



UNIVERSITY OF THE DISTRICT OF COLUMBIA
Bachelor of Social Work Program

STUDENT HANDBOOK
2025–2026

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WELCOME TO THE BACHELOR OF SOCIAL WORK (BSW) PROGRAM

University of the District of Columbia

Social work is a dynamic and evolving profession. Today's social workers are at the forefront of addressing critical issues such as:

- Economic and educational inequities
- Racial and gender injustice
- Health and mental health disparities
- Environmental justice

As you progress through the program, you will gain the knowledge, skills, and ethical foundation to engage these challenges across diverse populations and practice settings.

Learning Beyond the Classroom

Your education will be both academic and experiential. You will participate in:

- Community-based field experiences
- Service-learning activities
- Social justice initiatives

These opportunities will deepen your understanding and prepare you to apply theory to real-world practice.

Faculty Commitment

Our faculty are deeply invested in your success – not only as students, but as emerging professionals. While academic advising is coordinated through the Academic Advising & Support Center, BSW faculty serve as mentors who support your development in key areas such as field readiness, ethical reasoning, and integration of classroom learning with real-world practice.

Our faculty model the values of equity, integrity, and excellence that define the UDC Bachelor of Social Work Program through inclusive teaching, responsive mentorship, and community engagement.

A Community of Purpose

You are now part of a vibrant learning community committed to equity, empowerment, and excellence. We look forward to walking alongside you on this journey and witnessing your development as a generalist social worker.

Welcome to the UDC Social Work Program!

Dr. Lamont Simmons
Bachelor of Social Work Program Director

Bachelor of Social Work Faculty

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Faculty Mentorship

BSW faculty serve as mentors to support students' professional development, field readiness, and integration of classroom learning with real-world practice. Students are encouraged to connect with faculty for discipline-specific guidance and field-related questions.

Academic Advising

Academic advising is coordinated through the Academic Advising & Support Center. BSW students should contact Ms. Rose-Farrah Armand (rosefarrah.armand@udc.edu) at the Van Ness campus for support with course planning, registration, and university resources.

OVERVIEW OF THE BACHELOR OF SOCIAL WORK PROGRAM

History of the Social Work Program

The Social Work Program at the University of the District of Columbia grew out of programs originally established as part of the Federal City College. The Program was initially approved as the Social Welfare Rehabilitation Department in 1970-1971. At that time, the Committee on Collegiate Accreditation was concerned about the diversity of backgrounds of faculty in Urban Studies. It was felt that the range of backgrounds justified the formation of two separate academic units-Urban Studies and Social Welfare Rehabilitation. From 1971 to 1972, the Social Welfare Rehabilitation Department was established to educate students for entry-level professional practice as social work generalists. The Council of Social Work Education's Commission on Accreditation initially accredited the Program in 1976. Subsequent reaccreditations of the Program occurred in 1983, 1990, 1998, 2006, 2013, and 2020. The program initially offered a B.A. degree and currently grants a B.S.W. degree.

The Mission of the Social Work Program

The primary mission of the Bachelor of Social Work Program is to prepare professionally competent, ethically based, social work generalists who have the skills to collaborate with diverse client systems to respond to issues and resolve problems in contemporary urban living. The Program aims to produce practitioners who utilize an evidence-informed approach to empower individuals, groups, communities, and organizations, address issues of oppression and discrimination, and facilitate change that promotes personal growth and social and economic justice. The Program also promotes life-long learning, professional development, and prepares students for graduate education in social work and related fields. The program remains anchored in the Council on Social Work Education's (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS), embedding principles of anti-racism, diversity, equity, and inclusion (ADEI) throughout the curriculum and field education.

The Program aims to foster an environment that promotes the worth and dignity of persons and client systems, client self-determination, respect for diversity, and responsibility for one's own professional development as critical values.

Goals of the Social Work Program

The Program goals derived from the mission are:

1. To provide a rigorous educational experience with knowledge, skills, and values requisite for preparing competent, ethically based social work generalists;
2. To design and implement a strengths-based educational experience aimed at understanding and resolving issues and problems in contemporary urban living with a focus on the empowerment of clients and client systems;
3. To utilize a variety of approaches and teaching methodologies to enhance student learning, encourage development of competencies, and enhance appreciation of the need for continuing professional growth;
4. To provide a variety of experiences that support appreciation of diversity in humans and institutions, and diversity of choice in selection of career path options and/or graduate study;
5. To develop linkages with public and private agencies, groups, and organizations to ensure ongoing exchange of information and ideas as feedback to the Program; and
6. To model professional function and provide social work consultation and services to professional and community groups or organizations.

Defining Generalist Social Work Practice

The University of the District of Columbia Social Work Program grounds its definition of social work in the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS). These standards guide our commitment to preparing students for ethical, effective, and culturally responsive practice across diverse settings. We define generalist social work practice as an integrated approach that draws upon a broad knowledge base, values, and skills to engage individuals, families, groups, organizations, and communities. Practitioners are equipped to intervene at the micro, mezzo, and macro levels, using a range of professional roles to address the complex challenges facing people and their systems of support (CSWE, 2022).

Our program aims to prepare students to become culturally competent, ethically grounded generalist practitioners who can critically analyze and creatively respond to the multifaceted issues impacting client systems across all levels of practice. This preparation begins with a strong liberal arts foundation, which provides the intellectual and ethical framework for professional development. Our pre-professional coursework lays the groundwork for students to fully engage in the social work major. At the same time, the professional foundation curriculum is delivered in alignment with our definition of generalist practice – ensuring that students graduate ready to lead, serve, and advocate in a rapidly changing world.

The social work curriculum develops knowledge and skills to understand complex social issues. It emphasizes the acquisition of the ability to assess and intervene directly and indirectly at the micro, mezzo, and macro levels. In each stage, students are taught to think critically, analyze, and evaluate their practice. The curriculum is cumulative and guided by a socio-ecological and strengths perspective to empower individuals, families, groups, organizations, and communities in diverse urban environments.

Program Competencies

Developed in accordance with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) of 2015, the program prepares students to master its competencies, which are the expected outcomes for social work graduates. Students are expected to demonstrate the ability to integrate and apply the competencies in the context of their internship assignment and experiences. The competencies are demonstrated through associated behaviors, used to plan and evaluate the practicum experience. The following table lists the Program competencies and associated practice behaviors:

Competency	Practice Behaviors
1. Demonstrate Ethical and Professional Behavior	- Make ethical decisions using the NASW Code of Ethics, relevant laws, ethical decision-making models, and research ethics. - Use reflection and self-regulation to manage personal values and maintain professionalism. - Demonstrate professional demeanor in behavior, appearance, and communication (oral, written, electronic). - Use technology ethically and appropriately to support practice outcomes. - Seek supervision and consultation to guide professional judgment and behavior.

Competency	Practice Behaviors
2. Engage Diversity and Difference in Practice	- Apply and communicate understanding of how diversity and difference shape life experiences across micro, mezzo, and macro levels. - Present themselves as learners and engage clients and constituencies as experts of their own experiences. - Use self-awareness and self-regulation to manage personal biases and values when working with diverse populations.
3. Advance Human Rights and Social, Economic, and Environmental Justice	- Apply understanding of justice principles to advocate for human rights at individual and systemic levels. - Engage in practices that promote social, economic, and environmental justice.
4. Engage in Practice-Informed Research and Research-Informed Practice	- Use practice experience and theory to inform scientific inquiry and research. - Apply critical thinking to analyze quantitative and qualitative research methods and findings. - Translate research evidence into improved practice, policy, and service delivery.
5. Engage in Policy Practice	- Identify social policies at the local, state, and federal levels that affect well-being, service delivery, and access to social services. - Assess how policies impact clients and constituencies. - Advocate for policy change to improve social conditions and promote equity.
6. Engage with Individuals, Families, Groups, Organizations, and Communities	- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary frameworks to engage with clients and constituencies. - Use empathy, reflection, and interpersonal skills to effectively engage diverse individuals, families, groups, organizations, and communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities	- Collect, organize, and interpret client data. - Apply assessment frameworks to understand client needs and strengths. - Develop mutually agreed-upon goals and objectives based on assessment findings.

Competency	Practice Behaviors
	- Select appropriate intervention strategies informed by assessment, research, and values.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	- Initiate actions to achieve client and constituency goals. - Implement prevention interventions that enhance client capacities. - Negotiate, mediate, and advocate on behalf of clients and constituencies. - Facilitate transitions and endings that advance mutually agreed-upon goals.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	- Select and use appropriate methods for evaluating outcomes. - Apply evaluation findings to improve practice effectiveness across micro, mezzo, and macro levels.

Commitment to Diversity, Equity, Inclusion, and Justice

The UDC Social Work Program is deeply committed to fostering a learning environment rooted in diversity, equity, inclusion, and social justice. We actively cultivate representation and belonging across our faculty, field instructors, student body, and community partnerships – recognizing that diverse perspectives are essential to transformative social work practice.

Diversity Statement

The UDC Social Work Program embraces the full spectrum of human diversity and is dedicated to advancing equity across all dimensions of identity, experience, and community. We engage intentionally with our constituents – students, faculty, field partners, and community members – to deepen our understanding of the socio-cultural, economic, environmental, and racial/ethnic dynamics that shape life in Washington, D.C.

Drawing on the richness of our region, we integrate local and global perspectives into student recruitment, curriculum design, and collaborative partnerships. Using the city as a living classroom, our curriculum critically examines culture, power, privilege, systemic discrimination, and marginalization.

