I. COURSE PURPOSE

This course, offered to students in the Master’s and Doctoral Programs, builds upon and expands the knowledge, values, and skills of social policy, development, and evaluation. The goals of this course are to broaden students’ perspectives of the world (its needs, problems, and resources) and to examine the role of the professional in addressing these issues. As the world grows smaller, due to the revolutions in communication and technology, there is an increasing pressure to form regional, international, and global agreements and structures for economic, political, and environmental cooperation. As these changes take place, a number of social consequences have become apparent that are of concern to social workers and other professionals. This course addresses three interrelated themes relevant to current international realities: 1) globalization and its social, economic, political, cultural, and environmental consequences for human rights and well-being; 2) social policy and social development as strategies of sustainable change; and 3) the need for understanding of and sensitivity to socio-cultural-national differences, which are critical for effective practice overseas or in our own internationalized communities. Specifically, the course will address the following topics:

Unit I: Context and Conceptual Frameworks for International Social Work
   A. Scope of International Social Work
   B. Globalization and Global Issues
   C. Social Development and Human Rights
   D. Social Services in a Global Context: Analysis of Social Policy
   E. Theories and Models of Social Development

Unit II: Global Issues and Social Development: Challenges and Strategies
   A. Poverty, Inequality and Marginalization
   B. Disease and Health Disparities
   C. Conflict and War/Displacement and Refugees
   D. Climate Change and Environmental Degradation
   E. International Social Development with the Most Vulnerable: Children, Women, the Elderly, Indigenous Peoples and Minorities, Persons with Disabilities, and Immigrants/Refugees
II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will be able to demonstrate the following practice behaviors within the noted competencies:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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<tbody>
<tr>
<td><strong>Professional Identity:</strong> Identify as a</td>
<td>1. Social workers can explain how their developing social work competencies</td>
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<td>social worker &amp; conduct self accordingly.</td>
<td>prepare them to carry out the macro practice tasks in which they are engaged.</td>
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<tr>
<td><strong>Ethical Practice:</strong> Apply social work</td>
<td>1. Social workers recognize the complex ethical challenges that arise in a variety</td>
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<td>ethical principles to guide professional</td>
<td>of macro practice settings.</td>
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<td>practice.</td>
<td>2. Social workers make ethical decisions through use of an ethical decision</td>
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<td>making model, and are able to manage their personal biases in making ethical</td>
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<td></td>
<td>decisions.</td>
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<td><strong>Critical Thinking:</strong> Apply critical</td>
<td>1. Social workers distinguish, critically analyze, and integrate multiple sources</td>
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<td>thinking to inform and communicate</td>
<td>of knowledge, including research-based knowledge, theoretical frameworks, and</td>
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<td>professional judgments.</td>
<td>practice wisdom, in an ongoing process of assessment and intervention.</td>
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<td>2. Social workers effectively communicate their ideas when producing a written</td>
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<td>document or giving a presentation or briefing on a particular issue.</td>
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<td><strong>Diversity in Practice:</strong> Engage diversity</td>
<td>1. Social workers view themselves as cultural learners and engage those with which</td>
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<td>and demonstrate awareness of the</td>
<td>them work as collaborators and experts about their own identity and life</td>
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<td>complexities regarding identity differences</td>
<td>experience.</td>
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<td>and how they play out in macro practice.</td>
<td>2. Social workers recognize and articulate how the service delivery system, social</td>
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<td>policy, and social structures may oppress, marginalize, and alienate certain</td>
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<td>groups, or alternatively, enhance and privilege different groups within a</td>
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<td></td>
<td>society.</td>
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<td><strong>Human Rights &amp; Justice:</strong> Advance</td>
<td>1. Social workers can frame macro practice issues within the context of human</td>
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<td>human rights and social and economic</td>
<td>rights concerns, and can develop strategies and tactics to advance human rights</td>
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<td>justice</td>
<td>and social and economic justice in domestic and/or global contexts.</td>
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<td>2. Social workers use knowledge of the dynamics and effects of structural</td>
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<td>oppression and discrimination in deciding what methods and strategies to use to</td>
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<td>seek social and economic justice.</td>
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<tr>
<th>Competencies</th>
<th>Practice Behaviors</th>
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<tr>
<td><strong>Research Based Practice:</strong> Engage in research-informed practice and practice-informed research.</td>
<td>1. Social workers critically evaluate and utilize theoretical frameworks and empirical research relevant to the problems and/or populations that are relevant to their macro practice.</td>
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<tr>
<td><strong>Human Behavior:</strong> Apply knowledge of human behavior and the social environment.</td>
<td>1. Social workers synthesize and differentially apply theories of human behavior and the social environment to guide macro practice.</td>
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<td>2. Social workers articulate and respond to the unique dimensions that cultural, familial, and environmental contexts bring to communities and organizations and those engaged in these macro systems.</td>
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<tr>
<td><strong>Policy Practice:</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>1. Social workers demonstrate the capacity to participate in the analysis of organizational or social policy and the formulation of recommendations on how to achieve a desired change.</td>
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<tr>
<td><strong>Practice Contexts:</strong> Respond to contexts that shape professional practice.</td>
<td>1. Social workers gather necessary information about the current context that shapes and defines their macro practice activities.</td>
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<td></td>
<td>2. Social workers engage in productive discussion about the current political, economic, social, and cultural climate and how it affects the work of the practice setting or shapes the experiences of the people served in the practice setting.</td>
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<tr>
<td><strong>Engage, Assess, Intervene, Evaluate:</strong> Engage, assess, and intervene with groups, organizations, and communities.</td>
<td>1. Social workers review the scholarly literature and use appropriate theories, models, and techniques to assess organizations, communities, and/or policy environments.</td>
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<td>2. Social workers incorporate an analysis of inherent strengths, capacities, and/or resources in assessing organizations, communities, and/or social systems.</td>
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<td></td>
<td>3. Following assessment, social workers can determine and apply appropriate and collaborative interventions to seek organizational, community, and/or societal change.</td>
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<td></td>
<td>4. Social workers locate and apply relevant aspects of existing research to inform the development of interventions targeted at organizational, community, and/or public policy environments.</td>
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</table>
III. ADDITIONAL EDUCATIONAL OBJECTIVES

