and leadership across a variety of mental health and academic settings. As with the Master of Arts in Counseling program, this program is accredited by CACREP, which maintains national standards for doctoral-level counselor education. Under [Section 6 of the 2024 CACREP Standards](#), all accredited doctoral programs must include curriculum in five core areas, including Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

As part of the University's review of mandatory coursework, the following two courses were identified as essential to preserving the program's alignment with CACREP's doctoral-level standards and to preparing graduates for professional practice:

- ***CSLG 8345: Advanced Multicultural Counseling*** – This seminar builds on foundational counseling skills to explore the practical and ethical dimensions of culturally competent practice. Students examine community-specific case studies, analyze models of counseling and supervision, and build practical tools to support counselor trainees working with clients from varied backgrounds.
- ***CSLG 8346: Applied Multicultural Counseling*** – This course emphasizes the application of counseling strategies in settings that serve clients from a variety of backgrounds. Students examine how individuals and families may experience mental health services differently based on life circumstances. They develop practical skills in consultation, program

evaluation, and service delivery to improve outcomes in clinical and community counseling settings.

Together, these two courses help ensure that the program remains aligned with CACREP's expectations for doctoral-level preparation. They also support students in meeting professional and ethical standards established by the [American Counseling Association Code of Ethics](#), which emphasizes the responsibility of counselor educators to prepare future professionals to work effectively across varied client populations. In North Carolina, completion of a CACREP-accredited doctoral program is also recognized by the [North Carolina Board of Licensed Clinical Mental Health Counselors](#) (NCBLCMHC) as a preferred qualification for those seeking to provide clinical supervision.

Graduates of this program frequently pursue academic and supervisory roles at CACREP-accredited institutions, where they are expected to teach core content areas and prepare master's-level students for counseling licensure. Retaining these courses ensures that UNC Charlotte's doctoral students are equipped to meet those expectations and to take on leadership roles that support the continued development of a well-prepared and professionally responsible counseling workforce.

Graduate Certificates

Although the February 5 Memo refers specifically to general education and major-specific requirements, as part of its comprehensive review UNC Charlotte evaluated all of its academic offerings, including all 71 of its graduate certificate programs, to assess potential intersections with the Equality Policy. As a result of this broader review, three certificates were identified as containing content potentially implicated by the Policy.

Graduate certificate programs at UNC Charlotte are non-degree, optional, and self-contained concentrations composed entirely of existing graduate coursework taught by faculty with primary departmental appointments. They are pursued by self-selecting students—typically working professionals or graduate students—seeking targeted preparation aligned with their academic or career goals. As such, they generate negligible additional cost and often help sustain course offerings for degree-seeking students, while also supporting UNC Charlotte's role as an engine for regional workforce development. Graduate certificates are proposed by academic units and approved by the Graduate Council (a standing body of faculty charged with overseeing graduate academic standards and policies) in accordance with a [faculty-led academic procedure](#).

While UNC Charlotte understands that the February 5 Memo focuses on general education and major-specific requirements, and does not directly apply to graduate certificates given their elective nature and limited scope, I am including the three identified certificates here to ensure a full and accurate accounting of the University's review, as well as to support transparency into and oversight of our program activities. Each of the following certificates is 100% online, catering specifically to working professionals seeking to advance their education without compromising their current job obligations.

Graduate Certificate in Teaching English as a Second Language (ESL)

This certificate prepares educators to support English language learners through coursework focused on language acquisition and linguistically responsive instruction. One required course—***TESL 6204: Multicultural Education***—was identified during the University's review as potentially within the

scope of the Equality Policy. The course is required for alignment with national standards for preparing educators to teach English learners in linguistically diverse classrooms.

Graduate Certificate and Master of Arts in Teaching (M.A.T.) in Middle Grades, Secondary, and Foreign Language Education

This certificate supports pedagogical preparation for educators seeking licensure or advanced instructional skills in content-specific and adolescent learning environments. One required course—***MDSK 5204: The Connected Classroom***—was identified as potentially within the scope of the Equality Policy. The course is required to meet program learning outcomes related to teaching effectiveness and classroom engagement in high-need and demographically varied schools.

Graduate Certificate in Self, Systems, and Social Transformations

This newly revised certificate offers interdisciplinary preparation for educators, school leaders, and community-facing professionals seeking to better understand how individual experiences, institutions, and community systems shape educational access and outcomes. The four required courses are:

- ***EDUC 6260: Psychological and Historical Influences on Society*** – This course examines how psychological theories, human behavior, and historical events shape social structures and drive change in educational and community contexts.
- ***EDUC 6261: Human Identity Development*** – This course explores identity formation as a psychosocial process shaped by experience, context, and interaction, with an emphasis on educator reflection and effectiveness.
- ***EDUC 6262: Social Dynamics and Systems that Educate*** – This course analyzes educational systems and practices, with a focus on identifying challenges and developing strategies to improve outcomes.
- ***EDUC 6263: Social Action and Advocacy*** – This course examines the roles of advocacy and social action in promoting institutional and community change, with applications in school and educational settings.

As part of the comprehensive review prompted by the February 5 Memo, the Cato College of Education conducted a holistic, faculty-led reassessment of this certificate. The review focused on the program's academic purpose, structure, and alignment with professional and community needs. Substantive revisions were made to clarify the certificate's scope and strengthen its utility for working professionals, and ensure consistency with institutional standards.

Previously, these four courses were required for the M.Ed. in Urban Education, an online program primarily serving practicing educators in high-need schools. Faculty identified suitable alternatives to meet all program requirements, and the certificate sequence was removed as a mandatory component of the M.Ed., a change which will be reflected in UNC Charlotte's 2025–26 graduate catalog.

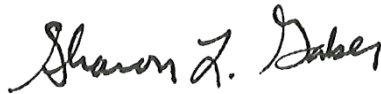
I recognize that the prior configuration of this certificate prompted concerns among some stakeholders. In response, the program has been significantly revised—not only in name and course descriptions—but in overall structure and intent. These changes reflect UNC Charlotte's commitment to academic integrity, transparency, and responsiveness to institutional goals and broader public

expectations, while continuing to honor our role as North Carolina's urban research university. As those expectations evolve, and given the certificate's removal as a requirement for the M.Ed. in Urban Education, future interest in the program may evolve as well. As it does with all of its programs, the University will continue to monitor enrollment trends and academic relevance and respond accordingly.

Conclusion

UNC Charlotte's comprehensive review resulted in targeted curricular adjustments to align with the Equality Policy wherever possible, while preserving program integrity, accreditation, and licensure standards. The limited number of waivers described above reflect courses that remain essential to professional preparation and student success. These determinations were made thoughtfully and deliberately, consistent with the February 5 Memo and UNC Charlotte's commitment to full transparency and compliance. Please do not hesitate to contact me if further information or clarification would be helpful.

Sincerely,

A handwritten signature in black ink, reading "Sharon L. Gaber". The signature is fluid and cursive, with the first name "Sharon" and last name "Gaber" clearly legible.

Sharon L. Gaber
Chancellor


cc: Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office
Jennifer Troyer, Provost and Vice Chancellor for Academic Affairs, UNC Charlotte
Kim Bradley, Chief of Staff, UNC Charlotte
Jesh Humphrey, Vice Chancellor for Institutional Integrity and General Counsel, UNC Charlotte



Franklin D. Gilliam, Jr.
Chancellor

Date: April 23, 2025

To: David English, Senior Vice President for Academic Affairs, UNC System Office

From: Franklin D. Gilliam, Jr., Chancellor, UNC Greensboro 

Re: UNC Greensboro – Required DEI-Related Courses in the BSW and MSW Programs in Social Work; the BA and MA in Women’s, Gender, and Sexuality Studies; and the PhD Program in Education Studies (Higher Education Concentration)

Upon receipt of Senior Vice President and General Counsel Andrew Tripp’s Memo of February 5 suspending required DEI-related course credits, UNC Greensboro initiated a full review of its academic offerings. A joint team from the Institutional Research Office and the Provost’s Office coordinated a process that included a keyword search of DEI terms in course titles and descriptions. A resulting list of courses was then reviewed by the relevant academic dean, the Associate Vice Provost and Dean of Undergraduate Studies, and by the Office of Institutional Integrity and General Counsel, with recommendations made to the Provost. Courses that could reasonably be understood to be in violation of policy were either made electives, revised significantly, or submitted to me for waiver consideration. Twelve courses from five degree programs representing three disciplines were identified as waiver eligible. It is worth noting that these courses represent but a fraction of the thousands of courses we offer in more than 200 programs.

BSW and MSW in Social Work

Bachelor and Master programs in Social Work present a special compliance challenge. North Carolina law requires social workers licensed to practice in the state to hold the relevant degrees from programs accredited by the Council on Social Work Education (CSWE). CSWE, in turn, [requires anti-racism and DEI \(ADEI\) training](#) as integral components of the explicit curricula for BSW and MSW programs. Our colleagues at Appalachian State made inquiries to CSWE about exemptions to the ADEI standard and were not successful. We expect the same answer.

