

**BOARD OF TRUSTEES  
UNIVERSITY OF THE DISTRICT OF  
COLUMBIA UDC RESOLUTION NO. 2026 - 12**

**SUBJECT: APPROVAL OF THE MASTER OF SOCIAL WORK (MSW)  
PROGRAM, COLLEGE OF ARTS AND SCIENCES**

**WHEREAS**, pursuant to D.C. Official Code § 38-1202.06(3), the Board of Trustees is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy for the components of the University; and

**WHEREAS**, pursuant to 8B DCMR § 308.1 , new associate, baccalaureate, and graduate degree programs may be added to the University curricula upon recommendation by the University Senate and the President and after approval by the Board; and

**WHEREAS**, the College of Arts & Sciences recognizes the importance of awarding students a Master of Social Work degree (MSW), which focuses on real-world applications to ensure that graduates are ready to address the complex social issues facing Washington, D.C. and beyond; and

**WHEREAS**, the MSW degree will be supported by \$685,189 in funding by the District of Columbia through the Pathways to Behavioral Health Degrees Act of 2023 and managed and taught by existing qualified faculty who have established an MSW curriculum that meets the accreditation standards of the Council on Social Work Education; and

**WHEREAS**, the programmatic accreditor, the Council on Social Work Education, granted the program Pre-Candidacy Status in August 2025, enabling the admission of students in Fall 2026; and

**WHEREAS**, the Administration proposes adding a Master of Social Work program based in the College of Arts and Sciences, and the proposed program has been approved by all required levels of faculty and administration.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees hereby approves the implementation of the Master of Social Work degree program in accordance with the attached Exhibit A proposal.

Submitted by the Academic & Student Affairs Committee: March 3, 2026

Approved by the Board of Trustees: March 10, 2026



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Warner H. Session  
Chairperson of the Board

CURRICULUM PROPOSAL GUIDELINES: PROGRAM OFFERINGS  
 UNIVERSITY OF THE DISTRICT OF COLUMBIA  
 FACULTY SENATE  
 ACADEMIC PROGRAMS  
 TRANSMITTAL FORM

TYPE OF REVIEW REQUESTED New Program: Master of Social Work (MSW)

*Victor P. Farrow* | 11/21/2024  
 Chair, Department Curriculum Committee Date

*Anthony D. Myzell* | 01/13/2025  
 Transmittal by Department Chair on behalf of the Program Unit Faculty<sup>1</sup> Date

*Victor P. Farrow* | 03/17/2025  
 Chair, College/School Curriculum Committee Date

*Jeffrey Sklar* | 09/16/25  
 College/School Dean/Director Date

*Suzanne* | 12/5/2025  
 Chair, Graduate Council Date

Signed by:  
*Arlene King-Berry* | 1/13/2026  
 Chair, Faculty Senate Date

*David Mason* | 2/10/26  
 Provost Date

University President (if required) Date

Chair, Board of Trustees Date

February 15, 2012. Academic Standards, Programs, and Policies Committee (ASPPC), Faculty Senate.

<sup>1</sup> By majority vote of the faculty

**University of the District of Columbia**  
**Master of Social Work Program**

**College:** College of Arts and Sciences

**Department:** Education Division Education, Health, and Social Work

**Proposed Date:** Fall 2025

**Chair:** Dr. Mizelle-Johnson

**Program Director:** Kesslyn Brade Stennis

**Faculty:**

**Proposed Program:** Master of Social Work Program (Traditional and Advanced Standing with four embedded certificates)

**Type of Review:** Graduate Degree

**Modality:** Hybrid

**Duration:**

Traditional: 2-years with one 16-week course and four 8-week courses in each of four semesters.

Advanced Standing: 10-months with three 6-week courses in summer, one 16-week course and four 8-week courses in each of the remaining two semesters.

**I. PREPARING THE PROPOSAL**

**The initiator (individual or academic unit) shall provide the following information:**

**A. The type of review requested**

**1. Review of existing program:** N/A

**2. Course change(s):** N/A

**3. New course(s):** N/A

**4. Program deletion:** N/A

**5. New program(s):** Master of Social Work (Traditional and Advanced Standing)

**6. Non-degree certificate programs:** Political Social Work, Urban Environmental Social Work, Urban Community and Family Violence, Substance Use Disorder)

**7. Other (specify, e.g., interdisciplinary)**

**B. Description of program, course, change, course requirements, prerequisites, and syllabi as applicable.**

**DESCRIPTION OF PROGRAM**

**Program Context**

**University**

The University of the District of Columbia is a world-class flagship university for the nation's capital and is poised to be a national model for urban student success. United with all stakeholders in a shared vision for ONE UDC, the University envisions itself as the District's workforce and economic mobility engine, as well as a research and innovation hub addressing the District's critical needs. The University embraces "its essence as a public historically Black urban-focused land-grant university in the nation's capital". In addition, UDC "is dedicated to serving the needs of the community of the District of Columbia and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond."

**Professional**

The Council on Social Work Education (CSWE) seeks to oversee processes that prepare students to properly address the concerns and meet the needs of individuals, families, groups, communities and organizations. CSWE also recognizes the need for social workers to gain greater awareness of the intersectionality of micro and macro practice, specifically enhancing the awareness of policy. CSWE notes that "If all social workers, regardless of specialization, were better prepared to understand and act on the policy implications of their work, they could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing inequality".

**Program Overview**

**Program Mission**

UDC's MSW program will produce a diverse cadre of interdisciplinary-prepared, policy informed graduate social workers who are competent professionals and community leaders equipped to influence the District, nation, and the world by focusing on civic and community engagement, and urban trauma prevention and recovery.

**Educational Objectives**

1. Master's program provides students with knowledge, values, skills and cognitive and affective processes at generalist levels that prepare them for professional practice with individuals, families, groups, organizations, and communities.
2. Master's program provides students with knowledge, values, skills and cognitive and affective processes in specialized concentration areas that prepare them for professional practice with individuals, families, groups, organizations, and communities.

**MSW Student Learning Outcomes**

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In alignment with the CSWE 2022 EPAS, upon completion, master’s level students will be able to:

1. demonstrate ethical and professional behavior
2. engage anti-racism, diversity, equity, and inclusion in practice
3. advance human rights and social, racial, economic and environmental justice
4. engage practice-informed research and research-informed practice
5. engage in policy practice
6. engage with individuals, families, groups, organizations, and communities
7. assess individuals, families, groups, organizations, and communities
8. intervene with individuals, families, groups, organizations and communities
9. evaluate practice with individuals, families, groups, organizations and communities

**MSW Program Requirements**

The MSW Program will require students to select either 60-credit two-year program or the 39-credit one-year (Advanced Standing) program which will include a specialization in one of following two tracks:

<i>I. Civic and Community Engagement with an emphasis on one of the following practice areas:</i>	<i>II. Urban Trauma Prevention and Recovery with an emphasis on one of the following practice areas:</i>
<ul style="list-style-type: none"> <li>• Political Social Work (Certification Option)</li> </ul>	<ul style="list-style-type: none"> <li>• Substance Use Disorder Prevention and Recovery (Certification Option)</li> </ul>
<ul style="list-style-type: none"> <li>• Urban Environmental Social Work (Certification Option)</li> </ul>	<ul style="list-style-type: none"> <li>• Community and Family Violence Prevention and Recovery (Certification Option)</li> </ul>

\*All tracks will include an emphasis on policy awareness, ADEIB (Anti-racism, Diversity, Equity, Inclusion and Belonging) intersectionality, and technology infusion.

**COURSES**

**MSW Plan of Study**

**Traditional Program - First Year (30 credits)**

Session I (Fall) (15 credits)	Session II (Spring) (15 credits)
<i>1<sup>st</sup> 8 Weeks</i>	<i>1<sup>st</sup> 8 Weeks</i>
SOWK 501 Social Welfare & Social Work History (3 credits)	SOWK 505 Human Behavior in the Social Environment II (3 credits)
<i>SOWK 502 Ethics (3 credits)</i>	<i>SOWK 506 Culture, Diversity and Policy (3 credits)</i>
SOWK 550	SOWK 551

Practice, Practicum I & Seminar (3 credits)	Practice, Practicum II & Seminar (3 credits)
<i>2<sup>nd</sup> 8 Weeks</i>	<i>2<sup>nd</sup> 8 Weeks</i>
SOWK 503 Policy (3 credits)	<i>SOWK 507 Contemporary Issues- Civic and Community Engagement OR</i>
SOWK 504 Human Behavior in the Social Environment I (3 credits)	<i>SOWK 508 Contemporary Issues – Urban Trauma and Recovery (3 credits)</i>
SOWK 550 Practice, Practicum I & Seminar (Cont.) (3 credit)	SOWK 509 Research I (3 credits)
	SOWK 551 Practice, Practicum II & Seminar (cont.) (3 credits)

***Pre-requisite Statement: Year I courses must be taken in the order noted and are all pre-requisites for Year II classes.***

**Traditional Program - Second Year (30-credits)/Advanced Standing Program - One Year (39-credits)**

<b>Session I (Summer) (9 credits for Advanced Standing Students ONLY)</b>	<b>Session II (Fall) (15 credits)</b>	<b>Session III (Spring) (15 credits)</b>
	<i>1<sup>st</sup> 8 Weeks</i>	<i>1<sup>st</sup> 8 Weeks</i>
	SOWK 650 Advanced Practice, Practicum I & Seminar (3 credits)	SOWK 651 Advanced Practice, Practicum II & Seminar (3 credits)
	SOWK 601 Research II (3 credits)	<b>Specialization Elective (3 credits)</b>
		<b>General Graduate Elective (3 credits)</b>

