

## AGI Rome-Italy Program 2017



### **Humanitarian Emergency Management: Refugee Service & International Organizations**

NPA 663: Humanitarian Emergency Management is a University of San Francisco School of Management graduate course associated with the Academic Global Immersion (AGI), Rome, Italy Program and the Graduate Professional Certificate on Humanitarian Emergency. The AGI-Rome Program is an international experiential learning opportunity to help students understand the complexity and best practices of refugee service management and international organizations engaged in humanitarian emergency and correlated policies. The global experiential learning offered in this program centers on the Jesuit Refugee Service (JRS)'s mission for service, accompaniment and advocacy for forced migrants. The School of Management graduate students have benefitted from this experience by integrating their professional managerial learning with their leadership values in order to make a positive social impact and to also assist refugees, forced migrants and trafficking victims in the San Francisco Bay Area and worldwide. Learn more: <http://agirome.blogspot.com/>

## COURSE INFORMATION

Course Number(s):	NPA 663a (Winter) and NPA 663b (Spring)
Course Name:	Humanitarian Emergency Management I and II
Focus:	NPA 663a (AGI-Rome) Refugee Service Management NPA 663b (Hybrid) International Organizations
Semester:	Winter Intercession & Spring 2017
Course credits:	2+2 graduate credit units.
Zoom Room:	All pre and post-immersion sessions will be held with the support of Zoom videoconferencing system accessible at <a href="https://usfca.zoom.us/j/191942914">https://usfca.zoom.us/j/191942914</a>
AGI Blog:	<a href="http://agirome.blogspot.com">http://agirome.blogspot.com</a>
Preparatory Sessions:	There 3 mandatory preparatory sessions. You are expected to participate in person (preferred), through Zoom (synchronous video conference technology) or Canvas (asynchronous video review and discussion board).  Session 1: Friday 11/04/2016 from 1:00-5:00pm Session 2: Friday 11/11/2016 online a-synchronous Session 3: Friday 11/18/2016 from 1:00-5:00pm
AGI Immersion dates:	Academic Global Immersion (AGI), Rome-Italy is associated with this course.  Sessions 4-9: Rome Immersion: January 8-14, 2017 Arrival: Sunday January 8, 2017 (program begins at 6:00 pm for pizza) Day 1: JRS International: leadership & management Day 2: JRS Italy: Rome and Centro Astalli Day 3: Vatican Catholic Church & Caritas Rome Day 4: CIR & IDLO Day 5 - UNHCR Departure: Saturday January 14, 2017 (program ends in the morning).
Post Sessions:	During the Spring Semester the students will continue their study with an applied research project in collaboration with an organization, project or government agency engaged in some aspects of humanitarian emergency, refugee service or anti-human trafficking. The following are scheduled sessions:  Session 10: Friday 02/03/2017 from 1:00-5:00pm Session 11: Friday 02/10/2017 from 1:00-5:00pm Session 12: Friday 02/17/2017 from 1:00-5:00pm

Session 13: Friday 02/24/2017 from 1:00-5:00pm

Session 14: Friday 03/03/2017 from 1:00-5:00pm

Session 15: Friday 04/07/2017 USF4Freedom Conference from 1:00 to 5:00pm

Instructor: **Marco Tavanti, Ph.D.**  
Email: mtavanti@usfca.edu  
Phone: Office: 415.422.4288; Mobile: 708.203.4490  
Office Hours: SFH Room 606 Please make an appointment by email. You can also schedule a meeting through Zoom: <https://usfca.zoom.us/j/5167077073>

## COURSE DESCRIPTION

Surveys current trends and historical evolutions of theories and practices in humanitarian emergencies for natural and man-made disasters. It develops real world managerial skills to effectively organize logistics and assets in local, national and international times of disaster. It promotes understanding and case studies in coordinating humanitarian actors to ensure coherent responses and efficiently mobilizing resources for alleviating human suffering in disasters and emergencies. It emphasizes the code of ethics for humanitarian responses advocating the rights of people in need. It promotes best practices in preparedness and prevention for sustainable solutions.

## PROGRAM OVERVIEW

**Refugee Focus:** The course and its experiential learning components focus on understanding managerial and policy issues related to refugee service. The work of refugees and forced migration in general engages many nongovernmental organizations and civil society organizations worldwide. The work of international organizations such as the United Nations Refugee Agency is often done in partnership with NGOs. Understanding the nature of such cross-sector partnerships, along with the exploration of the humanitarian, legal and administrative complexities of refugee work are central to this AGI and important to the study of NGOs. In addition, the partnership and examples of international works of Jesuits Refugee Services (JRS) will allow students to immerse themselves in some of the most central values and inspiring practices of the Jesuit community. Students will experience how the human dignity and social justice paradigms play a role in the leadership and management of worldwide projects for humanitarian assistance. Specifically, students will witness the central role that NGOs play in service delivery, international coordination, global policy and advocacy. They will learn the JSR values of accompaniment, service and advocacy in the context of NGOs capacity development.

**International Organizations Focus:** The course reviews organizational aspects on humanitarian emergency management as related to nongovernmental organizations (NGOs) and intergovernmental organizations (IGOs). The second and connected focus of this course examines real world international (comparative) policies and managerial international and cross-sector best practices for emergency management across sectors. Nonprofit organizations (NPOs/NGOs) as well as community based and grassroots organizations (CBOs/GROs) play a vital role in cooperation with public and inter-governmental agencies in charge of humanitarian emergency responses. They are also vital for

enhancing and guaranteeing the social value added private sector initiatives and social enterprise solutions for human emergencies responses. The overall purpose of this course is to help students develop a global mindset and international capacity to work and partner with international, intercultural, inter-organizational and cross-sector programs and projects.

## ROME: CAPUT MUNDI

Rome is so much more than the Roman Ruins, the seat of Italian government and the Vatican. It is a window to the world of refugees in Italy and Europe. It is a global city facing an influx of immigrants from Africa, the Middle East and Asia. Many refugees are also from the latest and ongoing crisis in Syria. Italy's long coastal borders are difficult to control and the pro-immigrant social policies help turn it into the "Corridor to Europe". The City of Rome, is the second stop after Island of Lampedusa, the prime transit point for immigrants. It is currently receiving forced migrants from the Horn of Africa and the MENA Region particularly from the ongoing crises in Libya and Syria. Rome is also the place of Centro Astalli, one of the shelters and refugee service places of JRS Italy and the first place visited by Pope Francis after his election. The Vatican in Rome is also the international headquarters of Jesuit Refugee Services (JRS-int) an international organization that best embodies the Jesuit values of service, accompaniment, advocacy and social justice. Rome is also an international city hosting numerous international organizations such as the Food and Agricultural Organization (FAO), World Food Program (WFP), International Fund for Agricultural Development (IFAD), and the International Development Law Organizations (IDLO) among others.

