A PROFILE OF VOLUNTEER MANAGEMENT EDUCATION

Jody Webb, Graduate Assistant
Arkansas Public Administration Consortium
Arkansas Institute of Government
University of Arkansas at Little Rock

Research Project: *A Profile of Volunteer Management Education.*

Presented By: *Jody Webb - Graduate Assistant*
Arkansas Public Administration Consortium
Arkansas Institute of Government
University of Arkansas at Little Rock.

Prepared For: *The Association for Volunteer Administration*
The A.P.A.C. Board of Directors and
Volunteer Directions.

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Abstract

In 1992, the Association for Volunteer Administration Subcommittee on Higher Education was assigned the task of developing a comprehensive listing and of volunteer management education. The purpose for this project was to identify, locate and profile institutions of higher education that offered a specific curriculum in the area of volunteer administration and management. The project profile developed is the first of its kind and represents the culmination of these efforts.

This project shows the types of programs offered by colleges and universities in the United States and Canada, the number of hours needed to complete these programs, the type of degree confired upon completion of the program, and addresses coverage of the five competency areas established by the A.V.A. Recommendations for the use of this project are also discussed.

A Profile of Volunteer Management Education

Introduction

"It's not simply volunteering, but the personal act of helping another individual in need, which gives us membership in a community. Giving and expecting nothing in return is what it means to be a citizen. When you volunteer, you confirm your citizenship. Volunteering ... it's an act of heroism...it does more than to help people beat the odds; it changes the odds" - President George Bush

Recognition by President Bush represents a major step for the volunteer community. According to American Red Cross Director, Elizabeth Dole, volunteerism is the heart and soul of the organization (Dole, 1992). For more than 89 million Americans, the volunteer movement provides an avenue for expressing the desire to help others. More and more communities are turning to volunteer efforts to extend public services.

According to the New York Governors Office for Voluntary Services, efforts by colleges and universities to involve students in voluntary community service has grown steadily. Director Joyce Black states that this trend reflects the increasingly important role that volunteerism is playing and is expected to play, in the life of our nation. The report of the Governors Office also asserts that when young people are given the opportunity to participate in meaningful community activities that service becomes a life long commitment (Black, 1990). This profile seeks to bestow some recognition to these institutions for their efforts.

General Overall Purpose

To this point in the history of volunteer management education, many of the educational institutions promoting the cause have done so quietly. The Association for Volunteer Administration felt it was time to show the strength of volunteerism in North America and embarked on this study. The purpose of this study is to locate and identify institutions of higher education that offer a curriculum in the area of volunteer administration and management.

Statement of the Problem

The *Chronicle of Philanthropy* reported in 1990, that at least 41 colleges and universities offered courses to train people who manage volunteers. (*Chronicle*, 1990) This report was based an a survey by the Association for Volunteer Administration's Task Force on Higher Education.(Chronicle;1990) In 1991, the Compendium of Resources for Teaching About the Nonprofit Sector, Volunteerism and Philanthropy listed 27 such programs.(Compendium; 1991) Only four of these programs had been identified by the A.V.A. Task Force.

Such randomization proved the need for developing a comprehensive list of volunteer management education programs. In 1992 the newly named A.V.A. Subcommittee on Higher Education voted to take on this task. The Subcommittee also agreed that it would be beneficial to produce a profile of these programs. Of particular interest was program type; the number of courses needed to complete the program; the degree awarded upon completion of the program and and if the program covered the five competency areas identified by the A.V.A. Performance Based Certification Program in Volunteer Administration (Attachment I). It should be noted that the A.V.A. requested that this profile include not only the United States, but Canada as well.

Description of the Project

The project began with a file of information gathered and supplied by the A.V.A.'s resource library. This file contained general information from 20 schools that had been identified as offering a volunteer management curriculum. The file also contained the Compendium of Resources for Teaching About the Nonprofit Sector, Volunteerism and Philanthropy and a listing from the *Chronicle of Philanthropy* which provided point of contact information.

The instrument of measurement for the data was selected after reviewing the materials provided by the A.V.A.. A Code Sheet and Survey Instrument was drafted which reflected the specific information requested (Table 1). A format sheet was then developed using the Microsoft Excel program (Attachment II). After entering the available data, a telephone survey was conducted in order to insure quick response and a 100% response rate.

