

Voluntary Sector Studies Network



Post-Secondary Education Programs on the Voluntary Sector in Canada: A Preliminary Environmental Scan

Written by

Angela Tremka & Hanna Karman, Undergraduate Students

in undergraduate course IDS 290AC – *Mixed Methods Research on the Voluntary Sector*

Course taught by Dr. Gloria DeSantis

at Luther College at the University of Regina

Submitted for consideration by the Voluntary Sector Studies Network (VSSN)

Final version September 2015 (based on original version from December 2014)

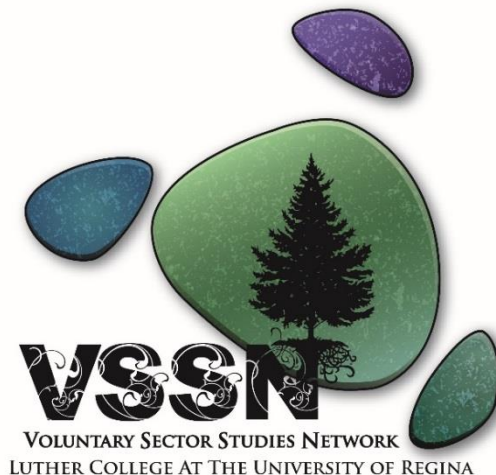


Table of Contents

SUMMARY	iii
1. INTRODUCTION	1
2. LITERATURE REVIEW	3
2.1 Decrease in senior leaders projected in the nonprofit sector.....	3
2.2 The need for skills development	3
3. METHODS	6
3.1 Charity Village Inventory	6
3.1.1 Data Collection and Analysis.....	6
3.1.2 Limitations	8
3.2 In-depth information collected from select programs	8
3.2.1 Data Collection and Analysis.....	8
3.2.2 Data Limitations.....	10
4. RESULTS	11
4.1 Charity Village Inventory Results.....	11
4.2 In-depth Analysis of Select Programs.....	13
4.2.1 History.....	13
4.2.2 Enrollment Trends.....	16
4.2.3 Core Competencies	18
4.2.4 Delivery Trends.....	19
4.2.5 Advertising/Promotion.....	20
4.2.6 Strategic Plan and Future Goals.....	20
5. CONCLUSIONS	22
5.1 Recommendations for Future Research	23
REFERENCES	24
Appendices	26
Appendix A - Programs from Charity Village List (retrieved Oct. 2014)	26
Appendix B – List of 38 programs from across Canada that were analyzed	29
Appendix C – Voluntary Sector Program Information Gathering Template	31
Appendix D – Questions sent to program coordinators	32
Appendix E– Annotated List of Post-Secondary Programs on the Voluntary Sector in Canada.....	33

Fundraising and Nonprofit Management Programs:	33
Volunteer Management Programs:	40
Special Event Management Programs:	42
Administration Programs:	43
Arts and Culture Management Programs:.....	46
Social Service Programs:	48
Other Relevant Programs:.....	52
Appendix F – Program course lists	57
Appendix G – UOIT Not-For-Profit Management Certificate Program Learning Objectives	58

SUMMARY

Introduction

The voluntary sector in Canada is massive in its entirety and employs over two million Canadians (Faul, 2014, p. 11). Although there are approximately 70 post-secondary education voluntary sector programs across Canada according to the Charity Village website, Saskatchewan does not offer any post-secondary education programs on the sector. This has a significant influence on those who are involved and affected by the voluntary sector such as all levels of governments, voluntary organizations, students, and citizens in our communities.

The purpose of this first phase of this environmental scan was to explore and describe post-secondary education institutions across Canada that offer certificate, diploma, undergraduate, and graduate programs to better understand what models exist. This scan focused on funding sources, course structure, and delivery methods of these programs that may be considered in the development of a new voluntary sector certificate program in Saskatchewan. The second phase of our research involved selecting three post-secondary certificate and diploma programs from the full environmental scan in order to complete a more in-depth analysis. The data collected about these programs across Canada is expected to be used for planning the new certificate program by the Voluntary Sector Studies Network (VSSN) at Luther College at the University of Regina for Saskatchewan students.

Method

In order to collect data for this environmental scan, we utilized the list of post-secondary voluntary sector programs found on the Charity Village website. Although there were 88 post-secondary programs listed on the Charity Village website, there were 18 programs that either did not appear to be available any longer or that were duplicates and were omitted from our scan which left us with a list of 70 programs. Due to time constraints we focused our attention on approximately half of the programs listed. In the second phase, in order to determine some best practices of current programs offered, we requested information from the coordinators of three post-secondary certificate and diploma programs from the full environmental scan. We specifically focused on certificate/diploma programs that were offered on the voluntary sector as a whole that closely aligned with our idea of the programming need in Saskatchewan.

Results

We found 70 programs were offered across Canada, except in Saskatchewan, Atlantic Provinces, and in the Northern Territories. The majority of programs were offered in Ontario. Most of these programs were offered in the form of certificates and most were delivered in a face-to-face format, although online courses are becoming increasingly more popular. Non-paid fieldwork and practicum placements were offered more often than paid internships or co-op placements.

When connecting with the program coordinators of three programs to get a more in-depth look at the programs, we found:

- All three programs were developed due to a strong expressed need in their communities.
- With regard to funding these programs, one common theme that ran through all three was that the programs would not run if they cannot break even or make enough revenue to cover expenses.
- Two of the three programs had curriculum advisory committees that assisted with ongoing curriculum development.
- Enrollment trends varied widely among these three programs. For example, Mount Royal University's (MRU) program had 450 students per year, University of Ontario Institute of Technology's (UOIT) program had 6-18 students while Capilano University (CU) had 7 students enrolled fulltime. These programs were at a different developmental stages too - programs varied in age from 13 years to 8 months.
- Furthermore, the main demographic that each of these programs target varies widely. For example, MRU' and CU's programs target students as well as staff/volunteers currently working in the voluntary sector, whereas UOIT's program is strictly for those who already work/volunteer in the sector.
- Each program had different delivery methods for their courses/program. MRU's program is online, UOIT's program is face-to-face and the CU program offers mainly face-to-face programs but also includes a variety of other methods.
- The advertising costs and methods vary widely between programs. Both the UOIT and CU programs spend very little on advertising; however, MRU's program spends between \$10,000 and \$15,000 on advertising.

Conclusion

Our environmental scan highlights the fact that while there are many post-secondary programs focused on the voluntary sector across Canada, there are none that exist in Saskatchewan. Therefore, it is evident that there is a gap in face-to-face post-secondary education opportunities on the voluntary sector in Saskatchewan. Furthermore, by connecting with the program coordinators of three programs, we were able to gather answers to more in-depth questions on the enrollment trends and history of the programs. This helped shed light on what approaches may work better than others in regards to delivery methods, tuition costs, and the amount of money allocated to advertising for the program. All in all, the VSSN can learn from these programs in the development of their own post-secondary program, which is designed to fill the voluntary sector academic program gap that exists within Saskatchewan.

1. INTRODUCTION

The voluntary sector¹ in Canada is massive in its entirety and employs over two million Canadians (Faul, 2014, p. 11). Although the voluntary sector employs thousands of individuals in Saskatchewan, 30% of Saskatchewan's voluntary organizations find it difficult to obtain the type of paid staff that they require for their organization to function (Hall, de Wit, Lasby, McIver, & Evers et al., 2004, p. 41 & 54). The lack of formal post-secondary education programs on the voluntary sector in Saskatchewan may be a factor contributing to the difficulty in finding qualified staff for voluntary sector jobs. Although there are approximately 70 post-secondary education voluntary sector programs across Canada according to the Charity Village's website, Saskatchewan does not offer any post-secondary education programs on the sector. This has a significant influence on those who are involved and affected by the voluntary sector such as all levels of governments, voluntary organizations, students, and citizens in our communities.

The voluntary sector in Canada is enormous. There are approximately 170,000 voluntary organizations across Canada which has an incredible \$176 billion in income (Faul, 2014, p. 11). According to Hall et al., Saskatchewan has the second highest number of voluntary organizations per capita in the country (2004).

Furthermore, almost half of all Canadians aged 15 or older volunteer annually. This adds up to over 13 million people in Canada who devote 2 billion hours of their time to volunteering (Faul, 2014, p. 11). In 2010, 58% of Saskatchewan's population aged 15 or older volunteered their time. Saskatchewan has the highest provincial volunteer rate in Canada—significantly higher than the 47% national average (Statistic Canada 2010). Given the large number of voluntary organizations and high volunteer rate in Saskatchewan, it is curious that the province does not

¹ The voluntary sector or community sector (also nonprofit sector or "not-for-profit" sector) is the duty of social activity undertaken by organizations that are not for-profit and non-governmental. This sector is also called the third sector, in contrast to the public sector and the private sector (Frumkin, 2005).

have academic programs to serve the diversity of organizations that comprise the voluntary sector.

The purpose of this environmental scan² was to explore and describe post-secondary education institutions that offer certificate, diploma, undergraduate, and/or graduate programs through colleges and universities across Canada. Since there are currently no programs focusing on the voluntary sector as a whole offered in Saskatchewan, this scan was undertaken to better understand what models exist in other provinces and which ones may be adopted and adapted for Saskatchewan. This scan focused on funding sources, course structure, and delivery methods that may be considered in the development of a possible new voluntary sector certificate program in Saskatchewan through the Voluntary Sector Studies Network (VSSN) at Luther College.