We fulfill our mission through:

- Strategic collaborations with public and private human service organizations
- Ongoing engagement with the Social Work Advisory Council

- Inclusive workshops and professional development for the broader social work community

Our faculty bring diverse lived experiences, scholarly expertise, and community-rooted perspectives to their work – modeling inclusive excellence and engaging meaningfully with our students, communities, and professional networks.

CURRICULUM OVERVIEW

The program promotes social justice, focusing on contemporary urban living issues. A central aim of the Program is to equip students to become generalist social work practitioners with the knowledge, skills, and experiences to identify, evaluate, and address complex human and social conditions. Ethics and issues of oppression, power, privilege, and marginalization are embedded throughout the curriculum. Problems faced by individuals, families, groups, organizations, and communities are viewed through a cultural, ecological, strength-based, and risk/resilience lens. Critical thinking and creative problem-solving skills are developed through innovative teaching strategies and interactive learning activities. The Washington, DC region is considered part of the external classroom.

Academic Advising and Support

The [Academic Advising & Support Center](#) serves as an all-inclusive space for students of any background, identity, or academic placement to receive guidance. The Center strives to facilitate a positive environment that provides all students with the academic support necessary to foster their success at the University of the District of Columbia and beyond. The center supports the academic trajectory of incoming and continuing students as they explore their talents, discover new interests, and learn to navigate the university.

Academic advising in the BSW Program is coordinated through the Academic Advising & Support Center. Students receive guidance on course planning, registration, and university resources from:

- Ms. Rose-Farrah Armand (rosefarrah.armand@udc.edu), the designated academic advisor for BSW students, is located on the Van Ness campus.

BSW faculty serve as mentors providing supplemental support for field readiness, professional development, and discipline-specific learning. Students are encouraged to consult faculty mentors to explore goals and integrate classroom learning with real-world practice.

Individualized Education Plan (IEP)

Students initiate their IEP during early advising conversations with the Advising Center. Faculty input may be incorporated to reflect professional interests and field preparation.

Sequence of Core Courses

The core curriculum is designed as a progressive learning sequence, where each course builds upon the knowledge and skills developed in the previous one. To ensure

optimal learning outcomes and professional readiness, students must follow the prescribed course order outlined in the program plan.

BSW Program Admission Requirements

To be eligible for formal admission into the Social Work Program, students must meet the following academic and procedural criteria:

YEAR 3: Fall Semester

Completion of the following courses:

- SOWK 205: Critical Thinking and Intensive Writing in Social Work
- SOWK 310: Social Welfare as a Social Institution I
- SOWK 320: Human Behavior and the Social Environment I
- Other Requirements
 - Minimum 2.5 GPA in the major
 - Formal application to the program

YEAR 3: Spring Semester

Enroll in the following courses:

- SOWK 311: Social Welfare as a Social Institution II
- SOWK 321: Human Behavior and the Social Environment II
- SOWK 332: Social Work Practice I
- SOWK 340: Research in Social Welfare I

Co/Prerequisites for Application to Practicum:

- SOWK 205: Critical Thinking and Intensive Writing in Social Work
- SOWK 310: Social Welfare as a Social Institution I
- SOWK 320: Human Behavior and the Social Environment I
- SOWK 321: Human Behavior and the Social Environment II
- SOWK 332: Social Work Practice I
- SOWK 340: Research in Social Welfare I

Emotional Readiness and Counseling Verification Requirement

As part of the admissions process, students must demonstrate emotional readiness and self-awareness – core competencies for ethical and effective social work practice. To support this development, all applicants must complete three (3) counseling sessions with a licensed mental health professional **before** full admission into the BSW Program.

These developmental sessions are designed to help students build reflective capacity, emotional regulation, and interpersonal insight necessary for professional helping relationships. They are not diagnostic or therapeutic.

Students may choose to meet with:

- A licensed mental health professional of their choice, or
- A counselor from UDC's [Counseling and Wellness Center](#)

Focus areas may include:

- Exploring personal values, boundaries, and emotional triggers
- Reflecting on past experiences that shape one's approach to helping others
- Identifying strengths and areas for growth in communication and self-awareness
- Building comfort with feedback, vulnerability, and ethical self-disclosure
- Understanding the role of emotional regulation in professional settings

Verification Requirement

Students must submit written confirmation of attendance from their provider. This documentation should **verify completion of three sessions**, but does not require disclosure of personal content. The Completion of Personal Counseling Requirement Form must be uploaded as part of the BSW Program application. This verification will also be reviewed during the clinical practicum application process to confirm continued eligibility.

Counseling Timeline Guidance

Students typically apply to the BSW Program during the fall semester of their junior year. To ensure timely review and avoid delays in admission or practicum placement, applicants should begin counseling no later than early October - ideally 4–6 weeks before submitting their application.

- For transfer students, this timeline applies during their first fall semester at UDC.
- For students who declare the major earlier (e.g., as first- or second-year students), counseling sessions may be completed anytime before application, as long as verification is submitted with the formal application.

Important Reminders:

- Counseling sessions must be completed before full admission is granted.
- Verification is required at the time of application submission.
- Delayed enrollment in counseling may result in processing delays or practicum ineligibility.

Practicum:

- Formal Application to Practicum
- Pre-Practicum Interview with Field Director
- Agency Interview

YEAR 4: Fall Semester

Enroll in the following courses:

- SOWK 333: Social Work Practice II
- SOWK 334: Approaches to Group Work
- SOWK 341: Research in Social Welfare II
- SOWK 490: Practicum I

YEAR 4: Spring Semester

Enroll in the following courses:

- SOWK 433: Social Work Practice III
- SOWK 491: Practicum II

Professional Foundation Course Descriptions

The Professional Foundation curriculum at UDC's Bachelor of Social Work (BSW) program provides students with the essential academic and professional competencies to serve diverse communities with integrity, compassion, and skill. Rooted in social justice, cultural humility, and ethical practice, these foundational courses prepare students to think critically, communicate effectively, and engage responsibly within complex urban systems. Through interdisciplinary instruction and reflective learning, students build a strong base for advanced coursework, field education, and leadership in the social work profession. This curriculum reflects UDC's commitment to excellence, equity, and the empowerment of future change agents.

Course Descriptions

SOWK 105: Introduction to Social Science (3 Credits)

This course introduces students to social sciences and power through a historical and cross-cultural analysis of the structural evolution of societies from the simplest societies to the most complex modern societies. This course presents major theoretical and methodological perspectives used in the social sciences.

SOWK 205: Introduction to Critical Thinking and Intensive Writing in Social Work (3 Credits)

This course introduces students to critical thinking and writing as essential tools for ethical and effective social work practice. Through critical theory, students examine how beliefs are formed, how knowledge is constructed, and how these processes influence decision-making in diverse social contexts. Emphasis is placed on analyzing contemporary urban issues from local and global perspectives, strengthening students' ability to communicate clearly and reflectively. The course fulfills the University's

intensive writing requirement and prepares students to express critical thought through purposeful, professional writing.

SOWK 310: Social Welfare as a Social Institution I (3 Credits)

This course provides an overview of the history, philosophy, and development of the social work profession and social welfare as an American institution. The profession's role as a foundational institution within American society is traced from its early beginnings to its evolved organization. Students are led to reflect on the social and political influences brought to bear on institutional development. The role and function of public and private human service agencies and the service delivery systems are examined. The historical progress of social work is explored in the context of social policies developed to address social problems in our civil society. The impact of ideology, attitudes, and values, including those related to social and economic justice, is examined in the context of these evolving institutions.

SOWK 311: Social Welfare as a Social Institution II (3 Credits)

This course prepares students to examine social welfare policy issues (such as poverty, homelessness, and mental illness) and to analyze and critique social welfare policy. The significance of social, economic, and political factors that influence policy making and implementation is explored, and the content and process of social policy development are considered. Several theoretically based approaches to policy analysis are presented, and strategies for achieving policy outcomes that reflect social and economic justice are explored. Attention is given to combating the causes and effects of institutionalized oppression from a global perspective. Student projects are related to issue analysis, policy critique, and advocacy for social policy change in agencies and local communities.

SOWK 320: Human Behavior and the Social Environment I (3 Credits)

This two-semester course sequence, HBSE I and HBSE II, examines the major social science theories that inform the social work profession's understanding of human behavior in social systems. This course focuses on the development of the individual from conception through middle childhood and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on human development. Within the bio-psychosocial-spiritual context of the person, each stage of development is examined from the psychosocial theory and other selected theoretical perspectives, including but not limited to cognitive behavioral, empowerment, and strengths-based perspectives. The course also examines various micro, mezzo, and macro environmental factors that influence and shape human development and behavior's physiological, psychological, and social aspects and how the individual affects these systems. Social systems are examined across the course sequence, looking at individuals within traditional and alternative perspectives, urban organizations, neighborhoods, families, groups, and communities. Specific emphasis is

given to recognizing and understanding how discrimination and oppression impact human development and behavior in contemporary urban living.

SOWK 321: Human Behavior and the Social Environment II (3 Credits)

This two-semester course sequence, HBSE I and HBSE II, examines the major social science theories that inform the social work profession's understanding of human behavior in social systems. This course focuses on the development of the individual from conception through middle childhood and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on human development. Within the bio-psychosocial-spiritual context of the person, each stage of development is examined from the psychosocial theory and other selected theoretical perspectives, including but not limited to cognitive behavioral, empowerment, and strengths-based perspectives. The course also examines various micro, mezzo, and macro environmental factors that influence and shape the physiological, psychological, and social aspects of human development and behavior, and how the individual affects these systems. Social systems are examined across the course sequence, looking at individuals within traditional and alternative perspectives, urban organizations, neighborhoods, families, groups, and communities. Specific emphasis is given to recognizing and understanding how discrimination and oppression impact human development and behavior in contemporary urban living. This course continues content from SOWK 320 Human Behavior and the Social Environment I, focusing on studying the development of the individual from early adolescence through late adulthood and the impact of various aspects of the social environment on human development.