Table 1:   Code Book and Survey Instrument

Program **Type**

1. University - Undergraduate / Graduate Course
2. Community College
3. Graduate Program
4. University Sponsored / Community Based

Courses- By number of courses needed to complete program.

Degree Awarded Upon Completion of Program.

1. Non-Credit Certificate
2. Major or Minor Degree
3. University Credit / Certificate

Does The Program Address These **Competency Areas** ?

1. Planning and Organization
2. Staffing and Directing.
3. Controlling (Monitoring, Evaluation and Documentation.
4. Individual, Group and Organizational Behavior.
5. Grounding (History, philosophy and regulations).

Coded for each category: (Uses Dummy Coded Variables 0 = Yes ; 1 = No)

Total Competency Areas - By Number of Areas Covered

In addition to the **41** programs listed by the *Chronicle* and the **27** programs listed in the Compendium, Margaret Grayson of California State University-Los Angeles provided a list of seven other schools in the American Humanics curriculum and a representative of Regina University in Canada added Ryerson University. Therefore in addition to the information provided by A.V.A., **76** additional programs were contacted, for a total of **96** programs. Telephone contact was initiated on February 27 and completed on April 9.

Upon completion of the telephone survey, the data was processed using the Statview statistical program. Aggregate numbers were also entered into the DeltaGraph charting program.

Findings

A total of **49** volunteer management education programs were identified and listed as meeting the requirements and purpose of the project (Table 2). **Twenty-five** programs from the *Chronicle* list were identified as having a volunteer management curriculum, and only **8** of the programs in the Compendium qualified. All of the American Humanics Departments met the curriculum established by the A.V.A and the Humanics Requirements have been included with this report (Attachment III). An address list for programs that were contacted by telephone has also been included (Attachment IV). For those schools that were not previously listed, the surveyor requested that a packet of materials be sent to the A.V.A. offices.

Among the volunteer management education programs: **49%** are university based undergraduate / graduate classes; **21%** are graduate degree programs; **19%** are university sponsored / community based programs; and **11%** are community colleges (Table 3). An average of **10** courses is needed to complete a program. **Twenty-seven** schools require from 5 to 10 courses, **16** schools require 11 - 15 courses, and only **three** schools require more than 15 courses (Table 4). Upon completion of the program, **24** schools award college credit and a certificate of completion, **10** schools award credit for the program as a major or minor curriculum, and **13** schools award a certificate upon completion of a non-credit program (Table 5). In the competency areas, Planning and Organization, Staffing and Directing and Individual, Group and Organizational Behavior are covered by **98%** of the schools, Grounding by **91%**, and Controlling by **89%** (Table 6) In addition, **79%** of the programs cover all five competency areas; **17%** cover four of the competency areas and **4%** cover three competency areas. No program covered less than three competency areas (Table 7).

It was originally intended that non-profit organizations offering volunteer management programs should be identified. However, as the survey progressed, it was discovered that most the volunteer community was mainly concerned about programs based in institutions of higher education. For informational purposes, the Human Services Institute (Greensboro, N.C.), the United Way (Cleveland, OH) and the Volunteer Center of Greater Orange County (Santa Ana, CA.) fall into the category of non-profit organizations offering a volunteer management curriculum.

It should also be noted that two schools did offer either a single course or a one day seminar in volunteer management. They are American International College and the University of Houston. Since they did not meet the curriculum category they shall only be listed under this section of the report.

Recommendations

Each of the programs contacted is very interested in the work of the Association for Volunteer Administration. As per the request of each university contacted, it is recommended that the A.V. A. send a copy of this profile and information regarding the A.V.A. to each of the programs identified. In exchange, each of the programs with no previous file of information has agreed to provide a information brochure. It is further recommended that the information gathered for this project should be used to study the different types of volunteer management education programs offered.

Table 2: A Comprehensive List of Volunteer Management Education Programs in the United States and Canada.