## LEARNING OUTCOMES

The goal of this program is to provide students with experiential learning and international professional exposure to help enrich, inspire and engage students in their nonprofit career trajectory. Specifically, the goal is for students to acquire appropriate attitudes, managerial skills, partnership capacities, and inter-cultural competencies to enter the field of humanitarian emergencies in general and forced migrations, in particular. By the end of this course / program students should be able to:

**LO1: Intercultural communication:** Demonstrate cultural sensitivity, empathy and appreciation of cultural differences. This includes cultural, ethnic, racial, political and institutional diversity aspects encountered throughout the readings and experiential components of the course.

**LO2: Cross-country comparison:** Recognize similarities and context specific elements in managerial, leadership and policy practices across countries, across sectors, across organizational types, and across diverse political, social and economic systems.

- Analyze the international, inter-governmental, cross-sector, cross-cultural and multidisciplinary elements in NGO management.
- Compare and contrast national policies and practices regarding forced migration affecting international NGOs and national NPOs programming.
- Develop awareness of immigration policy issues and solutions through comparative policy analyses of European and American immigration policies.

**LO4: Leadership development:** Demonstrate a developed set of values in leadership and management relevant to the national and international practice for humanitarian emergencies and refugee service.

- Align personal values with international human rights and Jesuit values of justice and human dignity.
- Recognize the needs and develop solutions to increase the capacity of organizations and the effectiveness of programs related to forced migration, refugee services, and anti-human trafficking.
- Challenge your practices and profession as manager and leader in relation to the humanitarian crises of forcibly displaced people for violent, natural or economic factors.

**LO5: Humanitarian Emergency Analysis:** Identify major trends and best practices in humanitarian emergency practices in the USA, EU, the United Nations and internationally.

- Recognize the managerial, organizational and international factors behind refugee, forced migration and modern slavery emergencies of our time.

## IGNATIAN PEDAGOGY PARADIGM (IPP)

This course and the AGI Program are based on the Ignatian Pedagogical Paradigm (IPP) addressing the **context (who), experience (what), reflection (why/how), action (what next), and evaluation (how well)**. The critical reflections expressed during the immersion visits will be important to collectively discern the Roman experience (e.g. observations and perspectives of speakers), reflecting on their meaning (e.g. in relation to administrative, policy and intercultural challenges) and invitations to act (e.g. providing collaborative opportunities with other Jesuit universities and NPOs in the Bay Area). The experiential learning component of this AGI will pay particular attention to understanding the complexity, trends, and anomalies in human migration in its social, economic, political and environmental aspects. Therefore, throughout the AGI Program, including the pre and post activities, the five elements of Ignatian pedagogy will play a central part of the written reflections and collective sharing as a group. Read more about the IPP at

[http://www.sjweb.info/documents/education/pedagogy\\_en.pdf](http://www.sjweb.info/documents/education/pedagogy_en.pdf)

- **Arrupe Justice Immersion Program:** The AGI Rome is also classified as USF's Arrupe Justice Immersion Programs. Students participating in the AGI will be asked to participate in program activities in line with the IPP method. Please familiarize yourself with the readings and methods associated with these programs available at <http://www.usfca.edu/studyabroad/arrupe/>

## JESUIT VALUES

The AGI-Rome also reflects some of the core values of University of San Francisco. In particular, the program aims to do the following:

1. First, enhance students' ethical leadership and decision making by experiencing 'learning as a humanizing, social activity rather than a competitive exercise.'<sup>1</sup>
2. Second, by recognizing our shared global responsibility as global citizens by seeking the common good. This program aims to promote long-term collaborative solutions.
3. Third, the cross-cultural context and diversity of opinion reflected in the program aims to increase our intelligence to effectively relate to 'diversity of perspectives, experiences and traditions as essential components of a quality education in our global context.'
4. Fourth, promote critical inquiry by questioning assumptions in human relations, presuppositions in policy making, and perspectives in organizational services in light of human rights, social responsibility, and the human dignity of others.

## ANDRAGOGY MODEL

The element of 'andragogy' (learning by adults) in the Jesuit tradition will also be instrumental in linking elements such as teaching, learning, service, and justice with professional services and long-term institutional partnerships. In other words, students will not simply 'experience' the program for themselves (consumer learners) but become conscious subjects for positive transformations (engaged learners). This AGI Program exposes students to the complex reality of refugee service and global human trafficking through the examples of international organizations such as Jesuit Refugee Service. The immersion into the reality of Italy is instrumental to helping students to recognize the global dimensions of these issues, compare the same or different administrative practices, and develop connections with San Francisco and other US based organizations engaged in similar activities. The purpose of the immersion and study is to give SOM students exposure to the values and challenges of international humanitarian assistance. Through carefully planned readings, assignments, presentations and activities, students will gain familiarity and enhance their capacity to effectively engage with diverse communities, organizations and institutions. In line with the value of Jesuit collaboration and service learning, students are able to participate in activities and produce assignments benefiting the work of Jesuit Refugee Services.

## COMPETENCIES

This international and experiential program and course is designed to develop (increase) some of the following professional competencies:

- **Critical Thinking:** This course emphasizes critical thinking applied to the effectiveness of programs and impact of organizations with their mission and in relation to global policy concerns and marketing strategies.
- **Intercultural Communication:** This course emphasizes the comprehension and enhancement of intercultural communication expressed as cultural intelligence and national dimensions.

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<sup>1</sup> These statements are in relation to the University of San Francisco's core values available at <http://www.usfca.edu/about/values/>

- **Global Responsibility:** This course emphasizes the development of our global responsibilities toward major global issues in relation to absolute poverty, human rights violation, international justice, human security, human development, social inclusion and human security.
- **Comparative Analysis:** This course emphasizes the knowledge and capacity to perform comparative analyses of organizational systems, legal systems, and national / cultural contexts.
- **International Engagement:** Through case studies and the optional immersion, this course emphasizes important global competencies for effectively engaging with diverse populations and stakeholders across sectors and national identities.