	SOWK 602 Community Leadership and Impact (3 credits)	<b><i>(OR Specialization for certification)</i></b>
<i>2<sup>nd</sup> 6 weeks</i>	<i>2<sup>nd</sup> 8 Weeks</i>	<i>2<sup>nd</sup> 8 Weeks</i>
<i>SOWK 502 Ethics OR Specialization Elective (3 credits)</i>	SOWK 650 Advanced Practice, Practicum I & Seminar (Cont.)  <b>Specialization Elective (3 credits)</b>  <b>General Graduate Elective (3 credits) (OR Specialization for certification)</b>	SOWK 651 Advanced Practice, Practicum II & Seminar (Cont.)  <b>Specialization Elective (3 credits)</b>  <b>General Graduate Elective (3 credits) (OR Specialization for certification)</b>
<i>SOWK 506 Culture, Diversity and Policy (3 credits)</i>		
<i>SOWK 508 Contemporary Issues- Macro OR SOWK 509 Contemporary Issues-Micro</i>		

Key:

500 = Foundation Courses

550 - 551 = Foundation Field Courses (A & B)

600 = Second Year Courses

610-619 = Political Social Work Concourses (Concentration Capstone = 619)

620-629 = Urban Environmental Social Work Courses (Concentration Capstone = 629)

630 - 639 = Substance Use Disorder Prevention Courses (Concentration Capstone = 639)

640 - 649 = Community and Family Violence Prevention and Recovery Courses (Concentration Captone = 649)

650 - 651 = Second Year Field Courses (A & B)

### **Certificates**

The MSW curriculum provides an opportunity for all enrolled students within the program to earn one of four certificates: Political Social Work, Urban Environmental Social Work, Substance Use Disorder Prevention and Recovery, Community and Family Violence Prevention and Recovery

MSW students can earn a graduate certificate in one of the aforementioned areas by successfully completing 18 graduate credits in one specific concentration area. The courses for each concentration area are pre-determined by the program. A student who is enrolled in one

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specialization is only able to select and complete the certificate in one of the concentrations within the specialization.

Should a MSW student begin the certificate program but wish to discontinue pursuit of the certificate, the student is only required to complete 9-credits of concentration courses within the program, and must also complete 9 graduate classes in any graduate program throughout the university.

If a student withdraws from the MSW program but has met the criteria to complete the certificate, the certificate will be awarded. If a non-MSW students wishes to pursue one of the certificates, that student must apply for admission into the MSW Certificate program.

<p><i>III. Civic and Community Engagement with an emphasis on one of the following practice areas:</i></p>	<p><i>IV. Urban Trauma Prevention and Recovery with an emphasis on one of the following practice areas:</i></p>
<ul style="list-style-type: none"> <li>• Political Social Work (Certification Option)</li> </ul>	<ul style="list-style-type: none"> <li>• Substance Use Disorder Prevention and Recovery (Certification Option)</li> </ul>
<ul style="list-style-type: none"> <li>• Urban Environmental Social Work (Certification Option)</li> </ul>	<p>Community and Family Violence Prevention and Recovery (Certification Option)</p>

**PRE-REQUISITES**

*Pre-requisite Statement: Year I courses must be taken in the order noted and are all pre-requisites for Year II classes.*

*Pre-requisite Statement: SOWK 550, SOWK 551, SOWK 650 and SOWK 651 must be taken in the sequence noted above.*

## **REQUIRED COURSES**

### **MSW Course Description (Required Courses)**

#### **SOWK 501: Social Welfare & Social Work History (3 credits)**

This social welfare and social work history course provides knowledge and promotes the understanding of the historical development and contemporary forces that have shaped the social welfare system and the profession of social work. Students will be able to explain the social welfare system in relationship to the political, policy and environmental influences that impact the problems and issues addressed by the social work profession in the development of services to diverse populations at the micro, mezzo and macro levels. Special emphasis will be given to the service delivery role of the social worker within metropolitan and urban settings.

#### **SOWK 502: Ethics (3 credits)**

This ethics course exams values and ethical standards related to advanced social work practice. Utilizing the NASW Code of Ethics as the framework, students will be introduced to social work values, ethical theories, principles, standards, decision making processes and application of these values, theories, principles, standards and processes in advanced social work practice at the micro, mezzo and macro levels to resolve ethical dilemmas. Specific emphasis will be given to the engagement of ethical practices surrounding civic and community engagement, and trauma prevention and recovery in metropolitan and urban settings.

#### **SOWK 503: Policy (3 credits)**

This course introduces the historical development of social welfare policy by examining social service provisions, social justice, and inequality. Students will develop the knowledge and skills necessary to assess the differential needs of diverse populations, create and advocate for evidence-based policy changes, and understand the various analytic frameworks through which to engage in policy work. Students will learn how to assess the impact of policy at the micro, mezzo, and macro levels, understand the role of theory in policy formulation, and hone their advocacy skills.

#### **SOWK 504: Human Behavior in the Social Environment I (3 credits)**

This course considers the study of human development from conception through adolescence. Students will understand concepts and theories relative to biological, psychological, social and spiritual factors surrounding human behavior from conception through death. Special emphasis will be given to the examination of the influences impacting human behavior and the social environment for diverse populations in metropolitan and urban settings.

#### **SOWK 505: Human Behavior in the Social Environment II (3 credits)**

This course considers the study of human development from early adulthood through older adulthood. Students will understand concepts and theories relative to biological, psychological, social and spiritual factors surrounding human behavior from conception through death. Special emphasis will be given to the examination of the influences impacting human behavior and the social environment for diverse populations in metropolitan and urban settings.

#### **SOWK 506: Culture, Diversity and Policy (3 credits)**

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This course critically analyzes issues related to culture, anti-racism, diversity, equity, inclusion and belonging within the context of social work policy. Students will compare and contrast cross-cultural practices, values, and policies, with an emphasis on race, class and gender as interrelated biological, social, psychological and historical constructs for special populations within micro, mezzo and macro practice in metropolitan and urban settings.

**SOWK 507: Contemporary Issues in Metropolitan and Urban Settings- Macro (3 credits)**

This course examines contemporary issues related to culture, anti-racism, diversity, equity and inclusion through the lens of history, theoretical frameworks, policies, practice, ethics, and research. Students will consider a swath of “hot topics” (ie. substance use, family violence, health and wellness, diversity, etc.) and formulate the framework for an appropriate policy-informed intervention on one topic impacting metropolitan and urban settings.

**SOWK 508: Contemporary Issues in Metropolitan and Urban Settings- Micro (3 credits)**

This course examines contemporary issues related to culture, anti-racism, diversity, equity and inclusion through the lens of history, theoretical frameworks, policies, practice, ethics, and research. Students will consider a swath of “hot topics” (ie. politics, urban sustainability, financial stability, technology) and formulate the framework for an appropriate policy-informed intervention on one topic impacting metropolitan and urban settings.

**SOWK 509: Research I (3 credits)**

This course introduces and examines elements of the scientific method as applied to the practice of research in social work. Students will discover, explain and apply basic research competencies and strategies associated with the scientific method in the context of social work practice (i.e. program development, implementation, evaluation and modification of social services). Special consideration will be given to research practices within metropolitan and urban settings that consider civic and community engagement as well as trauma prevention and recovery.

**SOWK 601: Research II (3 credits)**

This course further examines and facilitates the application of elements of the scientific method and alternative research design strategies used in advanced social work research and explores the use of qualitative and quantitative data and data analysis in social work practice and program development. Students will review research-related literature and utilize various data analysis programs to understand descriptive statistics, distributions, hypothesis testing, inferential statistics, test selection, bivariate and multivariate statistical analysis specifically as appropriate to considering issues within metropolitan and urban settings and those related to civic and community engagement as well as trauma prevention and recovery.

**SOWK 602: Community Leadership and Impact (3 credits)**

This course explores the intersection of community leadership and social impact within the context of social work practice. Students will examine theories and models of leadership, ethical considerations in community engagement, strategies for mobilizing communities to effect positive change and the role of personal development for community impact. Through case studies, experiential learning activities, and critical discussions, students will develop the skills necessary to advocate for social justice, facilitate decision-making, empower

marginalized populations, and lead initiatives pertaining to intersectional dimensions of identity (i.e. ability, age, class, color, culture, ethnicity, family structure, gender, gender identity and gender expression, marital status, national origin, race, religion, spirituality, sex, sexual orientation, etc.). By the end of the course, students will emerge equipped with the knowledge and practical insights needed to assume leadership roles in diverse social work settings, driving sustainable community development and fostering inclusive, equitable practices in micro and macro metropolitan community settings.

**SOWK 550: Practice, Practicum I & Seminar (3 credits)**

This course is the first in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within generalist and specialized practice settings; particularly those that consider civic and/or community engagement and/or trauma prevention and recovery in metropolitan and urban settings. This course also has a weekly seminar component and spans two 8-week sessions

**SOWK 551: Practice, Practicum II & Seminar (3 credits)**

This course is the second in a series of coordinated collaborative practice and field education courses that presents pertinent micro, mezzo and macro information in a university approved and supervised social work field setting. Emphasis is on the application of core competencies within generalist and specialized practice settings; particularly those that consider civic and/or community engagement and/or trauma prevention and recovery in metropolitan and urban settings. This course has a weekly seminar component and spans two 8-week sessions.

**SOWK 650: Advanced Practice, Practicum I & Seminar (3 credits)**

This advanced course will build on pre-requisite foundation practice, practicum, and seminar. Students will engage in practice and complete assignments that reflect a higher level of immersion, independence, and competence. Students will take part in practice, practicum and seminar to integrate classroom learning and experiential learning opportunities. Students will receive regular supervision and instruction.

**SOWK 651: Advanced Practice, Practicum II & Seminar (3 credits)**

This course is a continuation of Practice, Practicum, and Seminar I. Students will have an opportunity to continue to engage in practice and complete assignments that reflect a higher level of immersion, independence, and competence. Students will receive regular supervision and instruction.

**Capstone (Portfolio) Submission**

The exit residency is designed for students to demonstrate their research and leadership, specifically related to the concentration areas. Throughout the program, students will meet virtually with faculty and other students to discuss practicum placement and prepare competency-based presentations regarding research-informed practice in their concentration areas. Materials related to the preparation for capstone submission (ie. Class presentations, related papers, final assessments for classes). The exit residency will provide students with the opportunity to present their portfolio and demonstrate proficiency prior to graduation.