Arkansas Public Administration Consortium	James Madison University
University of New Hampshire	Metro State University
Volunteer Center - Orange County	York University
Antioch New England Graduate School	Lewis and Clark/ Portland State Univ.
Human Resources Institute	University of Colorado - Boulder
Niagra County Community College	Prince George's Community College
Vermont College of Norwich University	Grant MacEwan Community College (C)
Regis University	Norwich University Center
Indiana Univ./Purdue Indianapolis	Tufts University
University of St. Thomas	* Arizona State University
California State University-Los Angeles	California State University-Heyward
William Rainey Harper College	Murray State University
Wayne State University	Rutgers University
High Point College	University of Akron
Community College-Allegheny County	University of Wisconsin-Milwaukee
Ryerson University (C)	Humbolt State University
Univ. of Missouri - Kansas City	Knoxville College
Lindenwood College	Missouri Valley College
University of San Diego	San Diego Volunteer Resource Center
Pepperdine University	Pepperdine Volunteer Resource Center
Salem-Teikyo University (West Virginia)	University of Northern Iowa
Vancouver Community College (C)	Biola University
Georgia State University	Virginia Polytechnique University
Sinclair Community College	Seton Hall University
College of Du Page	
Case Western University	Hunter College
(Being added)	(Being redeveloped)

C = Canada

Table 3: <u>Volunteer Management Education</u>
<u>Program Types   By Percent</u>.

University Sponsored / Community Based
19%

Undergraduate / Graduate Classes
49%

Graduate Program

21%

Community College

11%
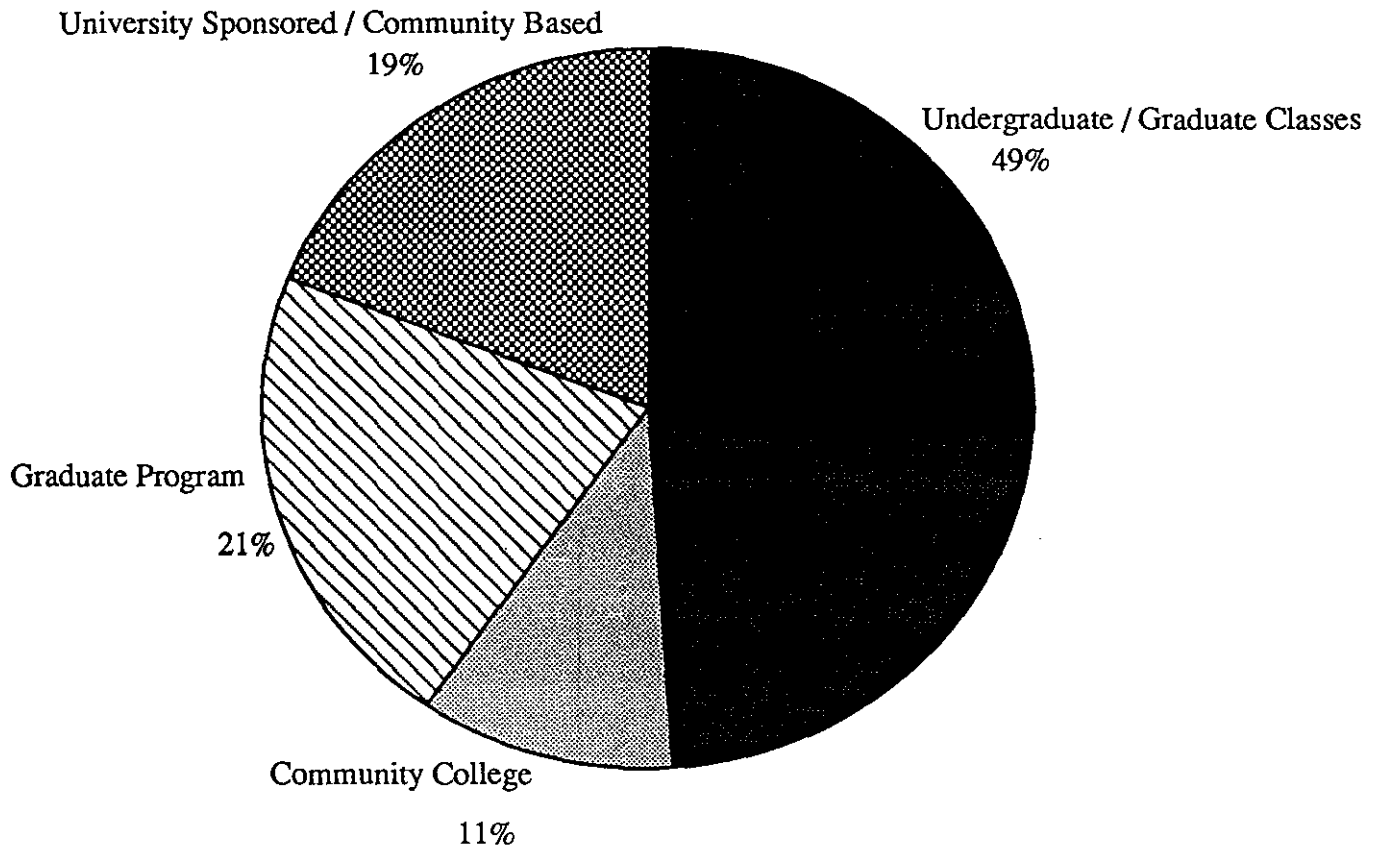
Table 4: <u>Number of Courses Needed</u>
<u>To Complete Program</u>.