At the completion of this course, the student should also be able to:

1. Understand the concept of globalization and its economic, political, technological, environmental, cultural, and social welfare implications in regards to the lives of individuals, families, and communities;

2. Specify consequences of globalization for international practice and the professional;

3. Understand the interactive dynamics between globalization and global issues, human rights, and social development.

4. Analyze social polices across various global issues and national contexts;

5. Identify and apply models of social development and specific strategies for change across various global issues and national contexts.

6. Articulate both current challenges and specific social development strategies in regards to the global issues of poverty, inequality, human rights, health, conflict, environmental degradation, displacement and migration, and service delivery with vulnerable populations.

7. Demonstrate understanding and sensitivity to multicultural issues in international work.

8. Identify the relevance and implications of course content for international practice at home and opportunities for international practice abroad.

IV. COURSE REQUIREMENTS

A. Required Reading:


These texts are available at the CUA Bookstore. Other Supplemental Readings are also assigned throughout the course (see Course Outline). These readings will be available on Blackboard.
B. Recommended Reading:


C. Course Assignments. The following lists the course assignments; detailed instructions for each part of the Scholarly Paper will be distributed by the instructor. **ALL ASSIGNMENTS ARE TO BE SUBMITTED ELECTRONICALLY.**

1. **Mid-Term Take Home Exam:** The mid-term take home exam will provide the opportunity for students to display their understanding of key concepts covered during the first 5 class sessions. Mastery of these concepts will be needed in order to produce a quality Scholarly Paper. Students can use all course materials in completing the mid-term, but must work independently and may not consult with any other person regarding their response to the exam. **DUE Class Session #6**