Accordingly, to maintain compliance both with UNC System policy on mandatory DEI-related course credits, CSWE accreditation standards, and state law on social worker licensing, I am approving waivers for the following Social Work courses:

Course Number	Course Title	Course Description
SWK 214	Introduction to Social Work	Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required.
SWK 310	Social Work Policy and Restorative Justice	Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Develop practices to influence social welfare policies with a focus on human rights, social justice, and restorative justice practices. Supervised volunteer experience required.
SWK 315	Social Work, Diversity, and Vulnerable Populations	Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures.
SWK 413	Field Instruction I	Educationally directed learning experienced by performing a range of activities related to entry level practice.
SWK 414	Field Instruction II	Continuation of SWK 413. Emphasis placed upon extended application and evaluation in the practice environment.
SWK 415	Field Instruction Seminar I	Critical review and analysis of application of social work theory in practice setting.
SWK 416	Field Instruction Seminar II	Continues critical review and analysis of social work theory in practice setting.
SWK 600	Social Work Field Instruction and Seminar I	Application of theories and concepts to professional social work practice within a field agency. Seminar assists students to integrate theory and classroom learning into agency practice.
SWK 608	Social Work Field Instruction and Seminar II	Application of theories and concepts to professional social work practice within a field agency. Seminar assists students to integrate theory and classroom learning into agency practice.

BA and MA in Women's, Gender, and Sexuality Studies

Our Women's, Gender, and Sexuality Studies (WGSS) program offers Bachelor and Master of Arts degrees and is important to our history as the Woman's College. WGGS students and faculty explore ways in which gender is represented within social institutions, and how these institutions affect individual lives. Many WGGS courses touch on issues related to diversity, equity, and inclusion in ways that are wholly appropriate and substantively related to the discipline and students' course of study. Our course-by-course review identified one undergraduate course and one graduate course that include content/materials we understood to be not fully in keeping with System policy as communicated in SVP Tripp's memo, but that also take up issues at the core of the discipline and therefore should remain in the curriculum. Accordingly, I am granting waivers for those courses:

Course Number	Course Name	Course Description
WGS 333	Postcolonial and Transnational Feminisms	Examines histories of, and critical feminist responses to, western colonialism and imperialism. Explores the construction of race, gender, class, and sexuality within imperial projects and anti-imperial movements.
WGS 650	Feminist Theory: Intersections of Gender, Race and Class	Introduces feminist social movements across historical and global contexts. Relies on interdisciplinary lenses and epistemologies, particularly as contested identity politics intersect with other systems of power and relationships.

PhD in Educational Studies (Concentration in Higher Education)

Our Department of Teacher Education and Higher Education offers a large and very popular PhD in Educational Studies with a Concentration in Higher Education, intended for experienced higher education administrators, student affairs professionals, and qualified scholars. The PhD in Educational Studies is a non-licensure program. The program requires a course on critical theory in higher education because of the importance of this content to conversations in the scholarly literature over several decades. The curriculum necessarily addresses theory and policy issues related to educational practice, including ideologies, philosophical assumptions, and moral claims. This course contributes importantly to students' understanding of the ways in which scholars have integrated socio-cultural analysis with educational practice. The purpose is to introduce a wide range of perspectives as opposed to advocating for the adoption of any particular model. Accordingly, I have granted a waiver for this course.

Course Number	Course Name	Course Description
HED 768	Critical Theory in Higher Education	Develops students' abilities to think with critical, decolonial, postcolonial, and postmodern epistemological, theoretical, and methodological possibilities for research. Students engage with discourse that transcends the traditional philosophical paradigms.



April 3, 2025

Dr. David English
Senior Vice President for Academic Affairs
223 S. West Street, Suite 1800
Raleigh, NC 27603

Dr. English,

In accordance with the February 5, 2025, memorandum from Mr. Andrew Tripp, UNC System Senior Vice President for Legal Affairs & General Counsel, attached please find a set of tailored waivers of suspension for major specific requirements. As per the memorandum, staff in Academic Affairs (i.e., provost office, deans, department chairs) reviewed the memorandum instructions, inspected our general education requirements and major specific requirements for content. We found no general education requirements “mandating completion of courses related to diversity, equity and inclusion or any other topics identified in Section VII of the Equality Policy”.

About major specific requirements, we found a limited number of courses addressing issues of diversity and determined that in each case, the required course material is “substantially related to the specific major,” which is a provision for a waiver request, as noted in the February 5, 2025, memorandum. In all cases, the course content is designed to enhance the knowledge of students studying to work in critical workforce areas (healthcare, mental health and education) such that they will be prepared to practice immediately and expeditiously upon graduation and licensure. In addition, in all but one waiver request case, the course content is required as a part of program accreditation and licensure. Accreditation standards are noted where appropriate. Below is a summary of waiver requests. Attached are the individual waiver requests.

Should you have any questions or need additional information, please do not hesitate to reach out.

Sincerely,

Robin Gary Cummings, MD
Chancellor

Education (Early Childhood, Elementary, Special Education, and Reading Education)

Course	Degree	Course Content	Major Content	Accreditation/Licensure Requirement
ELE 2010 - Cultural Dynamics in Education	B.S. in Elementary Education	Covers cultural diversity as an asset, responsive teaching strategies, and developmental education theory.	Cultural competence, childhood development, and inclusive teaching.	CAEP Accreditation – Standard 1 NC DPI Professional Teaching Standard #2
ECE 2050 - Young Children and Families in a Diverse World	B.S. in Early Childhood Education	Examines culture, ethnicity, and language traditions; includes field experience.	Culturally competent education for young children and families.	CAEP Accreditation – Standard 1 NC DPI Professional Teaching Standard #2
SED 3040 - Working with Families of Diverse Students with Disabilities	B.S. in Special Education	Covers culturally responsive practices when working with families of diverse students with disabilities.	Inclusive education, cultural competence, and special education pedagogy.	CAEP Accreditation – Standard 1 NC DPI Professional Teaching Standard #2
RDG 5320 - Diversity and Multicultural Education	M.Ed. in Reading Education	In-depth study of diversity’s impact on student achievement and culturally responsive	Literacy instruction, multicultural education, and	CAEP Accreditation – Standard 1 NC DPI Professional Teaching Standard #2

		teaching. Field experience required.	teacher expectations.	
ELE 5775 - Development, Diversity, and Differentiated Instruction	M.A. Ed. in Elementary Education	Focuses on diverse learners, developmental assessments, and culturally responsive teaching strategies.	Instructional differentiation, child development, and cultural dynamics.	CAEP Accreditation – Standard 1 NC DPI Professional Teaching Standard #2

Nursing

Course	Degree Requirement	Course Content	Major Content	Accreditation/Licensure Requirement
NURS 5300 - Educating Diverse Populations	M.S. in Nursing	Examines demographic shifts and their effects on healthcare education, instructional design, and adaptation.	Preparing nurse educators to teach diverse populations.	CCNE Accreditation – Standard III

Clinical Mental Health Counseling and Professional School Counseling

Course	Degree	Course Content	Major Content	Accreditation/Licensure Requirement
CNS 5080 - Gender and Sexuality Issues in Counseling	M.A. Ed. in Clinical Mental Health Counseling	Covers knowledge of human sexuality and gender issues in counseling, assessment, intervention, and counselor roles.	Understanding gender and sexuality issues in counseling practice.	CACREP Accreditation – Section 3 B
CNS 5800 - Multicultural and Social Justice Counseling	M.A. Ed. in Clinical Mental Health Counseling, M.A. Ed. in Professional School Counseling	Focuses on multicultural counseling theories, identity development, cultural self-awareness, and social justice advocacy.	Multicultural competency, social justice, identity development in counseling.	CACREP Accreditation – Section 3 B

Social Work

Course	Degree	Course Content	Major Content	Accreditation/Licensure Requirement
SWK 2450 - Human Diversity	Bachelor of Social Work (BSW)	Covers cultural awareness, oppression, discrimination, and social justice advocacy for diverse populations.	Cultural competency, advocacy, and awareness of systemic inequities.	CSWE Accreditation Competency 2.0: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
SWK 5200 – Social Work in a Diverse Community	Master of Social Work (MSW)	Present students with an overview of the complex issues surrounding social work with diverse populations	Cultural competency, advocacy, and awareness of systemic inequities.	CSWE Accreditation Competency 2.0: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
SWK 6710 - Advanced Practice with Indigenous Populations	Master of Social Work (MSW)	Examines Indigenous cultural identities, traditional values, effects of colonialism, and cultural-specific social work practices.	Indigenous-focused social work, cultural competence, and advocacy.	CSWE Accreditation Competency 2.0: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Criminal Justice

Course	Degree	Course Content	Major Content	Accreditation/Licensure Requirement
SOC 3210 - Social Inequalities	B.I.S. in Criminal Justice Studies	Examines theories of inequality, its development and sustainability in society, focusing on class, race, gender, age, and sexual orientation.	Understanding social inequalities in criminal justice contexts.	Enhances understanding of social justice in criminal justice policy and practice.