## INTERNATIONAL EXPERIENTIAL LEARNING

The often cited phrase “Tell me and I’ll forget. Show me and I’ll remember. Involve me and I’ll understand” demonstrates what experiential learning is all about. Experiential learning is an increasingly important pedagogy for professional schools, business schools, public and nonprofit education which recognize how management and leadership can be more effectively recognized through practices and real world applications rather than by traditional classroom-based pedagogies. Both experiential and international practices are recognized and encouraged by University of San Francisco’s School of Management as a priority and an opportunity to accomplish our educational mission and quality of assurance expressed in our accreditations (WASC, AACSB, NASPAA, NACC).

At the international level and in connection with the values of this program, experiential learning assumes the values of international capacity development for service learning and organizational development. It implies the development of intercultural capacity, along other international collaborations capacities to effectively engage with diverse organizational configurations, project purposes and cross-sector configurations.

## ABOUT THE INSTRUCTOR

Dr. Marco Tavanti is the Program Director of the Master of Nonprofit Administration (MNA) and Professor of the University of San Francisco’s School of Management. He is the Director and Faculty of the Academic Global Immersion Program in Rome. He established this program in collaboration with Jesuit Refugee Service, the United Nations Refugee Agency and other international organizations to enhance the global experiential learning opportunities for nonprofit, public administrators and managers at University of San Francisco. He has more than 25 years of experience working with nonprofit and nongovernmental organizations in East Africa, Southeast Asia, Europe and Latin America. He is co-founder and President emeritus of two international NGOs, the World Engagement Institute (WEI) and the Sustainable Capacity International Institute (SCII). He has served on the board of directors of numerous nonprofits, charities, associations and alternative social movements organizations. His field of expertise includes sustainable leadership practices and socially responsible management. He is an internationally recognized expert in poverty alleviation, sustainable development and indigenous rights and he serves in this capacity as international expert consultant for various United Nations agencies and other international organizations. Prior to his appointment at USF Dr. Marco Tavanti (or DMT, has his students call him), he was chair and founder of the Master of Science in International Public Service at DePaul University in Chicago, the largest Catholic University in the county. He also directed and created numerous academic-community collaborations worldwide including in Mexico, Brazil, Guatemala,

Jordan, Kenya, Italy, Vietnam, and the Philippines. He is a native from Italy, trained in sociology and cross-cultural theology, and a graduate of Loyola University Chicago. Read more at <http://www.marcotavanti.com>

## READINGS

### Required Readings

See course calendar for details. All readings are available for free online or through your USF Library access.

#### Humanitarian Emergencies Manuals and Guidelines:

- UNHCR (2011), *The humanitarian emergency settings perceived needs scale (HESPER): manual with scale*. <http://www.unhcr.org/50b4cf069.pdf>
- WHO (2008), *Manual for the health care of children in humanitarian emergencies* [http://apps.who.int/iris/bitstream/10665/43926/1/9789241596879\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/43926/1/9789241596879_eng.pdf)
- UNICEF (2005), *Emergency Field Handbook*. [http://www.unicef.org/lac/emergency\\_handbook.pdf](http://www.unicef.org/lac/emergency_handbook.pdf)
- UNU (1999) *Complex Humanitarian Emergencies (CHEs)* <http://reliefweb.int/sites/reliefweb.int/files/resources/3186F057B642B6B9C1256C22002B564E-complex.pdf>

#### JRS reading collection:

- JRS strategic framework [http://en.jrs.net/Publications\\_List?ID=23](http://en.jrs.net/Publications_List?ID=23)
- JRS Rescued – what next? Protection seekers stranded in Sicily. [http://en.jrs.net/Publications\\_List?ID=4](http://en.jrs.net/Publications_List?ID=4)
- JRS, *Advocacy in Jesuit Refugee Service*. Jesuit Refugee Services (2011). Available at [http://en.jrs.net/Publications\\_List?ID=10](http://en.jrs.net/Publications_List?ID=10)
- JRS, *Working with Urban Refugees*. Jesuit Refugee Services (2013). Available at [http://en.jrs.net/Publications\\_List?ID=10](http://en.jrs.net/Publications_List?ID=10)
- JRS, *Side by Side: learning what accompaniment is all about*. Jesuit Refugee Services (2011). Available at [http://en.jrs.net/Publications\\_List?ID=10](http://en.jrs.net/Publications_List?ID=10)

#### UNHCR reading collection:

- UNHCR Global Report <http://www.unhcr.org/pages/49c3646c4b8.html>
- UNHCR report on the convention at 50 available at <http://www.unhcr.org/3b5e90ea0.html>
- UNHCR Asylum seeker report 2012 <http://www.unhcr.org/5329b15a9.html>
- UNHCR, *NGO Partnerships in Refugee Protection; Answers and Questions*. <http://www.un-nhcr.org/orf/HCR-NGO-partnerships.pdf>
- UNHCR, *Protecting Refugees: A Field guide for NGOs*. <http://www.unhcr.org/jp/protect/pdf/ProtectingRefugees-FieldGuideforNGOs.pdf>
- UNHCR, *Partnership: An Operations Management Handbook for UNHCR's Partners*. [http://www.the-ecentre.net/resources/e\\_library/doc/Operations\\_Management\\_Handbook.pdf](http://www.the-ecentre.net/resources/e_library/doc/Operations_Management_Handbook.pdf)

#### Readings on the participating organizations:

- JRS, *Centro Astalli* <http://centroastalli.it>



- Centro Astalli annual report – summary in English at <http://centroastalli.it/rapporto-annuale/>
- Review the works of Caritas Roma here <http://www.caritasroma.it>
- Read the Caritas International works on Immigration services and anti-human trafficking at <http://www.caritas.org/what-we-do/migration/>
- Catholic Charities USA and Human Trafficking <http://catholiccharitiesusa.org/human-trafficking/>
- Explore: <http://w2.vatican.va/content/vatican/en.html>
- Explore readings in [http://jrsusa.org/campaigns\\_focus?TN=PROMO-20100826120437](http://jrsusa.org/campaigns_focus?TN=PROMO-20100826120437)
- Explore IDLO website <http://www.idlo.int>
- Check the resources at <http://www.weinstitute.org/certificates.html>
- Community of Sant'Egidio [www.santegidio.org](http://www.santegidio.org)
- Food and Agricultural Organization (FAO) [www.fao.org](http://www.fao.org)
- International Organization of Migration (IOM) [www.iom.int](http://www.iom.int)
- UNHCR [www.unhcr.org](http://www.unhcr.org)
- UNODC [www.unodc.org](http://www.unodc.org)
- ILO [www.ilo.org](http://www.ilo.org)