2. **Scholarly Paper:**
   a. **Global Social Issue/Problem Statement re: Scholarly Paper (ungraded):** Each student will select a global social issue/problem that exists in a particular nation or region of the world as the topic for developing their Scholarly Paper. The first step is to submit a brief statement to the instructor, which: a) identifies the selected global issue/problem; and b) specifies the nation or region of the world to be explored by the student. The instructor will provide feedback re: suitability of the selection for development of the Scholarly Paper. **DUE Class Session #3**
   b. **Scholarly Paper: Part I – Explication of Global Social Issue/Problem:** The first section of the scholarly paper will provide a detailed overview of the selected issue/problem, delineating factors covered in class. **DUE Class Session #8**
   c. **Scholarly Paper: Part II – Proposed Social Development Approach & Strategies:** The second section of the scholarly paper focuses on proposed social development approach and strategies related to the selected global issue/problem. **DUE Class Session #13**

[The Scholarly Paper will be a “progressive paper” in that Part I will be turned in initially for feedback and grade. A revised Part I will be included with submission of Part II. Evaluation of the final paper (Part II) will be partially based on students’ attention to feedback provided in evaluation of Part I, as well as the quality of the overall final paper.]
3. **Class Participation:** Students are expected to be engaged participants and co-learners in this course. Class participation will be assessed by both attendance and active participation in class discussions and activities. Unexcused or multiple absences will lower the attendance and participation grade. More than three unexcused absences will result in a failing grade for the course.

D. **Grading Policy and Weights of Assignments**

Grades will be based on the CUA Grading Policy as described in the *Graduate Announcements*. Full credit will not be given for assignments that are submitted late. **No credit will be given for assignments submitted after they have been reviewed in class.** The following provides weights for the various course assignments:

- Midterm Take Home Exam: 40%
- Scholarly Paper: Part I: 25%
- Scholarly Paper: Part II: 25%
- Attendance and Participation: 10%

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<thead>
<tr>
<th>Grading System</th>
<th>Letter Grade</th>
<th>Numeric Range</th>
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<tr>
<td></td>
<td>A</td>
<td>95 - 100</td>
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<td></td>
<td>A-</td>
<td>90 - 94</td>
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<td>B+</td>
<td>87 - 89</td>
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<td>B</td>
<td>83 - 86</td>
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<td>C</td>
<td>70 - 79</td>
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<td></td>
<td>F</td>
<td>0 - 69</td>
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E. **Preparation, Attendance & Participation**

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

F. **Course and Instruction Evaluation:** NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.
V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations
   All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

B. Behavioral Requirements
   Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:
   - Attend all classes and contribute constructively to the classroom culture
   - Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
   - Demonstrate competence in planning academic activities and in following through on those plans
   - Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
   - Use an appropriate level of class time and instructor’s time and attention in and out of class
   - Behave in a manner that is consistent with the ethical principles of the social work profession.

C. Academic Honesty:
   Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.
D. **Confidentiality**
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs that are for **professional learning purposes only** and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities, and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **Accommodations:**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting as soon as possible to discuss these accommodations.

F. **Use of Electronic Devices**
No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic, Readings, and Assignment Due Dates</th>
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<tbody>
<tr>
<td><strong>Unit I. Context &amp; Conceptual Frameworks for International SW</strong></td>
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<tr>
<td>#1</td>
<td><strong>Globalization and Global Issues</strong></td>
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<tr>
<td>#2</td>
<td><strong>Social Development and Human Rights</strong></td>
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<tr>
<td>#3</td>
<td><strong>GLOBAL SOCIAL ISSUE/PROBLEM STATEMENTS DUE</strong></td>
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### Unit I. Context & Conceptual Frameworks for International SW

#### #1 COURSE OVERVIEW AND INTRODUCTIONS; CO-CREATING A LEARNING ENVIRONMENT; SCOPE OF INTERNATIONAL SOCIAL WORK

**Required Text Readings:**
- Cox & Pawar: Chap. 1
- Healy: Chaps. 1 & 8
- Mapp: Appendix B

**Required Supplemental Readings**

### #2 GLOBALIZATION AND GLOBAL ISSUES

**Required Text Readings:**
- Cox & Pawar: Chaps. 2 & 3
- Healey: Chaps. 2 & 4

**Required Supplemental Readings:**

### #3 SOCIAL DEVELOPMENT AND HUMAN RIGHTS

**Required Text Readings:**
- Healy, Chaps. 3, 9 & 10
- Mapp: Chaps. 1, 2 & 8; Appendix A

**Required Supplemental Readings:**

- **GLOBAL SOCIAL ISSUE/PROBLEM STATEMENTS DUE**
### #4 - Social Services in a Global Context: Analysis of Social Policy