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for ELE 2010 - Cultural Dynamics in Education

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course ELE 2010: Cultural Dynamics in Education (3 credits) for the B.S. in Elementary Education. This course is a critical component of our program and is substantially related to the specific needs of our major while contributing to the fulfillment of Standard R1 of our CAEP accreditation and NC DPI Professional Teaching Standard #2.*

Course Description: ELE 2010 Cultural Dynamics in Education (3 credits). This course focuses on conceptualizing the teaching profession by focusing on diversity, equity, inclusion, and cultural dynamics that support multicultural education. Through this course, students will focus on cultural diversity as an asset and how to apply educational theory to provide culturally responsive teaching. PREREQ: Must have no less than a 2.7 Grade Point Average.[\[1\]](#)

Justification for Waiver: The content of ELE 2010 is integral to the preparation of our students as future educators who will serve in diverse communities. By engaging with this course, our students gain critical insights into the complexities of child development and cultural dynamics, which are essential for providing effective and empathetic education.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates and jeopardizing our accreditation.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved:  _____

Date: 4.3.2025

Denied: _____

Date: _____

*Council for the Accreditation of Educator Preparation (CAEP)

Standard R1: Content and Pedagogical Knowledge

" The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families." [2]

NC DPI Professional Teaching Standards #2: Teachers Establish a Respectful Environment for a Diverse Population of Students

“Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.” [3]

[1]: [UNCP 2024-2025 Catalog](#)

[2]: [CAEP Standards](#)

[3]: [NC DPI Professional Teaching Standards](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for ECE 2050 - Young Children and Families in a Diverse World

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course ECE 2050: Young Children and Families in a Diverse World (3 credits) for the B.S. in Early Childhood Education. This course is a critical component of our program, is substantially related to the specific needs of the major and contributes to the fulfillment of Standard R1 of our CAEP accreditation and NC DPI Professional Teaching Standard #2.*

Course Description: ECE 2050. Young Children and Families in a Diverse World (3 credits). This course is designed to offer students the opportunity to examine the critical importance of values and beliefs related to culture, ethnicity and language traditions. Focus on the practice of culturally sensitive interventions and effective communication and interaction among family, school, and other professionals will allow students to develop the skills to become culturally competent early childhood educators. There is a required field experience in this course. PREREQ: Must have no less than a 2.0 overall QPA.^[1]

Justification for Waiver: The content of ECE 2050 is integral to the preparation of our students as future early childhood educators who will serve a broad range of individuals. By engaging with this course, our students gain critical insights into the complexities of providing educational services to young children and their families from diverse backgrounds, which are essential for providing an effective education. Further, removal of all such curricula will endanger our accreditation status with CAEP.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates to practice in the range of communities in North Carolina.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved:  _____

Date: 4.3.2025

Denied: _____

Date: _____

*Council for the Accreditation of Educator Preparation (CAEP)

Standard R1: Content and Pedagogical Knowledge

" The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families." [2]

NC DPI Professional Teaching Standards #2: Teachers Establish a Respectful Environment for a Diverse Population of Students

“Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.” [3]

[1]: [UNCP 2024-2025 Catalog](#)

[2]: [CAEP Standards](#)

[3]: [NC DPI Professional Teaching Standards](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for SED 3040 – Working with Families of Diverse Students with Disabilities

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course SED 3040: Working with Families of Diverse Students with Disabilities (3 credits) for the B.S. in Special Education. This course is a critical component of our program and is substantially related to the specific needs of our major while contributing to the fulfillment of Standard R1 of our CAEP accreditation and NC DPI Professional Teaching Standard #2.*

Course Description: SED 3040. Working with Families of Diverse Students with Disabilities (3 credits). This course is designed to offer students the opportunity to examine the critical importance of using culturally responsive practices when working with families of diverse students with disabilities. Focus on values and beliefs regarding disabilities, culture, ethnicity, and language will be discussed. This course will emphasize the need to meet the academic and social-emotional needs of diverse students with disabilities by working with their families. [\[1\]](#)

Justification for Waiver: The content of Special Education 3040 is integral to the preparation of our students as future special education professionals who will serve in communities which will vary greatly in their attitudes about special needs children, access to specialized educational resources, and so forth. By engaging with this course, our students investigate scholarship on special education as well as research-based pedagogies to improve student outcomes among all learners.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates and jeopardizing our CAEP accreditation.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved: _____



Date: 4.3.2025

Denied: _____

Date: _____

*Council for the Accreditation of Educator Preparation (CAEP)

Standard R1: Content and Pedagogical Knowledge

" The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families." [2]

NC DPI Professional Teaching Standards #2: Teachers Establish a Respectful Environment for a Diverse Population of Students

“Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.” [3]

[1]: [UNCP 2024-2025 Catalog](#)

[2]: [CAEP Standards](#)

[3]: [NC DPI Professional Teaching Standards](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for RDG 5320 - Diversity and Multicultural Education

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course RDG 5320: Diversity and Multicultural Education (3 credits) for the M.A. Ed. in Reading Education. This course is a critical component of our program and is substantially related to the specific needs of our major while contributing to the fulfillment of Standard 1 of our CAEP accreditation*

Course Description: RDG 5320 Diversity and Multicultural Education (3 credits). This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, and socioeconomic aspects of diversity and how these impact student achievement and teacher expectations. The need for multicultural education and culturally responsive teaching is emphasized; related strategies are explored. Field experience is required.[\[1\]](#)

Justification for Waiver: The content of RDG 5320 is integral to the preparation of our students as future educators who will serve in a range of communities upon graduation. By engaging with this course, our students investigate scholarship from the science of reading as well as research-based pedagogies to improve student literacy among all learners.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates and jeopardizing our CAEP accreditation.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved: _____



Date: 4.3.2025

Denied: _____

Date: _____

*Council for the Accreditation of Educator Preparation (CAEP)

Standard 1: Content and Pedagogical Knowledge

"The provider ensures that candidates develop, through curriculum and experiences, a deep understanding of the critical concepts and principles of their discipline that integrate equity and diversity throughout candidates' courses and their developmental clinical experiences with diverse P-12 students. Upon completion, candidates can use discipline-specific practices and understand student culture and differing needs to advance learning by all students"[2]

NC DPI Professional Teaching Standards #2: Teachers Establish a Respectful Environment for a Diverse Population of Students

“Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.” [3]

[1]: UNCP Catalog 2024-2025

[2]:CAEP Standard 1

[3]: NC DPI Professional Teaching Standards

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for ELE 5775 - Development, Diversity, and Differentiated Instruction

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course ELE 5775: Development, Diversity, and Differentiated Instruction (3 credits) for the M.A. Ed. in Elementary Education. This course is a critical component of our program whose content is substantially related to the specific needs of the major while contributing to the fulfillment of Standard RA1 of our CAEP accreditation. and NC DPI Professional Teaching Standard #2.*

Course Description: ELE 5775 Development, Diversity, and Differentiated Instruction (3 credits). The purpose of this course is to assist candidates in developing a contextual perception of diverse learners and their educational needs based on information about children's family life, culture, and stages of development. Candidates will assess children's development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. Candidates will also explore ways to nurture and motivate family involvement in the education process[1].

Justification for Waiver: The content of ELE 5775 is integral to the preparation of our students as future educators who will serve in a range of communities upon graduation. Students in this course learn essential discipline-based student assessment methods to inform both curriculum and pedagogy that can be adapted for a variety of learners.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates. Further, removal of all such curricula will endanger our accreditation status with CAEP.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina upon graduation.

Thank you for considering this request.

Approved: _____

Date: 4.3.2025

Denied: _____

Date: _____

*Council for the Accreditation of Educator Preparation (CAEP)

Standard RA1: Content and Pedagogical Knowledge

The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families. [2]

NC DPI Professional Teaching Standards #2: Teachers Establish a Respectful Environment for a Diverse Population of Students

“Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.” [3]

[1] [UNCP Catalog 2024-2025](#)

[2] [CAEP Standards](#)

[3]: [NC DPI Professional Teaching Standards](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for NURS 5300 - Educating Diverse Populations

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course NURS 5300: Educating Diverse Populations (3 credits) for the M.S.N. in Nursing, Nursing Educator Specialization. This course is a critical component of our program, is substantially related to the specific needs of our major, and contributes to the fulfillment of Standard III of our CCNE accreditation.*

Course Description: NURS 5300. Educating Diverse Populations (3 credits). This course provides students with the opportunity to understand the ever-changing demographics of society and how these changes influence health care delivery systems and approaches to education. Concepts of design and adaptation of instructional materials and methods will be explored as well as the impact of educator and learner characteristics on the education process. [1]


Justification for Waiver: The content of NURS 5300 is integral to the preparation of our students as future nurse educators who will serve a broad range of individuals. By engaging with this course, our students gain critical insights into the complexities of providing educational services to diverse populations, which are essential for providing effective and empathetic nursing education. Further, removal of all such curricula will endanger our accreditation status with CCNE.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates to practice in the range of communities in North Carolina.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved:



Date: 4.3.2025

Denied:

Date: _____

*Commission on Collegiate Nursing Education (CCNE)

Standard III: Program Quality - Curriculum and Teaching-Learning Practices

"The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines. The curriculum is designed to prepare students for professional nursing practice at the baccalaureate, master's, and doctoral levels, as appropriate. The curriculum includes content and learning experiences that promote the development of professional competencies and the integration of theory and practice. The curriculum also incorporates culturally responsive care and addresses the needs of diverse populations"[2].