## **SPECIALIZATION I: CIVIC AND COMMUNITY ENGAGEMENT**

### ***Concentration Courses: Political Social Work Courses and Descriptions***

#### **SOWK 610: Political Social Work: Making Change Happen**

Students will learn about the process of political engagement for social change from the perspectives of both a candidate and campaign staffer/volunteer. Students will learn how to transform their “why” into a message/platform associated with social work’s values and ethics; the necessity of and skills needed for fundraising, campaigning, and advocacy; how to support candidates in various staff roles, and how to take the steps necessary to develop a political campaign in preparation for candidacy. 1: History of Social Work/Social Welfare Politics and Policy (focus on SW contributions to policy & politics including icons such as Dorothy Height, Ed Townes, etc.)

#### **SOWK 611: Social Welfare Politics & Policy: Historic & Contemporary Movements**

This class will introduce students to the rich history of social welfare advocacy through the lens of movements that have helped shape and change social policy and societal understanding of challenges faced across racial, social, and economic groups. The course will use seminal texts to discuss the need for and effectiveness of past social movements (such as the Civil Rights Movement and the Welfare Rights Movement) as well current readings to focus on contemporary social movements (such as Me Too, Black Lives Matter, El Movimiento, and the Stonewall Rebellion). Students will learn to critically assess previous social movements to inform the creation of a social welfare movement they believe is needed in support of an oppressed group.

#### **SOWK 612: Leadership for Political Social Workers**

People are typically identified as “leaders” because of a position-associated title or set of responsibilities or because of assigned roles that afford them authority over others. However, not everyone with a leadership title or role is someone others want to follow. Debates about what makes someone a good leader include discussions of innate personality traits, unique communication styles, or immutable characteristics such as height, gender, or race. This class will provide students with a rich understanding of leadership traits and styles, how to find and effectively use one’s voice in leadership moments, and how leadership skills are needed in political social work settings. Particular attention will be paid to the leadership of women and people of color.

#### **SOWK 613: Lobbying**

This course will introduce students to the science and art of issue-specific advocacy via lobbying elected officials. Students will learn how to read existing and pending legislation, how to research elected officials' issue interests for advocacy alignment and effectiveness, as well as the rules and laws governing lobbying activity.

#### **SOWK 614: Political Theory**

While social workers use a variety of theories to understand, explain, and predict behavior at the micro, mezzo, and macro levels of practice, political social workers must have a robust understanding of political theory as well. In this course, students will be introduced to a variety of classic and contemporary political ideologies and theoretical frameworks that shape individual

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and societal understanding of social issues and geopolitical challenges. Social work and social welfare issues will be understood through the lenses of restorative and distributive justice, partisan continuums, multiculturalism, and other relevant viewpoints.

### **SOWK 615: Capstone Course: Political Social Work**

This culminating course will bring together the knowledge, skills, and abilities gained throughout the specialization providing an opportunity for students to demonstrate their preparedness for an effective and robust career in politics and policy advocacy as candidates, elected officials, lobbyists, civic leaders, analysts, organizers, and informed voters. Students will mount a mock political campaign for office concluding with a mock election.

### ***Concentration Courses: Environmental Social Work Courses and Descriptions***

#### **SOWK 620 Climate Change, Advocacy, and Urban Resilience**

This course explores the impact of climate change and the role of social workers in mitigating its effects. Students will learn about the connections between climate change, urban environments, social justice, and sustainability. This course will explore how social workers can advocate for climate justice, engage in disaster preparedness and response, and utilize methods of resilience to create climate robust cities. Students will discover the significant effects that various types of climate change have on various populations including Black, Indigenous, and People of Color (BIPOC).

#### **SOWK 621 Urban Agriculture, Social Change, and Community Empowerment**

This course focuses on the integration of urban agriculture into social work practice as a tool for community empowerment and social change. Students will explore how urban agriculture, and farming can alleviate food insecurity, promote sustainability, and foster resilience in underserved urban communities. Students will examine the root causes of food insecurity in urban environments, study sustainable agricultural practices, and learn how social workers can collaborate with communities to increase access to nutritious food and reduce disparities in food availability. Students will gain valuable insight into methods utilized to create, modify, and implement agriculturally sustainable services, programs, and policies to address the needs of individuals, families, neighborhoods and communities. Students will additionally learn about holistic urban agricultural strategies and practices utilized to promote restorative health and mental in individuals, families, neighborhoods, and communities.

#### **SOWK 622 Health, Mental Health, Restoration and Environmental Justice**

Through exchanges and interactions, people in society are in constant contact with natural and built environments. This course explores the interconnections between environments and community health, mental health, and restoration. The course covers interventions and strategies utilized to mitigate and address environmental risks affecting the health and mental health of urban individuals, families, and communities. Students will examine how the structure, geographical location, and access to natural and built environments impact determinants of health, mental health, and quality of life.

#### **SOWK 623 Environmental Theory, Law, Policy, and Social Work**

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This course is designed to provide students with an in-depth understanding of environmental theories, laws and policies and their impact on urban communities and social work practice. This course will cover theories related to urban sustainability, equity, and resilience. The course will discuss strategies utilized to develop laws and policies that promote sustainability and environmental justice in urban settings. The course explores how laws and policies connected to natural and built environments directly and indirectly impact the life progress, trajectory, and quality of life of clients and communities. Students will gain comprehensive knowledge about laws and policies that empower clients to effectively access services, resources, and programs to address environmental justice needs that include pollution, natural disasters, and housing.

### **SOWK 624 Environmental Planning, Human Rights, and Social Justice**

This course equips students with knowledge and skills that reinforce stewardship, equity, reclamation and resilience to alleviate the impact of environmental trauma involving gentrification, redlining, displacement, and land loss. Students will examine interconnections between urban environmental planning, development, and designing and racism and discrimination on clients, residents, stakeholders, neighborhoods, and communities. The course will examine the intersection between social justice and human rights and equitable access to nature and built environments.

### **SOWK 625 Environmental Social Work Capstone**

In this course, students will integrate their learning by completing a capstone project grounded in environmental social work. Students will identify a specific urban environmental issue, conduct research, and developing a comprehensive intervention plan. Students will present their findings and recommendations to a panel of urban environmental justice experts.

## **SPECIALIZATION II: URBAN TRAUMA PREVENTION AND RECOVERY**

### ***Concentration Courses: Urban Trauma Prevention and Recovery Courses and Descriptions***

#### **SOWK 630: Foundations of Substance Use and Addiction (3 credits)**

This course provides an overview of the biological, psychological, and social aspects of substance use disorders and addiction. From an integrated perspective, students will explore etiology, prevalence, and impact on individuals, families, and urban communities as well as the history, causes, and effects of substance use disorders (SUDs). The course will include a focus on urban populations and marginalized communities impacted by trauma. Students will learn trauma-informed practices to address both individual and community recovery needs.

#### **SOWK 631: Assessment and Diagnosis of Substance Use Disorders (3 credits)**

This course focuses on the tools and techniques used to assess and diagnose substance use disorders in diverse populations. Students will learn to apply DSM-5 TR criteria, conduct substance use assessments, and develop culturally responsive treatment plans, with particular attention to trauma-informed care in urban settings.

#### **SOWK 632: Substance Use Prevention Strategies in Urban Communities (3 credits)**

Examining the intersection of urban trauma and substance use disorders, this course explores the ways systemic racism, poverty, and community violence contribute to substance use disorders, and focuses on prevention efforts in urban environments. The course covers evidence-based strategies for reducing substance use disorders. Topics include community-based prevention programs, policy interventions, and educational campaigns. Students will learn how to develop, implement, and evaluate prevention programs that target at-risk populations in urban settings, with a focus on community engagement and resilience.

**SOWK 633: Clinical Interventions and Cultural Competency for Substance Use Recovery (3 credits)**

This course teaches students evidence-based clinical and culturally competence approaches for treating substance use disorders. A variety of treatment approaches, theoretical frameworks and modalities will be considered, including but not limited to cognitive-behavioral therapy, motivational interviewing, medication-assisted treatment, naturopathic approaches and culturally sensitive considerations in individual and group settings. Students will explore the cultural, racial, and socioeconomic factors influencing substance use and recovery, developing strategies to engage clients in meaningful, respectful ways. Emphasis will be placed on addressing co-occurring disorders and trauma in urban populations.

**SOWK 634: Justice, Policy and Advocacy for Substance Use Recovery in Urban Areas (3 credits)**

This course examines the relationship between substance use, violence, trauma, and involvement in the criminal justice system as well as the impact of public policy, and advocacy on substance use disorder prevention, treatment, and recovery. The focus will be on these concepts within urban settings. Students will analyze current policies, legislative efforts, and strategies to advocate for systemic change, and develop policy interventions that address substance use, trauma, and community health. Students will also explore rights of the victim and perpetrator, mandatory reporting, confidentiality, protective services, alternatives to incarceration, diversion programs, and re-entry services for individuals with substance use disorders or a history of violence, with a focus on restorative justice approaches in urban communities.

**SOWK 635: Capstone Course: Substance Use Disorders and Intergenerational Family System (3 credits)**

This course examines content from other courses within the concentration as well as the impact of substance use on family systems. Students will explore how addiction and recovery affect family systems, with attention to intergenerational trauma, and will learn intervention strategies to support families in urban contexts.

***Concentration Courses: Community and Family Violence Social Work Courses and Descriptions***

**SOWK 640: Foundations of Community and Family Violence (3 credits)**

This course provides a comprehensive overview of the types, causes, prevalence and consequences of community and family violence. Students will explore the historical, cultural,

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psychological and socioeconomic factors that contribute to violence in urban settings, with a focus on trauma's role in perpetuating cycles of abuse and violence.

**SOWK 641: Assessment, Intervention and Safety Planning (3 credits)**

This course focuses on victimology, assessment, intervention strategies and safety planning, particularly in crisis situations. Students will learn how to recognize and address the physical, emotional, and psychological impacts of violence on individuals and families, and develop skills to foster healing and recovery. Additionally, students will learn crisis intervention models as well as essential and evidence-based intervention strategies like trauma-informed approaches for individuals and families experiencing violence. Students will gain skills in identifying signs of abuse, conducting risk assessments, developing safety plans and developing short-term and long-term interventions that support survivors in urban communities while addressing barriers to accessing help.