5 - 10 Courses	27
11 - 15 Courses	16
More Than 15 Courses	3

Table 5: <u>Type of Degree Awarded Upon</u>
<u>Completion of Program</u>.

By Number of Schools
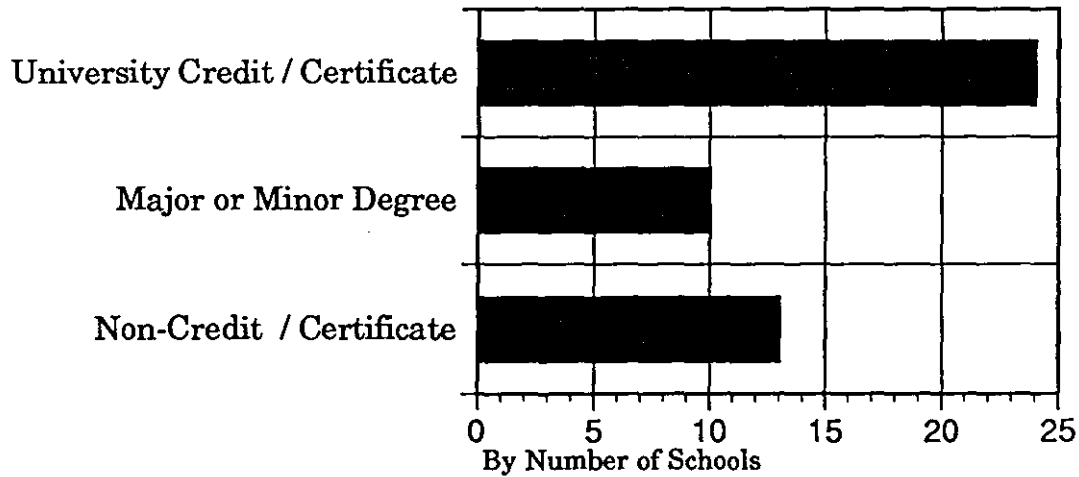
Table 6: Coverage of Individual Competency Areas
By Percent.

Competency Area	Percent Covered
Planning and Organization	98%
Staffing And Directing	98%
Controlling (Monitoring and Evaluation)	89%
Individual, Group and Organizational Behavior	98%
Grounding (History, Philosophy and Regulations)	91%

Table 7: Total Competency Areas Covered
By Percentage.