[1]: [UNCP 2024-2025 Catalog](#)

[2]: [CCNE Standards](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for CNS 5080 - Gender and Sexuality Issues in Counseling

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course CNS 5080: Gender and Sexuality Issues in Counseling (3 credits) for the M.A. Ed. in Clinical Mental Health Counseling. This course is a critical component of the program, is substantially related to the specific needs of our major and contributes to the fulfillment of Section 3 of our CACREP Accreditation.*

Course Description: CNS 5080. Gender and Sexuality Issues in Counseling (3 credits) The course is designed to develop students' knowledge related to human sexuality and gender issues relevant to professional counseling. Students will develop an understanding of the varied sexuality issues which may be encountered in a variety of practice settings and also learn appropriate skills in assessment and intervention. Reflection activities will be used to increase awareness of personal perceptions, attitudes, and affect related to sexuality issues. The course provides an overview of the counselor's role in counseling students, individuals, couples, and families with sex-related concerns. PREREQ: Completion of all core counseling courses or permission of the instructor. [1]

Justification for Waiver: The content of CNS 5080 is integral to the preparation of our students as future counselors who will serve a broad range of individuals. By engaging with this course, our students gain critical insights into the complexities of providing counseling services to individuals with varied gender or sexual issues, which are essential for providing effective and empathetic counseling services. Further, removal of all such curricula will endanger our accreditation status with CACREP, required for clinical mental health counseling licensure in the state of NC.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates to practice in the range of communities in North Carolina.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved:



Date: 4-3-2025

Denied:

Date: _____

*Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Section 3: Foundational Counseling Curriculum

"The curriculum for entry-level programs provides for obtaining essential knowledge and skills necessary to function effectively as a professional counselor across service delivery modalities. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. Ethical behavior, diversity, equity, inclusion, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum. Diversity refers to all aspects of intersectional and cultural identity. Counselor preparation programs address culturally sustaining content and strategies across the eight foundational curriculum areas. The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates."[2].

References

[1] [UNCP 2024-2025 Catalog](#)

[2] [2024 CACREP Standards - CACREP](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for CNS 5800 - Multicultural and Social Justice Counseling

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course CNS 5800: Multicultural and Social Justice Counseling (3 credits) for the M.A. Ed. in Clinical Mental Health Counseling and the M.A. Ed. in Professional School Counseling. This course is a critical component of our counseling programs and is substantially related to the specific needs of these majors while contributing to the fulfillment of Section 3 of our CACREP accreditation.*

Course Description: CNS 5800. Multicultural and Social Justice Counseling (3 credits) - This course emphasizes theories of multicultural counseling, identity development, and social justice. Students learn about multicultural and pluralistic trends, such as characteristics and concerns within and among diverse groups, nationally and internationally. Also, attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. The counselors' roles in developing cultural self-awareness, promoting cultural diversity, social justice, advocacy, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body, and counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination are reviewed. PREREQ: Admission to the Clinical Mental Health Counseling program or the Professional School Counseling program.[\[1\]](#)

Justification for Waiver: The content of CNS 5800 is integral to the preparation of our students as future counselors who will serve in diverse communities. By engaging with this course, our students gain critical insights into the complexities of providing counseling services to individuals from varied cultural and social backgrounds, which are essential for providing effective and empathetic counseling services.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates. Further, removal of all such curricula will endanger our accreditation status with CACREP, required for clinical mental health counseling licensure and professional school counselor licensure in the state of NC.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved: _____



Date: 4.3.2025

Denied: _____

Date: _____

*Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Section 3 B: Foundational Counseling Curriculum

"The curriculum for entry-level programs provides for obtaining essential knowledge and skills necessary to function effectively as a professional counselor across service delivery modalities. Curriculum knowledge domains and outcome expectations are frequently interrelated and not mutually exclusive. Ethical behavior, diversity, equity, inclusion, and critical thinking are integral to counselor preparation and should be infused throughout the curriculum. Diversity refers to all aspects of intersectional and cultural identity. Counselor preparation programs address culturally sustaining content and strategies across the eight foundational curriculum areas. The eight foundational curriculum areas represent the knowledge required of all entry-level counselor education graduates"[2].

[1]: [UNCP 2024-2025 Catalog](#)

[2]: [\[2024 CACREP Standards\]](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for SWK 2450 - Human Diversity and Populations at Risk

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course SWK 2450: Human Diversity (3 credits) for the B.S.W. in Social Work. This course is a critical component of our program, is substantially related to the specific needs of our major and contributes to the fulfillment of Competency 2 and 3 of our CSWE accreditation.*

Course Description: SWK 2450: Human Diversity (3 credits). This course is designed to provide the student with cultural awareness and knowledge about diverse populations and to aid in culturally competent practice skills, including advocacy/social justice efforts, with people from diverse ethnic and cultural groups. This course will focus on oppressive experiences of people from diverse backgrounds (including groups who have been marginalized, disenfranchised, and discriminated against due to race, ethnicity, culture, national origin, language, class, sex, gender, age, religion, physical or mental ability, political beliefs, economic deprivation, and/or sexuality). Students will better recognize and manage personal values and biases in personal and professional interactions with diverse persons and clients. Social work majors must complete this course with a minimum of grade C. PREREQ: ENG 1050, 1060. [1]

Justification for Waiver: The content of SWK 2450 is integral to the preparation of our students as future social workers who will serve a broad range of individuals. By engaging with this course, our students gain critical insights into the complexities of providing social work services to individuals with varied backgrounds, which are essential for providing effective and empathetic social work services. Further, removal of all such curricula will endanger our accreditation status with CSWE, required for social work licensure in the state of NC.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates to practice in the range of communities in North Carolina.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved: _____

Date: 4.3.2025

Denied: _____

Date: _____

*Council on Social Work Education (CSWE)

Competency 2.0: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

“Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.” [2]

[1 UNCP 2024-2025 Catalog](#)

[2] [CSWE 2022 EPAS](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for SWK 5200 - Social Work in a Diverse Community

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course SWK 5200: Social Work in a Diverse Community (3 credits) for the M.S.W. in Social Work. This course is a critical component of our program, is substantially related to the specific needs of our major, and contributes to the fulfillment of Competency 2.0 and Competency 3 of our CSWE accreditation.*

Course Description:

SWK 5200. Social Work in a Diverse Community (3 credits) - This course is designed to present students with an overview of the complex issues surrounding social work with diverse populations. Students will explore the impact of sexual orientation, race, ethnicity, ability, and/or gender, and examine the consequences of marginalizing members of oppressed groups. Admission to the MSW Program. [1].

Justification for Waiver:

The content of SWK 5200 is integral to the preparation of our students as future social workers who will serve a broad range of individuals, and especially marginalized populations in NC. By engaging with this course, our students gain critical insights into the complexities of providing social work services to diverse populations, which are essential for providing effective and empathetic social work services. Further, removal of all such curricula will endanger our accreditation status with CSWE, required for social work licensure in the state of NC.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates to practice in the range of communities in North Carolina.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved:  _____

Date: 4.3.2025

Denied: _____

Date: _____

*Council on Social Work Education (CSWE)

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

“Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are "[2].

[1]: [UNCP 2024-2025 Catalog](#)

[2]: [CSWE 2022 EPAS](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for SWK 6710 - Advanced Practice with Indigenous Populations

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course SWK 6710: Advanced Practice with Indigenous Populations (3 credits) for the M.S.W. in Social Work. This course is a critical component of our program, is substantially related to the specific needs of our major, and contributes to the fulfillment of Competency 2.0 and Competency 3 of our CSWE accreditation.*

Course Description: SWK 6710. Advanced Practice with Indigenous Populations (3 credits) - This course asks the student to examine the cultural identities of the Indigenous people, examining their traditional values, cultural-based behaviors, and the effects of colonialism and imperialism due to the consequences of social policies/legislation and social work practice research. Attention will be given to the cultural-specific skills and approaches particular to traditional and current helping practices from an Indigenous worldview.[\[1\]](#).

Justification for Waiver: The content of SWK 6710 is integral to the preparation of our students as future social workers who will serve a broad range of individuals, and especially indigenous populations in NC. By engaging with this course, our students gain critical insights into the complexities of providing social work services to Indigenous populations, which are essential for providing effective and empathetic social work services. Further, removal of all such curricula will endanger our accreditation status with CSWE, required for social work licensure in the state of NC.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates to practice in the range of communities in North Carolina.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina in their future careers.

Thank you for considering this request.

Approved: _____



Date: 4.3.2025

Denied: _____

Date: _____

*Council on Social Work Education (CSWE)

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

“Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are "[2].