**SOWK 642: Domestic Violence, Intimate Partner Abuse, Child Abuse and Recovery (3 credits)**

This course examines the dynamics of domestic violence, intimate partner abuse, child abuse, neglect and trauma. Students will explore risk factors, power and control dynamics, and the long-term effects of abuse, focusing on recovery strategies for survivors and their families, particularly within urban environments. Students will learn how to assess, intervene, and advocate for persons impacted by abuse and develop treatment plans that address the entire family system.

**SOWK 643: Community Violence: Causes, Prevention, Consequences, and Interventions (3 credits)**

This course investigates the root causes of community violence, including gang violence, gun violence, and systemic oppression and focuses on the development and implementation of violence prevention strategies in urban areas. Students will analyze the impact of such violence on individuals and neighborhoods and will learn how to engage communities in violence reduction efforts, advocate for policy changes, and build collaborations with stakeholders, including law enforcement, schools, and local organizations.

**SOWK 644: Cultural Competency in Addressing Violence and Trauma (3 credits)**

This course emphasizes the importance of cultural competence when working with diverse populations affected by community and family violence. Students will examine how race, ethnicity, gender, and socioeconomic factors shape experiences of violence and trauma, and will develop skills to provide culturally sensitive care and address unique needs of diverse populations.

**SOWK 645: Capstone Course: Healing and Recovery from Intergenerational Trauma (3 credits)**

This course explores content in other concentration courses along with the concept of intergenerational trauma, particularly within families and communities affected by chronic violence. Students will learn how violence and trauma are passed down through generations and develop therapeutic interventions aimed at breaking the cycle and promoting healing and will explore culturally relevant methods that promote healing and recovery.

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## **SYLLABI**

Syllabi for the aforementioned courses can be found in the [Draft MSW Syllabi](#) TEAMS folder.

C. In reviewing a proposal for a new course or program, the Academic Standards, Policy and Program Committee (ASPPC) of the Academic Senate will examine its feasibility in terms of the factors listed below and shall include relevant commentary.

### **1. Demonstration of need (including internal and external supporting data)**

Overview:

Over the past decade, the field of social work has seen significant growth, with a 9% increase in job opportunities from 2018 to 2028 and an estimated projected growth rate of 7% through 2033, as reported by the U.S. Bureau of Labor Statistics ([Social Workers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics](#)). The U.S. Bureau of Labor Statics also notes that “about 67.3000 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire” [Social Workers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics](#).

This global growth is driven by the essential role social workers play in various sectors, including government, healthcare, and community services. In Washington, D.C., social workers are crucial in addressing pressing issues such as community and family violence, substance use disorders, and urban sustainability. The city faces significant challenges, with higher rates of community violence exposure among children and youth compared to national averages ([D.C. students are exposed to more community violence - D.C. Policy Center](#)). Additionally, substance use disorders remain a critical concern, with a robust network of services required to support affected individuals, and the growing need to sustainable environments is increasing. [Sustainability in the District | doee](#). The city recognizes that these areas are critical for the well-being of the city's residents and that there is a critical need for informed and compassionate social workers to advocate for and implement effective policies. In an effort to address the need, the city recently approved PA D.C. Law 25-104. Pathways to Behavioral Health Degrees Act of 2023. This decision was enacted to “support a career pathway for behavioral health and human services occupations in the District by establishing a scholarship program at the University of the District of Columbia for District residents who pursue certain master's degree programs and then licensure from the Board of Professional Counseling or the Board of Social Work.” ([D.C. Law 25-104. Pathways to Behavioral Health Degrees Act of 2023. | D.C. Law Library](#))

The proposed MSW program at UDC evolves in response to these areas and is aligned to the foundation of the university’s mission, vision and core values centering around service that addresses human needs in the Washington, DC area. The program's comprehensive curriculum and focus on real-world applications ensure that graduates are ready to address the complex social issues facing Washington, D.C., and beyond. Additionally, the proposed MSW program

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will address the global demand to prepare social workers from diverse backgrounds to address complex needs from multi-system perspectives including the workforce, government, nonprofit sectors and beyond. UDC's MSW program will address and fill the need for a diverse cadre of interdisciplinary-prepared, policy informed graduate social workers who are competent professionals, community leaders and lifelong learners equipped to influence the District, nation, and the world by focusing on civic and community engagement, and urban trauma prevention and recovery. The Master's program will provide students with knowledge, values, skills and cognitive and affective processes at generalist levels and in specialized concentration areas that prepare them for professional service with individuals, families, groups, organizations, and communities, with particular focus to urban living and multicultural populations.

## **2. Congruence with academic unit objectives and university mission (relationship to other existing program and courses)**

This mission of UDC aligns with the MSW program's mission and goal, reflecting our shared belief that all students have the potential to reach their highest level of human potential, especially when provided with unending learning opportunities. Connected to the mission is the vision to be a leading national public urban university through excellence in student achievement, strong alignment with local workforce needs, and impactful service to the community. This vision is underpinned by UDC's core values: innovation, integrity, collaboration, excellence, sustainability, and inclusion. UDC's [Strategic Plan 2024-2029](#), *Delivering on the Promise*, validates our commitment to operationalizing these principles and positioning UDC as the District's workforce and economic mobility engine, as well as a research and innovation hub addressing critical needs, including mental and behavioral health through a strong and celebratory identity, assurance of meaningful experiences for community members, and embrace of sustainable and impactful partnerships. This mission and vision guides the goal of the College of Arts and Sciences to not only impart knowledge but to instill these values in students, fostering a generation of critical thinkers, adept problem-solvers, and transformative agents of change who value dedication, engagement, honesty, and success as core fundamental beliefs.

Of note is the alignment of the UDC mission, vision, core values, strategic plan and the CAS goals and fundamental beliefs with the National Association of Social Workers' (NASW) stated purpose of social work which is to "enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" [NASW Code of Ethics, preamble](#). Furthermore, they are congruent with CSWE's intent to utilize excellent social work education and research to promote health, well-being and justice while addressing concerns and meeting the needs of individuals, families, groups, communities, and organizations. Within recent years, CSWE has also re-emphasized the need for social workers to gain greater awareness of the intersectionality of micro and macro practice, specifically enhancing the awareness and implementation of policy. CSWE notes that "If all social workers, regardless of specialization, were better prepared to understand and act on the policy implications of their work, they could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing

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inequality.” These symbiotic elements between UDC, NASW, and CSWE convey symmetry in the rationale for as well as the philosophical and programmatic direction surrounding the needs of our Washington, DC communities.

The proposed MSW program at UDC is congruent with the University’s mission, vision and core values as well as CSWE and NASW’s call for our profession to address human needs. Additionally, the proposed MSW program addresses the global demand to prepare social workers from diverse backgrounds to address complex society issues from multi-system perspectives. The proposed MSW program also links to the University’s strategic plan to prepare providers who can contribute to an innovative and data-informed manner to meet the critical needs within the District of Columbia and beyond.

### **3. Avoidance of duplication or overlap with existing courses or programs**

The MSW will be a new program at the university. While there are complimentary elements with existing graduate programs, the proposed MSW program provides no overlap or duplication with existing courses or programs.

### **4. Relationship with other programs/departments/schools/colleges with written response from those concerned**

UDC’s MSW program will build upon the mission and goals of [UDC’s BSW program](#), which aims to “develop students into competent professionals and community leaders equipped to address the myriad of issues facing local communities and society today.” The primary goal of the UDC BSW program is to “prepare social work generalists with the knowledge and skills required for practice with individuals, families, groups, communities, and organizations, with a particular focus on urban living and multicultural populations.”

UDC’s MSW program will produce a diverse cadre of interdisciplinary-prepared, policy informed graduate social workers who are competent professionals and community leaders equipped to influence the District, nation, and the world by focusing on civic and community engagement, and urban trauma prevention and recovery. This interdisciplinary focus is supported by a number of graduate departments and programs at UDC including CAS, CAUSES and the David A. Clarke School of Law. It is also evidenced within the MSW curriculum which provides students with the opportunity to enroll in graduate courses which complement courses taken within the MSW program.

In addition to the program addressing the global demand to prepare social workers from diverse backgrounds to tackle complex societal issues from multi-system perspectives, UDC’s unique MSW program will also prepare innovative and data-informed professionals who can meet critical service needs within the District and beyond, address workforce and economic needs for the District, and promote lifelong learning. Each of the aforementioned areas are outlined below:

- Service opportunities associated with UDC that benefit DC.
  - UDC will offer practicum placements and other volunteer experiences that support individuals, families, groups, organizations, and communities who face threats surrounding successful businesses, opportunity-rich neighborhoods and thriving people.

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- UDC will establish partnerships and continued relationships with organizations to increase service for the residents of DC.
- Workforce development opportunities associated with UDC that benefit DC.
  - UDC will offer the third MSW program in Washington DC.
  - UDC will offer the second MSW program from an HBCU in Washington, DC.
  - UDC will be the only land-grant HBCU in the Washington, DC area to offer a MSW program.
  - UDC will offer the first MSW program in the district and first HBCU in the nation with a track associated with civic and community engagement that has concentrations in political social work and urban environmental social work.
  - UDC will offer a MSW program in the district with a specialization associated with urban trauma prevention and recovery that has concentrations in substance use prevention and recovery, as well as community and family violence prevention and recovery.
  - UDC will produce a cohort of trained social workers who have a keen sense of policy awareness, anti-racism, diversity, equity, inclusion, belonging, intersectionality, and technology infusion.
  - UDC will produce a cohort of MSW social workers prepared to utilize their skillset to ready others for the workforce.
- Lifelong learning and leadership preparation opportunities.
  - UDC will develop ongoing community-focused learning opportunities for its stakeholders' surrounding areas related to policy engagement, financial viability, and mental and behavioral health.
  - UDC will increase the number of graduate social workers who are expertly prepared to lead organizations, agencies, educational institutions, and other entities that empower the city's most vulnerable and promising residents.