SOWK 332: Social Work Practice I (3 Credits)

This course is the first of four foundation practice courses. It overviews generalist social work values, philosophy, practice, methods, and roles. It focuses on empowering client systems using a strengths-based perspective by providing the foundation for generalist practice with individuals, families, and small groups, emphasizing those in contemporary urban living. Emphasis is placed upon a problem-solving model that stresses an empowering process, including problem identification and assessment, goal setting and planning, implementation, evaluation, and termination. Theoretical frameworks are introduced and examined within the context of critical thinking and applicability to diverse populations. The ecological systems perspective is also presented as an overarching approach integrated with systems theory, human development, and human diversity perspectives. It incorporates a value-centered approach emphasizing respect for the individual, client self-determination, and promotion of social justice.

Prerequisite: Students will have met all General Education course requirements and SOWK 310: Social Welfare as a Social Institution I; SOWK 320: Human Behavior and the Social Environment I.

SOWK 333: Social Work Practice II (3 Credits)

Social Work Practice II builds on the generalist framework and theoretical perspectives explored in Practice I, focusing on the interactional process and core skills utilized during the helping relationship. Strengths and empowerment approaches are applied to the engagement, assessment, and intervention processes with individuals and families in contemporary urban environments. Attention is given to practice issues and situations with diverse populations, and values and ethics are used as a guide to professional social work practice.

SOWK 334: Approaches to Group Work (3 Credits)

This course introduces students to the theory and application of group work within generalist social work practice. Students explore historical foundations, core approaches, and the ecological systems framework as it applies to formal and informal groups. Emphasis is placed on developing key practitioner roles—such as facilitator, advocate, and team member – and understanding group dynamics across diverse settings. Students examine four major group attributes that influence practice: the individual, the group, the worker, and agency/environment. Through readings, case examples, and class interactions, students engage with themes of human diversity, cultural competency, empowerment, and social justice, preparing them to work effectively across lines of difference.

Prerequisites: SOWK 105: Intro to Social Science; SOWK 310: Social Welfare as a Social Institution I; SOWK 311: Social Welfare as a Social Institution II; SOWK 320: Human Behavior and the Social Environment I; SOWK 321: Human Behavior and the Social Environment I

SOWK 340: Research in Social Welfare I (3 Credits)

This is the first of two required research courses in the BSW curriculum. Grounded in the generalist practice framework, the course introduces students to qualitative and quantitative research methods used to build knowledge for ethical and effective social work practice. Students will explore the scientific, analytic, and ethical foundations of inquiry, emphasizing the whole research process – from problem formulation and literature review to conceptual frameworks, statistical methods, and report writing. The course prepares students to critically evaluate research and develop their evidence-informed approaches to practice.

Concurrent: Must be taken concurrently with or after: SOWK 311: Social Welfare as a Social Institution II and SOWK 321: Human Behavior in the Social Environment II.

SOWK 341: Research in Social Welfare II (3 Credits)

This course is the second of two required courses on social work research. The course supports the generalist practice framework and provides qualitative and quantitative research content. The course is designed to equip students with knowledge and skills to collect data, conduct survey research, perform statistical

analysis, write reports, and interpret findings. Prerequisite: SOWK 340: Research in Social Welfare I.

SOWK 433: Social Work Practice III (3 Credits)

This course emphasizes macro-level social work practice and builds on the values, knowledge, and skills introduced in Practice I, Practice II, and Approaches to Group Work. Students explore frameworks and strategies for decision-making and action within the macro change process, particularly in the context of diverse urban communities. Key themes include the integration of micro, mezzo, and macro practice skills, with an expanded focus on the *person-in-environment* perspective – recognizing the environment as a central target for change. Students develop competencies in indirect intervention across client systems, target systems, and action systems. Students apply the social work problem-solving process to real-world scenarios, emphasizing creating meaningful change within large systems such as organizations, neighborhoods, and community networks.

SOWK 490: Practicum I (5 Credits)

Practicum I is the first in a two-course sequence designed to help students apply the knowledge, skills, values, and ethics gained in pre-foundation and foundation coursework to real-world practice in agency settings. Students demonstrate core competencies in generalist social work practice through seminar discussions and supervised field instruction. This practicum emphasizes strengths-based service delivery with ethnically and culturally diverse individuals, families, groups, organizations, and communities, particularly within urban environments. Students are placed in approved agencies or organizations where they engage in professional roles under the guidance of qualified social work supervisors.

Note: Students are required to complete a minimum of 200 hours of fieldwork during the semester. They must remain in their assigned placement throughout the term to ensure continuity and depth of learning.

SOWK 491: Practicum II (5 Credits)

Practicum II is the second course in a two-part field education sequence, designed to deepen students' ability to integrate and apply the knowledge, skills, values, and ethics acquired in pre-foundation and foundation coursework. This course emphasizes experiential learning through agency-based practice and seminar reflection. Students continue developing core competencies in generalist social work by engaging in strengths-based service delivery with ethnically and culturally diverse individuals, families, groups, organizations, and communities, particularly within urban settings. Practicum II builds on the foundational experience of Practicum I, allowing students to assume more complex practice roles and demonstrate increased autonomy and professional judgment. Students are placed in approved agencies or organizations and receive on-site supervision from qualified social work professionals.

Note: A minimum of 200 field hours is required, and students must remain in their assigned placement throughout the semester to ensure continuity and depth of learning.

Required Practice Electives (Select Two Courses)

Please note: Not all electives are offered every semester. Course availability may vary based on faculty assignments, scheduling, and enrollment demand.

Students are encouraged to plan and consult with Ms. Rose-Farrah Armand (rosefarrah.armand@udc.edu), the designated academic advisor for BSW students, or the BSW Program Director to ensure timely completion of elective requirements.

SOWK 264: Introduction to Opioid and Substance Use: Treatment and Prevention (3 Credits)

This course introduces students to opioid abuse and the role of professional practitioners in prevention and treatment. Opioid abuse is viewed through a bio-socio-cultural-political context. Attention is given to the opioid crisis and its local impact. Students will be exposed to various learning modalities (e.g., project-based learning, case studies, and group activities).

SOWK 265: Introduction to Substance Use Disorders and the Role of the Professional Practitioner (3 Credits)

This course introduces students to substance use disorders (SUD) and the role of the professional practitioner in prevention and treatment. Substance use is viewed through a bio-socio-cultural-political context. Attention is given to the opioid crisis and local impact. Students will be exposed to various learning modalities (e.g., project-based learning, case studies, and group activities).

SOWK 274: Introduction to Aging Studies and Special Problems of the Black Elderly (3 Credits)

This course provides an overview of gerontology, introducing students to foundational terminology, key theories, and current perspectives on aging-related scientific and social issues. Special attention is given to demographic trends and lived experiences of aging within Black communities, focusing on identifying strengths, addressing needs, and examining systemic challenges.

SOWK 275: Ecology of Health, Illness, and Aging (3 Credits)

This course examines physical and psychosocial factors shaping health outcomes in later life. Students explore patterns of disease, mental and physical health norms, chronic illness, and age-related impairments through an epidemiological lens. Attention is also given to the broader social and economic implications of aging, including future challenges in health care delivery for older adults.

SOWK 276: Introduction to the Economics of Aging (3 credits)

This course examines the economic dimensions of aging, focusing on income security among older adults. Students explore historical and emerging trends in income maintenance, including pensions, insurance, annuities, and supplemental benefits. The course also provides an overview of public laws and policies that shape financial well-being in later life, highlighting potential shifts that may impact the economic status of aging populations in the United States.

SOWK 277: Working with Older People (3 credits)

This course introduces students to counseling approaches that support older adults navigating key life transitions, including retirement, career shifts, and end-of-life planning. Students examine developmental challenges in later adulthood and explore intervention strategies grounded in counseling theory and practice. Emphasis is placed on interviewing techniques, culturally responsive engagement, and the application of strengths-based methods in aging-focused settings.

SOWK 292: Special Topics: Community Mental Health: Policy and Practice (3 Credits)

This innovative course prepares future social workers to engage with and transform community mental health systems through a lens of social justice and advocacy. Students will critically examine and challenge existing structures of oppression, encouraging a reimagining of assessments, interventions, and approaches in the field. Grounded in the principles of the mental health recovery model, the course explores consumer movement, stigma, and the potential for recovery throughout the lifespan.

SOWK 292: Trauma and Its Impact (3 Credits)

This course explores the multifaceted nature of trauma, examining its psychological, physiological, and social impacts. Students will gain an understanding of different types of traumas, the ways trauma is stored in the body and mind, and pathways toward healing and resilience. The course will integrate theory with practical exercises and reflective practices to promote a deeper understanding of trauma and its effects, primarily on marginalized populations.

SOWK 292: Working with Black Families in Urban Communities (3 Credits)

This course explores the challenges black families face from a historical and developmental perspective, and the strategies, strengths, and capacities used to address those challenges. Students are prepared with the knowledge, values, and skills required for effective culturally competent practice with black families in contemporary urban communities. Emphasis is on using appropriate theoretical models and perspectives, including evidence-based approaches and sensitivity to each family's needs and interests. Consideration is given to the utility of key

national and local public policy perspectives in addressing the needs and interests of black families.