[1]: [UNCP 2024-2025 Catalog](#)

[2]: [CSWE 2022 EPAS](#)

To: Robin G. Cummings, M.D., Chancellor

From: Diane T. Prusank, Ph.D., Provost and Vice Chancellor for Academic Affairs

Date: 4/1/25

Subject: Waiver Request for SOC 3210 - Social Inequalities

Dear Chancellor Cummings,

I am writing to request a waiver for the suspension of the major-specific requirement course SOC 3210: Social Inequalities (3 credits) for the B.I.S. in Criminal Justice Studies. This course is a critical component of our program whose content is substantially related to the specific needs of the major while contributing to the fulfillment of our program's educational objectives. *NOTE:* The B.I.S. in Criminal Justice Studies is being eliminated as of fall of 2025, thus this course will no longer be a major specific requirement.

Course Description: SOC 3210. Social Inequalities (3 credits). This course examines contemporary and historical theories on inequality, the ways in which it develops and how it is sustained in society, using both local and global approaches. Inequalities involving class, race, gender, age and sexual orientation are examined, and ways to create social change to reduce social inequalities will be considered. [1]

Justification for Waiver: The content of SOC 3210 is integral to the preparation of our students as future professionals in the field of criminal justice. Students in this course learn essential concepts and theories related to social inequalities, which are crucial for understanding the broader social context in which criminal justice systems operate. This knowledge informs both policy and practice, enabling our graduates to address issues of inequality and justice effectively.

Given the unique and specialized nature of this course, it is imperative that it remains a requirement for our majors. The suspension of this requirement would significantly impact the quality and comprehensiveness of our program, ultimately affecting the preparedness of our graduates.

I respectfully request your approval of this waiver to ensure that our students continue to receive the necessary education and training to effectively serve a variety of communities in North Carolina and beyond upon graduation.

Thank you for considering this request.

Approved:



Date: 4.3.2025

Denied:

Date: _____

References

[1]: [UNCP 2024-2025 Catalog](#)

UNIVERSITY OF NORTH CAROLINA
SCHOOL OF THE ARTS

Brian Cole
Chancellor

O: (336) 770-3200

coleb@uncsa.edu

www.uncsa.edu

1533 South Main Street
Winston-Salem, NC 27127

May 7, 2025

Dr. David English, Senior Vice President of Academic Affairs
The University of North Carolina System
223 S. West Street
Raleigh, NC 27603

Dear Dr. English,

On February 5, 2025, UNC System Senior Vice President Andrew Tripp directed all UNC System Chancellors to suspend all general education requirements and major-specific requirements mandating the completion of course credits related to diversity, equity, and inclusion, or any other topics identified in Section VII of the Equality Within the University of North Carolina Policy (UNC Policy Manual, 300.8.5). Additionally, chancellors were instructed that they may approve waivers of this suspension for individual major-specific requirements, which shall be reported to the UNC Board of Governors' Committee on Educational Planning, Policies, and Programming.

We have conducted a review of our programs and curricula and determined that no general education or major-specific requirements were in violation of the Equality Within the University of North Carolina Policy nor the North Carolina Statute. Therefore, no waivers will be necessary at UNCSA.

If you require further clarification on this matter, please do not hesitate to contact us.

Sincerely,



Brian Cole
Chancellor

Cc Patrick J. Sims, Executive Vice Chancellor and Provost



UNIVERSITY of NORTH CAROLINA WILMINGTON

Aswani K. Volety, Ph.D.
Chancellor

May 7, 2025

Dr. David English
Senior Vice President for Academic Affairs
The University of North Carolina System
223 S. West Street
Raleigh, NC 27603

Dear Dr. English,

On February 5, 2025, UNC System Senior Vice President Andrew Tripp directed UNC System Chancellors to suspend all general education requirements and major-specific requirements mandating completion of course credits related to diversity, equity, and inclusion, or any other topic identified in Section VII of the Equality Policy. Additionally, chancellors were instructed that they may approve a written, tailored waiver of this suspension for individual major-specific requirements, which shall be reported to the Board of Governors' Committee on Educational Planning, Policies, and Programming.

We determined that no general education requirements were in violation of the Equality Policy or North Carolina Statute. In addition, we conducted an analysis for major-specific waivers with the college deans using the following rubric:

- Question 1: Is the course required as part of the degree program? That is, is a student compelled to take the course as part of earning a degree?
 - If "no," then no waiver needed.
 - If "yes," then continue to question 2.
- Question 2: Is the course in violation of North Carolina State Statute 126-14.6. That is, does the course compel a student to "affirm or profess belief" in the concepts articulated in the law.
 - If "no," then no waiver needed.
 - If "yes," then formulate waiver request.

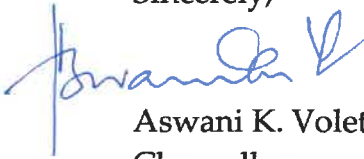
Dr. David English

May 7, 2025

Page 2

Based on that analysis, at this time we do not find any required major-specific classes or programs that compel a student to take a position on a matter that would violate State Statute or the Equality Policy. Indeed, UNCW makes it a point not to force any particular perspective around DEI or other political issues of the day on our students. Our goal is to build an educational environment where multiple perspectives on such matters can be shared openly, safely, and discussed respectfully. Our "Dare to Learn" speaker series is an example of how we are bringing multiple perspectives to campus for open dialogue on a variety of topics.

Sincerely,

A handwritten signature in blue ink, appearing to read "Aswani K. Volety", with a stylized flourish at the end.

Aswani K. Volety
Chancellor

Cc Dr. James Winebrake, Provost and Vice Chancellor of Academic Affairs

May 5, 2025

Mr. Terry Hutchins, Chair
Committee on Educational Planning, Policies, and Programming
University of North Carolina Board of Governors
University of North Carolina
223 S. West Street
Suite 1800
Raleigh, NC 27603

Dear Governor Hutchins:

During the spring semester, Western Carolina University conducted a comprehensive review of all academic programs according to the guidance provided by the February 5, 2025 memorandum from the University of North Carolina General Counsel titled "Memorandum Regarding Federal Contracting Compliance," (Memorandum). As a result of this review process, we identified programs that have accreditation, licensure, and/or statutory requirements that conflict with the provisions of the Memorandum. In these cases, a tailored waiver may be granted for individual programs. According to the Memorandum, "The major-specific curricular or program requirement for which the waiver is sought must be substantially related to its specific major, and any waivers must be approved and signed, in writing, by the institution's chancellor, which responsibility shall not be delegated. All waiver requests for major-specific requirements approved by a chancellor shall be reported to the Board of Governors' Committee on Educational Planning, Policies, and Programming at its next regularly scheduled meeting following approval."

I am granting a waiver for the Master of Science in Clinical Mental Health Counseling (MS, CMHC) and the Master of Arts in Education in School Counseling programs (MAEd, SC). These programs at Western Carolina University is accredited the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists governs licensing requirements for students wishing to practice in this field. In order to be licensed as a mental health counselor in North Carolina,

North Carolina General Statute 90-336 (b2) states that beginning July 1, 2022, “applicants for licensure must have a master's degree in counseling or a related field from an institution accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).”

CACREP has developed accreditation standards which our program must adhere to in order to remain accredited. Required competencies which conflict with the Memorandum include, but are not limited to:

B. PROGRAM OBJECTIVES

The program objectives:

1. reflect current knowledge and projected needs concerning counseling practice in a diverse, multicultural, and global society with marginalized populations;

Section 3: Foundational Counseling Curriculum

the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness

7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

In order for Western Carolina University MS, CMHC and MAEd, SC graduates to pursue licensure and employment in North Carolina and beyond, our program must meet the accreditation standards through appropriate coursework and documented student learning outcomes.

Following this review of our program and under the provisions of the Memorandum, I grant a waiver for our Master of Science in Clinical Mental Health Counseling and the Master of Arts in Education in School Counseling. Western Carolina University will continue to actively monitor accreditation practices and the relevant North Carolina General Statutes and will assess such changes as they may affect this waiver.

Sincerely,



Kelli R. Brown
Chancellor

CC:

David English, Senior Vice President for Academic Affairs, UNC System Office
Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office

May 5, 2025

Mr. Terry Hutchins, Chair
Committee on Educational Planning, Policies, and Programming
University of North Carolina Board of Governors
University of North Carolina
223 S. West Street
Suite 1800
Raleigh, NC 27603

Dear Governor Hutchins:

During the spring semester, Western Carolina University conducted a comprehensive review of all academic programs according to the guidance provided by the February 5, 2025 memorandum from the University of North Carolina General Counsel titled "Memorandum Regarding Federal Contracting Compliance," (Memorandum). As a result of this review process, we identified programs that have accreditation, licensure, and/or statutory requirements that conflict with the provisions of the Memorandum. In these cases, a tailored waiver may be granted for individual programs. According to the Memorandum, "The major-specific curricular or program requirement for which the waiver is sought must be substantially related to its specific major, and any waivers must be approved and signed, in writing, by the institution's chancellor, which responsibility shall not be delegated. All waiver requests for major-specific requirements approved by a chancellor shall be reported to the Board of Governors' Committee on Educational Planning, Policies, and Programming at its next regularly scheduled meeting following approval."