Legend:
- ■ Less Than Three *
- ▨ Three
- ■ Four
- ▨ Five

* No Program Covered Less Than Three Competency Areas

4%
17%
79%
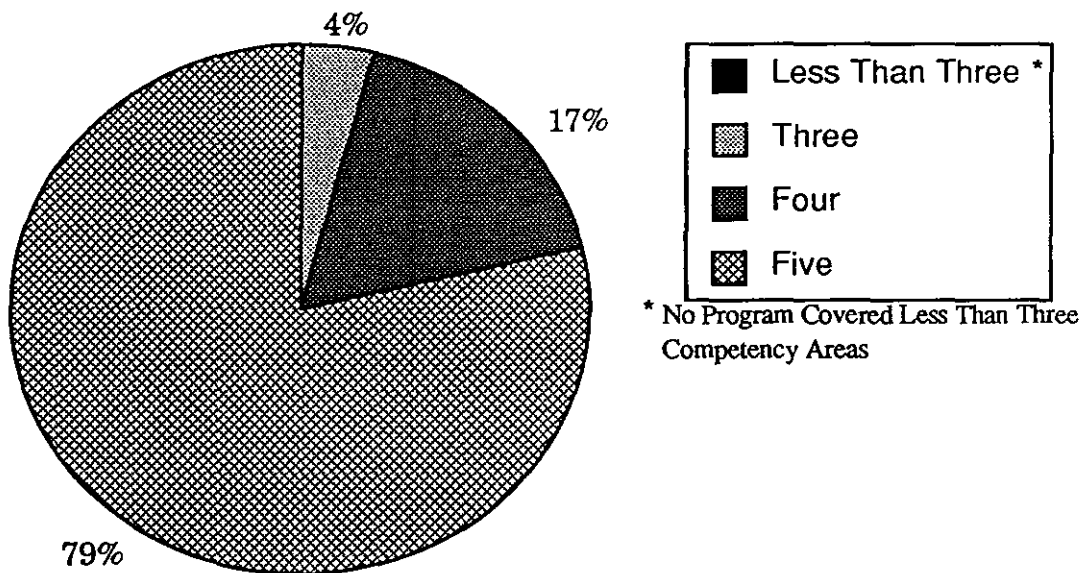
References

Dole, Elizabeth; 1992. Speech at the Seventy-Fifth Anniversary of the Arkansas American Red Cross Chapter (Excerpt). April 16.

Black, Joyce; 1990. <u>Volunteerism:</u> "An Introductory Course for College Students". The Governors Office for Volunteer Services; Albany, New York. p.i.

Chronicle of Philanthropy; 1990. "Colleges and Universities With Courses to Train People Who Manage Volunteers". (July 24) p.28.

<u>Compendium of Resources for Teaching About the Nonprofit Sector, Volunteerism and Philanthropy</u> ; 1991. Nancy L. Crowder and Virginia A. Hodgkinson, (ed.). Independent Sector, Washington, D.C. pp.133-136.

Attachment I: Competency Areas Identified by the Association for
Volunteer Administration Performance Based
Certification Program in Volunteer Administration.

I. PROGRAM PLANNING AND ORGANIZATION REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:

    A. Demonstrate knowledge of the agency/organization including its mission/purpose, its structure and the policies or regulations that affect its operation.

    B. Demonstrate the capability to engage in planning activities, armed with adequate information about the community and the agency/organization, which set the course of action for the volunteer program through goals, objectives and action plans.

    C. Demonstrate the ability to make decisions.

    D. Establish structures and procedures to enable the smooth operation of the program.

    E. Assign the activities necessary to accomplish the goals and objectives of the program through delegation and coordination.

    F. Demonstrate knowledge of the target population, your agency/organization serves, including needs, strengths, limitations.

II. STAFFING AND DIRECTING FUNCTIONS REQUIRE THAT THE VOLUNTEER ADMINISTRATOR:

    A. Demonstrate knowledge and expertise in planning and conducting successful recruitment campaigns.

    B. Demonstrate knowledge and capability in selecting appropriate persons to fill positions.

    C. Demonstrate knowledge of the growth and development needs of personnel and assure that these needs are addressed.

    D. Demonstrate the ability to motivate, communicate with, and lead volunteers and paid staff.

    E. Recognize the accomplishment of personnel.

    F. Facilitate the transition of volunteers to other life experiences.

III. CONTROLLING FUNCTIONS REQUIRE THAT THE VOLUNTEER ADMINISTRATOR:

    A. Demonstrate the ability to monitor and evaluate total program results.

    B. Demonstrate the ability to document program results and to apply this information to future planning.

IV. INDIVIDUAL, GROUP AND ORGANIZATIONAL BEHAVIOR REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:

    A. Demonstrate the ability to work effectively with many different segments of the population.

    B. Demonstrate a knowledge of group process and the ability to work with, and as, a member of groups.

    C. Demonstrate the knowledge of social organizations, and dynamics of change.

V. GROUNDING IN THE PROFESSION REQUIRES THAT THE VOLUNTEER ADMINISTRATOR:

    A. Demonstrate knowledge of external regulations affecting volunteerism.

    B. Demonstrate knowledge of the history and philosophy of voluntary action and trends affecting volunteerism.

    C. Demonstrate knowledge of the profession of volunteer administration.

Attachment II: Format Sheet for Data Entry using Microsoft Excel.