The second phase of our research involved selecting 7 post-secondary certificate and diploma educational programs from the full environmental scan in order to do more in-depth analyses. A series of questions about program history, enrolment trends, costs, etc. were emailed to program coordinators and phone conversations for clarification ensued.

² A study of internal and external environments pertaining to universities across Canada (Luthra & Business Dictionary, 2011; Morrison, 1992).

2. LITERATURE REVIEW

2.1 Decrease in senior leaders projected in the nonprofit sector

The voluntary/nonprofit sector will experience a decrease in leadership in the near future. The majority of voluntary sector leaders are baby boomers who make up more than 30% of the population and will soon be retiring. Toupin and Plewes (2007) state that for every two people who will retire over the next 30 years, only one person will take his/her place in the labour force. Their article declares “the leadership deficit looms as the greatest challenge facing nonprofits over the next ten years” (p. 129). One way to help this leadership deficit is to encourage voluntary/nonprofit leaders to remain in the workforce. In order to keep these people in the sector, we need to find new ways to support skill development through professional development (PD) workshops and other educational means (Toupin & Plewes, 2007, p. 131). Furthermore, the success of the voluntary/nonprofit sector depends on its ability to be able to attract new employees and leaders to replace those who will be retiring (HR Council, 2012, p. 4). As a result the sector must be sure to encourage greater portability of skills and experiences in order to keep younger employees interested and engaged (Toupin & Plewes, 2007, p. 131).

2.2 The need for skills development

The sector is currently faced with an aging workforce, an increase in service demands on the sector as governments reduce their roles and their funding to support programs, as well as the increased need for nonprofits to meet new standards of financial and service accountability. This dynamic combination of factors challenges organizations to equip themselves with the strategic leadership, skills and competencies necessary to navigate through this ‘perfect storm’ (HR Council, 2011, p. 33; HR Council, 2012, p. 4).

It is critical that new and existing employees in the nonprofit sector are provided with the opportunities to gain the skills and competencies that are needed to navigate and cope with the complex, demanding, and rapidly changing environment through PD and other educational opportunities (Daya, El-Hourani, & De Long, 2004, p. 119; HR Council, 2011, p. 2; McIsaac, Park, & Toupin, 2013, p. 35; Saunders, 2004, p. 8). For instance, Saunders (2004) looked at employees' perceptions of how skill requirements have changed since they first began working in their current job in the nonprofit sector. Saunders found that half of employees reported that the overall skill requirements of their jobs had increased since they started in their position (p. 48). Furthermore, it was stated that over a third of employees felt that there was a gap in the effectiveness of training which is too little for the demands of the job (Saunders, 2004, p. 50).

Voluntary sector practitioners are constantly faced with new skill demands and require training and learning opportunities. A Voluntary Sector Voices (2005) survey found that 90% of respondents identified training for staff as a moderately or very important focus area for improvement (p. 10). Nonprofit organizations depend on highly qualified employees who are often called upon to be multi-skilled, creative, adaptable and entrepreneurial (Saunders, 2004, p. 69). Just like for-profit business, nonprofit organizations must ensure that employees have the necessary knowledge and skills required to complete their tasks effectively and efficiently which is another reason why training and skill development is so important in the voluntary sector, as people working in it wear many different hats (HR Council, 2011, p. 19).

There is a positive association between training and increasing employee's performance. Some of the impacts of training reported by employees include increased self-confidence, employability, job satisfaction, qualification for new types of work, and qualification for promotion (Daya et al., 2004, p. 122). Furthermore, the extent to which such training

opportunities are available in the nonprofit sector affects the quality of employment relationships, productivity, service outcomes, morale, retention, and recruitment of highly trained staff (Daya et al., 2004, p. 119; HR Council, 2012, p. 6; Saunders, 2004, p. 48). Without providing sufficient training opportunities, nonprofits run the risk of not being able to recruit and retain quality staff as they compete for a more diverse workforce. This will make it challenging for organizations to fulfill their mandates and serve their communities (HR Council, 2012, p. 4).

3. METHODS

3.1 Charity Village Inventory

3.1.1 Data Collection and Analysis

This environmental scan was one of the first step in a series of research projects focused on voluntary sector education in order to determine the need for academic programming in Saskatchewan and to better understand the diversity of programs currently running in Canada. In order to collect data for this environmental scan, we began with the list of post-secondary voluntary sector programs found on the Charity Village website (please see website listed in the reference section). Upon starting the research, it was discovered that many of the links provided by the Charity Village website were outdated and no longer worked. As a result, the primary source of information was obtained directly through the main websites of each voluntary sector educational program.

Although there were 88 post-secondary programs listed on the Charity Village website, there were 18 programs that either did not appear to be available anymore or that were duplicates, which left us with a list of 70 programs (please see Appendix A for this list). Due to time constraints we focused our attention on approximately half of the programs listed. Our detailed scan focused on 38 programs (please refer to Appendix B for this list). Each voluntary sector program was organized by the program categories stated on the Charity Village website in order to ensure that no category was missed. The categories included on the Charity Village website were:

- Fundraising and Nonprofit Management
- Volunteer Management
- Special Event Management

- Administration
- Arts and Culture Management
- Social Services and
- Other Relevant Programs

We ensured that our data were collected in a reliable manner by continuously cross-referencing each other's findings in order to make sure we were following the same template and coding. We also enhanced reliability by using consistent terminology when coding the programs (Creswell, 2014). The detailed template used to collect data for each program can be found in Appendix C but the main headings are presented below. The information we collected through this approach allowed us to create an annotated list of programs.

- Funding
- Overview
- Structure
- Delivery Methods
- Website and
- Flags (i.e., issues/problems we read about on program websites).

We focused our attention more heavily on certificate programs because of VSSN's goals of developing a certificate program in Saskatchewan. Given the sheer magnitude of information, we decided to do simply frequency counts and percentage calculations as well as qualitative summarization of the information. This approach to the analysis led us to create the following main categories of results:

- the percentages of programs offered in each province,

- the type of program,
- the delivery methods of each program,
- whether the program has a work placement,
- the number of courses in certificate programs,
- and finally, an estimate cost of tuition for certificate programs.

3.1.2 Limitations

Since we relied on the Charity Village website to find post-secondary programs across Canada, there is a possibility that there are more than 70 post-secondary programs on the voluntary sector. Further, we are unsure of when this list of post-secondary programs was created. For instance, in September 2013, Carleton University's new Master of Philanthropy and Nonprofit Leadership program opened. This program was not on the Charity Village website. Due to time constraints, we did not cross-reference this list with any other research, and therefore are not aware of current gaps on the Charity Village website.

In addition, it is not clear why some of the 18 programs were cancelled or could not be found. We suspect that some of the programs were listed as duplicates because some of the programs may have changed names or merged with other programs – from the time when the Charity Village list was first created – in order to best fit student's needs.

3.2 In-depth information collected from select programs

3.2.1 Data Collection and Analysis

The environmental scan provides little insight on how successful these programs on the voluntary sector are. In order to better understand the programs offered, we embarked on a second phase and selected seven post-secondary certificate and diploma educational programs from the full environmental scan. We specifically focused on certificate/diploma programs that

were offered on the voluntary sector that closely aligned with our idea of the programming need in Saskatchewan. This was done in order to find out more in-depth information that could not be found on each website (e.g., enrollment trends, history of the program). The seven programs that we targeted were:

- University of Western Ontario, Western Continuing Studies – *Not-for-profit Management Professional Certificate*
- University of Western Ontario, Western Continuing Studies – *Not-for-profit Management Diploma*
- University of Western Ontario, Western Continuing Studies – *Arts Management Diploma*
- Mount Royal University, Faculty of Continuing Education – *Nonprofit Management Extension³ Certificate*
- Ryerson University – *Certificate in Nonprofit and Voluntary Sector Management*
- University of Ontario, Institute of Technology – *Not-for-profit Management Certificate*
- Capilano University – *Community Leadership and Social Change Diploma*

Although we had intended to connect with all seven, we were only able to connect with three program coordinators before the end of the project. We collected information by emailing a list of questions to the program coordinators (please see appendix D for a copy of this list).

Responses were gathered through phone conversations as well as through typed email replies.

The three post-secondary programs that we collected information from included:

- Mount Royal University (MRU), Faculty of Continuing Education – Nonprofit Management Extension Certificate

³ Called an 'extension' program as the programs are typically an extension of a credit program or the credit faculty has similar courses.

- University of Ontario, Institute of Technology (UOIT) – *Not-for-Profit Management Certificate*
- Capilano University (CU) – *Community Leadership and Social Change Diploma*

We based our research on the research undertaken by McCoy (2012) in order to draft the questions that we sent to the program coordinators. We chose to do an in-depth analysis of these specific programs because some of our own previous research (e.g., Koffee Klatch⁴ data) led us in the direction of creating a broad certificate program on how to run or manage nonprofit organizations - as opposed to a specific program on only fundraising for example. The gathered data was stored in an excel spreadsheet which allowed easy comparison of all three programs. The data was analysed by comparing the information from each of the three programs in order to determine the similarities and differences between programs.