I am granting a waiver for the Doctor of Psychology (PsyD) program. These programs at Western Carolina University is accredited the American Psychological Association (APA). The APA accreditation standards Section I.B.2, requires accredited programs to meet certain "Administrative Responsibilities Related to Cultural and Individual Differences and Diversity," including:

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age,

disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals. Further, the program avoids any actions that would restrict program access on grounds that are irrelevant to success in graduate training, either directly or by imposing significant and disproportionate burdens on the basis of the personal and demographic characteristics set forth in the definition of cultural diversity.

The North Carolina Psychology Board governs licensure for psychologists in our state. North Carolina Administrative Code 54 .1901 requires candidates for licensure to pass the Examination for the Professional Practice of Psychology (EPPP) administered by the Association of State and Provincial Psychology Boards (ASPPB). Graduation from an APA accredited program is a requirement to sit for the exam. Moreover, Domain 3, “Social and Cultural Bases of Behavior” represents 11% of the exam and includes:

Domain 3 - Social and Cultural Bases of Behavior - knowledge of (a) interpersonal, intrapersonal, intergroup, and intragroup processes and dynamics, (b) theories of personality, and (c) diversity issues

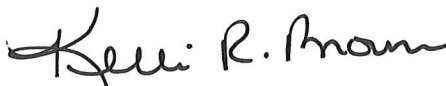
- KN14 0314 Social cognition and perception (e.g., categorization and attribution theories, person perception, development of stereotypes, prejudice)
- KN15 0315 Social interaction (e.g., interpersonal relationships, attraction, aggression, altruism, organizational justice, verbal and non-verbal communication, internet communication)
- KN16 0316 Group/team dynamics and organizational structures (e.g., school, work, and family systems, job satisfaction, team functioning, conformity, persuasion) and social influences on individual functioning
- KN17 0317 Environmental/ecological psychology (e.g., person-environment fit, job design, rural-urban contexts) and human impact of environmental and societal events (e.g., natural disasters, armed conflict, job loss and unemployment)
- KN18 0318 Evolutionary perspectives on social behavior (e.g., mate selection, empathy)
- KN19 0319 Major research-based theories of personality (e.g., psychodynamic, humanistic/ existential, cognitive, behavioral, trait theory, interpersonal)
- KN20 0320 Social-contextual issues (e.g., privilege/oppression, cross-cultural comparisons, political differences, international and global awareness, religion and spirituality)
- KN21 0321 Impact of race/ethnicity on psychosocial, political, and economic development of individuals, families, groups, organizations, and communities (e.g., theories of racial/ethnic identity; effects of culture on motivation and communication)

- KN22 0322 Causes, manifestations, effects of oppression (e.g., racism, sexism, heterosexism, ethnic conflicts, colonization, classism, political persecution)
- KN23 0323 Sexual orientation and identity (e.g., sexual identity development, workplace identity management, heterosexual/gay/lesbian/bisexual perspectives, parenting and family constellations)
- KN24 0324 Psychology of gender (e.g., women/ men/transgender, gender identity development)
- KN25 0325 Disability and rehabilitation issues (e.g., psychological impact of disability on individuals and families, conceptual models and assumption of disability, incorporation or inclusion of persons with disabilities in the workplace)
- KN26 0326 Acculturation of immigrant, refugee and political asylum seeking populations (e.g., stages of acculturation models, trauma, mental health)
- KN27 0327 Culturally mediated communication patterns

In order for Western Carolina University PsyD graduates to pursue licensure and employment in North Carolina and beyond, our program must meet the accreditation standards through appropriate coursework and documented student learning outcomes.

Following this review of our program and under the provisions of the Memorandum, I grant a waiver for our Doctor of Psychology program. Western Carolina University will continue to actively monitor accreditation practices and the relevant North Carolina General Statutes and will assess such changes as they may affect this waiver.

Sincerely,



Kelli R. Brown
Chancellor

CC:

David English, Senior Vice President for Academic Affairs, UNC System Office
Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office

May 5, 2025

Mr. Terry Hutchins, Chair
Committee on Educational Planning, Policies, and Programming
University of North Carolina Board of Governors
University of North Carolina
223 S. West Street
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Raleigh, NC 27603

Dear Governor Hutchins:

During the spring semester, Western Carolina University conducted a comprehensive review of all academic programs according to the guidance provided by the February 5, 2025 memorandum from the University of North Carolina General Counsel titled "Memorandum Regarding Federal Contracting Compliance," (Memorandum). As a result of this review process, we identified programs that have accreditation, licensure, and/or statutory requirements that conflict with the provisions of the Memorandum. In these cases, a tailored waiver may be granted for individual programs. According to the Memorandum, "The major-specific curricular or program requirement for which the waiver is sought must be substantially related to its specific major, and any waivers must be approved and signed, in writing, by the institution's chancellor, which responsibility shall not be delegated. All waiver requests for major-specific requirements approved by a chancellor shall be reported to the Board of Governors' Committee on Educational Planning, Policies, and Programming at its next regularly scheduled meeting following approval."

I am granting a waiver for the Bachelor of Social Work (BSW) program. In order for graduates to seek employment in this discipline, especially in the state of North Carolina, North Carolina General Statue 90B-3 (8) requires that all social workers must be certified, licensed, or provisionally licensed as a social worker, and hold a bachelor's or master's degree in social work from a college or university which is accredited by the Council on Social Work Education (CSWE). The North Carolina Social Work Certification and Licensure Board has the responsibility to administer and enforce the licensure requirements, including setting the standards for qualification, training, and experience for social workers.

The CSWE's Commission on Accreditation is the accrediting body for the MSW program and has developed Educational Policy and Accreditation Standards which our program must adhere to in order to remain accredited. Required competencies which conflict with the Memorandum include, but are not limited to:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice,
Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI);
Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI).

In order for Western Carolina University BSW graduates to pursue licensure and employment in North Carolina and beyond, our program must meet the CSWE standards through appropriate coursework and documented student learning outcomes.

Following this review of our program and under the provisions of the Memorandum, I grant a waiver for our Bachelor of Social Work program. Western Carolina University will continue to actively monitor accreditation practices and the relevant North Carolina General Statutes and will assess such changes as they may affect this waiver.

Sincerely,

A handwritten signature in black ink that reads "Kelli R. Brown". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Kelli R. Brown
Chancellor

CC:

David English, Senior Vice President for Academic Affairs, UNC System Office
Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office

May 5, 2025

Mr. Terry Hutchins, Chair
Committee on Educational Planning, Policies, and Programming
University of North Carolina Board of Governors
University of North Carolina
223 S. West Street
Suite 1800
Raleigh, NC 27603

Dear Governor Hutchins:

During the spring semester, Western Carolina University conducted a comprehensive review of all academic programs according to the guidance provided by the February 5, 2025 memorandum from the University of North Carolina General Counsel titled "Memorandum Regarding Federal Contracting Compliance," (Memorandum). As a result of this review process, we identified programs that have accreditation, licensure, and/or statutory requirements that conflict with the provisions of the Memorandum. In these cases, a tailored waiver may be granted for individual programs. According to the Memorandum, "The major-specific curricular or program requirement for which the waiver is sought must be substantially related to its specific major, and any waivers must be approved and signed, in writing, by the institution's chancellor, which responsibility shall not be delegated. All waiver requests for major-specific requirements approved by a chancellor shall be reported to the Board of Governors' Committee on Educational Planning, Policies, and Programming at its next regularly scheduled meeting following approval."

I am granting a waiver for the Master of Social Work (MSW) program. In order for graduates to seek employment in this discipline, especially in the state of North Carolina, North Carolina General Statue 90B-3 (8) requires that all social workers must be certified, licensed, or provisionally licensed as a social worker, and hold a bachelor's or master's degree in social work from a college or university which is accredited by the Council on Social Work Education (CSWE). The North Carolina Social Work Certification and Licensure Board has the responsibility to administer and enforce the licensure requirements, including setting the standards for qualification, training, and experience for social workers.

The CSWE's Commission on Accreditation is the accrediting body for the MSW program and has developed Educational Policy and Accreditation Standards which our program must adhere to in order to remain accredited. Required competencies which conflict with the Memorandum include, but are not limited to:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice,
Educational Policy 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI);
Accreditation Standard 2.0: Anti-Racism, Diversity, Equity, and Inclusion (ADEI).

Additionally, the North Carolina Department of Public Instruction (DPI) requires any student who desires to receive social work licensure as a school social worker to complete two courses from an accredited university. At Western Carolina University, this licensure pathway exists as a certificate and relies in part on courses in the College of Education and Allied Professions, primarily in the field of special education. In order to meet these licensure requirements, these courses – in part – contain instruction on concepts that may conflict with the standards of the Memorandum. DPI licensure guidance notes specifically, “there is no path to licensure without these additional courses.”

In order for Western Carolina University MSW graduates to pursue licensure and employment in North Carolina and beyond, our program must meet the CSWE and DPI standards through appropriate coursework and documented student learning outcomes.

Following this review of our program and under the provisions of the Memorandum, I grant a waiver for our Master of Social Work program. Western Carolina University will continue to actively monitor accreditation practices and the relevant North Carolina General Statutes and will assess such changes as they may affect this waiver.