**Required Text Readings:**
- Healy, Chaps. 5 & 12

**Required Supplemental Readings:**

### #5 - Theories and Models of Social Development

**Required Readings Texts:**
- Cox & Pawar: Chaps. 4, 5 & 6

**Required Supplemental Readings:**

### Unit II: Global Issues and Social Development: Challenges and Social Development Strategies

### #6 - Poverty, Inequality, and Marginalization: Challenges

**Required Readings Texts:**
- Cox & Pawar: Chap. 7

**Required Supplemental Readings:**

- **MID-TERM TAKE HOME EXAM DUE**
#7  POVERTY, INEQUALITY, AND MARGINALIZATION: SD STRATEGIES

**Required Readings Texts:**
- Cox & Pawar: Chap. 8

**Required Supplemental Readings:**

#8  CONFLICT AND WAR/DISPLACEMENT AND REFUGEES: CHALLENGES

**Required Text Readings:**
- Cox & Pawar: Chap. 9 & 11
- Mapp, Chap. 5

**Required Supplemental Readings:**

❖ SCHOLARLY PAPER: PART I DUE (EXPLICATION OF GLOBAL ISSUE/PROBLEM)
<table>
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<tr>
<th>Session/Date</th>
<th>Topic, Readings, and Assignment Due Dates</th>
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<tr>
<td>#9</td>
<td><strong>CONFLICT AND WAR: SD STRATEGIES</strong></td>
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<td><strong>Required Text Readings:</strong></td>
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<td></td>
<td>• Cox &amp; Pawar: Chap. 10 &amp; 12</td>
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<td><strong>Required Supplemental Readings:</strong></td>
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<td>#10</td>
<td><strong>DISEASE AND HEALTH DISPARITY - THE INTERNATIONAL AIDS EPIDEMIC AND OTHER HEALTH CONCERNS: CHALLENGES</strong></td>
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<td><strong>Required Text Readings:</strong></td>
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<td>• Mapp, Chap. 6</td>
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<td><strong>Required Supplemental Readings:</strong></td>
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<td>Session/Date</td>
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<td>#11</td>
<td><strong>Disease and Health Disparity - The International AIDS Epidemic and Other Health Concerns: SD Strategies</strong></td>
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<td><strong>Required Supplemental Readings:</strong></td>
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<td>#12</td>
<td><strong>Climate Change and Environmental Degradation: Challenges</strong></td>
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<td><strong>Required Supplemental Readings:</strong></td>
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<td>Topic, Readings, and Assignment Due Dates</td>
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<td>#13</td>
<td><strong>CLIMATE CHANGE AND ENVIRONMENTAL DEGRADATION: SD STRATEGIES</strong></td>
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<td><strong>Required Supplemental Readings:</strong></td>
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<td>✓ <strong>SCHOLARLY PAPER: PART II DUE (SOCIAL DEVELOPMENT APPROACH &amp; STRATEGIES)</strong></td>
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<td>#14</td>
<td><strong>INTERNATIONAL SOCIAL DEVELOPMENT WITH THE MOST VULNERABLE – CHILDREN, WOMEN, THE ELDERLY, INDIGENOUS PEOPLES AND MINORITIES, PERSONS WITH DISABILITIES, AND IMMIGRANTS/REFUGEES</strong></td>
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<td><strong>Required Text Readings:</strong></td>
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<td></td>
<td>• Cox &amp; Pawar: Chap. 13</td>
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<td></td>
<td>• Mapp, Chaps. 3, 4 &amp; 7</td>
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<td><strong>Required Supplemental Readings:</strong></td>
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#14
Go to the OHCHR website at:
http://www2.ohchr.org/english/law/index.htm#core
Select **one of the following areas** (“Rights of Indigenous Peoples and Minorities,” “Rights of Women,” “Rights of the Child,” “Rights of Older Persons,” “Rights of Persons with Disabilities,” or “Rights of Migrants”) and read **all of the documents listed** under your selected area. (Scroll down and look under “Universal Human Rights Instruments”)