3.2.2 Data Limitations

A major limitation of this research is that only three program coordinators out of the seven responded to our questions, therefore we were only able to do an in-depth analysis of a small group of programs. Furthermore, we had the opportunity to connect with some program coordinators via phone and others only through email. It would have been beneficial to use the same method to connect with all program coordinators to ensure reliability. For example, the UOIT answered our questions via both email and phone conversation, the CU connected with us only via a phone conversation, and the MRU program coordinator only responded by email. This impacted the level of detail collected across the programs.

⁴ Koffee Klatches are informal meetings where students, voluntary organization staff and volunteers, and staff and faculty of the university can get together to discuss a variety of topics around the voluntary sector, certificate and course development, etc.

4. RESULTS

4.1 Charity Village Inventory Results

Of the 88 programs listed on the Charity Village website, 18 programs either did not appear to be available anymore or were duplicates and were omitted from our scan which left us with a list of 70 programs. From this list of 70, we chose 38 programs to scan and summarize. We present an overview of these results below but the full annotated report can be found in Appendix E.

In general, we found that programs were offered across Canada, except in Saskatchewan, Atlantic Provinces, and in the Northern Territories. The majority of programs were offered in Ontario. The following list shows the break down by province:

- 60.5% of programs are located in Ontario
- 21.1% of programs are located in British Columbia
- 13.2% of programs are located in Alberta
- 2.6% of programs are located in Quebec
- 2.6% of programs are located in Manitoba

We were interested in knowing the structure of post-secondary programs offered. Most post-secondary programs that were offered were in the form of a certificate.⁵ Many programs also offer a full-time or part-time option. The following list highlights the break-down of programs offered:

- 47.4% of programs are in the form of a Certificate Program
- 13.2% of programs are in the form of a Diploma Program
- 5.3% of programs are in the form of an Undergraduate Program

⁵ It was difficult to know unequivocally the type of program given the unclear descriptions found on the websites.

- 32.2% of programs are in the form of a Graduate Program⁶

The course delivery mode is an important area for consideration.⁷ The majority of programs were delivered in a face-to-face format, although online courses are becoming increasingly more popular. Other ways courses were offered included evening courses, summer courses, Saturday courses, Friday and Saturday courses, 2 day seminars per course, and courses alternating 1 day per week. The following list offers a summary of these modes of course delivery:

- 63.2% of programs offer courses Face-to-Face
- 29.0% of programs offer courses Online
- 10.5% of programs offer courses through a Blended⁸ approach
- 15.8% of programs offer courses as a Blended Residency⁹
- 5.3% of program delivery methods are not known

Given internships and practicums appear to be important avenues for learning in numerous programs, we asked coordinators about these opportunities. Unpaid fieldwork/practicum placements were offered more often (29.0% of programs offer a fieldwork/practicum placements) than paid internships or co-op placements (5.3% of programs offer a paid internship/co-op placements).

⁶ Graduate programs consist of graduate certificates, graduate diplomas, graduate masters, and graduate PhDs.

⁷ Some programs offer more than one delivery method, therefore results do not sum to 100%. This is not the percentage of programs that offer ONLY face-to-face, but rather the programs that offer face-to-face options. Many program offer Blended, Online, & Face-to-Face options.

⁸ Blended incorporates both face-to-face and online delivery methods within 1 course.

⁹ Blended Residency - consists of courses that offer a short residency period, longer online course, followed by a shorter residency at the end. (E.g., 5 day residency, followed by 6 months of online courses, concluding with a final three day residency).

The number of courses required to complete a certificate varied widely across the programs. The number of courses required to complete the certificate programs (N=18) ranged from 4 to 11 required courses and 1 to 4 elective courses.

Finally, the tuition cost for certificate programs also varied widely. This has a lot to do with the number of courses required to complete the certificate programs; as stated above, the number of courses required to complete a certificate varied widely. The tuition ranged from \$1,795 to \$8,838 for entire certificate programs with an average tuition of \$4980 (results from 13/19 of the Certificate Programs).

4.2 In-depth Analysis of Select Programs

Each of the following sections offers a summary of the information collected from emails and phone conversations with three of the select programs that we selected: Mount Royal University (MRU), University of Ontario, Institute of Technology (UOIT), and Capilano University (CU). Each section is based on a central question that we posed to the coordinators.

4.2.1 History

Provide a brief history of the program (e.g., how did it get started).

It is important for us to learn about the reasoning behind why these programs were established in order to understand the developmental process that was carried through to create these programs. All three programs that we looked at were developed due to a strong inherent need in their community. For instance, the MRU coordinator indicated that the “need was driven by the community and focus group meetings.” Similarly, the UOIT coordinator had “interviewed quite a few agencies and ... set-up a focus group to create discussion around the needs (in order) to decide on the particular topics and format of a new program.” Further, the coordinator did research to see what was currently being offered and found that there was currently little offered

on nonprofit sector education. After researching what different universities offered and completing a series of interviews, focus groups, phone calls, and meetings with local charities and nonprofit organizations, they developed an understanding of what was needed in their community – and thus their certificate was born. Similarly, CU talked with the community to determine the educational needs of their nonprofit organizations. Thus, much thought, time, research, and outreach to community nonprofit organizations occurred in all three programs in order to determine the need for their certificates.

How was the program funded?

Learning about how similar programs across Canada are funded gives us a better understanding of what different options are available as well as what tuition costs are for students. The MRU certificate is funded by the institution. From the revenue that they gain, they continue to offer courses and a percentage of the revenue is returned to the overall institutional budget. Tuition is \$3190 for the entire certificate (10 courses) which is \$319 per course. There is no difference in fees for international students. The UOIT certificate is supported by the Faculty of Business and Institute of Technology but does not receive any funding from the University or outside programs; the program will not run if it cannot break even. The tuition for this certificate program is made lower than other courses in order to accommodate those who would be taking the course. Tuition is \$1,450 for the entire certificate (5 courses) or \$375 per course. There is no difference in fees for international students as the certificate does not have international students. The diploma offered by CU is tuition-base funding. This diploma costs \$7220.40 for domestic students and \$32,340 for International students – however does not currently attract many international students. This comes to approximately \$360 per course for domestic students. It is important to note that this program seems to cost a lot more than the other 2 courses, this is

because a diploma is a step up from a certificate and has at least twice as many courses. It is interesting to note that the Not-for-Profit Management Certificate offered by UOIT offers a lowered tuition in order to attract staff from nonprofit organizations.

Does your program currently have a curriculum advisory committee comprising faculty, students and nonprofit/voluntary organizations?

Curriculum advisory committees are important to have in order to keep the program current and relevant. Although not every program has a ‘curriculum advisory committee’, each program at least has some form of group meetings each year to discuss, revise and update course curriculum. For example, the MRU program has “a Nonprofit Advisory Committee that consists of faculty, students and professionals from the nonprofit industry.” The UOIT does not have an outside advisory group although “the instructors worked together to set up the program and continue to meet to revise and update the curriculum.” Each of these instructors are from the community and are closely connected with nonprofits – including the nonprofit lawyer who also teaches. UOIT also mentioned that a program Champion¹⁰ is recommended to attract students but they have not had this ‘luxury’ yet. Finally, the CU program also has an advisory committee comprising nonprofit and government organizations (i.e., health department) as well as the Association of Neighborhood Houses which meets 3-4 times a year. They also have a convener which is another form of program champion. According to McCoy’s study on *The Validity of Nonprofit Programs (2012)*, many institutions noted that programs that have a faculty or program champion helped the program grow and build/attract a strong student base (p. 21).

¹⁰ A program champion is a “person who voluntarily takes extraordinary interest in the adoption, implementation, and success of a cause, policy, program, project, or product.” Retrieved from <http://www.businessdictionary.com/definition/champion.html>.

4.2.2 Enrollment Trends

How many people are enrolled in the program each year? What is the program's capacity?

Are you at capacity every year?¹¹

Enrollment trends vary widely among the three programs. The MRU program has approximately 450 plus students in a year with a maximum of 20 students per course and a maximum capacity of 600 students a year. This program does not reach its capacity every year, however, it typically meets its revenue goals/target each year. The UOIT program has 6-18 people enrolled in the program each year, with a maximum capacity of 15 students. This program is not at capacity every year and has had to cancel courses in the past. The program offered by CU has 7 people enrolled in the program fulltime – but a total of 30 people taking different courses, with a capacity of 35 fulltime students. This program is too new to say if they will reach capacity.

What is the program's main demographic for people enrolled in the program?

It is important to determine the target demographic in order to gauge the need for the program and to create relevant course material. The main demographic for the MRU program is: “those who currently work in a nonprofit organization; consultants to nonprofit organizations; volunteers with a nonprofit organization; and/or anyone wanting to begin a career in nonprofit management.” The majority of the students who take this certificate are nonprofit staff or volunteers. The program offered by UOIT is more of a continuing education program for those who are already working in the industry. The program also sees those who work in other sectors and want to switch over to the nonprofit sector and those who want to start their own foundations – but these cases are rare. The CU program targets students and those who work in the sector,

¹¹ Please note that some questions were combined due to their similarity.

especially volunteers. The largest population that they see enrolling in their Diploma are between the ages of 30-40 years of age. They are also starting to see intercultural uptake and approximately 3-4 entry level students taking their Diploma. Out of these three programs, the target demographic seems to vary between targeting both university students and staff/volunteers who work in the sector versus targeting only those who work or volunteer in the sector. This has implications for the number of people they attract to the program.