This preparation will occur through classes in two unique specializations, each of which has two concentrations with graduate certificate opportunities.

<p><b>Degree Specialization I</b></p> <p><b>Urban Trauma Prevention and Recovery</b></p>
<p><b>Concentration Pathways</b></p> <ul style="list-style-type: none"> <li>● Substance Use</li> <li>● Family and Community Violence</li> </ul>
<p><b>Degree Specialization II</b></p> <p><b>Civic and Community Engagement</b></p>
<p><b>Concentration Pathways</b></p> <ul style="list-style-type: none"> <li>● Political Social Work</li> <li>● Urban Environmental Social Work</li> </ul>

**\*Students select one Degree Specialization and a Concentration Pathway**

### **Specialization I - Urban Trauma Prevention and Recovery**

#### **1) *Substance Use Prevention and Recovery Concentration***

The substance use prevention and recovery pathway prepares students to utilize technology, evidence-based interventions, and behavioral health treatment-based modalities to promote health and wellness, healing, and resilience in individuals, families, and communities. Students acquire comprehensive prevention and recovery skills to gain an in-depth understanding of the interconnections between trauma, equity, and substance use prevention and recovery. Students will explore various theories and models in prevention and recovery to create effective treatment plans, strategies, and policies in metropolitan and urban health and mental health settings.

- *One in eight District residents suffer from a substance use disorder, nearly twice the regional and national average ([District of Columbia Health, 2021](#); [Substance Abuse and Mental Health Services Administration, 2020](#)).*
- *The demand for mental health and substance use social workers is expected to increase by 2025 ([Health Resources and Services Administration](#)).*

#### **2) *Family and Community Violence Prevention and Recovery Concentration***

Students will be prepared to develop sustainable and state of the art violence prevention and recovery strategies to serve the needs of families and communities in the District of Columbia and the world. Students can expect to gain valuable skills in peacebuilding ([International Federation of Social Workers, 2024](#)), economic development, and empowerment in preparation for social work practice. Students will acquire skills to understand how violence in families and communities is affected by systems, environments, mental health, substance use, adverse childhood experiences, and trauma. Family and community violence prevention and recovery social workers are employed in a variety of settings that include non-profits and organizations, government offices, educational institutions, and health and mental health facilities.

### **Specialization Track II - Civic and Community Engagement**

#### **1) *Political Social Work Concentration***

**The University of the District of Columbia will be the first HBCU in the country** to offer an exclusive political social work specialization pathway for MSW students. As transformative leaders, students will learn how to create innovative policies that promote social justice, equity, and increase access to vital economic, environmental, social, mental health, and health services and resources. Students will learn how to analyze and revise policies to provide effective care and service models based on groundbreaking technology, research, data, and evolving trends for the District of Columbia, urban settings, and society. Policy social workers are employed at various settings, ranging from non-profit sectors to governmental and legislative offices.

**Policy Practice** →

***DC Comeback Plan - Transform the resident service experience***

- *If all social workers, regardless of specialization, were better prepared to understand and act on the policy implications of their work, they could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing inequality ([Council on Social Work Education, 2022](#)).*
- *Easy to access resident services can promote uptake of programs integral to helping residents, including low-income families, achieve stability and mobility such as SNAP, Medicaid, federal and local rental assistance and social security. It is estimated that social safety nets in DC lift ~82,000 people above the poverty line and provide healthcare for over 50% of children ([Office of the Deputy Mayor for Planning and Economic Development, 2023](#)).*

**2) *Urban Environmental Concentration***

**The University of the District of Columbia will be the first HBCU in the country to offer an exclusive urban environmental social work specialization pathway for MSW students. The urban environmental social work specialization pathway will explore the interconnections between environments and community health, mental health, and restoration. The pathway focuses on the integration of urban agriculture into social work practice as a tool for community empowerment and social change. The urban environmental social work specialization pathway will also explore how social workers can advocate for climate justice, engage in disaster preparedness and response, and utilize methods to create climate robust and sustainable cities. The pathway is designed to provide students with an in-depth understanding of environmental theories, laws and policies and their impact on urban communities and social work practice. Lastly, this pathway will equip students with knowledge and skills that reinforce stewardship, equity, social inclusion, reclamation and resilience to alleviate the impact of environmental trauma involving gentrification, redlining, displacement, and land loss.**

- *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 ([Council on Social Work Education, 2022](#)).*
- *The District is focused on making its neighborhoods and communities healthier, more efficient, and more resilient to changes in climate. By creating more opportunities to produce and purchase food locally, the District is increasing the health of District residents and strengthening the local economy ([Department of Energy and Environment, 2023](#)).*

**5. Standards of relevant accrediting agencies and/or professional societies**

The Council on Social Work Education (CSWE) is the accrediting body for all social work program. In its Education Policy and Accreditation Standards ([CSWE 2022-EPAS.pdf](#)), CSWE

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outlines the following nine competencies and 20 learning objectives. These, alongside other

educational policies noted in the accreditation handbook [Accreditation-Policy-Handbook.pdf](#)s, guide the development and operation of the MSW program.

<b>Goals (CSWE Competencies)</b>	<b>Objectives (CSWE Learning Objectives)</b>
Goal 1: Demonstrate Ethical and Professional Behavior	Objective 1.1 make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
	Objective 1.2: demonstrate professional behavior; appearance; and oral, written, and electronic communication;
	Objective 1.3: use technology ethically and appropriately to facilitate practice outcomes; and
	Objective 1.4: use supervision and consultation to guide professional judgment and behavior
Goal 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Objective 2.1: advocate for human rights at the individual, family, group, organizational, and community system levels; and
	Objective 2.2: engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
Goal 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Objective 3.1: demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
	Objective 3.2: 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.
Goal 4: Engage in Practice-Informed	Objective 4.1: apply research findings to inform and improve practice, policy, and programs; and

Research and Research-Informed Practice	
	Objective 4.2: identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
Goal 5: Engage in Policy Practice	Objective 5.1: use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
	Objective 5.2: apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice
Goal 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Objective 6.1: apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
	Objective 6.2: use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
Goal 7: Assess Individuals, Families, Groups, Organizations, and Communities	Objective 7.1: apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
	Objective 7.2: demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
Goal 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Objective 8.1: engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

	Objective 8.2: incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
Goal 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Objective 9.1: select and use culturally responsive methods for evaluation of outcomes; and
	Objective 9.2: critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

**6. Number of students immediately affected, if relevant**

N/A

**7. Projected enrollment, if relevant**

The initial co-hort of students will be seven to ten students for the 2-year program and an additional three to five in the following year as advanced standing students. The program’s initial capacity will be approximately 14 students per class, which is the CSWE recommended faculty/student classroom ratio for MSW programs

**8. Effect on student development, employment or program effectiveness, if relevant**

The MSW program will have several positive effects for students both during and after their matriculation. Students enrolled in the program will benefit from knowledge formation and skill development that prepares them for advanced social work practice in unique areas of concentration not offered in other MSW programs. The applicability of programmatic content to metropolitan communities is a further benefit as they will be prepared to engage in crafting solutions to existing and emerging issues impacting major urban centers. This latter effect, thus, enhances students’ employment opportunities after program completion and situates them for leadership in public and private organizations alike.

**9. Adequacy and appropriate qualification of current faculty and support staff (Identify additional needs if any.)**

*Faculty Overview*

Dr. Kesslyn Brade-Stennis

- Position: Director and Professor, MSW Program. Full Professor

- Credentials:

- Ph.D. in Social Work

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- MSW from a Council on Social Work Education (CSWE) accredited program
- Over 20 years of experience in social work education and practice
- Elkins Professor Award, University System of Maryland
- Published author in peer-reviewed journals, focusing on social justice and community practice

Dr. Brade-Stennis leadership has been instrumental in shaping the curriculum and ensuring that the program meets accreditation standards. Her commitment to diversity and inclusion has fostered an environment conducive to student success.

Dr. Kimberly Hardy

- Position: Assistant Professor
- Credentials:
  - Ph.D. in Social Work
  - MSW with a specialization in political social work and research
  - Licensed Clinical Social Worker (LCSW)
  - Extensive experience in politics, clinical practice and community-based research
  - Active member of the National Association of Social Workers (NASW)

Dr. Hardy brings a wealth of experience in clinical training and supervision, enhancing the program's focus on practical skills.

Dr. Angela Henderson

- Position: Assistant Professor
- Credentials:
  - Ph.D. in Social Work
  - MSW with a focus on policy and research
  - Certified in trauma-informed care
  - Engaged in research on social work interventions in vulnerable populations

Dr. Henderson's expertise in policy analysis, data analysis and research in the areas of environment, politics, and stress and trauma. She also has certification in online teaching and contributes significantly to the development of the MSW program.

#### *Adequacy and Appropriateness of Current Faculty and Support Staff*

The current faculty members possess strong academic qualifications and extensive practical experience. They collectively cover a wide range of specializations within social work, including clinical practice, community organization, and child welfare. Their commitment to research and community engagement enhances the educational experience for students.

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### *Support Staff Evaluation*

The support staff plays a crucial role in managing administrative tasks, student services, and program coordination. While current staff members are dedicated and perform their roles effectively, there is a need for:

- Increased Administrative Support: To manage the growing number of students and ensure timely feedback on academic progress.
- Career Services Enhancement: Additional staff to assist students with internships, job placements, and career counseling.

### *Additional Needs*

To further enhance the MSW program, we propose the following:

1. Hiring an Additional Faculty Member: A faculty position specializing in mental health or substance abuse to broaden the curriculum and address emerging community needs.
2. Professional Development Opportunities: Regular workshops and training for faculty and staff to stay current with best practices in social work education.
3. Increased Support for Online Learning: As demand for online courses grows, additional technical support and faculty training in online pedagogy will be essential.

### *Conclusion*

The MSW program at the University of the District of Columbia is well-positioned to provide high-quality education under the guidance of its qualified faculty. However, addressing the identified needs for additional faculty and support staff will ensure continued excellence and responsiveness to the evolving challenges in social work education. We recommend that these proposals be considered for implementation to enhance the program's effectiveness and student outcomes.