SOWK 364: Concepts of Family and Child Welfare (3 Credits)

This course introduces students to the knowledge, values, and skills essential for entry-level social work practice in family and child welfare settings. Students examine the historical and philosophical foundations of the field and explore the structure and function of service delivery systems. Emphasis is placed on the core responsibilities of social workers – including assessment, advocacy, and intervention – within agencies serving children and families. The course also critically evaluates policies and practices affecting service outcomes, particularly their impact on Black families and children in urban contexts.

Prerequisite: SOWK 320: Human Behavior and Social Environment I

SOWK 367: Human Behavior and Social Structure (3 credits)

This course examines the progression of human behavior from normative patterns to those considered deviant or pathological, often labeled as mental illness. Students explore the etiology of such behaviors and the complex interplay of biological, psychological, sociological, cultural, political, and economic factors that influence their development. Emphasis is placed on understanding these dynamics within generalist social work practice, preparing students to assess and respond to behavioral health concerns across diverse populations and systems.

Prerequisite: SOWK 321: Human Behavior in the Social Environment II

SOWK 464: Dynamics of Supervision in Social Work Practice (3 Credits)

This course examines social work practice's purpose, structure, and supervision process. Students explore how professional values, agency contexts, and relational dynamics shape supervisory roles and tasks. Emphasis is placed on developing practical strategies for effective supervision, including skill-building in communication, feedback, and role clarity. The course prepares students to navigate everyday challenges and foster growth in supervisees across diverse practice settings.

Prerequisites: SOWK 332 or senior status.

SOWK 477: Management of Extended Care Facilities (3 credits)

This course provides students with practical knowledge for operating and managing extended care facilities. Emphasis is placed on meeting regulatory standards for housing, fire safety, sanitation, and maintaining physical infrastructure. Students learn key administrative processes, including budgeting, record keeping, service coordination, nutrition planning, and insurance management. The course prepares future practitioners to oversee facility operations with attention to compliance, quality care, and organizational efficiency.

SOWK 478: Social Psychology of the End of Life (3 credits)

This course introduces students to the field of thanatology—the study of death and dying – through a social work lens. Students examine the philosophical, psychological, and social dimensions of end-of-life experiences across the life cycle. Emphasis is placed on understanding how individuals and communities make meaning of death, cope with loss, and navigate cultural, ethical, and developmental considerations related to dying and bereavement.

SOWK 492: Social Work Licensure Preparation (2 Credits)

This course is designed to prepare students to take the ASWB Bachelor's Level Licensure Exam. It provides a thorough overview of the test content, an analysis of test-taking strategies, and practical tips supporting exam success. Students will engage in a review of sample questions and participate in small group exercises that encourage the application of theories and concepts learned throughout the BSW program. These exercises are grounded in exam vignettes that reflect realistic practice dilemmas commonly encountered in the field. This course covers exam-taking strategies, social work assessment and treatment planning, an overview of relevant DSM-5 diagnoses, social work intervention strategies, human growth, behavior, developmental theories, and social work values and ethics. Through this integrated approach, students will strengthen their readiness for licensure and deepen their understanding of core social work competencies.

SOWK 492: Special Topics: Grant Writing in Social Service Agency (3 credits)

This course introduces students to the grant and proposal writing processes, especially concerning social services and programs at agencies/organizations. While this course is open to any student interested in developing grant writing skills, it is presented from a social work perspective and is geared towards grant writing in the non-profit sector. However, course materials may come from various areas, including federal grant sources and some information specific to grants for conducting studies. Therefore, the primary aim of this course is to present strategies for grant writing that are intended to translate into beneficial yet general grant writing skills that will be useful for students after they graduate and are out in the practice world. Students will practice preparing pieces of a mock grant so that, after the conclusion of the course, they will be ready to submit proposals relevant to the practice settings where they are employed.

REQUIREMENTS FOR A BACHELOR OF SOCIAL WORK DEGREE EFFECTIVE 2025

In accordance with accreditation standards, baccalaureate social work programs are required to establish a formal policy and procedure for student admission. At the University of the District of Columbia, students pursuing a social work major must complete a sequence of college-level general education courses, pre-professional liberal arts requirements, and nine (9) semester hours of professional foundation coursework before applying to the Social Work Program.

This preparatory phase ensures that students develop foundational competencies in knowledge, skills, and values rooted in the liberal arts—serving as essential groundwork for the rigorous professional curriculum that follows. General education coursework is typically completed during the first and second years. It provides the intellectual and ethical framework necessary for success in upper-level social work courses taken during the third and fourth years.

General Education Curriculum Sequence

Semester	Course Code & Name	Prerequisites
1	IGED 110: Foundation Writing I (Arts & Humanities)	None
	IGED 120: Foundation Quantitative Reasoning I	None
	IGED 130: Foundation Oral Communication	None
2	IGED 111: Foundation Writing II (Social & Natural Sciences)	IGED 110
	IGED 220: Discovery Quantitative Reasoning I	IGED 120
3	IGED 140: Foundation Ethics	IGED 111
	IGED 210: Discovery Writing	IGED 110, IGED 111
	IGED 250: Discovery Technology	None
4	IGED 260: Discovery Science & Lab	None
	IGED 270: Discovery Diversity	IGED 210
5	IGED 280: Discovery Civics	IGED 210
6	Remaining Foundation & Discovery Courses	Varies
7	IGED 391: Frontier Capstone I	

	<i>(first half of two-semester sequence)</i> . This course is offered only in the Fall and Spring	All Foundation & Discovery courses • Completed 75+ credits • IGED Dir. or Asst. Dir must enroll all students
	IGED 392: Frontier Capstone II <i>(second half of sequence)</i>	
8	This course is offered only in Spring and Summer	IGED 391

Professional Foundation Prerequisites Courses

Course Code(s)	Course Title	Credit Hours	Notes
PHIL 105	Introduction to Logic	3	
SOWK 105	Introduction to Social Science	3	
POLI 205 or POLI 206	Intro to Political Science <u>or</u> American Government	3	Choose one
SPAN 101 or FREN 101	Beginning Spanish II <u>or</u> Beginning French II	3	Choose one
SPAN 102 or FREN 102	Beginning Spanish II <u>or</u> Beginning French II	3	Choose one
BIOL 102 & 103	Biological Science I & II with lab	4	Option 1
BIOL 111 & 112	Anatomy & Physiology I & II with lab	4	Option 2
HIST 279 or GEOG 105	History of D.C. <u>or</u> World Cultural Geography	3	Choose one
Total Credit Hours		22	

Social Work Professional Foundation Courses

Course Code(s)	Course Title	Credit Hours
SOWK 205	Introduction to Critical Thinking and Intensive Writing in Social Work	3
SOWK 310 & 311	Social Welfare as a Social Institution I & II	6
SOWK 320 & 321	Human Behavior & Social Environment I & II	6
SOWK 332	Social Work Practice I	3
SOWK 333	Social Work Practice II	3
SOWK 334	Approaches to Group Work	3
SOWK 340 & 341	Research in Social Welfare I & II	6
SOWK 433	Social Work Practice III	3
SOWK 490 & 491	Practicum I & II	10
Required Social Work Electives	Choose 6 Credit Hours (2 Courses)	6
Total Credits		49

To earn a Bachelor of Social Work, students must complete at least 120 semester credit hours, thoughtfully distributed across key academic and professional areas. This comprehensive requirement ensures a balanced foundation in general education, pre-professional liberal arts, and specialized social work coursework, each contributing to developing competent, ethical, and equity-driven practitioners.

General Education Requirements	34
Professional Foundation Prerequisites	22
Social Work Professional Foundation	49
TOTAL HOURS	120

Academic Planning & Advising

To support your success in the BSW Program, academic planning is a collaborative and ongoing process. Students are encouraged to actively map out their coursework and stay aligned with program requirements.

Faculty Advising

Each student is assigned a faculty mentor who provides supplemental guidance related to field readiness, professional development, and discipline-specific learning. Academic advising is primarily coordinated through the Academic Advising & Support Center.

Senior Year Practicum Education Experience

In your final year of the BSW Program, you'll enter a professional setting where classroom learning meets real-world practice. Students who meet all program requirements are placed in human service agencies for a year-long internship experience designed to deepen skills, confidence, and professional readiness.

Practicum Placement Overview

- You'll be placed in a community-based agency where you'll apply and integrate what you've learned in class with the day-to-day responsibilities of social work practice.
- Each student is supervised by a licensed social worker who provides guidance, feedback, and support throughout the internship.
- You'll remain in the same agency placement for the full academic year to foster continuity, growth, and meaningful engagement.

Commitment & Structure

- The internship spans two consecutive semesters and includes at least 400 hours of field experience.
- You'll also participate in an on-campus integrating Seminar twice weekly, reflecting on your experiences, connecting theory to practice, and engaging in peer learning.

This immersive experience is a **cornerstone** of your professional development – an opportunity to demonstrate the Program's core practice behaviors and prepare for ethical, effective, and equity-driven social work.

Licensure Statement

In the District of Columbia, individuals working in social services with a BSW or MSW must hold professional licensure. The BSW Program occasionally offers a two-credit Licensure Preparation Course during the spring semester of senior year. This social work practice elective helps students review key content areas and build confidence for the licensing exam. Before registering, students should meet with their faculty advisor to confirm eligibility and ensure the course fits within their academic plan – especially as they approach the 120-credit hour graduation requirement.