#### Recommended Readings for your research:

- Polaris Project, Resources by Topics. <http://www.polarisproject.org/resources/resources-by-topic>
- US-DOS (2014) Human Trafficking Report 2015. Introductory Material and 'Italy' sections. Available at <http://www.state.gov/j/tip/rls/tiprpt/index.htm>
- UNHCR (2007) Ten Point Plan of Action for Refugee Protection and Mixed Migration for Countries Along the Eastern and South Eastern Borders of European Union Member States. <http://www.unhcr.org/4a1e48f66.html>
- European Commission, The EU Strategy towards the Eradication of Trafficking in Human Beings 2012–2016. [http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/organized-crime-and-human-trafficking/trafficking-in-human-beings/index\\_en.htm](http://ec.europa.eu/dgs/home-affairs/what-we-do/policies/organized-crime-and-human-trafficking/trafficking-in-human-beings/index_en.htm)
- Italian Ministry of Interior (2014) Asylum and Refugee – International Protection Seekers Vademecum [http://www.interno.gov.it/mininterno/export/sites/default/en/themes/asylum\\_and\\_refugees/](http://www.interno.gov.it/mininterno/export/sites/default/en/themes/asylum_and_refugees/)
- Lucht, Hans. 2012. Darkness before daybreak: African migrants living on the margins in southern Italy today. Berkeley: University of California Press.
- Bales, Kevin. 1999. *Disposable people: new slavery in the global economy*. Berkeley, Calif: University of California Press.

#### Contact Information for Partnering Organizations

- Jesuit Refugee Services (IRS) International Office, Borgo Santo Spirito 4, CP 6139, Roma 00193, Italy, Tel: +39 6 689 77389, Email: [international.office@jrs.net](mailto:international.office@jrs.net), Web: [www.jrs.net](http://www.jrs.net)
- Associazione Centro Astalli – Jesuit Refugee Service/Italia, Via degli Astalli 14/a, 00186 Roma, Tel. 0669700306 | [astalli@jrs.net](mailto:astalli@jrs.net) | Web: <http://centroastalli.it>

#### Bay Area Organizations working on these issues:

- Refugee Transitions: <http://www.reftrans.org/>
- International Rescue Committee: <http://www.rescue.org/us-program/us-northern-california-ca>
- Center for Gender of Refugee Studies: <http://cgrs.uchastings.edu/>

- SF-CAIRS — San Francisco Coalition of Asylee, Immigrant, and Refugee Services: <http://sf-cairs.org/>
- ORAM Organization for Refuge Asylum & Migration: <http://www.oraminternational.org>
- Catholic Charities Refugees & Immigrant Services: <http://community.cccyo.org>
- Not For Sale: <http://notforsalecampaign.org/>
- The Bay Area Anti-Trafficking Coalition (BAATC): <http://www.baatc.org/>
- Find out more of our partners at [www.USF4Freedom.org](http://www.USF4Freedom.org)

### Comprehensive Reading Collection:

- *Forced Migration Online (FMO)*: This is a large collection of full text reporting, journal articles and other electronic readings on Forced migration Online (FMO): a world of information on human displacement managed by University of Oxford – Refugee Studies Center. See <http://www.forcedmigration.org/>
- *Jesuit Refugee Service Publications (JRS)*: JRS International has numerous publications highlighting their works on accompaniment, advocacy, urban refugees and other perspectives on refugee service. See <http://en.jrs.net/publications>
- *United Nations Refugee Agency (UNHCR)*: A large collection of professional reporting on refugee issues highlighting the NGOs and international challenges connected to refugee services. See <http://www.unhcr.org/pages/49c3646c4b8.html>
- *Global Policy Forum (NGOs)*: GPF collects different information and free reports on NGO management and policies. See <https://www.globalpolicy.org/ngos/links-and-resources-on-ngos.html>

### Recommended NGO Reading

The following are a selection of best books in relation to the field of NGOs and international nonprofit.

- Ahmed, Shamima, and David M. Potter. 2006. *NGOs in international politics*. Bloomfield, CT: Kumarian Press.
- Edwards, Michael. 1997. *Making a difference NGOs and development in a changing world*. London: Earthscan Publ.
- Fisher, Julie. 1998. *Nongovernments: NGOs and the political development of the Third World*. West Hartford, Conn: Kumarian Press.
- Fox, Jonathan, and L. David Brown. 1998. *The struggle for accountability: the World Bank, NGOs, and grassroots movements*. Cambridge, Mass: MIT Press.
- Goodhand, Jonathan. 2006. *Aiding peace? the role of NGOs in armed conflict*. Boulder, Colo: Lynne Rienner Publishers.
- Hudock, Ann. 2001. *NGOs and civil society: democracy by proxy?* Malden, MA: Polity Press.
- Lindenberg, Marc, and Coralie Bryant. 2001. *Going global: transforming relief and development NGOs*. Bloomfield, CT: Kumarian Press.
- Nejima, Susumu. 2015. *NGOs in the Muslim world*. [S.l.]: Routledge.
- Spires, Robert Weber. 2015. *Preventing human trafficking: education and NGOs in Thailand*.
- Tai, John W. 2015. *Building civil society in Authoritarian China importance of leadership connections for establishing effective nongovernmental organizations in a non-democracy*. Cham [Switzerland]: Springer.

- Weiss, Thomas George, and Leon Gordenker. 2007. *NGOs, the UN, and global governance*. Boulder, Colo: Lynne Rienner.
- Yaziji, Michael, and Jonathan P. Doh. 2009. *NGOs and corporations: conflict and collaboration*. Cambridge [u.a.]: Cambridge Univ. Press.