## **10. Adequacy of current facilities (offices, classrooms, labs, etc.)**

As a public institution of higher education, UDC seeks to balance its mission with its commitment of service to the broader community. The university's facilities exist for the primary purpose of education, research, and public service. The UDC MSW Program faculty members have individual offices and laptop computers with access to the Internet and the University network. Full-time faculty have laptop computers which gives them the ability to work remotely when necessary. In conjunction with the Division of Education and the Health and Social Work project specialist, the Program Director manages classroom space assignments. The UDC MSW Program utilizes an abundance of office, classroom, and lab space in building 38 and 71.

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**11. Adequacy of supplies and equipment (Identify additional needs, if any.)**

Program supplies and equipment include funding allocated for technology, office supplies, and marketing materials. Additionally, funds will be directed toward faculty recruitment, professional development, and accreditation efforts. The UDC MSW Social Work Program utilizes Microsoft Excel, Qualtrics, and the Statistical Package for the Social Sciences (SPSS) to analyze key program data related to core competencies and program improvement. In addition, the Center for the Advancement of Learning provides the program with technology and instructional design support. Additional support will be required from the University to provide continuous access to software including Tevera and SPSS.

**12. Estimated costs, available funds and probable funding sources**

The DC Government has allocated funding for the program. Direct beneficiaries of the proposed MSW program are the residents of the DC metropolitan area and the University. Program funding will support basic daily operations, with funding allocated for faculty salaries, technology, office supplies, and marketing materials. Additionally, funds will be directed toward faculty recruitment, professional development, and accreditation efforts. Faculty, administrators, and students will have opportunities to pursue certifications and attend professional meetings such as CSWE’s Annual Program Meeting and other specialized conferences.

Projected funding is itemized below:

Program Expenses	Previous Year 2023		Current Year 2024		Next Year 2025	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$280,500	100	\$345,000	100	\$355,350	100
Support Staff	\$42,740	100	\$95,000	100	\$97,850	100
Temporary or Adjunct Faculty & Field Staff	\$18,540	100	\$25,300	100	\$26,059	100
Fringe	\$88,186	100	\$116,335	100	\$119,825	100
Supplies & Services	\$5,000	100	\$25,000	100	\$30,000	100
Travel	\$7,000	100	\$12,000	100	\$20,000	100
Student Financial Aid	\$0	100	\$0	100	\$10,000	100
Technological Resources	\$10,000	100	\$34,000	100	\$15,000	100
Other (Marketing)	\$6,500	100	\$7,500	100	\$15,000	100

<b>TOTAL</b>	\$458,466	-----	\$660,135	-----	\$689,084	-----
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### 13. Adequacy of supportive library and technical resources in consultation with LRD.

The UDC MSW Program utilizes the UDC Library for supportive resources. UDC librarians provide reference and research support at the Van Ness location that includes:

- Finding and using books and other library materials
- Identifying a research topic/question
- Searching for information/sources for research
- Using library databases
- Evaluating information
- Citing sources

The library provides 271 full-text electronic collections. Circulation technicians are able to assist the MSW Program with borrowing and returning books and DVDs. It is also the pickup location for items requested via CLS or ILL, and for items that professors have placed on Reserve. Since the UDC Library is a member of the [Washington Research Library Consortium \(WRLC\)](#), UDC students, faculty, and staff can borrow materials from libraries the other WRLC member schools. Faculty, students, and staff can request that items be delivered to the UDC Library to be picked up at the Circulation Desk. The UDC Library can place materials related to MSW Program courses in a special location with restricted circulation rules. These may be items that the library already owns or may be supplied by you. MSW Program Faculty are welcome to donate materials to the library after the course ends. Computers are available in all library locations. Both PCs and Macs are available. Printing, copying, and scanning is available at all library locations for UDC students, staff, and faculty only. Color printing is available on the XEROX machines. The UDC Library on the Van Ness campus has a work station including a computer equipped with JAWS, Magic, and OpenBook software; a low-vision, large print keyboard; a digital scanner; and a document viewer. Hearing aid compatible headsets (with microphones) are available by request at the Circulation Desk. Video tutorials on the [UDC Library YouTube channel](#) are captioned. The UDC Library spaces on the Van Ness and Lamond-Riggs are wheelchair accessible. Many full-text articles are published in an Adobe PDF format that can be automatically converted from text to speech. [Adobe Reader](#) includes a read aloud function (under the View menu). Additionally, many of our online resources have text-to-speech capabilities for some or all full-text content.

In addition, the UDC MSW Program collaborate with the UDC Center for Learning Advancement (CAL). CAL provides a diverse spectrum of services tailored to meet the needs of the university community. These services entail various programs and professional development initiatives that strive to ameliorate pedagogical practices. CAL provides the following resources and assistance to the UDC MSW Program:

- SoTL - The Scholarship of Teaching and Learning (SoTL) intersects teaching and research practices, and places student learning at the center of educational practice.
- Blackboard - Blackboard is the University of the District of Columbia's learning management system (LMS).

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- Web 2.0 -There are many Web 2.0 tools that instructors can add to Blackboard, such as Respondus Lockdown Browser, and Kaltura.
- Video Conferencing - Video conferencing software enables online communication for audio meetings, video meetings, and seminars, with built-in features such as chat, screen sharing, and recording.

**D. If the proposal is for program, course change(s) or course deletion(s), the following information should be provided in addition to relevant items required in item C above.**

**I. The number of students served during the past 4 academic years, itemized by semester (Include graduates, majors, non-majors in courses, etc.)**

In that this is a newly developed program seeking to begin in Fall 2015, no students have been served during the past 4 academic years.

**2. Rationale for proposal  
(Full rationale is below.)**

The Washington DC government and the University of the District of Columbia share commitment to developing a high-quality MSW program in Washington, DC that aligns with the Council on Social Work Education’s (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS), UDC's strategic goals, and the District of Columbia government's investment in preparing competent social workers to meet the city's needs. This proposal outlines the rationale for the program, shaped by the University's mission, the District’s needs, and the budget, and presents preliminary ideas for the program’s mission, goals, and development.

UDC has a rich history, beginning in 1851, and is strategically positioning itself to continue a legacy of leadership. Our mission is to serve the community of Washington, DC, and produce lifelong learners who are transformative leaders in the workforce, government, and nonprofit sectors. This mission, which is stated below, aligns with the social work program’s mission and goal, reflecting our shared belief that all students have the potential to reach their highest level of human potential, especially when provided with unending learning opportunities.

*Embracing its essence as a public historically Black urban-focused land-grant university in the nation’s capital, UDC is dedicated to serving the needs of the community of the District of Columbia and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond.*

Connected to the mission is our vision to be a leading national public urban university through excellence in student achievement, strong alignment with local workforce needs, and impactful service to the community. This vision is underpinned by UDC's core values: innovation, integrity, collaboration, excellence, sustainability, and inclusion. UDC’s [Strategic Plan 2024-2029](#), *Delivering on the Promise*, validates our commitment to operationalizing these principles

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and positioning UDC as the District's workforce and economic mobility engine, as well as a research and innovation hub addressing critical needs, including mental and behavioral health through a strong and celebratory identity, assurance of meaningful experiences for community members, and embrace of sustainable and impactful partnerships. Of note is the alignment of the UDC mission, vision, core values and strategic plan with the National Association of Social Workers' (NASW) stated purpose of social work which is to "enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" [NASW Code of Ethics, preamble](#).

Furthermore, the University's mission, vision and core values are in sync with the CSWE's intent to utilize excellent social work education and research to promote health, well-being and justice while addressing concerns and meeting the needs of individuals, families, groups, communities, and organizations. Within recent years, CSWE has also re-emphasized the need for social workers to gain greater awareness of the intersectionality of micro and macro practice, specifically enhancing the awareness and implementation of policy. CSWE notes that "If all social workers, regardless of specialization, were better prepared to understand and act on the policy implications of their work, they could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing inequality." These symbiotic elements between UDC, NASW, and CSWE convey symmetry in the rationale for as well as the philosophical and programmatic direction surrounding the needs of our Washington, DC communities.

The proposed MSW program at UDC is connected to the foundation of the University's mission, vision and core values as well as CSWE and NASW's call for our profession to address human needs. Additionally, the proposed MSW program addresses the global demand to prepare social workers from diverse backgrounds to address complex society issues from multi-system perspectives. The proposed MSW program also links to the University's strategic plan to prepare providers who can contribute to an innovative and data-informed manner to meet the critical needs within the District of Columbia and beyond.

The MSW program will build upon the mission and goals of [UDC's BSW program](#), which aims to "develop students into competent professionals and community leaders equipped to address the myriad of issues facing local communities and society today." The primary goal of the UDC BSW program is to "prepare social work generalists with the knowledge and skills required for practice with individuals, families, groups, communities, and organizations, with a particular focus on urban living and multicultural populations."

UDC's MSW program will produce a diverse group of interdisciplinary-prepared, policy-informed graduate social workers who are competent professionals and community leaders equipped to influence the District, nation, and world. The program will emphasize two areas of specialization: civic and community engagement, and urban trauma prevention and recovery. The UDC Master's program will provide students with knowledge, values, skills, and cognitive and affective processes at both generalist and specialized levels, preparing them for professional practice in urban and multicultural settings.