UNIVERSITY OF THE DISTRICT OF COLUMBIA
College of Arts and Sciences
Division of Education, Health, and Social Work

SOCIAL WORK PROGRAM

Effective Fall 2010-2011

CURRICULUM FOR THE BACHELOR OF SOCIAL WORK DEGREE

<u>First Year</u>			<u>Spring Semester</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
IGED 110	Foundation Writing I (Arts & Humanities)	3	IGED 111	Foundation Writing II (Social & Natural Sciences)	3
IGED 130	Foundation Oral Communication	3	IGED 220	Discovery Quantitative Reasoning	3
IGED 120	Foundation Quantitative Reasoning	3	POLI 205 <u>or</u>	Introduction to Political Science <u>or</u>	3
SOWK 105	Introduction to Social Science	3	POLI 206	American Government	
	General Elective	3	GEOG 105 <u>or</u>	Cultural Geography <u>or</u>	3
	TOTAL CREDITS	15	HIST 279	The History of D.C.	
			IGED 270	Discovery Diversity	3
			TOTAL CREDITS	15	

<u>Second Year</u>			<u>Spring Semester</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
IGED 250	Discovery Technology	3	IGED 280	Discovery Civics	3
IGED 210	Discovery Writing	3	PHIL 105	Introduction to Logic	3
	World Language I	3		World Language II	3
BIOL 101/103	Biological Science I Lecture and Lab <u>or</u>	4	BIOL 102/104	Biological Science II Lecture and Lab <u>or</u>	4
BIOL 111/113	Fundamentals of Human Anatomy and Physiology I Lecture and Lab		BIOL 112/114	Fundamentals of Human Anatomy and Physiology II Lecture and Lab	
	General Elective	3		General Elective	3
	TOTAL CREDITS	16	TOTAL CREDITS	16	

CURRICULUM FOR THE BACHELOR OF SOCIAL WORK DEGREE

<u>Third Year</u>			<u>Third Year</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
SOWK 310	Social Welfare as a Social Institution I	3	SOWK 311	Social Welfare as a Social Institution II	3
SOWK 320	Human Behavior and Social Environment I	3	SOWK 321	Human Behavior and Social Environment II	3
SOWK 205	Introduction to Critical Thinking and Intensive Writing in Social Work	3	SOWK 332	Social Work Practice I	3
	Required Social Work Elective	3	SOWK 340	Research in Social Welfare I	3
	General Elective	3			
	TOTAL CREDITS	15		TOTAL CREDITS	12
<u>Fourth Year</u>			<u>Fourth Year</u>		
<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>	<u>Course #</u>	<u>Course Title</u>	<u>Crs</u>
IGED 391	Frontier Capstone I	1.5	IGED 392	Frontier Capstone II	1.5
SOWK 333	Social Work Practice II	3	SOWK 433	Social Work Practice III	3
SOWK 341	Research in Social Welfare II	3	SOWK 491	Practicum II	5
SOWK 334	Approaches to Group Work	3		Required Social Work Practice Elective	3
SOWK 490	Practicum I	5		General Elective	3
	TOTAL CREDITS	15.5		TOTAL CREDITS	15.5

POLICIES AND PROCEDURES

ADMISSION TO THE SOCIAL WORK PROGRAM

Note: All newly admitted students must complete the BSW Program Manual Acknowledgment Form during orientation or their initial advising session. This form affirms understanding of program expectations, policies, and onboarding requirements. Students who do not attend orientation must complete the acknowledgment form during their make-up advising session prior to the first day of classes.

Declaration of Intent to Major

Students who intend to major in social work should formally declare the major with the Office of Admissions or the Registrar as soon as they decide. They must also contact the Social Work Program Director to schedule an orientation and be assigned a faculty advisor for academic planning.

During the first and second years, students are supported by an advisor from the [Office of Student Development and Success](#), who collaborates with the social work faculty advisor to ensure the timely and successful completion of general education requirements.

Mandatory Orientation Requirement

All newly admitted students to the BSW Program must attend a scheduled orientation session early in the Spring semester. Orientation is a non-negotiable component of program onboarding and includes essential information regarding advising, field education, professional standards, student responsibilities, and support resources.

Failure to Attend Orientation

Students who do not attend orientation and fail to notify the BSW Program Director within five (5) business days will be considered non-compliant with program onboarding requirements. Consequences may include:

- Administrative hold on course registration or field placement eligibility
- Required completion of a formal make-up session to review critical program materials, including handbook acknowledgement, and verification procedures
- Documentation of non-compliance placed in the student's advising file

Note: Orientation materials are not distributed electronically without a follow-up advising session. Students are responsible for initiating contact and completing all required steps to remain in good standing. Failure to complete these steps may delay course registration, field placement eligibility, or progression in the program.

Formal Program Application and Admission Process

In accordance with accreditation standards set by the Council on Social Work Education (CSWE), students must formally apply for admission to the Social Work Program.

Applications are submitted during the first half of the junior year, once students have completed:

- All required general education courses
- Pre-professional social work requirements
- The following foundation courses:
 - SOWK-292 Introduction to Critical Thinking in Social Work
 - SOWK-310 Social Welfare as an Institution I
 - SOWK-320 Human Behavior and Social Environment I

To be eligible, students must have:

- A minimum overall GPA of 2.0
- A minimum GPA of 2.5 in social work foundation courses

Applications are reviewed through a two-tiered faculty process to ensure fairness and consistency. No single faculty member makes the final decision. Decision letters are issued during the first week of the spring semester, and students may receive one of the following outcomes:

Accepted	Full admission to the Social Work Program.
Conditionally Accepted	Some students may be granted conditional acceptance into the Social Work Program. This status indicates that while the candidate shows promise, specific requirements must be fulfilled before confirming full admission. Conditions may vary, but often include submitting missing documentation, revising and resubmitting the personal narrative, or addressing a borderline GPA in foundational coursework. Students are notified of their conditional status in writing and are given clear guidance on the steps needed to move forward. Once all conditions have been met, the program will issue an updated decision letter reflecting the student's admission status.
Deferred	The student has not met the established criteria to apply for the Social Work Program. This may include incomplete general education or pre-professional coursework, missing required foundation courses, or not meeting the minimum GPA standards. Students are encouraged to consult with their academic advisor to develop a plan for meeting eligibility requirements and preparing for future applications.
Not Accepted	The student does not meet the criteria. A meeting with the student, admissions coordinator, or faculty advisor will be scheduled to discuss next steps.

Practicum Requirements

The practicum is a critical component of the BSW Program, providing students with supervised, real-world experience in social work practice. Students must meet academic and procedural requirements to be eligible for practicum placement.

Eligibility Criteria

Students must complete the following courses before applying for practicum:

- SOWK 205: Critical Thinking and Intensive Writing in Social Work
- SOWK 310: Social Welfare as a Social Institution I
- SOWK 311: Social Welfare as a Social Institution II
- SOWK 320: Human Behavior and the Social Environment I
- SOWK 321: Human Behavior and the Social Environment II
- SOWK 332: Social Work Practice I

Additionally, students must:

- Officially declare Social Work as their major
- Be formally admitted to the Social Work Program
- Maintain a minimum 2.5 GPA in the major and an overall GPA of 2.0

Application Process

Students must complete the following steps:

- Submit a formal application to the practicum
- Participate in a pre-practicum interview with the Director of Field Education
- Complete an agency interview coordinated by the Director of Field Education

Advising Note

Students should consult the Academic Advising & Support Center to ensure they are on track with course sequencing and eligibility. Faculty mentors may provide guidance on field readiness and professional goals.

Transfer Students and Course Equivalency Review

Students transferring from other institutions must arrange for an official transcript of their previous coursework to be sent directly to the Admissions Office at the University of the District of Columbia (UDC). Once transfer credits are formally accepted by the Admissions Office, students should initiate a major-specific credit review to determine whether any courses fulfill requirements within the Social Work Program.

To begin this process, transferring students must:

- Schedule an appointment with a social work faculty advisor
- Provide supporting documentation for each course under review (e.g., syllabus, course description, learning outcomes)

Courses will be assessed for equivalency to UDC's social work curriculum, with particular attention to professional foundation content. To be considered for equivalency, coursework in the professional foundation area must have been completed at a program accredited by the Council on Social Work Education (CSWE).

Policy for Returning Students

In accordance with the Council on Social Work Education (CSWE) accreditation standards, students who have been absent from the University for two consecutive semesters (excluding summer) must meet the Social Work Program requirements in effect at the time of their return. This ensures all students are prepared to engage with the current curriculum, field education expectations, and professional competencies.

Returning students are required to:

- Consult with a social work faculty advisor before re-enrollment to review updated program requirements
- Complete a curriculum audit to determine alignment with current course sequencing and field readiness
- Submit any necessary documentation to support academic planning, including transcripts or syllabi for previously completed coursework

This policy supports the program's commitment to maintaining curricular integrity, ensuring all students – regardless of enrollment history – are prepared to meet the CSWE-defined competencies for generalist social work practice.

Academic Performance and Grading Policy

To remain in good standing within the Social Work Program, students must maintain:

- A minimum GPA of 2.5 in professional foundation coursework
- A minimum overall GPA of 2.0 to qualify for the BSW degree

Students who fall below a 2.5 GPA in foundation courses cannot progress in the program until the required GPA is restored. This may involve repeating specific courses, which can delay graduation and potentially affect financial aid eligibility. Per University policy, a course may be repeated once.