#### Humanitarian Relief and Emergencies Websites:

- Ocha: <http://www.unocha.org>
- ReliefWeb: <http://reliefweb.int>
- Humanitarian Response: <https://www.humanitarianresponse.info>
- Humanitarian ID: <https://humanitarian.id/#/>
- Inform-Index: <http://www.inform-index.org>
- IASC: <https://interagencystandingcommittee.org/iasc/>
- PreventionWeb: <http://www.preventionweb.net/english/>
- HDH: <https://data.humdata.org>
- GDACS: <http://www.gdacs.org>
- CERF: <http://www.unocha.org/cerf/>
- FTS: <https://fts.unocha.org>
- REDHUM: <http://www.redhum.org>
- World Humanitarian Summit: <http://www.worldhumanitariansummit.org>
- Insarag: <http://www.insarag.org>

#### International NGOs Websites and Resources

- Human rights and NGO list (University of Minnesota) <http://www1.umn.edu/humanrts/links/ngolinks.html>
- International Society for Third-Sector Research (ISTR) [www.istr.org](http://www.istr.org)
- NGOs and the UN Rule of Law [http://www.unrol.org/article.aspx?article\\_id=23](http://www.unrol.org/article.aspx?article_id=23)
- The Yearbook of International Organizations [www.uia.org/yearbook](http://www.uia.org/yearbook)
- UN and Civil Society: <http://www.un.org/en/civilsociety/>
- United Nations Department of Public Information – Nongovernmental Organizations (UN-DPI-NGO) <http://outreach.un.org/ngorelations/>
- USAID and NGOs <http://www.usaid.gov/partnership-opportunities/ngo>
- World Association of Nongovernmental Organizations (WANGO) <http://www.wango.org>

## REQUIREMENTS

### Requirements overview

<i>Assignment</i>	<i>Weight</i>	<i>Due</i>
1. CASE ANALYSIS	20 percent	Session 4
2. EXPERIENTIAL BLOG	20 percent	Session 10
3. ANALYSIS PAPER	30 percent	Session 14

4. CONFERENCE PRESENTATION	30 percent	Session 15
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### Requirement description

**1. Case Analysis:** You will prepare a case study analysis of an international NGO or IGO engaged in innovative and socially significant solutions for humanitarian emergency management, forced migration, refugee service or anti-human trafficking. Preference should be given to organizations in Italy and Europe. Optionally and for extra credit, you can perform additional case study analyses of other organizations or projects in California and USA. The case study analysis should include 1) The organizations identity; 2) The programming and methods; 3) Their financial strategies; 4) Their partnerships across sectors; 5) Their values alignment with Jesuit values. The case study should be organized in a PowerPoint 10+ slides to be submitted on Canvas by Session 4. We will review these cases in class together.

**2. Experiential Blog:** You will prepare a blog entry on a subject relevant to the refugee crisis in Europe. The blog entry needs to be submitted on the AGI-Rome blog and include: 1) A catchy title; 2) A meaningful image; 3) a text of 500+ words with descriptive and analytical writing; 4) at least 5 text embedded hyperlinks to relevant documents, reports, articles or studies relevant to your topic; 5) the topic and/or text should have some direct reference to the experiential learning components of this course/program. The blog must be completed, approved and uploaded on the AGI-Rome Blog by Session 10.

**3. Analysis Paper:** You will work on an academic paper in a topic relevant to the field of humanitarian emergency management and/or refugee service management. You will prepare a title and abstract of the proposed paper by Session 11 (submit on Canvas and share it in class). You will prepare a PPT presentation of 10+ slides on the paper content and analysis by Session 12 (on Canvas and share it in class). You will complete a written paper of 10+ pages in APA or Chicago style by Session 14 (on Canvas and to be shared in class).

**4. Conference Presentation:** Your work on a team-based paper presentation and/or poster presentation to be shared during the USF4Freedom conference scheduled for Session 15. The annual spring symposium USF4Freedom is a forum where students can present their research and connect with panelists representing local organizations engaged in humanitarian emergencies, refugee service, forced immigration, social justice and human security. Read more about the symposium at [www.usf4freedom.org](http://www.usf4freedom.org)

## COURSE-PROGRAM CALENDAR

### Prep-Session 1

Date: Friday 11/04/2016 from 1:00-5:00pm  
 Topic: Humanitarian Emergency Management - Refugees  
 Outcomes: Understand the course requirements and methods  
 Readings: See Canvas

### Prep-Session 2

Date: Friday 11/11/2016 from 1:00-5:00pm  
 Topic: Humanitarian Emergency Management – Forced Migration  
 Outcomes: Compare US and EU organizations and policies on forced migrations  
 Readings: See Canvas

### **Prep-Session 3**

Date: Friday 11/08/2016 from 1:00-5:00pm  
 Topic: Humanitarian Emergency Management – Global Slavery  
 Outcomes: Comprehend the connection between emergencies and development  
 Readings: See Canvas

### **Immersion Session 4 – Day 1**

Date: Monday 01/09/2017  
 Activity: Jesuit Refugee Service: Partnership leadership, Project management, Service, Accompaniment and Advocacy  
 Meeting and the leadership of International Office of Jesuit Refugee Service (JRS-Int.). Presentations and discussions on the JRS value and managerial practices worldwide.  
 Outcomes: Identify Jesuit humanitarian values, challenges and approaches  
 Readings: See Canvas  
 Assignment: Case Analysis: submit it on Canvas by the end of the day.

### **Immersion Session 5 – Day 2**

Date: Tuesday 01/10/2017  
 Activity: Humanitarian Emergency Management & Refugee Service in Italy (JRS Italy)  
 Intervention of managers of Jesuit Refugee Service – JRS-Italy, an ONLUS (nonprofit)  
 Outcomes: Identify Italian policies and managerial practices for the refugee crisis  
 Readings: See Canvas

### **Immersion Session 6 – Day 3**

Date: Wednesday 01/11/2017  
 AGI Activity: Religious and cultural aspects in refugee service (Caritas Rome)  
 Meeting with managers, staff, volunteers and refugees of the Centro Caritas  
 Possibly participating in an audience with Pope Francis in the Vatican, an international advocate for refugee rights.  
 Outcomes: Analyze the cultural and religious values in humanitarian work  
 Readings: See Canvas

### **Immersion Session 7 – Day 4**

Date: Thursday 01/12/2017

- AGI Activity: National refugee policies and international legal normative for AHT  
Meeting with representatives of the Italian Refugee Council (Consiglio Italiano Rifugiati)  
Visit to Centro Astalli – testimony of volunteers, staff and refugees
- Outcomes: Critical analysis of national and international legal contexts for refugees and anti-human trafficking.
- Readings: See Canvas