Sincerely,

A handwritten signature in black ink that reads "Kelli R. Brown". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Kelli R. Brown
Chancellor

CC:

David English, Senior Vice President for Academic Affairs, UNC System Office
Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office

May 5, 2025

Mr. Terry Hutchins, Chair
Committee on Educational Planning, Policies, and Programming
University of North Carolina Board of Governors
University of North Carolina
223 S. West Street
Suite 1800
Raleigh, NC 27603

Dear Governor Hutchins:

During the spring semester, Western Carolina University conducted a comprehensive review of all academic programs according to the guidance provided by the February 5, 2025 memorandum from the University of North Carolina General Counsel titled "Memorandum Regarding Federal Contracting Compliance," (Memorandum). As a result of this review process, we identified programs that have accreditation, licensure, and/or statutory requirements that conflict with the provisions of the Memorandum. In these cases, a tailored waiver may be granted for individual programs. According to the Memorandum, "The major-specific curricular or program requirement for which the waiver is sought must be substantially related to its specific major, and any waivers must be approved and signed, in writing, by the institution's chancellor, which responsibility shall not be delegated. All waiver requests for major-specific requirements approved by a chancellor shall be reported to the Board of Governors' Committee on Educational Planning, Policies, and Programming at its next regularly scheduled meeting following approval."

I am granting a waiver for the Master of Science in Communication Sciences and Disorders (MS, CSD) program. This program at Western Carolina University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. The North Carolina Board of Examiners for Speech and Language Pathologists and Audiologists governs licensing requirements for students wishing to practice in this field. North Carolina General Statute 90-295 requires that candidates for licensure "Possess at least a master's degree in speech and language pathology or qualifications deemed equivalent by the Board under rules duly adopted by the Board under this Article. The degree or equivalent qualifications shall be from an accredited institution."


The CAA has developed accreditation standards which our program must adhere to in order to remain accredited. Required competencies which conflict with the Memorandum include, but are not limited to:

3.4B An effective speech-language pathology program is organized and delivered in such a manner that diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education.

In order for Western Carolina University MS, CSD graduates to pursue licensure and employment in North Carolina and beyond, our program must meet the CSD through appropriate coursework and documented student learning outcomes.

Following this review of our program and under the provisions of the Memorandum, I grant a waiver for our Master of Science in Communications Sciences and Disorders program. Western Carolina University will continue to actively monitor accreditation practices and the relevant North Carolina General Statutes and will assess such changes as they may affect this waiver.

Sincerely,

A handwritten signature in black ink that reads "Kelli R. Brown". The signature is written in a cursive, flowing style.

Kelli R. Brown
Chancellor

CC:

David English, Senior Vice President for Academic Affairs, UNC System Office
Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office

May 5, 2025

Mr. Terry Hutchins, Chair
Committee on Educational Planning, Policies, and Programming
University of North Carolina Board of Governors
University of North Carolina
223 S. West Street
Suite 1800
Raleigh, NC 27603

Dear Governor Hutchins:

During the spring semester, Western Carolina University conducted a comprehensive review of all academic programs according to the guidance provided by the February 5, 2025 memorandum from the University of North Carolina General Counsel titled "Memorandum Regarding Federal Contracting Compliance," (Memorandum). As a result of this review process, we identified programs that have accreditation, licensure, and/or statutory requirements that conflict with the provisions of the Memorandum. In these cases, a tailored waiver may be granted for individual programs. According to the Memorandum, "The major-specific curricular or program requirement for which the waiver is sought must be substantially related to its specific major, and any waivers must be approved and signed, in writing, by the institution's chancellor, which responsibility shall not be delegated. All waiver requests for major-specific requirements approved by a chancellor shall be reported to the Board of Governors' Committee on Educational Planning, Policies, and Programming at its next regularly scheduled meeting following approval."

I am granting a waiver for the professional licensure programs in the College of Education and Allied Professions. These programs, which often share courses, include the Bachelor of Science in Education in Elementary Education, Bachelor of Science in Education in Middle Grades Education, the Bachelor of Science in Education in Secondary Education, the Bachelor of Science in Education in Physical Education, and the Bachelor of Science in Education in Special Education, the Master of Arts in Teaching, and the Master of Arts in Education. In order to seek licensure, graduates Educator Preparation Programs (EPPs) must meet standards developed by the North Carolina Department of Public Instruction (NCDPI) and the North Carolina State Board of Education. Additionally, other accrediting board such as the Council for the Accreditation of Educator Preparation (CAEP) have standards that may be in conflict with the Memorandum.

NCDPI requires all EPPs prepare teachers to perform a wide variety of tasks in their prospective classrooms. These standards, called the North Carolina Professional Teaching Standards, include:

STANDARD 2 Teachers Establish a Respectful Environment for a Diverse Population of Students.

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.
- Teachers should: Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.
- Teachers embrace diversity in the school community and in the world.
- Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.
- Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.
- Teachers strive to understand how a student's culture and background may influence his or her school performance.
- Teachers consider and incorporate different points of view in their instruction.
- Teachers should: Demonstrate knowledge of diverse cultures; Select materials and develop lessons that counteract stereotypes and incorporate contributions; Recognize the influences on a child's development, personality, and performance; and Consider and incorporate different points of view.
- Teachers treat students as individuals.
- Teachers maintain high expectations, including graduation from high school, for students of all backgrounds.
- Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.
- Teachers should: Maintain high expectations for all students; and Appreciate differences and value contributions by building positive, appropriate relationships.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers collaborate with the range of support specialists to help meet the special needs of all students.
- Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.
- Teachers should: Collaborate with specialists; and Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.
- Teachers work collaboratively with the families and significant adults in the lives of their students.
- Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community.
- Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community.
- Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.
- Teachers should: Improve communication and collaboration between the school and the home and community; Promote trust and understanding and build partnerships with school community; and Seek solutions to overcome obstacles that prevent family and community involvement.

In order for Western Carolina University professional educator graduates to pursue licensure and employment in North Carolina and beyond, our program must meet the NCDPI's North Carolina Professional Teacher Standards through appropriate coursework and documented student learning outcomes.

Following this review of our program and under the provisions of the Memorandum, I grant a waiver for our professional licensure programs. Western Carolina University will continue to actively monitor accreditation practices and the relevant North Carolina General Statutes and will assess such changes as they may affect this waiver.

Sincerely,

A handwritten signature in black ink that reads "Kelli R. Brown". The signature is fluid and cursive, with the first name "Kelli" being more prominent than the last name "Brown".

Kelli R. Brown
Chancellor

CC:

David English, Senior Vice President for Academic Affairs, UNC System Office
Andrew Tripp, Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office



Bonita J. Brown, J.D.

CHANCELLOR

April 15, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Winston Salem State University Education 2334

Dear Dr. English:

This memo serves as WSSU's response to the February 5th memo from Senior Vice President and General Counsel Andrew Tripp. We believe there are required courses in the curriculum that all majors must take that align with the definition of "DEI" courses as outlined in the memo. All education students must take EDU 2334, Education, Culture, and Society, to fulfill the requirements for the degree. This course has undergone evaluation by the faculty, dean, and provost.

The Education curriculum is designed to ensure that all graduates meet current licensure requirements, allowing them to become licensed and practicing teachers. North Carolina Educator Preparation Standard 2 specifically addresses DEI, as does the Council for the Accreditation of Educator Preparation, which has a K-6 Teaching Standard.

From NCPTS

Specifically:

STANDARD 2 Teachers Establish a Respectful Environment for a Diverse Population of Students

1. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
 - a. Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

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2. Teachers embrace diversity in the school community and in the world.
 - a. Demonstrate knowledge of diverse cultures;
 - b. Select materials and develop lessons that counteract stereotypes and incorporate contributions;
 - c. Recognize the influences on a child's development, personality, and performance; and
 - d. Consider and incorporate different points of view.

And From CAEP

STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs

1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

WSSU has experienced growth in our EDU majors; in Fall 2021, we had 43 students, and as of Spring 2025, we currently have 61. Over the last three years, WSSU has awarded between 12 and 16 MS degrees in Rehabilitation Counseling each year, while the UNC System has awarded between 11 and 19 degrees during the same period, with system-level majors averaging around 2750 students. According to Lightcast data, the occupational outlook suggests there are 5000 annual job openings. The number of jobs is anticipated to increase by 11% by 2030. WSSU has been approved to offer this degree since at least 1972 (that is as far back as API-Prep goes), and WSSU was founded in 1892 as a teacher's college, and from 1925-1963 was known as Winston-Salem Teacher's College. Our students are primarily in-state residents who remain in North Carolina after graduation. WSSU has been ranked as the #1 HBCU in North Carolina for its classification and has also been recognized as the #1 HBCU in the nation for social mobility, a distinction attributed to the strength of our academic offerings and the success of our students.

WSSU remains committed to compliance with NCGS 126-14.6, which outlines 13 points for ensuring dignity and nondiscrimination in state government and workplaces. We appreciate your review, consideration, and authorization of this waiver as we comply with all state laws and system-level policies.

Sincerely,

A handwritten signature in cursive script, appearing to read "Bonita J. Brown".