Students will consult with their faculty advisor and/or the Program Director to develop an academic improvement plan in such cases. This may include a review of course sequencing, workload adjustments, and targeted support resources.

A grade of “C” or better is required for Practicum courses. A “D” or below grade will necessitate repeating the course to meet program standards.

Grading Scale and Quality Points

The Social Work Program uses the following letter grades and associated quality points to calculate grade point averages (GPA). Each instructor will outline specific grading procedures and evaluation criteria in their course syllabus.

Letter Grades

Letter Grade	Quality Points
A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Grades are used to determine both course-specific performance and cumulative GPA. Students must regularly consult with their social work faculty advisor to monitor academic progress and ensure alignment with program requirements.

Incomplete Grades (“I”)

Grades of “I” are granted in accordance with University policy. An Incomplete (“I”) grade may be assigned at the instructor's discretion when a student cannot complete all course requirements due to documented, unforeseen circumstances.

To be eligible for an “I” grade, the following conditions must be met:

1. The student has completed at least 60% of the required coursework
2. The student is passing the course at the time the “I” grade is considered
3. The student’s inability to complete the remaining assignments is due to verifiable, unexpected events that occurred near the end of the term

Instructors must submit the student’s earned letter grade at the point of last attendance, along with the “I” grade. If the student does not complete the outstanding coursework by the end of the next consecutive term, the “I” grade will automatically convert to an “F”.

To finalize the “I” grade, the [Incomplete Grade Form](#) must be completed and submitted by the Dean or Department Chair to the Office of the Registrar by the published deadline.

Credit for Life and Work Experience

In accordance with accreditation standards set by the Commission on Accreditation of the Council on Social Work Education (CSWE), the Social Work Program does not award academic credit for prior life experience or previous work experience – whether in whole or in part – as a substitute for the field practicum or professional foundation coursework.

All students must complete the designated curriculum and practicum requirements to ensure consistent preparation aligned with national professional social work practice standards.

Standards for Professional and Ethical Behavior

The Social Work Program is committed to preparing students for ethical, accountable, and professional practice. Students are expected to bring their best selves to all learning environments – including classrooms, field placements, community engagements, and University-sponsored events. These settings serve as microcosms of future professional practice, and students’ interactions with peers, faculty, staff, and community members reflect their readiness for the field.

Academic performance is essential, but students’ attitudes, communication skills, emotional regulation, self-awareness, and capacity for growth are equally critical. Throughout their educational journey, students are expected to demonstrate the following professional standards consistently:

Ethics

Students must adhere to the [NASW Code of Ethics](#), which outlines social work practitioners' core values and responsibilities.

- ✚ Align conduct with the NASW Code of Ethics and University policies
- ✚ Demonstrate ethical decision-making and professional boundaries

Integrity

- ✚ Practice honesty with self, peers, instructors, and supervisors
- ✚ Uphold academic integrity, including proper citation and original work
- ✚ Accept and offer constructive feedback
- ✚ Take responsibility for personal and professional behavior

Communication

- ✚ Communicate effectively in both oral and written formats
- ✚ Listen actively and respectfully
- ✚ Engage in respectful dialogue—challenge ideas, not individuals
- ✚ Maintain awareness of tone, body language, and judgment in all forms of expression
- ✚ Follow college-level writing standards

Accountability

- ✚ Arrive on time and prepared for classes, meetings, and events
- ✚ Submit assignments by designated deadlines
- ✚ Honor appointments and communicate changes proactively
- ✚ Seek support when needed

Cognitive and Professional Capacity

- ✚ Apply new knowledge to practice settings
- ✚ Reflect on experiences to inform future decisions
- ✚ Demonstrate critical thinking, sound judgment, and problem-solving
- ✚ Evaluate diverse perspectives and sources of knowledge
- ✚ Use required technology to support scholarship and practice

Electronic Communication and Social Media

- ✚ Maintain professionalism in all digital communications
- ✚ Use technology ethically and responsibly, following NASW guidelines
- ✚ Comply with University social media policies
- ✚ Avoid sharing confidential information, engaging in cyberbullying, or making defamatory remarks

Emotional Regulation and Self-Awareness

Social work requires emotional resilience and reflective practice. Students must demonstrate:

- ✚ Capacity to manage difficult conversations and strong emotions
- ✚ Maintenance of appropriate boundaries, including ethical self-disclosure
- ✚ Respect for diverse perspectives and life experiences
- ✚ Willingness to examine personal values, beliefs, and biases
- ✚ Non-judgmental engagement with others
- ✚ Emotional self-regulation without threats or aggression
- ✚ Collaboration and teamwork
- ✚ Use of self-care strategies and support systems

Respect for Diversity

- ✚ Engage respectfully across lines of difference
- ✚ Examine personal beliefs related to privilege, power, discrimination, and oppression
- ✚ Demonstrate cultural humility in response to varied life experiences

Please contact your instructor, academic advisor, or faculty advisor for support if you encounter challenges in these areas. The program is committed to helping students become ethical, reflective, and effective social work professionals.

***Amended from the UNC Chapel Hill School of Social Work Technical Standards*

Academic and Professional Performance Review Process

The Social Work Program is committed to preparing students for ethical, competent, and professional generalist practice. Faculty regularly assess students' academic progress and professional readiness to support this goal. This includes academic and non-academic evaluations throughout the student's tenure in the program.

Academic Performance

The following minimum standards measure academic progress:

- A 2.5 GPA in social work major coursework
- A 2.0 GPA in field practicum
- A 2.0 overall GPA

Failure to meet these standards may result in academic review and the development of a support plan.

Professional Performance

Professional performance includes behavior in the classroom, field placement, and broader university or community settings. Students are expected to demonstrate:

- Consistent attendance and punctuality
- Respectful interactions with peers, faculty, field instructors, and clients
- Conflict resolution and emotional regulation
- Maintenance of professional boundaries
- Compliance with University policies and the [NASW Code of Ethics](#)
- Avoidance of illegal or unethical behavior, including substance misuse

A three-tiered review process to address academic or professional performance concerns. Reviews may be initiated for reasons including:

- Academic difficulty or failure to meet GPA requirements
- Unprofessional behavior in class or the field
- Ethical violations or disregard for program standards
- Termination from field placement
- Need for academic or behavioral support planning

Three Levels of Review

Students may be reviewed at any level based on the nature and severity of the concern. Reviews do not need to occur in sequential order.

Level 1: Student–Instructor Consultation

This informal review allows the instructor to address concerns with the student. Common triggers include poor grades, missed assignments, attendance issues, inappropriate self-disclosure, or emotional dysregulation.

- Instructor meets with student to discuss concerns
- Recommendations are summarized in an email to the student

Level 2: Student–Advisor–Faculty Review

This formal review involves the student, their advisor, and a faculty member (as appropriate). It is used when concerns persist or escalate, including repeated academic issues, interpersonal conflicts, or ethical concerns.

- Advisor or instructor notifies student of the review
- Meeting focuses on concerns and the development of an improvement plan
- Written summary or plan is shared with the student and relevant parties
- The Program Director may be consulted

Level 3: Program Director Review

This review is reserved for unresolved or serious concerns, including ethical violations, threats, emotional distress, or disagreement with prior review outcomes. It may be requested by the student, advisor, or instructor in writing, with supporting documentation.

- Program Director convenes a meeting with the student and appropriate parties
- Student receives written notice of concerns and meeting details
- If the student does not attend, a decision may be made in their absence
- Written outcome is provided within 15 business days

Review Outcomes

Depending on the nature and severity of the concern, possible outcomes of the review process may include:

- Continuation in the program without conditions
- Provisional continuation with specific requirements

- Referral to support services
- Recommendation to change majors
- Termination from the program

If termination is recommended, the Program Director will issue a formal letter and notify the Division Chair. Students may appeal the decision through the University's official appeals process (see University Handbook for details).

Addressing Personal Challenges Impacting Academic or Professional Success

Students may encounter personal challenges that affect their ability to meet academic or professional expectations. These may include:

- Physical or mental health concerns
- Psychosocial stressors
- Legal issues
- Substance use or other personal difficulties

Students facing such challenges are strongly encouraged to consult with their faculty advisor. Taking proactive steps – seeking professional support, adjusting academic workload, or requesting a temporary leave of absence – can help safeguard personal well-being and academic success.

If a student does not take action or the steps do not result in meaningful improvement, the Program may initiate a Level 3 Review. This review is designed to assess the situation compassionately and collaboratively determine appropriate next steps, including continued enrollment with conditions, referral to support services, or other academic recommendations.

Writing and Communication Standards

Effective writing is essential to academic success and a core competency in social work practice. Students must meet college-level writing standards in all coursework and professional correspondence.

Academic Support

Students experiencing writing challenges will be referred to the [Student Success Center](#), which offers individualized assistance and writing resources. All students are encouraged to proactively use these services to strengthen their writing skills and enhance academic performance.

- Location: Building 38, A-Level
- Phone: 202-274-5941

Early engagement with the Student Success Center can help students build confidence, clarify expectations, and meet the rigorous writing demands of the Social Work Program.

APA Style Requirement: All written assignments in social work courses must follow the most current edition of [APA style](#). As for this publication, the 7th edition is required. Students are responsible for learning and applying APA formatting, citation, and style conventions.