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In addition to the program addressing the global demand to prepare social workers from diverse backgrounds to tackle complex societal issues from multi-system perspectives, it will also prepare innovative and data-informed professionals who can meet critical service needs within the District and beyond, address workforce and economic needs for the District, and promote lifelong learning. Each of the aforementioned areas are outlined below:

- Service opportunities associated with UDC that benefit DC.
  - UDC will offer practicum placements and other volunteer experiences that support individuals, families, groups, organizations, and communities who face threats surrounding successful businesses, opportunity-rich neighborhoods and thriving people.
  - UDC will establish partnerships and continued relationships with organizations to increase service for the residents of DC.
- Workforce development opportunities associated with UDC that benefit DC.
  - UDC will offer the third MSW program in Washington DC.
  - UDC will offer the second MSW program from an HBCU in Washington, DC.
  - UDC will be the only land-grant HBCU in the Washington, DC area to offer a MSW program.
  - UDC will offer the first MSW program in the district and first HBCU in the nation with a track associated with civic and community engagement that has concentrations in political social work and urban environmental social work.
  - UDC will offer a MSW program in the district with a specialization associated with urban trauma prevention and recovery that has concentrations in substance use prevention and recovery, as well as community and family violence prevention and recovery.
  - UDC will produce a cohort of trained social workers who have a keen sense of policy awareness, anti-racism, diversity, equity, inclusion, belonging, intersectionality, and technology infusion.
  - UDC will produce a cohort of MSW social workers prepared to utilize their skillset to ready others for the workforce.
- Lifelong learning and leadership preparation opportunities.
  - UDC will develop ongoing community-focused learning opportunities for its stakeholders' surrounding areas related to policy engagement, financial viability, and mental and behavioral health.
  - UDC will increase the number of graduate social workers who are expertly prepared to lead organizations, agencies, educational institutions, and other entities that empower the city's most vulnerable and promising residents.

This preparation will occur through classes in two specializations, each of which has two concentrations with graduate certificate opportunities.

### **Degree Specialization I**

#### **Urban Trauma Prevention and Recovery**

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### Concentration Pathways

- Substance Use
- Family and Community Violence

### Degree Specialization II

#### Civic and Community Engagement

### Concentration Pathways

- Political Social Work
- Urban Environmental Social Work

\*Students select one Degree Specialization and a Concentration Pathway

### Specialization I - Urban Trauma Prevention and Recovery

#### 3) *Substance Use Prevention and Recovery Concentration*

The substance use prevention and recovery pathway prepares students to utilize technology, evidence-based interventions, and behavioral health treatment-based modalities to promote health and wellness, healing, and resilience in individuals, families, and communities. Students acquire comprehensive prevention and recovery skills to gain an in-depth understanding of the interconnections between trauma, equity, and substance use prevention and recovery. Students will explore various theories and models in prevention and recovery to create effective treatment plans, strategies, and policies in metropolitan and urban health and mental health settings.

- *One in eight District residents suffer from a substance use disorder, nearly twice the regional and national average ([District of Columbia Health, 2021](#); [Substance Abuse and Mental Health Services Administration, 2020](#)).*
- *The demand for mental health and substance use social workers is expected to increase by 2025 ([Health Resources and Services Administration](#)).*

#### 4) *Family and Community Violence Prevention and Recovery Concentration*

Students will be prepared to develop sustainable and state of the art violence prevention and recovery strategies to serve the needs of families and communities in the District of Columbia and the world. Students can expect to gain valuable skills in peacebuilding ([International Federation of Social Workers, 2024](#)), economic development, and empowerment in preparation for social work practice. Students will acquire skills to understand how violence in families and communities is affected by systems, environments, mental health, substance use, adverse childhood experiences, and trauma. Family and community violence prevention and recovery social workers are employed in a variety of settings that include non-profits and organizations, government offices, educational institutions, and health and mental health facilities.

### Specialization Track II - Civic and Community Engagement

#### 3) *Political Social Work Concentration*

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**The University of the District of Columbia will be the first HBCU in the country to offer an exclusive political social work specialization pathway for MSW students. As transformative leaders, students will learn how to create innovative policies that promote social justice, equity, and increase access to vital economic, environmental, social, mental health, and health services and resources. Students will learn how to analyze and revise policies to provide effective care and service models based on groundbreaking technology, research, data, and evolving trends for the District of Columbia, urban settings, and society. Policy social workers are employed at various settings, ranging from non-profit sectors to governmental and legislative offices.**

**Policy Practice**



**DC Comeback Plan - Transform the resident service experience**

- *If all social workers, regardless of specialization, were better prepared to understand and act on the policy implications of their work, they could greatly improve the effectiveness of policy and service efforts designed to ameliorate persistent poverty and growing inequality (Council on Social Work Education, 2022).*
- *Easy to access resident services can promote uptake of programs integral to helping residents, including low-income families, achieve stability and mobility such as SNAP, Medicaid, federal and local rental assistance and social security. It is estimated that social safety nets in DC lift ~82,000 people above the poverty line and provide healthcare for over 50% of children (Office of the Deputy Mayor for Planning and Economic Development, 2023).*

**4) Urban Environmental Concentration**

**The University of the District of Columbia will be the first HBCU in the country to offer an exclusive environmental social work specialization pathway for MSW students. The urban environmental social work specialization pathway will explore the interconnections between environments and community health, mental health, and restoration. The pathway focuses on the integration of urban agriculture into social work practice as a tool for community empowerment and social change. The urban environmental social work specialization pathway will also explore how social workers can advocate for climate justice, engage in disaster preparedness and response, and utilize methods to create climate robust and sustainable cities. The pathway is designed to provide students with an in-depth understanding of environmental theories, laws and policies and their impact on urban communities and social work practice. Lastly, this pathway will equip students with knowledge and skills that reinforce stewardship, equity, social inclusion, reclamation and resilience to alleviate the impact of environmental trauma involving gentrification, redlining, displacement, and land loss.**

- 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 [Council on Social Work Education](#), 2022).

- *The District is focused on making its neighborhoods and communities healthier, more efficient, and more resilient to changes in climate. By creating more opportunities to produce and purchase food locally, the District is increasing the health of District residents and strengthening the local economy* ([Department of Energy and Environment](#), 2023).

Program resources will support basic daily operations, with funding allocated for faculty salaries, technology, office supplies, and marketing materials. Additionally, funds will be directed toward faculty recruitment, professional development, and accreditation efforts. Faculty, administrators, and students will have opportunities to pursue certifications and attend professional meetings such as CSWE's Annual Program Meeting and other specialized conferences.

The DC Government has allocated funding for the program, and we are fully prepared to address CSWE's budget-related requests. Direct beneficiaries of the proposed MSW program are the residents of the DC metropolitan area and the University. Benefits include:

- UDC will offer the third MSW program in Washington, DC. Increasing the number of programs in the District of Columbia that address the District's public health priorities
- UDC will be the only university in the area to offer a track in trauma prevention and recovery and a track in civic and community engagement
  - Unique concentrations in substance use prevention and recovery; community and family violence prevention and recovery; political social work; and environmental justice support the University's land-grant status by addressing the needs of the citizens of the District of Columbia
- UDC will establish and maintain partnerships with organizations to enhance service to DC residents
- UDC will develop ongoing community-focused learning opportunities related to policy engagement, financial viability, and mental and behavioral health.
- UDC will increase the number of graduate social workers prepared to lead organizations, agencies, educational institutions, and other entities that empower the city's most vulnerable and promising residents.

These increases also bring additional benefits, such as greater University marketability, new scholarship and fellowship opportunities, and increased revenue for the University.

Interest in developing an MSW program at UDC has been revived after initial efforts were paused. Meetings have resumed among stakeholders committed to realizing UDC's vision for a CSWE-accredited MSW program, and progress has been made toward that goal. An MSW Program Director has been hired, and a development committee has drafted the following preliminary mission statement:

*UDC's MSW program will produce a diverse group of interdisciplinary-prepared, policy-informed graduate social workers who are competent professionals and*

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*community leaders equipped to influence the District, nation, and world by focusing on civic and community engagement and urban trauma prevention and recovery.*

Aligned with this mission, the committee has drafted the following goals:

1. The Master's program develops practitioners equipped to address the needs of individuals, families, groups, organizations, and communities residing in metropolitan and urban settings by utilizing innovative research, technology, policy, and problem-solving strategies.
2. The Master's program provides students with knowledge, values, skills and cognitive and affective processes in specialized concentration areas that prepare them for professional practice with individuals, families, groups, organizations, and communities.

Qualitative research, including an environmental scan launched in March 2022, has informed the program's development, focusing on teaching modalities and specialization areas. Since Spring 2024, informational listening sessions with students, alumni, and faculty have confirmed an interest in online learning, particularly in political social work, environmental social work, substance use prevention and recovery, and community and family violence prevention and recovery.

We are excited to resume the development of this much-needed MSW program at UDC. Once approved by your office, our next steps will include continuing attendance at CSWE Candidacy Interest drop-in sessions and completing the necessary items outlined in the Timetable for Candidate Programs (February 2026-February 2028 Agenda/Retroactive Accreditation to Fall 2025).

### **3. Probable impact on unit**

Offering a MSW program at UDC will increase the visibility of CAS and UDC within the District of Columbia and abroad. Because the program is hybrid (online), students will be able to enroll at the University in CAS from around the world, increasing the university's enrollment. Furthermore, it will provide an additional graduate program to CAS, making it one of the most regarded Colleges at the university.

### **4. Faculty and staff affected**

Current faculty will not be impacted by the addition of a graduate program, with the expectation of onboarding scholar-practitioners who are engaged in meeting the UDC mission and vision.

### **E. Proposed Date of Implementation**

Fall 2025

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## Memorandum

To: The Board of Trustees

From: Managing Director of Finance *David A. Franklin*

Date: March 3, 2026

Subject: Establishment of the Master of Social Work Program

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## Conclusion

It is determined that the projected fiscal impact of implementing the proposed Master of Social Work Program is neutral. The District has allocated funding for the program through the Pathways to Behavioral Health legislation. Program funding will primarily support DC residents who enroll in the MSW program. It also supports basic daily operations, with funds allocated for faculty salaries, technology, office supplies, and marketing materials. Additionally, funds will be directed toward faculty recruitment, professional development, and accreditation efforts. Faculty, administrators, and students will have opportunities to pursue certifications and attend professional meetings such as the Council on Social Work Education, (CSWE's) Annual Program Meeting and other specialized conferences.

## Background

Over the past decade, the field of social work has seen significant growth, with a 9% increase in job opportunities from 2018 to 2028 and an estimated projected growth rate of 7% through 2033, as reported by the U.S. Bureau of Labor Statistics ([Social Workers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics](#)). The U.S. Bureau of Labor Statics also notes that “about 67,3000 openings for social workers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire” [Social Workers : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics](#).