Can students in other degrees/programs take courses in this program and if so what degrees/programs do this most often?

Having a closed program that is only available to students within a certain degree or program limits the potential number of students enrolling in courses. The MRU Certificate allows students from other programs/degrees to take courses within their certificate. They are not able to track the students in relation to what program they are enrolled in or if they belong to a credit faculty, however, they do note that they see students from the Bissett School of Business degree who take courses offered in the Nonprofit Management Extension Certificate as continued professional development. The UOIT program allows students from other degrees/programs to take courses in their program however they rarely see other students, as this program is more of a continuing education program for those who are already employed or volunteer in nonprofit organizations. One of the major reasons for this is because students do not have the same experiences or vocabulary as those who already have experience in the sector which makes it difficult for students to catch up. The CU program is open to other programs/degree students. Students who take courses from this Diploma include students studying in Global Studies, Communications, and mainly the faculty of Business.

What courses are the most popular?

This question was asked to gauge the apparent demand for particular courses in other provinces. MRU sees similar registration numbers across courses and was unable to define specific courses that seem to be the most popular. The UOIT program sees all 5 courses as very popular but Human Resource Management seems to be the most popular. The CU coordinator stated that their Community Capacity Building courses are the most popular. This could be due to having these courses offered in the evening, but in addition, the Association of Neighborhood Houses pays for people to take these courses through bursaries. This question does not give us a clear picture of what courses seem to be the most popular, other than that most courses seem to see similar registration numbers (please see Appendix F for a list of courses offered by the three institutions).

4.2.3 Core Competencies

What are the core competencies of the program? Can you share with us course outlines?

The MRU coordinator indicated that “competencies were developed through focus group meetings plus research through sources like Charity Village and Volunteer Canada.” These competencies include “to examine and gain a better understanding of the nonprofit sector in Canada; to identify new trends and issues affecting nonprofit organizations; to explore different approaches to strategic planning; to define the key components of effective board governance, including the roles and responsibilities of board members; and to discover strategies for building successful partnerships and alliances. The UOIT provided us with a list of learning objectives for each of the 5 courses that they offer; these can be found in Appendix G. The CU’s core competencies include to increase the awareness of the nonprofit sector, to increase the knowledge capacity to work in the sector, to learn how to work as a team, to increase leadership

capacities and skills, and to create awareness of the principles of social change.

4.2.4 Delivery Trends

What are the delivery methods for your courses? (e.g. online, face-to-face, blended, residencies, etc.)? Has this changed since the program was first developed?

The delivery methods for courses have a major impact on the enrollment of these courses. For example, having online courses gives people from far distances the opportunity to take courses, where face-to-face courses would limit this. Evening courses allow those who work day jobs, the opportunity to attend face-to-face courses. Each program that we looked at has a different delivery method for their courses. For example, at MRU it “started in 2002 as a lecture program and then in 2005 was taken to online delivery only and still exists in that format (due to the lack of student numbers in the Calgary area (which led) to the online delivery and the need for online nonprofit in Canada.” The Certificate offered by the UOIT offers face-to-face courses only every other Thursday from 9am-4pm. There is no possibility of them offering online courses in the near future due to not having the staff or resources to implement online courses and because they strongly believe that face-to-face courses offer more networking and the opportunity to learn from other peoples experiences – which online courses typically do not provide. The CU program offers mainly face-to-face courses and a Moodle component with all courses. One course that CU offers is blended in that it has three day-long face-to-face sessions and the rest online. There are also some courses offered in the evening. As one can see, each of these programs offer different delivery methods in order to suit the needs of the students and voluntary sector staff and volunteers that they are targeting. This may be a key factor in the

number of students who enroll in their programs/courses.

4.2.5 Advertising/Promotion

How much is spent on advertising for the program per year? What methods of advertising are most successful for attracting students?

We wanted to determine if there was a relationship between the amount of money and methods of advertising being pursued and the number of students enrolling in courses – as this would influence the number of students being reached. The advertising costs and methods vary widely between programs. For instance, MRU spends approximately \$10,000-\$15,000 on advertising for the program per year through online advertising and their website. This could be one of the reasons why their enrolment levels are so high – students know this program exists. The UOIT spends a minimal amount on advertising in order to keep the cost of the courses low. They do this by using e-newsletters, phone calls, Chamber of Commerce, Board of Trades, through active discussion, Linked-In, Facebook and Twitter as free or low costing advertising methods. This is similar to CU, which also spends a minimum on advertising by using their website, blog, attending recruiting days, using university publications, community networks, and informational sessions. Interestingly enough, both these latter programs that do not have a large budget for advertising also have smaller numbers of students in their programs compared to the MRU. Of course, there are more factors than just advertising that leads to a high enrollment – some of which we have already alluded to.

4.2.6 Strategic Plan and Future Goals

Do you have a strategic plan for the program? Did this plan go as planned?

It is imperative for programs to have strategic plans set in place in order to have a sense

of direction, milestones that should be reached, resources required to get there and to track progress. MRU has a three year plans for their program and it connects with the three year review of curriculum. This does not always go as planned because it can be affected by budget and registration impacts. UOIT does not have a strategic plan, however the instructors come together once a year to review, discuss, revise, and update the curriculum. Finally, CU does not have a strategic plan for their program.

What are your future goals/objectives for this program?

MRU's "future goals include the development of an Advanced Nonprofit Program and Social Innovation program to enhance the market for the existing program." This program "would not be defined as a graduate program as we offer non-credit programs. It would offer the next level of core competencies for executive directors and CEOs. We are in the very early stages of determining the need." UOIT did not disclose information about their future goals/objectives. Finally, CU's Diploma was just launched in September 2014. They have requested that their program be connected with the Global Stewardship Program which is expected to be a diploma in global community studies and a degree program.

5. CONCLUSIONS

Research from our environmental scan indicates that while there are many post-secondary programs focused on the voluntary sector across Canada, there are none that exist in Saskatchewan. Therefore, it is evident that there is a large gap in post-secondary education opportunities – at least, face-to-face opportunities – on the voluntary sector in Saskatchewan. However, based on our research, we know there are online courses from other post-secondary education institutions, thus some students and voluntary sector staff/volunteers in Saskatchewan may be accessing them remotely.

The research collected in this environmental scan is helpful for developing a new post-secondary program in Saskatchewan. It provides information about tuition, admissions, program structures and delivery methods.

Furthermore, by connecting with the program coordinators of three programs, we were able to answer more in-depth questions on the enrollment trends and history of the programs. This helped shed some light on what approaches may work better than others in regards to delivery methods, tuition costs, the amount of money allocated to advertising for the program, etc. For example, it appears that the following are important when developing a new certificate: have a program advisory committee, ensure there is a program convenor/champion, engage in strategic planning, and have a budget pay for program advertising. We acknowledge there are likely other factors that contribute to the success of post-secondary programs, but given the limitations of our research, we cannot comment further. In sum, the VSSN can learn from these programs and apply relevant knowledge to the development of its own post-secondary program, which is designed to fill the voluntary sector academic program gap that exists within Saskatchewan.

5.1 Recommendations for Future Research

We have several recommendations for further research. First, any further research undertaken with regard to post-secondary programs should take into account programs that have already been cancelled or closed. Discovering why these programs failed to continue would be very instructive in order not to repeat past mistakes. A second suggestion would be to look beyond the list provided on the Charity Village website to see if there are any other voluntary sector programs that exist in Canada. This can be accomplished by gathering a list of Universities and Colleges in Canada and searching each institution individually for programs offered on the voluntary sector. Further, searching websites such as Volunteer Canada, Imagine Canada, Tamarack Institute, Pillar Nonprofit Network, and Community Foundations of Canada may yield additional post-secondary programs on the voluntary sector in Canada.

Further research that the VSSN also looks to accomplish includes distributing a province-wide survey to 2000 organizations to determine the educational/post-secondary needs and capacities of voluntary organizations across Saskatchewan. As we have learned from contacting program coordinators across Canada, determining the need of the program was their most important step before implementing the program. Therefore, determining the post-secondary needs of Saskatchewan residents is a crucial step before implementing a new program.