Professional Communication

Students must demonstrate professionalism in all written communication with faculty, field instructors, and internal or external partners. This includes:

- Clear, respectful tone
- Timely responses
- Proper grammar and formatting
- Alignment with ethical and professional standards

Email Etiquette for Academic and Professional Communication

Professional email communication is essential in academic settings and social work practice. Students are expected to follow these guidelines when corresponding with faculty, field instructors, and university staff:

General Guidelines

- Use appropriate titles (e.g., *Dr.*, *Professor*) unless invited to do otherwise
- Begin with a respectful salutation (e.g., *Good morning*, *Hello* – avoid casual greetings like *Hey*)
- Be clear, specific, and concise – include relevant context and details
- Avoid over-sharing – for example, “I’m under the weather” is sufficient; graphic personal details are not appropriate
- Use professional language – avoid text abbreviations, excessive capitalization, and emoticons
- Proofread before sending – check for grammar, clarity, and tone
- Include a professional closing (e.g., *Best regards*, *Thank you*)
- Sign your full name in initial communications

Examples

Poor Email Example

Hey. I can't registr for my class. Get back 2 me at your earlier convenience.

Effective Email Example

Good morning, Dr. Brilliant,

I am trying to register for XYZ course (CRN). I've made several attempts but keep receiving an error message that says... I tried [brief description] to resolve the issue, but it didn't work. Only two slots are left, and I need this course to graduate. Please advise.

Thank you,

Student Genius

N#

University Email Requirement

All students are required to use their official UDC email account for academic communication. This is the only email address recognized for course-related correspondence and will be used by instructors to contact students through Blackboard and other university platforms. Students are responsible for checking their UDC email regularly to stay informed about class updates, assignments, and official notices.

Social Media Use and Professional Conduct

Students are expected to follow the University of the District of Columbia (UDC) Social Media Guidelines and the NASW Code of Ethics when engaging on social media platforms.

 [UDC Social Media Guidelines](#)

 [NASW Code of Ethics](#)

Key Reminders

- Content shared online is public, permanent, and global.
- Posts, comments, and images may be viewed by future employers, clients, faculty, and licensing boards.
- Inappropriate or unethical online behavior may result in academic review and disciplinary action.
- Always consider how your digital presence reflects your role as a social work student and emerging professional.

***Use social media wisely. Protect your reputation, your relationships, and your future.**

Drug and Alcohol Abuse Policy

The Social Work program adheres to the University of the District of Columbia's (UDC) policies on Drug and Alcohol Abuse, as outlined in the [UDC Student Handbook](#) (see pp. 193-201).

"The unlawful possession, use, or distribution of illicit drugs and alcohol by students on University premises or as part of any University activity is prohibited. Members of the University community who unlawfully possess, use, or distribute illicit drugs or alcohol shall be sanctioned. Sanctions may include referral for criminal prosecution, expulsion, suspension, termination, reprimand, or requiring the individual to complete an appropriate rehabilitation program (UCD Student Handbook, 2023-2024, p. 193).

Consequences of Non-Compliance

Students must comply with all University policies regarding substance use. Failure to do so may result in:

- Removal from field placement
- Disciplinary action under University conduct procedures
- Dismissal from the Social Work Program
- Criminal prosecution under applicable laws

Legal Clarification

Although marijuana is legal under District of Columbia law, it remains illegal under federal law. As a federally funded institution, UDC enforces federal regulations. Students may face federal consequences regardless of local legalization.

Professional Expectations

Social work students are expected to uphold the ethical and legal standards of the profession – both on and off campus. Questions or concerns should be directed to your faculty advisor, professional advisor, or the Student Support Services office.

Academic Integrity

Students enrolling at the University of the District of Columbia (UDC) assume the obligation to uphold the highest standards of academic integrity. Violations of these standards include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and facilitating such acts.

Definitions

Cheating includes, but is not limited to:

- Using unauthorized assistance during quizzes, tests, or examinations

- Relying on unapproved sources when completing assignments, reports, or problem sets
- Acquiring academic materials (e.g., tests, assignments) without permission from faculty or staff
- Giving or receiving an unfair advantage in any form of academic work

Plagiarism includes, but is not limited to:

- Using another person's words or ideas – published or unpublished – without proper citation
- Paraphrasing or quoting without full and clear acknowledgment of the source
- Submitting work prepared by another person or agency, including purchased term papers or academic materials

Proper citation is required when using direct quotations or ideas from others. A plea of ignorance regarding citation or academic integrity policies will not be accepted.

Consequences

Students found responsible for academic dishonesty may face:

- Dismissal from the Social Work Program
- Suspension from the University
- Additional disciplinary action as outlined in the [UDC Student Handbook](#)

Procedures

When a violation is suspected:

1. The instructor submits a written report with documentation to the department chair.
2. The chair presents the case to the departmental Academic Affairs Committee.
3. The committee reviews the report, meets with all parties, and formally recommends it to the chair for transmittal to the academic dean.
4. If a violation is confirmed, the academic dean may suspend the student from the University.

UNIVERSITY NON-DISCRIMINATION STATEMENTS

Americans with Disabilities Act

The University of the District of Columbia is committed to providing equitable, inclusive, and integrated access for students with disabilities. If you are a student with a disability as defined under the [Americans with Disabilities Act](#) (ADA) and require accommodations or support services, please get in touch with the UDC Accessibility Resource Center:

- Location: Building 39, Room 106B
- Phone: 202-274-6417

Requesting Accommodations

Students seeking disability-related accommodations must provide official documentation from the Accessibility Resource Center to their course instructors at enrollment or as early in the semester as possible.

Please note: Accommodations cannot be applied retroactively.

Students are strongly encouraged to initiate this process early to ensure timely support and full participation in academic activities. Proactive communication with the Accessibility Resource Center and course instructors helps facilitate a smooth and equitable learning experience.

Statement on Equal Opportunity

The University of the District of Columbia (UDC) is an Equal Opportunity/Affirmative Action institution committed to fostering a learning and working environment free from discrimination and harassment.

UDC prohibits discrimination or harassment based on actual or perceived characteristics, including but not limited to:

- Race, color, religion, national origin
- Sex, age, disability
- Sexual orientation, gender identity, or expression
- Family responsibilities, matriculation, political affiliation
- Marital status, personal appearance, genetic information
- Familial status, source of income
- Status as a victim of an intra-family offense
- Place of residence or business
- Status as a covered veteran

This policy applies to all University programs, services, policies, and procedures – including admission to educational programs and employment practices.

UDC actively supports the recruitment and inclusion of minorities, women, individuals with disabilities, disabled veterans, Vietnam-era veterans, and other eligible veterans. For more information or to file a complaint of discrimination or harassment, please contact:

Sheilah Vance, J.D.

Compliance Officer/Title IX Coordinator

Building #71, Room 2424

202-274-5421

sheilah.vance@udc.edu

STUDENT ENGAGEMENT AND LEADERSHIP DEVELOPMENT

Clubs and Organizations

Engaging in student-led organizations is a key part of preparing for professional roles in social work. The Social Work Program sponsors two student organizations that foster connection, service, and leadership to support this development.

Social Work Student Association

The Social Work Student Association provides a platform for students to build relationships with peers and faculty, deepen their academic and professional growth, and participate in community service initiatives. Members gain access to resources, events, and opportunities that support their journey through the program.

All students are automatically enrolled upon admission. Leadership roles are filled through annual spring elections, allowing students to develop organizational and leadership skills that mirror professional practice.

Phi Alpha Honor Society

The Phi Alpha Honor Society recognizes academic excellence and professional promise in social work students. To be eligible for membership, students must meet the following criteria:

Academic Standing

- Be a declared Social Work major
- Have achieved Junior status

Coursework Completion

- Completed **at least** 9 semester hours of social work courses, including:
 - SOWK 205: Introduction to Critical Thinking and Intensive Writing in Social Work Practice (3 credits)
 - SOWK 310: Social Welfare as a Social Institution I (3 credits)
 - SOWK 320: Human Behavior and the Social Environment I (3 credits)

GPA Requirements (Verified via Degree Works)

- Maintain a cumulative overall GPA between 3.0 and 4.0, as recorded in March of the current academic year
 - GPA must reflect current standing as of March
 - Retroactive or projected GPA values (before or after March) are not accepted
- Maintain a **3.25 GPA in professional foundation coursework**, also verified as of March of the current academic year
 - GPA must reflect current standing as of March

- Retroactive or projected GPA values (before or after March) are not accepted

Professional Organizations and Associations

Social work majors are strongly encouraged to engage with national professional organizations that reflect the field's values, diversity, and practice areas. Membership in these associations supports students' academic growth, professional identity, and networking opportunities.

Recommended organizations include:

1. [National Association of Social Workers \(NASW\)](#): largest membership organization for social workers in the U.S.; offers advocacy, CEUs, publications, and student resources
2. [National Association of Black Social Workers \(NABSW\)](#): advocates for Black communities and supports Black social work professionals
3. [Latino Social Workers Organization \(LSWO\)](#): supports Latino social workers and students through mentorship and professional development
4. [National Association of Puerto Rican Hispanic Social Workers \(NAPRHSW\)](#): promotes culturally competent practice and advocacy for Puerto Rican and Hispanic populations
5. [Asian Pacific Islander Social Work Educators Association \(APISWEA\)](#): focuses on advancing social work education and practice in Asian Pacific Islander communities
6. [North American Association of Christians in Social Work \(NACSW\)](#): integrates faith and social work practice through conferences, publications, and training

Students may also participate in professional conferences, symposia, and advocacy events hosted by these organizations. Faculty advisors are available to guide membership, conference attendance, and ways to get involved. Engagement in professional organizations helps students build leadership skills, expand their understanding of social work practice, and prepare for lifelong professional involvement.