### **Immersion Session 8 – Day 5**

- Date: Friday 01/13/2017
- AGI Activity: United Nations approaches to humanitarian emergencies (UNHCR)  
Visit of the United Nations Offices and meeting with UNHCR representatives
- Outcomes: Recognize the best practices and most effective strategies of UN agencies responding to humanitarian emergencies.
- Readings: See Canvas

### **Immersion Session 9 – Day 6**

- Date: Saturday 01/14/2017
- Activity: Wrap-up exercise to transition the experience from global to local
- Outcomes: Recognize the personal, organizational and institutional aspects of humanitarian emergency management and refugee service in Italy, Europe and in California and the United States.
- Readings: See Canvas

### **Post-Session 10**

- Date: Friday 02/03/2017 from 1:00-5:00pm
- Topics: Debriefing from the experiential activities and definition of the plan of action.  
Plan of action in coordination of the collaborative projects.  
Preparation of the spring activities in relation to the USF4Freedom conference
- Assignment: Experiential Blog. Post it on the AGI-Rome blog.
- Readings: See Canvas

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END OF NPA 663A COURSE: THIS COURSE SPECIFIC ASSIGNMENTS AND ADDITIONAL ACTIVITIES WILL BE HELD ONLINE THROUGH CANVAS AND ZOOM. See Canvas announcements on updates.

### **Post-Session 11**

- Date: Friday 02/10/2017 from 1:00-5:00pm
- Topics: International Organizations and Cross-Sector Responses

Cases from the field and in class speakers from the San Francisco Department for Emergency Management.

FEMA and related local government agencies and NPO partnerships.

Assignment: Paper proposal

Readings: See Canvas

### **Post-Session 12**

Date: Friday 02/17/2017 from 1:00-5:00pm

Topics: International organization's perspectives on diminishing community vulnerability and increasing community resilience: The emerging trends and best practices across sectors.

UN-OCHA and related agencies

Assignment: Paper presentation

Readings: See Canvas

### **Post Session 13**

Date: Friday 02/24/2017 from 1:00-5:00pm

Topics: Sustainable Human Security: Post conflict and conflict management issues in relation to humanitarian assistance.

Challenges and effective strategies for human security during complex humanitarian emergencies

ICRC, RED CROSS, IFRC, The International Red Cross and Red Crescent Movement

Readings: See Canvas

### **Post-Session 14**

Date: Friday 03/03/2017 from 1:00-5:00pm

Topics: Trends and solutions in humanitarian emergency

Rapid assessments and other methods for assessing the needs, monitoring the effectiveness, and evaluating the impact of policies and programs related to human emergencies.

Readings: See Canvas

Assignment: Paper submission

### **Post-Session 15**

Date: Friday 04/07/2017 USF4Freedom Conference from 1:00 to 5:00pm

Activity: USF4Freedom Conference. Read more at <http://www.usf4freedom.org/>

Readings: See Canvas

Assignment: Conference presentation of paper / poster.

## PROGRAM LOGISTICS

### Program Fee

The USF Provost Office determines the final amount of the AGI program fee. The cost of the program is kept to a minimum in order to provide opportunities for students to participate, learn and contribute to these important fields. The program fee covers the hotel (double occupancy room for 6 nights) along with a welcome dinner, breakfasts, and certifications of participation. Students are responsible for their airfare, ground transportation, additional meals and visa (if needed). Flights should be arranged individually with the USF preferred travel provider: Christopherson Business Travel: 800-285-3603 [university.travel@cbtravel.com](mailto:university.travel@cbtravel.com).

### Preparation and Information

The University of San Francisco's Center for Global Education highly recommends students to visit the following websites for information about travel documentation, health and safety, and other useful travel tips:

- <http://www.studentsabroad.state.gov/>
- [http://travel.state.gov/travel/tips/tips\\_1232.html](http://travel.state.gov/travel/tips/tips_1232.html)
- [www.globaled.us](http://www.globaled.us)

For additional information concerning a country's travel status, please consult the following websites:

- <http://travel.state.gov>
- <http://www.treasury.gov/offices/enforcement/ofac/programs/>
- <http://wwwn.cdc.gov/travel/notices.aspx>
- <http://www.who.int/csr/don/en/>

The more information on USF policies and requirements for AGI see the Handbook For USF-Sponsored International and Off-Campus Programs available at

- <https://myusf.usfca.edu/study-abroad>
- [https://www.usfca.edu/Provost/Senior\\_Vice\\_Provost\\_for\\_Academic\\_Affairs/](https://www.usfca.edu/Provost/Senior_Vice_Provost_for_Academic_Affairs/)

### Program Planning Disclaimer

This program and course narrative represents the most up-to-date description of the activities, requirements and expectations. The instructor reserves the right to make changes to the program itinerary and syllabus based on the availability of the speakers and the needs of partnering organizations. Students will be adequately informed of any changes. However, students should also collaborate with cultural intelligence and flexibility toward our hosts, partners, and collaborators. We will represent the University of San Francisco, a Jesuit Institution, and a group of citizens from the United States. Please be aware of our personal and collective responsibilities and do your best to adequately represent us.

## EVALUATION CRITERIA

**Review Of Assignments:** The instructor will review your submitted written assignment within a week. You will be able to view the qualitative (rubric) and quantitative (points) of your weighted assignment in



Canvas grade book. Most assignments are reviewed through a rubric following the criteria explained in the description of the each requirement.

**Grading Criteria:** The evaluation of the student's performance in the requirements described in this syllabus follows this grading scale. It is the student's responsibility to read carefully, ask questions and acknowledge the requirements and responsibilities defined in this syllabus and regulated by university policies for graduate students. The syllabus is a contractual agreement defining the expectations and criteria for the evaluation. The instructor will share both the scores and qualitative evaluation of the assignments on Canvas. Students should keep track of your course grade progress online and ask for additional explanations when needed.