A Comparison of Volunteer Programs

	A	B	C	D	E	F	G	H	I	J
1	Organization	Type	Sessions	Degree	Comp. Area 1	Comp. Area 2	Comp. Area 3	Comp. Area 4	Comp. Area 5	Total
2	James Madison Univ.	1	23	3	1	0	1	0	0	3
3	Metro State Univ.	1	10	3	0	0	0	0	0	5
4	Indiana Univ./Purdue at Indianapolis	3	16	2	0	0	1	0	0	4
5	Volunteer Center - Orange Co.	4	12	1	0	0	1	0	0	4
6	Tufts Univ.	3	13	2	0	0	0	0	0	5
7	Antioch New England - Grad.	3	20	2	0	0	0	0	1	4
8	Lewis & Clark/ Portland St.	1	11	3	0	0	1	0	0	4
9	Univ. of St. Thomas	3	13	1	0	0	0	0	0	5
10	Human Services Inst.	4	5	1	1	0	0	0	1	3
11	Niagra Co. Community College	2	8	1	0	0	0	0	0	5
12	College of Norwich Univ. (Vermont)	3	6	2	0	0	0	0	0	5
13	Univ. of Colorado - Boulder	1	15	1	0	0	0	0	0	5
14	Regis University	3	10	2	0	0	0	0	0	5
15	Prince George's Community College	2	13	1	0	0	0	0	0	5
16	Grant MacEwan Community College (C)	2	12	1	0	0	0	0	0	5
17	York University	5	6	3	0	0	0	0	0	5
18	University of New Hampshire	1	14	3	0	0	0	0	0	5
19	A.P.A.C.	5	6	1	0	0	0	0	0	5
20	Norwich Univ. Center	5	6	1	0	0	0	0	0	5
21	Arizona State University (H)	1	6	3	0	0	0	1	0	4
22	College of Du Page	5	*	3	0	0	0	0	1	4
23	Biola University	1	15	3	0	0	0	0	0	5
24	California State-Heyward	1	10	3	0	0	0	0	0	5
25	California State-Los Angeles (H)	1	9	3	0	0	0	0	0	5
26	Rutgers University	5	9	1	0	0	0	0	0	5
27	University of Missouri -K.C.	3	12	2	0	1	0	0	0	4
28	Humbolt State University	5	6	3	0	0	0	0	0	5

Prepared By : Jody Webb - A.P.A.C. Graduate Assistant

A Comparison of Volunteer Programs

	A	B	C	D	E	F	G	H	I	J
29	Georgia State University (H)	1	6	1	0	0	0	0	0	5
30	William Rainey Harper College	2	7	1	0	0	0	0	0	5
31	Murray State University (H)	1	8	3	0	0	0	0	0	5
32	Virginia Polytechnic University	3	10	2	0	0	0	0	0	5
33	Sinclair Community College	5	15	3	0	0	0	0	0	5
34	High Point College	1	11	3	0	0	0	0	0	5
35	University of Akron	1	8	3	0	0	1	0	1	3
36	University of San Diego (H)	1	6	3	0	0	0	0	0	5
37	U.S.D. Volunteer Resouce Center	1	9	3	0	0	0	0	0	5
38	Allegheny County Community College	5	7	3	0	0	0	0	0	5
39	University of Wisconsin-Milwaukee	3	11	2	0	0	1	0	0	4
40	Ryerson University (C)	5	6	1	0	0	0	0	1	4
41	Vancouver Comunity College (C)	2	12	1	0	0	0	0	0	5
42	Knoxville College (H)	1	9	3	0	0	0	0	0	5
43	Lindenwood College (H)	1	6	1	0	0	0	0	0	5
44	Missouri Valley College (H)	1	12	3	0	0	0	0	0	5
45	Pepperdine University (H)	1	6	3	0	0	0	0	0	5
46	Pepperdine Volunteer Resource Center	1	9	3	0	0	0	0	0	5
47	University of Northern Iowa (H)	1	8	3	0	0	0	0	0	5
48	Seton Hall University	3	15	2	0	0	0	0	0	5
49	Wayne State University (H)	1	5	3	0	0	0	0	0	5
50	Salem-Teikyo Univ. (H) (West Virginia)	1	12	2	0	0	0	0	0	5
51	University of Houston									
52										
53	Hunter College (Being Redeveloped)									
54	Case Western University (Being Added)									
55										

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Attachment IV: Address List for Programs Contacted During Telephone Survey.