**APPLICATION FOR ADMISSION TO THE SOCIAL WORK PROGRAM
2025-2026**



UNIVERSITY OF THE DISTRICT OF COLUMBIA

College of Arts and Sciences
Division of Education, Health, and Social Work
4250 Connecticut Avenue, NW
Washington, DC, 20008

*THE BACHELOR OF SOCIAL WORK PROGRAM IS ACCREDITED BY THE COUNCIL ON
SOCIAL WORK EDUCATION*

University of the District of Columbia
College of Arts and Sciences
Division of Education, Health, and Social Work
Social Work Program
4250 Connecticut Avenue, NW
Washington, DC, 20008

Dear Applicant,

Welcome to the online application process for the Bachelor of Social Work (BSW) Program at the University of the District of Columbia. We are committed to fostering an inclusive and equitable academic environment. All programs, employment opportunities, and educational services are available to individuals regardless of race, color, religion, sex, age, national origin, disability, marital status, personal appearance, sexual orientation, family responsibilities, matriculation status, political affiliation, or source of income.

As you complete this application, please note the following:

- Your progress will be saved automatically. To resume an in-progress application, you must return using the same device.
- The application must be completed in sequence. You cannot advance to the next section until all required fields are completed.
- If a question or statement does not apply to you, please enter “**N/A**” in the response field.
- We encourage you to review all application requirements carefully before beginning to ensure a smooth and complete submission.

Thank you for your interest in the BSW Program. We look forward to learning more about your academic and professional goals.

Sincerely,

Dr. Lamont Simmons
BSW Program Director

University of the District of Columbia
College of Arts and Sciences
Division of Education, Health, and Social Work
Social Work Program
4250 Connecticut Avenue, NW
Washington, DC, 20008

Admissions Policies and Procedures

Admission to the Professional Social Work Curriculum

The Bachelor of Social Work (BSW) Program at the University of the District of Columbia is fully accredited by the Council on Social Work Education (CSWE). Per CSWE accreditation standards, the program maintains formal policies for selecting and admitting students into the professional curriculum. Applications are reviewed by social work faculty to ensure that candidates meet the academic and professional criteria necessary to become competent, ethical, and effective generalist social work practitioners.

Applicants must complete required general education coursework, pre-professional liberal arts content, and selected professional foundation courses. The first semester of foundation-level coursework serves as a critical period for students to assess their readiness and commitment to the rigors of professional social work education.

To be considered for admission into the professional curriculum, students must meet the following criteria:

- A minimum overall university GPA of 2.0
- A minimum GPA of 2.5 in professional foundation courses
- Enrollment in or successful completion of the following foundation courses:
 - SOWK 205: Critical Thinking and Intensive Writing in Social Work
 - SOWK 310: Social Welfare as a Social Institution I
 - SOWK 320: Human Behavior and Social Environment I

Please note: The current BSW curriculum reflects program revisions implemented for students admitted in Fall 2010 and thereafter. The admission requirements outlined above apply to all students seeking entry into the professional social work curriculum.

REQUIREMENTS FOR ADMISSION TO THE SOCIAL WORK PROGRAM EFFECTIVE 2010-2011

Applicants must complete a minimum of forty-five (45) semester hours of general education courses, pre-professional liberal arts requirements, and nine (9) semester hours of professional foundation coursework as described below:

Professional Social Work Courses:

Applicants for admission to the Social Work Program must be enrolled in or have completed the three professional foundation courses listed below:

SOWK 205: Critical Thinking and Intensive Writing in Social Work

SOWK 310: Social Welfare as a Social Institution I, and

SOWK 320: Human Behavior and Social Environment I

General Education and Liberal Arts Foundation Courses:

Foundations of Writing in Arts & Humanities

Foundations of Writing in the Social and Natural Sciences

Discovery of Exploratory Writing in the Arts and Sciences

Foundations in Quantitative Reasoning I

Foundations in Quantitative Reasoning II

Foundations in Oral Communications

Discovery of Effective Use of Technology

Service/Civics and Teamwork

Frontier Exploration Capstone I

Frontier Exploration Capstone II

Introduction to Logic

Introduction to Social Science

IGED Discovery Diversity

Introduction to Political Science **or** Introduction to American Government

Biological Science I and II **or** Anatomy and Physiology I and II

GEOG 105 World Cultural Geography (3) **or** HIST 279 History of the District of Columbia (3)

Admissions Process

The applicant must submit a formal application including:

- Social Work Program Application for Admission
- Program Review form/Degree Works (on which the applicant documents completion of general education pre-professional courses and any other requirements)
- Statement of Interest
- Two (2) Current Letters of Reference (educational, employment, church leaders, or other professional references only) on letterhead stationery that include address and phone numbers.
 - **Note: UDC Social Work faculty cannot serve as professional references.**
- Beginning Level Competence Assessment
- Completion of Personal Counseling Requirement Form (verifying attendance at three counseling sessions with a licensed mental health professional)

Note: The Competence Assessment evaluates beginning-level competence in Critical Thinking, Human Behavior I, and Social Welfare I. This assessment is estimated to take one hour, although two hours will be allotted for completion. The assessment will be administered in the Center for Advanced Learning on one day during the first week of December with a virtual option. Additional information regarding the assessment will be sent via email.

An overall grade point average (GPA) of 2.0 and a Social Work GPA of 2.5 in professional foundation courses is required and must be maintained throughout your progress through the program.

An application will be considered incomplete if all documents are not received by the due date. An application received AFTER a date established by the program may delay or postpone admission to the Social Work program.

The program review form is provided as part of the advising process. Degree Works can be accessed via my.udc.edu by selecting QuickLaunch > Degree Works.

Each applicant will be notified in writing regarding the decision of the social work admissions committee (Early Spring Semester). A letter describing the reasons and next steps will be sent if the applicant does not meet the requirements. The applicant may be allowed to address concerns. Specific requirements for addressing concerns will be provided, and the applicant is responsible for submitting any additional documentation. Once all requirements are met, the application will be re-reviewed. Appeals of admission decisions are to be initiated through the Social Work program's grievance and appeals process.

SOCIAL WORK PROGRAM APPLICATION FOR ADMISSION

Date _____ UDC N# _____

Name _____

Local Address _____

Permanent Address (If Different from Local Address) _____

UDC Email Address _____

Primary Contact Number _____

Secondary Contact Number _____

Personal Information

Gender _____ Ethnic/Racial Group _____ Marital Status _____

Date of Entry into UDC _____ Total Credits Earned to Date _____

Student Status _____ Student Classification _____ Last High School Attended _____

Certificate Received _____ Date Received HS Diploma or GED _____

Previous Colleges/Universities Attended

Did You Attend a College/University Before UDC? _____

Name of Previous College/University Attended _____

Dates Attended Previous College/University? _____

Number of Transfer Credits from Previous College/University? _____

First Generation/Continuing College Student

First Generation College Student: a student whose parent(s) or guardians did not complete a four-year college or university degree

Continuing Generation College Student: a student who has at least one parent or guardian with a completed four-year college or university degree

Using the definitions provided above, which classification best describes your status?

_____ First Generation College Student

_____ Continuing Generation College Student

_____ Not Sure

University of the District of Columbia
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A Statement of Interest must accompany applications for admission.

Interest Statement Guidelines

As part of your application to the BSW Program, you must submit a formal Interest Statement that offers the admissions committee a comprehensive understanding of your readiness for professional social work education.

Your statement must meet the following formatting and content requirements:

- Minimum of four double-spaced pages
- 12-point font (standard typeface such as Times New Roman or Arial)
- Name and mailing address placed in the upper right-hand corner of each page

Your responses should reflect thoughtful engagement with the prompts and demonstrate college-level writing skills. Be specific in your reflections and use concrete examples to support your statements. The committee seeks clarity, depth, and authenticity in your narrative. You are expected to address each of the items listed below in full. Incomplete or vague responses may impact the strength of your application.

1. Discuss the reasons that led to your choice of social work as a career.
2. Describe and explain how past experiences have encouraged or developed your interest in a social work career.
3. Describe the contribution you believe you can make to the social work profession.
4. Discuss one social problem or issue that is important to you and fully demonstrate how you would like to contribute to addressing the issue or problem.

Upload your statement of interest here.

BSW Program – Completion of Personal Counseling Requirement Form

University of the District of Columbia

Student Information

Name: _____

Student ID: _____

Email: _____

Phone: _____

Counseling Verification

I confirm that I have completed three (3) counseling sessions with a licensed mental health professional as part of the BSW Program admissions requirement. These developmental sessions focused on emotional readiness, self-awareness, and interpersonal insight relevant to professional social work practice.

Provider Name: _____

Provider Credentials (e.g., LCSW, LPC): _____

Date of Final Session: _____

☐ I understand that this form verifies attendance only and does not require disclosure of personal content.

☐ I authorize the BSW Program to include this form in my admissions and practicum eligibility file.

Student Signature

Signature: _____

Date: _____

Provider Signature (Optional)

Signature: _____

Date: _____

Student Acknowledgment of BSW Program Manual (2025–2026)

I acknowledge that I have received, read, and understood the contents of the University of the District of Columbia Bachelor of Social Work (BSW) Program Manual for the 2025–2026 academic year. This manual outlines the expectations, policies, procedures, and professional standards required for successful progression in the BSW Program.

I agree to uphold the ethical, academic, and professional responsibilities described herein and to seek clarification from faculty or advisors when needed. Failure to comply with program policies may result in academic review or disciplinary action.

Student Name: _____

Student ID: _____

Signature: _____

Date: _____