Qualitative Value	Letter Value	Numeric score
Excellent <i>Above expectations</i>	A+	100 to 97
	A	<97 to 94
	A-	<94 to 90
Very Good <i>Meet Expectations</i>	B+	<90 to 87
	B	<87 to 84
	B-	<84 to 80
Satisfactory <i>Below Expectation</i>	C+	<80 to 77
	C	<77 to 74
	C-	<74 to 70
Unacceptable <i>If final grade, student must repeat the course</i>	D+	<70 to 67
	D	<67 to 64
	D-	<64 to 61
Failed	F	<61

**Rigorousness:** This course includes a variety of assignments designed to develop your academic knowledge and analytical skills as well as your personal and professional competencies to effectively manage and lead nonprofit organizations. The criteria of evaluation and grading for this graduate course in a professional program requires you to fulfill all the requirements in details while possibly exemplifying your creative and excellence by exceeding the expectations. Simply fulfilling all the requirements, as described in the rubric above and narrative below, reaches a "B" level grade. To arrive at an "A" level grade you would need to exceed in the requirement and demonstrate some above level of performance through creativity and innovative approaches. The following explanation of the level of

performances for written assignments may be helpful to understand the general criteria that the instructor will use in the evaluation of your work.

### Performance level

- An A (above average) level performance paper is unique, original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is a unique and original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all the assignment with all the specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. The work is presented in a professional and appropriate format, style and design.
- The B (meets expectations) level paper falls short of an “A” paper usually in style and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually very few; or it has some awkward phrases--but in either case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The “B” paper addresses the assignment directly and satisfies almost all of its requirements.
- The C (below expectations) level paper addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A “C” paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a “C” paper usually lacks a sense of individuality of author or sense of authority. A “C” paper often has an "anonymous" quality to it, restating standard opinion or assertions without going into significant depth.
- The D level grade is assigned when students avoid assignments or completely miss the specific requirements. The F level grade will result from the unsatisfactory completion of the requirement and/or a combination of basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

### Written Work

The preferred styles for written works and citations are the Chicago Style -- See [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) and <https://owl.english.purdue.edu/owl/resource/717/01/> -- or American Psychological Association (APA) [www.apastyle.org](http://www.apastyle.org). Please be familiar with this style through the many online and library resources including the Official APA style site at or the Purdue Online Writing Lab [www.owl.english.purdue.edu/owl/resource/560/01](http://www.owl.english.purdue.edu/owl/resource/560/01).

To help students meet graduate-level and MNA standards, students should pay particular attention to their professional writing. Good quality writing implies clarity, organization, accuracy, presentation, logic, relevance, scholarship, originality, comprehensiveness, and significance. If you need assistance, you may find useful an old standard, Strunk and White, *Elements of Style* available online: [www.bartelby.net/141](http://www.bartelby.net/141). Also, you may find useful to review definitions from The Economist Style Guide at <http://www.economist.com/styleguide/introduction>. You may also want to get assistance from USF's Learning and Writing Center at <http://www.usfca.edu/lwc/>.

Unless otherwise required for specific assignments, the general expectations for written assignments are: LINE SPACING: Double-space all papers; MARGINS: Use one-inch margins throughout; FONT: Use

Arial or Times New Roman font (no bold); FONT SIZE: Use 11 or 12 point; RUNNING HEAD: Top left. PAGE NUMBER: Top right. Unless notified otherwise, send all assignments to the online assignment drop box on Canvas.

## INSTRUCTOR AND COURSE POLICIES

**Time and Life Management:** Please note that the calendar of in-class and study sessions is designed for maximizing your study, organization of group work and other assignments. This should be helpful to you as you balance study with your professional activities and work commitments. Remember that you, as graduate student, are the primary responsible agent for the planning your study and required activities. Graduate studies are a privileged opportunity to study subjects and enhancing your competencies while balancing this commitment with your life and other work commitments. If there are unfortunate circumstances that would impede you to maintain a good quality performance do not hesitate you seek help with the University's appropriate channels and/or by seeking advice from the University's Student Life <http://www.usfca.edu/studentlife/>, and the academic / professional designated advisor in the School of Management. If possible, please anticipate the difficulties and set up a meeting with the instructor to find possible adjustments or alternative solutions.

**Attendance:** In accordance with the university's policies, the instructor requires students to attend all scheduled classes. Full participation is an essential element of active participation and requires your prepared, punctual and engaged presence through the entire period. This can be face to face (F2F) or real time online (synchronous). Absences may affect the final grade or eligibility to sit for the final paper/examination. When students have a work or family commitment that would conflict with the course schedule they can ask permission to the instructor for the submission of a FOUR page paper summarizing their comprehension of the readings and topics of the missed session, along comments referring to discussions in the recorded session. One or two missed session can be recuperated with this additional paper. More than two absences will seriously compromise the student's performance and he/she should consider dropping the course.

**Late Papers:** No late submissions are accepted. Under special circumstances and with the prior written permission of the instructor (at least 24 hours before the assignment due date/time), the assignment will receive a 5 to 10 points penalty.

**Final Evaluation:** Students are responsible to monitor their progress through the Grade book on Canvas, which includes both qualitative and qualitative evaluations of the performance in the various assignments of the course. The evaluation follows specific criteria and carefully designed rubrics linked to the assignment description and general expectations of quality, analysis and professional production for a graduate program of this kind. At the end of the course, the instructor will calculate the final grade based on the weighed performance on the assignments and eventually adjust the final grade based on the extra credit performance of the student as demonstrated throughout the course and through the social media and other online support systems.

**Incompletes:** Incompletes are generally not granted. Under special circumstances and with the written permission of the instructor, students who have completed more than 75 percent of the course requirements would need to agree on a new submission date within the following semester calendar. In this case, the assignment(s) would have to be submitted both in the online drop box as well as in an attachment document in an email to the instructor. According the University Policy, "An Incomplete "I"

grade or Not Recorded "NR" not removed by the end of the subsequent semester will be converted automatically into a Failing "F" grade. It is the student's responsibility to complete course work in a timely manner." [www.usfca.edu/policy](http://www.usfca.edu/policy)

**Electronic Usage/Competence:** The use of laptops and mobiles are permitted only to complement the active learning in class discussions and activities. Usage outside of this scope is not permitted. The participation in this course implies a student's adequate level of electronic competence. You should also become familiar with Learning Management Systems (LMS) like Canvas, and other online communication tools like Zoom. Learn more from the Lynda.com training resources and other electronic resources available at USF Information Technology Services (ITS) <http://www.usfca.edu/its/learning/cit/>

**Turn-It-In Disclosure:** Please be aware that written assignments are checked with the Turn-It-In system assessing the originality of your writing. Please make sure to properly cite in between quotation marks when borrowing other author's text (including websites, articles, reports, etc.). Write your own text and avoid using texts from previously submitted paper as this is also tracked and measured in Turn-It-In. With the advent of technology is very easy to access electronic texts for your writing assignments. However, it is also very easy to track your sources. Please act according to your integrity and responsibilities as a student.