Bonita J. Brown, JD
Chancellor

Copies to:

Andrew Tripp Senior Vice President and General Counsel, UNC System Office

Andrea Poole, Chief of Staff, UNC System Office

Mike McKenzie, Interim Provost and Vice Chancellor for Academic Affairs, WSSU

Ivey Brown, Chief General Counsel, WSSU



Bonita J. Brown, J.D.

CHANCELLOR

April 15, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Winston Salem State University Rehabilitation Counseling 6307

Dear Dr. English:

This memo serves as WSSU's response to the February 5th memo from Senior Vice President and General Counsel Andrew Tripp. We believe there are required courses in the curriculum that all majors must take, which align with the definition of "DEI" courses as outlined in the memo. All rehabilitation counseling graduate students must take REH 6307, Psychosocial and Cultural Diversity Issues, to fulfill the requirements for the degree. This course has undergone evaluation by the faculty, dean, and provost.

The Rehabilitation Counseling curriculum is designed to ensure that all graduates meet current licensure requirements, allowing them to become licensed counselors. The Council for the Accreditation of Counseling and Related Educational Programs ([CACREP](#)) has a standard specifically addressing "[DEI](#)." That standard is as follows:

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

1. theories and models of multicultural counseling, social justice, and advocacy
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors

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4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities
11. the role of religion and spirituality in clients' and counselors' psychological functioning

We have contacted CACREP to request a waiver for this requirement. CACREP does have a process to waive accreditation requirements if they conflict with state laws. We will be pursuing this request; however, we need some clarification from CACREP. While they may waive the requirement, the standard is still part of licensure, and therefore our students would be responsible for information not presented or taught to them. We will continue to work with CACREP throughout this process.

WSSU has experienced growth in our MS program; in Fall 2020, we had 40 graduate students, and as of Spring 2025, we currently have 55. Over the last three years, WSSU has awarded between 12 and 16 MS degrees in Rehabilitation Counseling each year, while the UNC System has awarded between 43 and 46 degrees during the same period, with system-level majors averaging around 100 students. According to Lightcast data, the occupational outlook suggests there are 314 annual job openings, with approximately 45 graduates entering the field each year. The number of jobs is anticipated to increase by 7% by 2030. WSSU has been approved to offer this degree since 2003. Our students are primarily in-

state residents who remain in North Carolina after graduation. WSSU has been ranked as the #1 HBCU in North Carolina for its classification and has also been recognized as the #1 HBCU in the nation for social mobility, a distinction attributed to the strength of our academic offerings and the success of our students.

WSSU remains committed to compliance with NCGS 126-14.6, which outlines 13 points for ensuring dignity and nondiscrimination in state government and workplaces. We appreciate your review, consideration, and authorization of this waiver as we comply with all state laws and system-level policies.

Sincerely,

A handwritten signature in black ink, appearing to read "Bonita J. Brown".

Bonita J. Brown, JD
Chancellor

Copies to:

Andrew Tripp Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office
Mike McKenzie, Interim Provost and Vice Chancellor for Academic Affairs, WSSU
Ivey Brown, Chief General Counsel, WSSU



Bonita J. Brown, J.D.

CHANCELLOR

April 15, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Winston Salem State University Social Work 4364 and 3343 Waiver

Dear Dr. English:

This memo serves as WSSU's response to the February 5th memo from Senior Vice President and General Counsel Andrew Tripp. We believe there are required courses in the curriculum that all majors must take, which align with the definition of "DEI" courses as outlined in the memo. All social work majors must take either SOC 4364, Race and Culture, or SOC 3343, Cultural Diversity, to fulfill the requirements for the degree. This course has undergone evaluation by the faculty, dean, and provost.

The curriculum for Social Work was designed to ensure that all graduates meet current licensure requirements, enabling our graduates to become licensed social workers. The Council on Social Work Education (<https://www.cswe.org/>) has two standards specifically addressing "DEI." Those two standards are as follows:

Competency 2: Engage Diversity and Difference in Practice Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's

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structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

The UNC System Schools have contacted the CSWE to request a waiver for this requirement, but their request was Denied. Consequently, we believe our curriculum needs to meet these standards, as North Carolina mandates that all practicing social workers be licensed and possess a BSW or MSW from an accredited university, which includes Winston-Salem State. The CSWE is the organization that administers and enforces licensure requirements, setting appropriate standards for all social workers.

WSSU has experienced tremendous growth in our BSW program; in Fall 2020, we had 60 majors, and we currently have 102 majors as of Spring 2025. WSSU has awarded between 33 and 46 BSW degrees per year for the last three years, while the UNC System has awarded between 711 and 815 BSW degrees over the same period, with system-level majors averaging around 1,600 students during that time. According to Lightcast data, the occupational outlook indicates a 37% increase in jobs with the BSW as the minimum qualification, projected from 2014 to 2030. The projected change from 2024 to 2030 is 9.88%, suggesting that the field will continue to grow at a higher-than-average rate.

WSSU has been approved since 2003 to offer this degree. WSSU students are primarily in-state students who remain in North Carolina after graduation. WSSU has been ranked as the #1 HBCU in North Carolina for its classification and has also been recognized as the #1 HBCU in the nation for social mobility, attributed to the strength of our academic offerings and the success of our students.

WSSU remains committed to compliance with NCGS 126-14.6, which outlines 13 points for ensuring dignity and nondiscrimination in state government and workplaces. We

appreciate your review, consideration, and authorization of this waiver as we comply with all state laws and system-level policies.

Sincerely,

A handwritten signature in black ink, appearing to read "Bonita J. Brown". The signature is fluid and cursive, with the first name "Bonita" being more prominent.

Bonita J. Brown, JD
Chancellor

Copies to:

Andrew Tripp Senior Vice President and General Counsel, UNC System Office
Andrea Poole, Chief of Staff, UNC System Office
Mike McKenzie, Interim Provost and Vice Chancellor for Academic Affairs, WSSU
Ivey Brown, Chief General Counsel, WSSU



Bonita J. Brown, J.D.

CHANCELLOR

April 15, 2025

Dr. David English
Senior Vice President for Academic Affairs
University of North Carolina System Office
223 S. West Street
Suite 1800
Raleigh, NC 27603

Via email: djenglish@northcarolina.edu

Re: Winston Salem State University Education 2334

Dear Dr. English:

This memo serves as WSSU's response to the February 5th memo from Senior Vice President and General Counsel Andrew Tripp. We believe there are required courses in the curriculum that all majors must take that align with the definition of "DEI" courses as outlined in the memo. All education students must take SPE 3300 Exceptional Children in the General Education Classroom, to fulfill the requirements for the degree. This course has undergone evaluation by the faculty, dean, and provost.

The Education curriculum is designed to ensure that all graduates meet current licensure requirements, allowing them to become licensed and practicing teachers. North Carolina Educator Preparation Standard 2 specifically addresses DEI, as does the Council for the Accreditation of Educator Preparation, which has a K-6 Teaching Standard.

From NCPTS

Specifically:

STANDARD 2 Teachers Establish a Respectful Environment for a Diverse Population of Students

1. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
 - a. Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

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2. Teachers embrace diversity in the school community and in the world.
 - a. Demonstrate knowledge of diverse cultures;
 - b. Select materials and develop lessons that counteract stereotypes and incorporate contributions;
 - c. Recognize the influences on a child's development, personality, and performance; and
 - d. Consider and incorporate different points of view.

And From CAEP

STANDARD 1 – Understanding and Addressing Each Child's Developmental and Learning Needs

1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.

WSSU has experienced growth in our EDU majors; in Fall 2021, we had 43 students, and as of Spring 2025, we currently have 61. Over the last three years, WSSU has awarded between 12 and 16 MS degrees in Rehabilitation Counseling each year, while the UNC System has awarded between 11 and 19 degrees during the same period, with system-level majors averaging around 2750 students. According to Lightcast data, the occupational outlook suggests there are 5000 annual job openings. The number of jobs is anticipated to increase by 11% by 2030. WSSU has been approved to offer this degree since at least 1972 (that is as far back as API-Prep goes), and WSSU was founded in 1892 as a teacher's college, and from 1925-1963 was known as Winston-Salem Teacher's College. Our students are primarily in-state residents who remain in North Carolina after graduation. WSSU has been ranked as the #1 HBCU in North Carolina for its classification and has also been recognized as the #1 HBCU in the nation for social mobility, a distinction attributed to the strength of our academic offerings and the success of our students.

WSSU remains committed to compliance with NCGS 126-14.6, which outlines 13 points for ensuring dignity and nondiscrimination in state government and workplaces. We appreciate your review, consideration, and authorization of this waiver as we comply with all state laws and system-level policies.

Sincerely,

A handwritten signature in dark ink, appearing to read "Bonita J. Brown". The signature is fluid and cursive, with a large initial "B" and a long, sweeping underline.

Bonita J. Brown, JD
Chancellor

Copies to:

Andrew Tripp Senior Vice President and General Counsel, UNC System Office

Andrea Poole, Chief of Staff, UNC System Office

Mike McKenzie, Interim Provost and Vice Chancellor for Academic Affairs, WSSU

Ivey Brown, Chief General Counsel, WSSU