Executive Director
American Humanities Department
Arizona State University
Tempe, AZ 85287

Arkansas Public Administration Consortium
2801 S. University Rm 523
Little Rock, AR 72204

Biola University
Dept. of Business Administration
13800 Biola Avenue
La Mirada, CA 90639

Dept. of Recreation & Community Education
California State University
Hayward, CA 94542

Executive Director
American Humanics Dept.
California State University at Los Angeles
5151 State University Drive
Los Angeles, CA 90032

Executive Director
Youth Educational Services
House 91
Humbodlt State University
Arcata, CA 95521

Manager, Office of Conference Services
Campus Box 454
University of Colorado
Boulder, CO 80309

Block School of Business & Public Administration
University of Missouri at Kansas City
5110 Cherry Street
Kansas City, MO 64110

Director
American Humanics Department
Georgia State University
University Plaza, Atlanta 30303

Human Service Program Coordinator
College of DuPage
22nd and Lambert Streets
Glen Elllyn, IL 60137

Executive Director
William Rainey Harper Foundation
1200 West Algonquin Road
Palatine, IL 60067

Campus Director
American Humanics Department
108 Carr Health Building
Murray, KY 42071

Director of Admissions & Student Affairs
Tufts University
97 Talbot Avenue
Medford, MASS 02155

Wayne State University
American Humanics Program
6001 Cass Avenue
Room 217
Detroit, MI 48202

Arts & Science Center
Metropolitan State University
121 Metro Square, Seventh & Robert Streets
St. Paul, MN 55101

Associate Professor
Department of Administrative Leadership
P.O. Box 413
Milwaukee, WI 53201

-1-

Rutgers University
Director of Social Work, Continuing Education Prog.
Building 4087, Kilmer Campus
New Brunswick, NJ 08903

Hunter College
School of Social Work
129 East 79th Street
NewYork, NY 10021

Office of Community Education
Niagara Community College
3111 Saunders Settlement Road
Sanborn, NY 14132

High Point College
Dept. of Behavioral Science and Human Service
HP-2, Box 3391
High Point, NC 27261-1949

Coordinator of Community Services
Community & Technical College
Simmons Hall Room 59
University of Akron, Ohio 44325

Coordinator
Institute for Volunteerism
Community College of Allegheny County
1130 Perry Highway
Pittsburgh, PN 15237

Dean of Graduate Studies
Norwich University
Vermont College Campus
Montpelier, VT 05602

Grant Macewan Community College
Program Head
Voluntary Sector Managemen
P.O. Box 1796
Edmonton, Alberta, Canada T5J 2P2

Vancouver Community College
Special Programs Coordinator
King Edward Campus
1155 East Braodway
Vancouver, British Columbia V5T 4N5

Director, Mandel Center for Nonprofit Organizations
Case Western Reserve University
11235 Bellflower Road, Suite 110
Cleveland, OH 44106-7164

Director, Indiana University Center on Philanthropy
Indiana University/Purdue University at Indianapolis
550 West North Street, Suite 301
Indianapolis, IN 46202-3126

Director, Center for Public Service
Seton Hall University
South Orange, NJ 07079

Director, Institute for Leadership & Volunteer Dev.
Virginia Polytechnic Institute and State Univ.
207 West Roanoke Street
Blacksburg, VA 24061

Attachment III: Program Requirements for the American Humanics Curriculum.

AMERICAN HUMANICS COMPETENCY OUTLINE
ATTITUDES, KNOWLEDGE & SKILLS
EXPECTED OF AN AH GRADUATE

I. SELECTED MAJORS appropriate for the field of Youth/Human Service Agency Administration:

Accounting, Finance or Economics . . . .
Anthropology, Sociology, Psychology or Social Work . . . .
Business or Business Administration . . . .
Child Development on Family and Consumer Studies . . . .
Computer Studies . . . .
Counseling . . . .
Criminal Justice, Political Science or Urban Studies . . . .
Elementary, Middle, and Secondary Education . . . .
Health Education or Allied Health Programs . . . .
Journalism . . . .
Management or Marketing . . . .
Non Profit Administration . . . .
Physical Education . . . .
Recreation, Leisure Studies or Community Education . . . .
Speech or Communication . . . .
Other Arts, English, Fundraising Philosophy or The Sciences . . . .

II. AMERICAN HUMANICS STUDENT PROFILE

ATTITUDES & VALUES

(Qualities which AH looks for in recruiting
potential students from our partner agencies.)