REFERENCES

- Charity Village. (2014). Post-secondary nonprofit programs. Retrieved from <https://charityvillage.com/elearning/related-links/post-secondary-nonprofit-programs.aspx>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Daya, S., El-Hourani, M. H., & De Long, B. (2004). London's voluntary sector employment and training needs study. *Pillar Voluntary Sector Network*, 1-71. Retrieved from <http://www.ccsd.ca/resources/FundingMatters/PDF/LondonVoluntarySectorEmploymentTrainingNeedsStudy.pdf>
- Faul, S. (2014). *The Narrative: Core Resource, The Beginnings of a New Discussion with Canadians about the Nonprofit Sector*. Toronto: Imagine Canada. Retrieved from <http://sectorsource.ca/sites/default/files/resources/files/narrative-core-resource-en.pdf>
- Frumkin, P. (2005). *On being nonprofit: A conceptual and policy primer* (1 ed.). Cambridge, Mass.: Harvard University Press. ISBN 0-674-01835-4.
- Hall, M., de Wit, M., Lasby, D., McIver, D., Evers, T., Johnston, C., et al. (2004). *Cornerstones of Community: Highlights of the National Survey of Nonprofit and Voluntary Organizations*. Ottawa, ON: Ministry of Industry, Statistics Canada, catalogue no. 61-533-XIE. Retrieved from http://library.imaginecanada.ca/files/nonprofitscan/en/nsnvo/nsnvo_report_english.pdf
- HR Council. (2011). Current state of skills development – The Canadian nonprofit sector. *HR Council for the Nonprofit Sector*, 1-37. Retrieved from http://www.hrcouncil.ca/documents/current_state_report.pdf
- HR Council. (2012). Skills development: Using evidence-based information to inform practice. *HR Council for the Nonprofit Sector*, 1-16. Retrieved from http://www.hrcouncil.ca/documents/skills_development.pdf
- Luthra, V., & Business Dictionary. (2011). Environmental scanning. Retrieved from <http://www.businessdictionary.com/definition/environmental-scanning.html#ixzz3Gjc3srxz>
- McCoy, C. (2012). Validity of Nonprofit Programs. (p. 1-30).

- McIsaac, E., Park, S., & Toupin, L. (2013). Shaping the future - Leadership in Ontario's nonprofit labor force. *ONN & the Mowat Centre*, 1-88. Retrieved from <http://theonnc.ca/wp-content/uploads/2011/06/ONN-Mowat-Shaping-the-Future-Final-Report.October2013.pdf>
- Morrison, J. L. (1992). Environmental scanning. Retrieved from <http://horizon.unc.edu/courses/papers/enviroscan/>
- Saunders, R. (2004). Passion and commitment under stress: Human resource issues in Canada's nonprofit sector – A synthesis report. *Canadian Policy Research Networks*, 1-71. Retrieved from http://scholar.googleusercontent.com/scholar?q=cache:MzSSve0oXfcJ:scholar.google.com/+Post-Secondary+nonprofit+programs+needs+capacity&hl=en&as_sdt=0,5
- Statistics Canada. (2010). Canada Survey of Giving, Volunteering and Participating. Retrieved from <http://www.statcan.gc.ca/daily-quotidien/120321/dq120321a-eng.htm>
- Toupin, L. & Plewes, B. (2007). Exploring the looming leadership deficit in the voluntary and nonprofit sector. *The Philanthropist*, 21(2), 128-136. Retrieved from www.thephilanthropist.ca/index.php/phil/article/download/10/10
- Voluntary Sector HR Council. (2005). Voluntary sector voices: Results of an on-line survey on human resources priorities. *The Voluntary Sector Human Resource Council*, 1-11. Retrieved from <http://www.hrvs.ca/docs/voluntarysectorvoices.pdf>

Appendices

Appendix A - Programs from Charity Village List (retrieved Oct. 2014)

Fundraising and Nonprofit Management

1. Algonquin College: Certificate in Fundraising Management
2. Algonquin College: Nonprofit Sector Management Graduate Certificate
3. The Banff Centre Leadership Development
4. British Columbia Institute of Technology (BCIT): Fundraising Management Certificate Program
5. Carleton University Sprott School of Business: Sprott MBA International Development Management
6. Canadian Society of Association Executives: Certified Association Executive (CAE®) Accreditation Program
7. Concordia University: Graduate Diploma in Administration
8. Conestoga College: Senior Leadership and Management in the Not-For-Profit Sector
9. Conestoga College: Volunteer Management (Fundamentals)
10. Dalhousie University: Nonprofit Sector Leadership Program
11. Fanshawe College: Fundraising Certificate
12. George Brown College: Fundraising & Volunteer Management Certificate - Continuing Education Part-time Studies
13. Georgian College: Fundraising & Resource Development Program - Online Distance Education Part-time Studies
14. Georgian College: Fundraising & Resource Development Program - Full-time studies
15. Humber College: Fundraising and Volunteer Management Post-Graduate Certificate - Full-time studies
16. Humber College: Part-time continuing education courses in fundraising
17. Mohawk College: Fundraising Development Certificate Program
18. Mohawk College: Not-for-Profit Leadership Development Certificate Program
19. Mount Royal University Faculty of Continuing Education: Nonprofit Management Certificate
20. Nova Scotia Community College: Nonprofit Leadership Program
21. Queen's University: Public Policy and the Third Sector
22. Ryerson University: Certificate in Fundraising Management
23. Ryerson University: Certificate in Interdisciplinary Studies in Nonprofit and Voluntary Sector Management
24. Ryerson University: The G. Raymond Chang School of Continuing Education: Societal Perspectives on Sustainability
25. Schulich School of Business: Nonprofit Management and Leadership Program
26. Tyndale University College: Bachelor of Arts in Business Administration/International Development
27. University of Victoria - Master of Arts in Community Development
28. University of Ontario, Institute of Technology - Not-for-Profit Management Certificate Program
29. University of Western Ontario, Continuing Studies at Western - Not-for-Profit Management Certificate Program
30. University of Western Ontario, Continuing Studies at Western - Not-for-Profit Management Diploma Program
31. University of Western Ontario - Prospect Research and Fundraising (Course LIS 724)
32. York University - Maytree Executive Directors' Institute 2007

Volunteer Management

1. Conestoga College: Volunteer Management
2. Fleming College: Volunteer Management Certificate (Online)
3. George Brown College: Fundraising & Volunteer Management Certificate - Continuing Education Part-time Studies
4. Humber College: Graduate Certificate Volunteer Management
5. Humber College: Fundamentals in the Management of Volunteers
6. Mohawk College: Volunteer Management

7. Red River College: Volunteer Management
8. University of the Fraser Valley: Volunteer Management Certificate Program

Special Event Management

1. College of the Rockies: Event Management Program
2. George Brown College: Sport and Event Marketing - Post Diploma
3. Mohawk College: Special Event Management
4. Niagara College: Post-graduate Certificate in Event Management
5. Ryerson University/George Washington University: Event Management Certificate

Administration Programs

1. Douglas College: Leadership Certificate Program
2. Grant MacEwan College: Bachelor of Applied Human Service Administration Degree Program
3. Mount Royal University Faculty of Continuing Education: Advanced Human Resource Management Certificate
4. Mount Royal University Faculty of Continuing Education: Human Resource Management Certificate
5. Mount Royal University Faculty of Continuing Education: Leadership Certificate
6. Mount Royal University Faculty of Continuing Education: Management Development Certificate
7. Royal Roads University: Graduate Certificate in Project Management
8. Royal Roads University: Graduate Certificate in Strategic Human Resources Management
9. Royal Roads University: MA in Leadership
10. Sheridan College: Community Worker/Human Services Administration/ Social Service Worker

Arts and Culture Management Programs

1. University of Toronto at Scarborough: Co-operative Programme in Arts Management
2. University of Waterloo: Cultural Management Institute
3. University of Western Ontario, Continuing Studies at Western - Arts Management Diploma program
4. University of Victoria: Cultural Resource Management Program

Social Services Programs

1. Algonquin College, Woodroffe Campus: Social Service Worker Program
2. Algonquin College, Pembroke Campus: Social Service Worker Program
3. Algonquin College, Perth Campus: Social Service Worker Program
4. British Columbia Open University: Social Service Worker Certificate Program
5. George Brown College: Community Worker Diploma Program
6. Humber College: Diploma Program in Social Work
7. International Centre for the Advancement of Community Based Rehabilitation (ICACBR), Queen's University: Community Based Rehabilitation (CBR) and International Development
8. Langara College: Social Services Worker Program
9. Mount Royal University Faculty of Continuing Education: Human Justice Certificate
10. Reena in Partnership with George Brown College: Developmental Disabilities Counsellor Program
11. Seneca College: Social Service Worker Diploma Program
12. Sheridan College: Community Worker/Human Services Administration/ Social Service Worker
13. University of Calgary Continuing Education: Certificate in Working with Homeless Populations
14. University of Windsor: PhD in Sociology with a specialization in Social Justice

Other Relevant Programs

1. Algoma University: Community Economic and Social Development Program
2. Canadian Marketing Association: Professional Certificate courses in Direct Marketing, E-Marketing, and Advanced Marketing

3. Capilano University: Community Leadership and Social Change Diploma
4. Coady International Institute: Diploma and Certificates in Community-Based Development
5. University of Guelph: MA (Leadership)
6. Royal Roads University: MA in Conflict Analysis and Management
7. Royal Roads University: MA in Professional Communication
8. Simon Fraser University: Certificate Program in Community Economic Development (CED)
9. Simon Fraser University: Masters in Public Policy
10. Sprott School of Business: Professional Certificate in Public Sector and Nonprofit Marketing
11. University of St. Michael's College: Certificate in Corporate Social Responsibility
12. University of Victoria: Certificate in Adult and Continuing Education (CACE)
13. Wilfrid Laurier University, Brantford Campus: Organizational Leadership Program
14. Wycliffe College (Toronto): Master Degree in International Development