This global growth is driven by the essential role social workers play in various sectors, including government, healthcare, and community services. In Washington, D.C., social workers are crucial in addressing pressing issues such as community and family violence, substance use disorders, and urban sustainability. The city recognizes that these areas are critical for the well-being of the city's residents and that there is a critical need for informed and compassionate social workers to advocate for and implement effective policies. In an effort to address the need, the city recently approved Pathways to Behavioral Health Degrees Act of 2023. This legislation was enacted to “support a career pathway for behavioral health and human services occupations

in the District by establishing a scholarship program at the University of the District of Columbia for District residents who pursue certain master's degree programs and then licensure from the Board of Professional Counseling or the Board of Social Work.” The proposed MSW program at UDC was developed in response to these areas and is aligned to the university’s mission, vision and core values centering around service that addresses human needs in the Washington, DC area. UDC’s MSW program will address and fill the need for a diverse cadre of interdisciplinary-prepared, policy informed graduate social workers who are competent professionals, community leaders and lifelong learners equipped to influence the District, nation, and the world by focusing on civic and community engagement, and urban trauma prevention and recovery.

## **Fiscal Impact**

### ***Expenses***

The program anticipates minimal expenses to the University, due to generous funding by The DC Government which has allocated funding for the program. Program funding will support daily operations, faculty salaries, technology, office supplies, and marketing materials. Additionally, funds will be directed toward faculty recruitment, professional development, and accreditation efforts. Faculty, administrators, and students will have opportunities to pursue certifications and attend professional meetings such as CSWE’s Annual Program Meeting and other specialized conferences.

### **Additional Expenses:**

- *Office and Learning Spaces:* Classrooms, meeting spaces, and simulation and training labs needed to facilitate hybrid/hy-flex operations have already been identified by the University.
- *Pathways to Behavioral Health Clinic for Practicum Education Students:* Onsite practicum education learning experiences and spaces, including the Pathways to Behavioral Health Clinic, have already been identified by the University.
- *Technology and Learning Management Enhancements:* Assessment software, video conferencing tools, instructional design support, and other technological supports to enhance hybrid/hy-flex learning have already been identified by the University. Admissions tools used to more easily facilitate specified admissions needs for the MSW program and simulated learning software are currently being explored.
- *Marketing, Recruitment and Enrollment Management Resources:* Branding, outreach materials, and digital marketing to advertise recruitment events and admissions processing are currently being explored and expanded.
- *Accreditation and Compliance Support:* Resources devoted to meeting accreditation needs including reporting, assessment systems, data tracking, site visit preparation, and continuous quality improvement have already been identified by the University.

- *Professional Development and Faculty Credentialing*: Processes to engage in ongoing training surrounding CSWE standards, online pedagogy, trauma-informed education, and emerging practices aligned with the University’s and program’s mission have already been identified by the University.
- *Temporary Adjunct Faculty*: The need for additional temporary adjunct faculty will be assessed as the program expands.
- *Student Support Services*: The University currently has services available to support students. As the University onboards additional graduate programs, there could potentially be a need to expand these services.

**Table 1: Previous Year, Current Year, and Following Year Expenses**

Program Expenses	Previous Year 2024		Current Year 2025		Next Year 2026	
	Dollar Amount	Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	\$345,000	100	\$355,350	100	\$430,500	100
Support Staff	\$95,000	100	\$93,955	100	\$96,774	100
Temporary or Adjunct Faculty & Field Staff	\$25,300	100	\$26,059	100	\$21,000	100
Fringe	\$116,335	100	\$119,825	100	\$121,493	100
Supplies & Services	\$25,000	100	\$30,000	100	\$40,000	100
Travel	\$12,000	100	\$20,000	100	\$20,000	100
Student Financial Aid	\$0	100	\$10,000	100	\$172,500	100
Technological Resources	\$34,000	100	\$15,000	100	\$15,000	100
Other (Marketing)	\$7,500	100	\$15,000	100	\$15,000	100
<b>TOTAL</b>	<b>\$660,135</b>	-----	<b>\$685,189</b>	-----	<b>\$932,267</b>	-----

***Projected Revenue***

Enrollment for the first year will include twenty (20) full-time students. The department anticipates Pathways to Behavioral Health Scholarship students equaling \$10,000/student and up to five (5) full-time students who are non-scholarship students and who may hold residency beyond the District perimeter (e.g., Metro and Out-of-State). The program estimates that the same number of students will be admitted per academic year to comply with a 12:1 student/teacher ratio outlined by CSWE (AS 5.0.1) and remain within the funding support provided by the District government. Pending demonstrated evidence of student competency

achievement (AS 5.0.1), the program may provide a request to CSWE to increase this ratio at year five and/or beyond.

**Table 2: Enrollment MSW Projections and Revenue Funding Overview (anticipated total number of students enrolled in the program)**

<b>Term</b>	<b>MSW Students (Full Time)</b>	<b>Revenue per Student</b>	<b>Total Revenue Amount</b>	<b>Pathway to Behavioral Health Support</b>
Fall 2026/Spr 2027	20 (Cohort 1A – no adv. standing)	\$10,094	\$201,880	Anticipate 15 D. C. residents to receive \$10,000 each for Tuition and Fees
SMR 2027	10 (New Students- Adv. Standing Cohort 1B)	\$5047 (9 cr. Hrs.)	\$50,047	Anticipate 5 D. C. residents to receive \$2,500 each for Tuition and Fees
Fall 2027/Spr 2028	30 (Cohort 1 A&B)  15 (New No Adv. Students - Cohort 2A)	\$10,094	\$302,820	45 Students enrolled; Anticipate 30 D. C. residents to receive \$10,000 each for Tuition and Fees
<b><i>Spring 2028</i></b>	<b><i>30 Completers – Cohort 1 A&amp;B</i></b>			
SMR 2028	10 Cohort 2B Adv. Standing- 10	\$5047 (9 cr. Hrs.)	\$50,047	Anticipate 5 D. C. residents to receive \$2,500 each for Tuition and Fees
Fall 2028/Spring 29	25 (Cohort 2 A&B)  20 (Cohort 3A – no adv. standing)	\$10,094	\$252,350	45 Students enrolled; Anticipate 30 D. C. residents to receive \$10,000 each for Tuition and Fees
<b><i>Spring 2029</i></b>	<b><i>25 Completers – Cohort 2 A &amp; B</i></b>			
SMR 2029	10 (Cohort 3B Adv. Standing)	\$5047 (9 cr. Hrs.)	\$50,047	Anticipate 5 D. C. residents to receive \$2,500 each for Tuition and Fees
Fall 2029/Spring 2030	30 (Cohort 3 A&B)  15 (New No Adv.	\$10,094	\$302,820	45 Students enrolled; Anticipate 30 D. C. residents to receive \$10,000 each for Tuition and Fees

<b>Term</b>	<b>MSW Students (Full Time)</b>	<b>Revenue per Student</b>	<b>Total Revenue Amount</b>	<b>Pathway to Behavioral Health Support</b>
	Students - Cohort 4A)			
<b><i>Spring 2030</i></b> <b><i>30 Completers – Cohort 3 A &amp; B</i></b>				
SMR 2030	10 (Cohort 4B Adv. Standing)	\$5047 (9 cr. Hrs.)	\$50,047	Anticipate 5 D. C. residents to receive \$2,500 each for Tuition and Fees
Fall 2030/Spring 2031	25 (Cohort 4 A&B)  20 (New No Adv. Students - Cohort 5A)	\$10,094	\$252,350	45 Students enrolled; Anticipate 30 D. C. residents to receive \$10,000 each for Tuition and Fees
<b><i>Spring 2031</i></b> <b><i>25 Completers – Cohort 4 A&amp;B</i></b>				
SMR 2031	10 (Cohort 5B Adv. Standing)	\$5047 (9 cr. Hrs.)	\$50,047	Anticipate 5 D. C. residents to receive \$2,500 each for Tuition and Fees
Fall 2031/Spring 2032	30 (Cohort 5 A&B) 15 (Cohort 6A – no Adv. Standing)	\$10,000	\$302,820	45 Students enrolled; Anticipate 30 D. C. residents to receive \$10,000 each for Tuition and Fees
<b><i>Spring 2032</i></b> <b><i>30 Completers – Cohort 5 A&amp;B</i></b>				
<b>TOTAL REVENUE</b>			<b>\$1,865,275</b>	

### **Risks and Assumptions**

The successful development and long-term sustainability of the MSW program at UDC is guided by several foundational assumptions that reflect financial support, institutional strengths and community opportunity. These include continued legislative and financial support from the District of Columbia government; demand for graduate social work education in the District and surrounding region; the University’s ability to attract and retain qualified, CSWE-aligned faculty; and sustained institutional support for the academic, administrative, and technological infrastructure necessary for high-quality hybrid/hy-flex program delivery. Additional assumptions include the availability of strong field education partnerships, ongoing alignment

with local and regional workforce needs, and the program's capacity to enroll students who can benefit from scholarships, workforce initiatives, and tuition assistance programs.

As with any new academic program, thoughtful planning includes attention to potential challenges that may arise during implementation and growth. These considerations include managing accreditation timelines, maintaining steady enrollment as the program expands, and ensuring adequate faculty and field education capacity to support students effectively. The program will also need to remain attentive to evolving federal and local policy developments, funding opportunities, technology needs, and student support services to stay competitive and responsive.

The University of the District of Columbia's MSW program is supported by \$685,189 in generous funding from the DC Government. The program will operate within a robust accountability framework that includes the Office of the Chief Academic Officer's established periodic review process, the staged assessment metrics below, and strict annual reporting requirements mandated by its accreditor, the Council on Social Work Education (CSWE), where failure to meet standards could result in loss of accreditation and program closure. The MSW must at minimum cover its direct costs within four years and demonstrate stable enrollment demand tied to regional workforce needs. Annual review will include clear quantitative thresholds—particularly around cost neutrality, enrollment, graduation rates, and cost-per-student-credit-hour efficiency—to ensure that the program remains both mission-aligned and fiscally responsible.