A. ETHICAL AND PROFESSIONAL BEHAVIOR

1. Flexibility and openness to new and differing ideas.
2. Ethical standards and integrity consistent with the agency's mission.
3. Awareness of the agency's role in the community.

B. PROFESSIONAL GROWTH AND DEVELOPMENT

1. Initiative/a self starter.
2. Strong sense of commitment to self and others
3. Related readily and easily to people.
4. Effective active listening abilities.
5. Present a positive image.

C. ADVOCACY ROLES

1. Can motivate/activate others yet play within a team role.
2. Socially aware and concerned.
3. Enthusiasm and love of life.

Last Update 8/23/89

III. KNOWLEDGE

A. YOUTH/HUMAN GROWTH & DEVELOPMENT
   1. Psychological, social, and physical conditions affecting growth and development.
   2. Group activity and group work skills.
   3. Learning theory.

B. ORGANIZATION & MANAGEMENT
   1. Managing time, setting priorities, meeting deadlines, working under pressure.
   2. Public relations.
   3. Human Resources.
   4. Developing and administering a budget.
   5. Managing cash flow.
   6. Accounting procedures and systems.
   7. Recruiting of staff and volunteers.
   8. Training of staff and volunteers.
   9. Motivation of staff and volunteers.
   10. Techniques of relating effectively with supervisor.
   11. Leadership styles/delegation.
   12. Board, volunteer, staff relationships.

C. CONTEMPORARY AND PROFESSIONAL ISSUES & TRENDS
   1. Understanding of the Youth/Human Service Career Focus.
   2. Developing and representing the image of the agency
   3. Working with, and developing, the organizations internal climate.
   4. Personnel benefits analysis.
   5. Resume development and interviewing techniques for professional positions.
   6. Knowing and analyzing trends affecting the field of Youth/Human Services.

D. ETHICAL ISSUES IN YOUTH/HUMAN SERVICE AGENCIES
   1. Racial and cultural sensitivity.
   2. Risk & crisis management.
   3. Understanding and utilizing group dynamics techniques.
   4. Knowing and understanding responsibility and accountability.
   5. Understand and working with diverse opinions.
   6. Social work and community dynamics.
   7. Understanding of the political environment.
   8. Global issues and concerns affecting program constituents.
   9. Working with special populations.

E. RESEARCH FINDINGS RELATED TO THE FIELD OF STUDY
   1. Conducting community agency needs assessment.
   2. Knowing the agency market and developing techniques necessary to meet market needs.
   3. Agency expectations within the first three years of employment.

F. DEVELOPMENT OF OBJECTIVES FOR PROGRAMS TO MEET NEEDS
1. Membership development and recruiting of program participants.
2. Developing measurable objectives that fall within agency mission.
3. Establishing the standards used to evaluate results.
4. Planning and orchestrating effective committees.
5. Conducting effective meetings.
6. Developing and implementing a plan of action.

G. KNOWLEDGE OF FOUNDATIONS
1 Mathematics, reading comprehension and English usage skills.
2. Historical perspective on volunteerism.
3. Overview of nonprofit organizations.
4. Historical base behind current theories of management.
5. Overview of philanthropy in America.
6. Understanding the function of the Board of Directors.

IV. **SKILLS (PERFORMANCE)**

A. DECISION MAKING & PROBLEM SOLVING
1. Techniques of problem-solving.
2. Steps in decision making.
3. Thinking, reasoning and conceptual development skills.

B. COMMUNICATION
1. Oral communication skills.
2. Effective written communication.
3. Conflict resolution strategies.
4. Public speaking skills.
5. Interviewing skills.
6. Foreign language proficiency.
7. Listening skills.
8. Interpersonal skills.

C. TECHNOLOGIES STRATEGIES & RESOURCES WHICH MEET NEEDS EFFECTIVELY

1. Fundraising and grantsmanship.
2. Identifying and utilizing community resources.
3. Communication technologies.
4. Computer literacy.

V. **EXPERIENTIAL & DEMONSTRATION**

A. CLINICAL (Applied) EXPERIENCES (On Campus)
1. Classroom role plays, simulations & case studies.
2. Field trips.

B. CLINICAL (Applied) EXPERIENCE (Off Campus)
1. American Humanics Management Institute.
2. Professional internship experience.
3. Practicum (volunteer, part time & summer agency experience).