Appendix B – List of 38 programs from across Canada that were analyzed

- Arts Management Diploma Program; Continuing Studies at Western, University of Western Ontario; London, Ontario
- Authentic Leadership Certificate; The Banff Centre for Leadership Development; Banff, Alberta
- Certificate in Corporate Social Responsibility; University of St. Michael's College; Toronto, Ontario
- Certificate in Fundraising Management; Algonquin College; Ottawa, Ontario
- Certificate in Interdisciplinary Studies in Nonprofit and Voluntary Sector Management, Ryerson University; Toronto, Ontario
- Certificate in Working with Homeless Populations, University of Calgary Continuing Education; Calgary, Alberta
- Community Economic and Social Development Undergraduate Program; Algoma University; Sault Ste. Marie, Ontario
- Community Leadership and Social Change Diploma; Capilano University; Vancouver, British Columbia
- Community Worker Diploma Program, George Brown College; Toronto, Ontario
- Continuing Studies at Western Not-for-Profit Management Certificate Program, University of Western Ontario, London, Ontario
- Co-operative Undergraduate Programme in Arts Management, University of Toronto at Scarborough; Toronto, Ontario
- Disability, Community Based Rehabilitation (CBR) and International Development Certificate Program; Continuing Education, Queen's University; Kingston, Ontario
- Event Management Certificate Program; College of the Rockies; Cranbrook, British Columbia
- Event Management Graduate Certificate; Niagara College Canada; Niagara-on-the-Lake Campus, Ontario.
- Fundamentals in the Management of Volunteers Certificate; Humber College; Toronto, Ontario
- Fundraising & Resource Development Program - Online Distance Education Part-time Studies Certificate; Georgian College; Barrie, Ontario
- Fundraising and Volunteer Management Certificate Continuing Education; George Brown College; Toronto, Ontario
- Fundraising and Volunteer Management Post-Graduate Certificate; Humber College; Toronto, Ontario
- Fundraising Certificate; Fanshawe College; London, Ontario
- Graduate Certificate in Project Management; Royal Roads University; Victoria, British Columbia
- Graduate Diploma in Administration; Concordia University; Montreal, Quebec
- Graduate Diploma Nonprofit Management and Leadership Program, (Social Sector Management Program); Schulich School of Business; Toronto, Ontario
- Graduate PhD in Sociology with a specialization in Social Justice; University of Windsor; Windsor, Ontario
- Human Resource Management Extension Certificate; Faculty of Continuing Education, Mount Royal University; Calgary, Alberta.
- Leadership Development Extension Certificate; Faculty of Continuing Education, Mount Royal University; Calgary, Alberta.
- Master in Public Policy Graduate Program; Simon Fraser University; Vancouver, British Columbia
- Master of Arts in Community Development, Graduate Program; University of Victoria; Victoria, British Columbia
- Master of Arts in Leadership Graduate Program; Royal Roads University; Victoria, British Columbia
- Master of Arts in Leadership, Graduate degree program; University of Guelph; Toronto, Ontario
- Master of Arts in Professional Communication Graduate Program; Royal Roads University; Victoria, British Columbia

- Master of Business Administration: Sprott International Development Management Graduate Program; Carleton University Sprott School of Business; Ottawa, Ontario
- Nonprofit Management Certificate; Faculty of Continuing Education, Mount Royal University; Calgary, Alberta
- Social Service Worker Certificate Program, British Columbia Open University, Thomson Rivers University; Kamloops, British Columbia
- Social Service Worker Diploma Program; School of Health and Community Studies, Algonquin College, Woodroffe Campus; Ottawa, Ontario
- Social Service Worker Diploma Program; Seneca College; Toronto, Ontario
- Volunteer Management Certificate; Conestoga College; Kitchener, Ontario
- Volunteer Management Fundamentals Certificate; Conestoga College; Kitchener, Ontario
- Volunteer Management; Red River College; Winnipeg, Manitoba

Appendix C – Voluntary Sector Program Information Gathering Template

a) Program Name & Type; b) Host of Program; c) Location of Program

a) Funding:

- Cost of Program:
 - Tuition:
 - International Student Tuition:
- History:
 - Development of Program:
 - Original Funding Sources:
- Present Funding Sources:

b) Overview:

- Brief summary of the program being offered

c) Structure:

- Type of Program: Certificate, Diploma, Undergraduate, Graduate
- Length of course
- Number of courses
- Program Requirements
- Other Important Information

d) Delivery Methods:

- Online Courses
- Face-to-Face Courses
- Blended Courses
- Blended Residency Courses
- Televised Courses
- Video-Conference Courses
- Evening and Saturday Courses
- Fieldwork/Practicum versus Paid Internship/Co-op

e) Website

- Hyperlinked website for ease of access

f) Flags:

- Negative factors that need to be addressed.

Appendix D – Questions sent to program coordinators

1. History:
 - a) Provide a brief history of the program (e.g., how did it get started)
 - b) How was the program originally funded?
 - c) Does your program currently have a curriculum advisory committee comprising faculty, students and nonprofit/voluntary organizations?
2. Enrollment Trends:
 - a) How many people are enrolled in the program each year?
 - b) What is the program's capacity?
 - c) Are you at capacity every year?
 - d) What is the program's main demographic for people enrolled in the program?
 - e) Can students in other degrees/programs take courses in this program and if so what degrees/programs utilize this ability most?
 - f) What course(s) is/are the most popular?
3. Core Competencies/Courses:
 - a) What are the core competencies of the program?
 - b) Can you share with me course outlines of the key courses?
4. Delivery Trends:
 - a) What are the delivery methods for your program's courses? (e.g. online, face-to-face, blended, residencies, etc.)
 - b) Has this changed since the program was first developed?
5. Advertising/Promotion:
 - a) How much is spent on advertising for the program per year?
 - b) What methods of advertising are most successful for attracting students?
6. Strategic Plan and Future Goals:
 - a) Do you have a strategic plan for the program?
 - b) Did this plan go as planned?
 - c) What are your future goals/objectives for this program?

Appendix E– Annotated List of Post-Secondary Programs on the Voluntary Sector in Canada¹²

Fundraising and Nonprofit Management Programs:

1. Certificate in Fundraising Management; Algonquin College; Ottawa, Ontario

a) **Funding¹³:**

- **Tuition¹⁴:** \$2335.80 total (\$389.30/course)
- **International Students Tuition:** ---

b) **Overview:**

- This College Certificate program equips students with the practical skills necessary to enhance their marketable skills to successfully pursue a career in fundraising in the nonprofit sector. Graduate employment opportunities may include fundraising management and consulting for nonprofit organizations, social welfare agencies, hospitals and health charities, university and college foundations, international development agencies and community organizations.

c) **Structure:**

- Certificate Program
- 6 courses (45 hours/course)

d) **Delivery Method:**

- Online Courses

e) **Website:** <http://www.algonquincollege.com/ccol/program/fundraising-management-part-time-online/>

f) **Flags:**

- To qualify for this certificate, you must complete the program within 3 years.

2. Leadership Development Certificates; The Banff Centre for Leadership Development; Banff, Alberta

a) **Funding:**

- **Tuition:**
 - \$17,400 + \$4716 (Meals & Accommodations) for Authentic Leadership Certificate
 - \$12,650 + \$3406 (Meals & Accommodations) for Strategic Leadership Certificate
- **International Students Tuition:** ---

b) **Overview:**

- The Banff Centre Certificate in Authentic Leadership uses creative approaches to build your personal presence and your ability to inspire and engage others. If your goal is to gain greater self-awareness and leverage the authentic leader inside of

¹² All information included in this environmental scan is taken verbatim from the website to which the program pertains.

¹³ Need to look into strategic plan, main institutional website, and historical documents to find this information.

¹⁴ All tuition totals are estimates

you, this certificate is for you. Build your skill in leading strategic initiatives with confidence by acquiring practical tools, and exploring innovative approaches. The Banff Centre Certificate in Strategic Leadership is ideal for leaders seeking to achieve concrete results and organizational alignment.

c) Structure:

- Certificate Program
- Certificate in Authentic Leadership involves 4 sessions (3 1-week long courses, 1 three day course)
- Certificate in Strategic Leadership involves 3 sessions (Can choose from 2 week long courses and 2 three day courses)

d) Delivery Method:

- Face-to-Face Courses (in the form of weeklong retreats)

e) Website: <http://www.banffcentre.ca/leadership/certificate/>

f) Flags:

- Must complete the certificate in Authentic Leadership program within 3 years.
- Must complete the certificate in Strategic Leadership program within 2 years.