**Collaboration:** Nonprofit administration requires an exceptional collaborative capacity to effectively work with diverse teams and multiple stakeholders. The successful completion of this course requires a collaborative (not competitive) attitude demonstrated through the semester. Group works are often randomly assigned and volunteer group works are encouraged. Group works implies a collaborative environment and an equally distributed level of work among each member of the group. Group members will receive by default group evaluation. If concern is raised regarding the not so adequate level of collaboration the faculty will solicit the independent self-evaluation of each member of the group and assign an individual grade in fairness to the students. For any complaint, please approach the instructor confidentially through email.

**Discussions:** Divergent thinkers and critical thinkers, even those who may disagree with the instructor or the majority of the students, are very welcome. Their questions and questioning could be very important for the learning objectives of the course. However, like any other intervention, they need to be substantiated by informed arguments from the readings or other reputable sources.

**Service:** Although the primary subject of the course is you as learner, the practice and professional preparation of nonprofit work requires an embedded attitude toward community engagement, service-learning, and organizational development. Through this course and your program, you are expected to preform a variety of exercises and assignments that would include organizations, managers and communities. The perspective is not to see them as 'laboratories' for your learning but rather our collaborators to do good and doing it well.

**Communication:** The instructor will respond to email inquiry no later than 24 hours. Other types of communication (phone, chat, Skype, etc.) are welcomed as well. If you have a specific question you are encouraged to write it in an email. The instructor will provide you with a specific response. Please write the email professionally specifying the your name, course, matter, etc. You are also encouraged to meet in person with the instructor at least once during the length of the course.

**Syllabus Rights and Responsibilities:** Your have the right and the responsibility to understand the syllabus and its requirements, expectations and plans. It is the instructor's responsibility to explain the

details of the course plans, requirements and expectations at the beginning of the course. This is your course planning tool, your reference guide and your contract. In general the syllabus will not be changed during the course. However, the instructor reserves the right to make changes and adjustments to the document throughout the course, as needed. In this case, students will receive a timely and written communication.

**Teaching Effectiveness Survey:** USF students complete an online evaluation survey assessing the quality of instruction of the course. The new online survey of teaching effectiveness runs on the Blue Course Evaluation System by eXplorance. Access to Blue is available through Banner Self-Service and Canvas. Log on with your USFconnect userID and password. Students should take these evaluations seriously using this confidential tool as a way to contribute to the betterment of course and the more effective teaching of the subject through constructive and objective feedback. Your participation and comments are very important to the administration and have serious weight in the evaluation of the course and instructor.

## UNIVERSITY AND SCHOOL POLICIES

**Academic Honor Code:** As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. This Honor Code applies to all students (undergraduate and graduate) in the College of Arts and Sciences, the School of Management and the School of Nursing and Health Professions. Faculty and students in the School of Education and the School of Law should consult their own schools for proper procedures. Students enrolled in distance learning (online courses) are subject to these policies as well as supplemental policies set forth by their program. Please read carefully the definitions and specificity in the Honor Code document enlisted here: <http://www.usfca.edu/catalog/policies/honor/>

**Plagiarism and Academic Dishonesty:** The University expects students to be honest in their academic work. Academic dishonesty is viewed as an ethical issue and a violation of the principles of justice and personal responsibility inherent in the University's ideals as expressed in its Statement of Mission and Goals. In particular, students must refrain from plagiarism, cheating and collusion in connection with examinations and must acknowledge fully all sources and all assistance received in work submitted to the faculty for evaluation. In the event of academic dishonesty in class assignments or examinations, the instructor will normally assign an "F" with no possibility of making up the grade by means of additional work. In serious cases the instructor will normally assign an "F" for the course and will notify the Academic Honesty Committee. Specific information on the policy and procedures regarding Academic Honesty are available in the Offices of the Deans and Vice President for Academic Affairs and in the Policies section of this catalog. The student's right to appeal is protected by University policies. Information on this also is available in the Offices of the Deans and the Vice President for Academic Affairs.

**School Diversity Statement:** All persons, regardless of age, race, religion, gender, physical disability or sexual orientation shall have equal opportunity without harassment in the School of Management courses and programs. Any harassment should be reported immediately to either the classroom instructor or the department head.

**Social Justice Statement:** I strongly concur with that commitment and expect to maintain a positive learning environment based upon open communication and mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

**USF Student Honor Pledge:** As a University of San Francisco student, I pledge to honor the Jesuit values of the University by upholding the highest standards of honesty and integrity in my academic work and respect in my personal interactions with members of the USF community. I also intend to use the knowledge and skills I gain through my education for the common good. Read more from the FogCutter Students Handbook at <http://www.usfca.edu/fogcutter/>

**Students with Disabilities:** If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

**Honor Society Nu Lambda Mu** is the international honor society established by the Nonprofit Academic Centers Council (NACC) to recognize students dedicated to the study of nonprofit management, philanthropy, and social entrepreneurship/enterprise. Its mission is to advance the study of nonprofit organizations and their function in society and to promote scholarly achievement among those who engage in these academic pursuits. In order to become a member of Nu Lambda Mu the student must: Be a current graduate student or possess a graduate or certificate from a NACC-affiliated program. Have completed a minimum of 50% of their required degree-program coursework, or all required coursework for a graduate certificate. Hold a minimum 3.7 GPA. Read more at <http://nonprofit-academic-centers-council.org/>

**Honor Society Pi Alpha Alpha** is the National Honor Society for Public Affairs and Administration. Membership is restricted to those students who have obtained a minimum GPA of 3.7. Master Degree students must have completed at least fifty percent (50%) of the required course work (a minimum of 18 semester hours or 27 quarter hours). Read more at <http://pialphaalpha.org/>

**Honor Society Alpha Sigma Nu** is the honor society of Jesuit institutions of higher education, recognizes those students who distinguish themselves in scholarship, loyalty and service. The only honor society permitted to bear the name Jesuit, Alpha Sigma Nu encourages its members to a lifetime pursuit of intellectual development, deepening Ignatian spirituality, service to others, and a commitment to the core principles of Jesuit education. Read more at [www.alphasigmanu.org](http://www.alphasigmanu.org)