Then read the **1 article** that correspond with the **area** you’ve selected:
Additional Bibliography


Revised 7/31/13


Revised 7/31/13


Revised 7/31/13


INSTRUCTIONS: WRITTEN ASSIGNMENTS

Scholarly Paper: Part I – Explication of Global Social Issue/Problem

This first section of your scholarly paper should provide the reader with a clear description and overall analysis of the targeted global social issue or problem within a particular country or region of the world. Following a brief introductory paragraph that identifies your selected problem or issue and the focus of your paper, the rest of the paper should address the following:

a) **Specification of the size and scope of the problem/issue** (e.g., how many people affected; demographic characteristics of those most affected, duration of problem/issue)

b) **Analysis of how various dimensions of globalization** (economic, environmental, cultural, political, and/or technological) have contributed to the development, maintenance, or exacerbation of the problem/issue.

c) **Analysis of the major impacts of the problem/issue within the country/region** (e.g., economic, social, political, environmental, cultural) and **level(s) of client systems most impacted** (e.g., individual, family, community, nation).

The paper must be typed, double-spaced, and range from 5-6 pages, excluding title page and references. References must adhere to APA referencing style (6th ed.).

**Grading Criteria:**
- Comprehensive coverage of all aspects of the assignment (20 points)
- Ability to comprehensively describe size and scope of the problem/issue (15 points)
- Ability to analyze dimensions of globalization as contributors to problem/issue (15 points)
- Ability to analyze major impacts of problem/issue on country/region and the level(s) of client systems (15 points)
- Ability to provide relevant information (supporting evidence/citations) as foundation for description of problem/issue and analyze globalization dimensions, major impacts, and most affected client system level(s) (15 points)
- Organization, clarity, and demonstration of graduate-level writing (10 points)
- Correct grammar, spelling, and use of 2010 APA referencing style (6th ed.) (10 points)
Scholarly Paper: Part II – Proposed Social Development Approach and Strategies

The second, and final, section of your scholarly paper targets a specific social development approach, including the key strategies that you are proposing to address your global problem/issue. This second section should include the following areas:

a) Identify whether your approach to social development primarily reflects Enterprise, Communitarian, Statist or Institutional (Integrated) strategies. Provide enough detail to substantiate your claim.

b) Discuss how your project will address of the dual emphasis on economic and social welfare development that is the hallmark of the international social development process. Include in this discussion how your project will facilitate or support human capital, social capital, and/or productive employment/self-employment programs, as well as provide relevant human/social services or interventions.

c) Identify the primary levels of focus (individuals, families, communities, group life, local organizations, and/or local institutions) of your project and delineate the key strategies using the list of 14 initiatives included in Cox & Pawar text (pp. 142-159).

d) Discuss how your project will reflect an approach that is Indigenous, participatory, and empowering. Provide concrete examples to illustrate these principles.

Note: You will be turning in revised versions of the first part of your paper with section II, so be sure that the paper “reads as a whole.”

The paper must be typed, double-spaced, with Part II ranging from 7-8 pages. This means that the final paper in its entirety will be from 12 to 14 pages, excluding title page, references, and any appendices. Papers in excess of 15 pages will not be accepted. You should have at least 12 references listed in order to comply for requirements for a scholarly paper. The vast majority of these should not be your textbooks or class readings. References must adhere to APA referencing style (6th ed.).

Grading Criteria:
- Comprehensive coverage of all aspects of the assignment (25 points)
- Demonstrated ability to appropriately apply course learning to proposed social development approach and strategies (35 points)
- Ability to propose coherent and feasible social development approach and strategies to address problem/issue (20 points)
- Organization, clarity, and demonstration of graduate-level writing (10 points)
- Correct grammar, spelling, and use of 2010 APA referencing style (6th ed.) (10 points)
- Evidence of ability to incorporate feedback on previous submission and revise paper (up to 5 extra points)