3. Master of Business Administration: Sprott International Development Management Graduate Program; Carleton University Sprott School of Business; Ottawa, Ontario

a) Funding:

- **Tuition:** \$15, 925/year including internship
- **International Students Tuition: ---**

b) Overview:

- Created in partnership with Carleton University's renowned Norman Paterson School of International Affairs (NPSIA) and School of Public Policy and Administration (SPPA), the Sprott MBA International Development Management concentration is uniquely designed to combine the appropriate business practices, management capabilities and leadership skills with an in-depth understanding of international development goals and processes. This combination provides graduates with the needed capabilities to plan, organize and deliver international development programs and projects.

c) Structure:

- Master Graduate Program
- 21 courses
- Full-time/Part-time options

d) Delivery Method:

- Face-to-Face Courses
- Fieldwork/Practicum

e) Website: <http://sprott.carleton.ca/our-programs/mba-program/international-development-management/>

f) Flags: ---

4. Graduate Diploma in Business Administration; Concordia University; Montreal, Quebec

a) **Funding:**

- **Tuition:**
 - **Canadian, Quebec resident:** \$3,600
 - **Canadian, non-Quebec:** \$7,300
- **International Students Tuition:** \$21,850

b) **Overview:**

- The Graduate Diploma and Certificate in Business Administration (GDBA/GCBA) are designed for those seeking a foundation in business fundamentals to complement their degree in another field. The GDBA/GCBA programs lead to a wide range of career options, and can be completed on a full-time or part-time basis.

c) **Structure:**

- Graduate Diploma Program
 - Certificate program also available (5 courses)
- 10 courses (30 credits)
- Full-time/Part-time options

d) **Delivery Method:**

- Face-to-Face Courses
- Evening Courses

e) **Website:** <http://www.concordia.ca/jmsb/programs/graduate/diploma.html>

f) **Flags:** ---

5. Volunteer Management Fundamentals Certificate; Conestoga College; Kitchener, Ontario

a) **Funding:**

- **Tuition:** ---
- **International Students Tuition:** ---

b) **Overview:**

- The Volunteer Management Program builds personal, organizational and community capacity by equipping students with the skills needed to successfully recruit, focus and retain volunteer resources. The program content aligns with accepted professional standards for the management of volunteer resources, and provides students with the up-to-date information and tools needed to develop and implement best practices.

c) **Structure:**

- Certificate Program
- 8 Courses

d) **Delivery Methods:**

- Face-to-Face Courses

e) **Website:** <http://www.conestogac.on.ca/parttime/1239.jsp>

f) **Flags:**

- Core courses are available only for those enrolled in the program. Elective courses may be taken by anyone.

- Prefer paid voluntary sector employees to partake in courses.

6. Fundraising Certificate; Fanshawe College; London, Ontario

a) Funding:

- **Tuition:** \$2869.20 total (\$288.10-\$377.65/course)
- **International Students Tuition:** ---

b) Overview:

- Continuing Education has all the key areas of business including Marketing, Accounting, and Human Resources with multiple discipline courses and programs offered throughout the year. In addition to industry specific expertise as a student you will develop management decision making skills, human relations skills, problem solving abilities and many other essential skills required to succeed in the business world today.

c) Structure:

- Certificate Program
- 8 Courses (6 mandatory & 2 electives)

d) Delivery Method:

- Online Courses

e) Website: <http://www.fanshawec.ca/continuing-education/business/fundraising>

f) Flags: ---

7. Fundraising & Resource Development Graduate Certificate - Online Distance Education Part-time Studies Certificate; Georgian College; Barrie, Ontario

a) Funding:

- **Tuition:** \$6575.31
- **International Students Tuition:** \$17, 159.01

b) Overview:

- Students learn to design integrated fundraising programs, run special events, research and secure grants, and develop relationships with major donors. Students also examine critical skills that support the fundraising process, including prospect research, volunteer management strategies, budgeting and financial management, marketing, donor engagement, group dynamics and team building, and use of technology for fundraising. During their academic studies, students gain skills through case studies and projects, followed by valuable real life experience participating in an internship in a fundraising environment in areas such as social services, the arts, the environment, health care, education, sports, recreation, and religion.

c) Structure:

- Graduate Certificate Program
- 1 year
- 12 Courses (11 mandatory & 1 elective)
- **Program Requirements:** college diploma or university degree or CFRE designation (Certified Fundraising Executive) or equivalent.

- d) **Delivery Method:**
 - Online Courses
 - Paid Internship/Co-op
- e) **Website:** <http://www.georgiancollege.ca/academics/full-time-programs/fundraising-and-resource-development-fund/>
- f) **Flags:** ---

8. Fundraising and Volunteer Management Post-Graduate Certificate; Humber College; Toronto, Ontario

- a) **Funding:**
 - **Tuition:** \$8,838.74
 - **International Students Tuition:** \$21, 312.50
- b) **Overview:**
 - You will learn to design and run organized, highly effective campaigns. In one intensive year this fundraising course will help you discover the latest trends in ethical philanthropy. You'll explore how to get grants, run special events, create direct marketing materials, reach out to wealthy major donors, and much more.
- c) **Structure:**
 - Graduate Certificate Program
 - 1 year
 - 20 courses (includes fieldwork)
 - **Program Requirements:** college or university degree
- d) **Delivery Method:**
 - Face-to-Face
 - Fieldwork/practicum
- e) **Website:** <http://mediastudies.humber.ca/programs/postgraduate/fundraising-management.html>
- f) **Flags:** ---

9. Nonprofit Management Extension Certificate; Faculty of Continuing Education, Mount Royal University; Calgary, Alberta

- a) **Funding:**
 - **Tuition:** \$3,190 total (\$319/course)
 - **International Students Tuition:** ---
- b) **Overview:**
 - Gain a thorough understanding of the nonprofit sector and board governance in Canada, and discover strategies for building successful partnerships and alliances. Learn from experienced nonprofit professionals and acquire relevant skills that can be applied immediately in the workplace.
- c) **Structure:**
 - Certificate Program
 - 10 Courses (8 required & 2 electives, 150 hours total)
- d) **Delivery Method:**

- Online Courses
- e) **Website:**
<http://www.mtroyal.ca/ProgramsCourses/ContinuingEducation/businessstraining/nonprofit/index.htm>
- f) **Flags:**
 - Must be completed in 1-3 years

10. Certificate in Interdisciplinary Studies in Nonprofit and Voluntary Sector Management; Ryerson University; Toronto, Ontario

- a) **Funding:**
 - **Tuition:** \$4683.68
 - **International Students Tuition:** ---
- b) **Overview:**
 - This unique program offers the following: an interdisciplinary curriculum pooling knowledge from three academic disciplines: business management, public administration, and social work, a practical blend of theory and application taught by academics and practitioners, and a wide range of current and relevant courses covering key areas such as marketing, financial management, fundraising, advocacy, strategic planning, program evaluation, organizational management, and organizational change.
- c) **Structure:**
 - Certificate Program
 - 8 Courses (4 required & 4 electives)
 - **Program Requirements:** 1.67 GPA or higher
- d) **Delivery Method:**
 - Blended Courses: Online & Saturdays
 - Online Courses
 - Face-to-Face Courses
- e) **Website:** <http://ce-online.ryerson.ca/ce/default.aspx?id=2795>
- f) **Flags:** ---

11. Nonprofit Management & Leadership Graduate Diploma; Schulich School of Business; Toronto, Ontario

- a) **Funding:**
 - **Tuition:**
 - \$16,013.93/term (4 terms - Full-time):
 - \$6,625.01/term (10 terms - Part-time):
 - **International Students Tuition:** \$20,001.22/term
- b) **Overview:**
 - Students from Canada and around the world study with us to learn to deal effectively with the challenges posed by this rapidly expanding and very complex sector. Our goal is to continue to develop strong, creative, flexible and visionary

leaders who are capable of enhancing the quality of community life, and building and fostering civil society around the world."

c) Structure:

- Graduate Diploma Program
- 6 courses - to be taken concurrently with a Schulich Master Business of Administration.
- Part-time/Full-time options

d) Delivery Method:

- **Not Available**
- 3-4 month Fieldwork/Practicum

e) Website:

http://www.schulich.yorku.ca/client/schulich/Schulich_LP4W_LND_WebStation.nsf/page/nmlp-graduate-diploma-in-nonprofit-management-and-leadership!OpenDocument

f) Flags: ---

12. Master of Arts in Community Development Graduate Program; University of Victoria; Victoria, British Columbia

a) Funding:

- **Tuition:** \$2,543.72/term
- **International Students Tuition:** \$2976.70/term

b) Overview:

- The Master of Arts in Community Development (MACD) will build and develop your capacity to become a successful leader in the civil society and social economy, whether you work or volunteer in nonprofit, co-operative or community economic development organizations either locally or internationally. Throughout the program, you will apply new skills and knowledge to an ongoing research project for a client in the community development sector.

c) Structure:

- Master Graduate Program
- 2 years
- 10 Courses (9 core courses & 1 elective)

d) Delivery Method:

- **Blended Residency:**
 - Online Courses year round
 - 3 Face-to-Face Residencies (2-3 weeks at a time)

e) Website: <http://www.uvic.ca/hsd/publicadmin/graduate/future-students/grad-programs/community-development/index.php>

f) Flags: ---

13. Not-for-Profit Management Certificate Program; University of Western Ontario; Continuing Studies; London, Ontario

a) Funding:

- **Tuition:** \$8,500

- **International Students Tuition:** ---
- b) **Overview:**
 - The Certificate in Not-for-profit Management is designed to provide practitioners and working professionals with the practical and applied knowledge and skills required to manage and lead not-for-profit organizations. The not-for-profit sector faces unique challenges in achieving success in the 21st century. The Professional Certificate in Not-For-Profit Management has been designed to meet the ongoing needs of not-for-profit team members and leaders.
- c) **Structure:**
 - Certificate Program
 - 1 year program
 - 8 courses
- d) **Delivery Method:**
 - Face-to-Face 2 Day Seminars
- e) **Website:**
<http://wcs.uwo.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=22253&selectedProgramAreaId=10316&selectedProgramStreamId=20889>
- f) **Flags:** ---

Volunteer Management Programs:

14. Volunteer Management Certificate; Conestoga College; Kitchener, Ontario

- a) **Funding:**
 - **Tuition:** ---
 - **International Students Tuition:** ---
- b) **Overview:**
 - The Volunteer Management Program builds personal, organizational and community capacity by equipping students with the skills needed to successfully recruit, focus and retain volunteer resources. It is directed at paid staff or volunteers who have the current function or future goal of engaging volunteers effectively in the social profit sector.
- c) **Structure:**
 - Certificate Program
 - 5 Courses
 - Part-time
 - **Program Requirements:** Background as a volunteer or paid staff in a voluntary organization.
- d) **Delivery Method:**
 - Face-to-Face Courses
- e) **Website:** <http://www.conestogac.on.ca/parttime/1239.jsp>
- f) **Flags:** ---

15. Fundraising Certificate; George Brown College; Toronto, Ontario

- a) **Funding:**
 - **Tuition:** \$1504
 - **International Students Tuition:** ---
- b) **Overview:**
 - This certificate has been developed to provide you with the knowledge and techniques you need to do so effectively. Our teachers and program advisors have been drawn from across the nonprofit spectrum: health care, education, social services, and arts and culture.
- c) **Structure:**
 - Certificate Program
 - 6 Courses
- d) **Delivery Method:**
 - Face-to-Face Courses
- e) **Website:** <http://coned.georgebrown.ca/PA0040/CE0012>
- f) **Flags:** ---

16. Volunteer Management Leadership Certificate; Humber College; Toronto, Ontario

- a) **Funding:**
 - **Tuition:** \$1275
 - **International Students Tuition:** ---
- b) **Overview:**
 - The Volunteer Management Leadership Certificate is a comprehensive guide to developing and managing a strong volunteer team. This program teaches the foundations of Volunteer Management based on best practices and addresses the building blocks which lead to a strong and engaged volunteer team that proactively responds to the changing environment. It teaches strategies for planning, developing, evaluating and leading relationships to engage all stakeholders.
- c) **Structure:**
 - Certificate Program
 - 3 Courses
- d) **Delivery Method:**
 - Face-to-Face
 - Online
- e) **Website:** <http://www.humber.ca/continuingeducation/program/volunteer-management-leadership-certificate>
- f) **Flags:** ---

17. Volunteer Management; Red River College; Winnipeg, Manitoba

- a) **Funding:**
 - **Tuition:** \$145-699/class
 - **International Students Tuition:** ---
- b) **Overview:**

- Take this program to expand or upgrade your knowledge and management skills to ensure the success of your volunteer programs and their contribution to your organization's goals and objectives. Develop the skills to recruit, select, motivate, train and manage volunteers in the multi-faceted field of volunteer management.
- c) **Structure:**
- Certificate Program
 - 6 core courses & 72 hours of electives or 72 hours of practicum.
- d) **Delivery Method:**
- Online Courses
 - Face-to-Face Courses
 - Optional Fieldwork/Practicum
- e) **Website:** <http://me.rrc.mb.ca/catalogue/ProgramInfo.aspx?ProgCode=VOLMP-CT&RegionCode=WPG>
- f) **Flags:** ---

Special Event Management Programs:

18. Special Event Planning Certificate; College of the Rockies; Cranbrook, British Columbia

- a) **Funding:**
- **Tuition:** \$795
 - **International Students Tuition:** ---
- b) **Overview:**
- Become familiar with the theory behind the many aspects of event planning and find out how to apply the theory in a practical setting through event simulations.
- c) **Structure:**
- Certificate Program
 - 4 Modules which must be completed consecutively.
- d) **Delivery Method:**
- Online Courses
- e) **Website:** <http://www.cotr.bc.ca/sepac/>
- f) **Flags:** ---

19. Event Management Graduate Certificate; Niagara College Canada; Niagara-on-the-Lake Campus, Ontario

- a) **Funding:**
- **Tuition:** \$5,428.20 (including fees)
 - **International Students Tuition:** ---
 - **Other Funding Sources:**
 - Many Hands Project at the Upper Deck Youth Centre: NC's Event Management students raised \$37,300 to support this year's project – far surpassing their original \$12,500 goal – through five successful

fundraising events. The project also received significant support from founding and lead sponsor Canadian Tire Financial Services.

- In fall 2011, the College was awarded funding of \$2,200,000 over three years to deliver the Graduate Enterprise Internship (GEI) through FedDev. The goal of the project was graduate employment and economic development through funded internship opportunities for our graduates. The project ended in March 2014 and 221 jobs have been created for Niagara College graduates through this program.
 - Niagara College Canada. (2014). Annual Business Plan. Retrieved from <http://www.niagaracollege.ca/content/Portals/3/NiagaraCollege/pdfs/corporate/reports/annual-business-plan-2014-2015.pdf>

b) Overview:

- This program offers small class sizes and hands-on training and will teach you how to plan, promote and run special events for the public, corporate and nonprofit sectors. Students develop and operate a series of 'live' events as part of the course program outline. This program has also received the Gold Pinnacle Award from the International Festivals and Events Association in 2012.

c) Structure:

- Graduate Certificate Program
- 1 year
- 14 courses
- **Admission Requirements:** Ontario College Diploma or Bachelor's Degree OR an acceptable combination of related work experience and post-secondary education (as determined by the College) AND Proof of English proficiency.

d) Delivery Method:

- Face-to-Face Courses
- Fieldwork/Practicum (250 hours)

e) Website:

<http://www.niagaracollege.ca/content/Programs/FulltimeStudies/HospitalityandTourism/EventManagement.aspx#infotours>

f) Flags: ---

Administration Programs:

20. Human Resource Management Extension Certificate; Faculty of Continuing Education, Mount Royal University; Calgary, Alberta.

a) Funding:

- **Tuition:** \$399/15 hour course
- **International Students Tuition:** ---

b) Overview:

- Targeting professionals currently working in the human resource sector; those whose role involves hiring, managing and motivating employees; and anyone

wishing to enter the field of human resource management. Learn effective recruitment and selection techniques, support employee career planning, develop quality training programs for employees, and develop an effective performance management program.

c) Structure:

- Certificate Program
- Complete 90 hours of required courses and 60 hours of optional courses.

d) Delivery Method:

- Face-to-Face Courses
 - Evening and Saturday Courses: Evening (615-915), Saturday (830-5)
 - Weekday Courses: (830-5)
- Each course is 15 hours long and can be completed by either 2 (830-5) classes within 2 weeks or 5 (615-915) classes once a week for approximately one month.

e) Website:

<http://www.mtroyal.ca/ProgramsCourses/ContinuingEducation/businesstraining/hr/>

f) Flags:

- May be completed within 1 semester but must be completed within 3 years.
- Mount Royal's base operating grant of \$87.6 million has now been reduced by \$6.5 million, or 7.3%. Due to the cutbacks, 8 of Mount Royal programs are having their intake suspended due to budget cuts.
 - Source: Mount Royal University. (2013). Budget FAQs. Retrieved from http://www.mtroyal.ca/AboutMountRoyal/OfficesGovernance/OfficePresident/faqs_part1.htm

21. Leadership Development Extension Certificate; Faculty of Continuing Education, Mount Royal University; Calgary, Alberta.

a) Funding:

- **Tuition:** \$3592
- **International Students Tuition:** ---

b) Overview:

- Through the use of self-assessment tools, journaling techniques and an exploration of the Five Practices of Exemplary Leadership, find out how to access and develop your leadership strengths. Gain the respect of others by becoming a leader with credibility; one who encourages better performance, higher levels of productivity and fosters teamwork within all levels of an organization.

c) Structure:

- Certificate Program
- 8 Courses (6 required & 2 optional for 135 hours)

d) Delivery Method:

- Face-to-Face Courses
 - 830-5 Fridays & Saturdays only

e) **Website:**

<http://www.mtroyal.ca/ProgramsCourses/ContinuingEducation/businesstraining/leadership/index.htm>

f) **Flags:**

- May be completed within 2 semesters, but must be completed within 3 years.
- Mount Royal's base operating grant of \$87.6 million has now been reduced by \$6.5 million, or 7.3%. Due to the cutbacks, 8 of Mount Royal programs are having their intake suspended due to budget cuts.
 - Source: Mount Royal University. (2013). Budget FAQs. Retrieved from http://www.mtroyal.ca/AboutMountRoyal/OfficesGovernance/OfficePresident/faqs_part1.htm

22. Graduate Certificate in Project Management; Royal Roads University; Victoria, British Columbia

a) **Funding:**

- **Tuition:** \$5,940
- **International Students Tuition:** \$7,490
- **Other Funding Sources:**
 - **Royal Roads University Internal Research Grant:** supports a variety of research activities including: 1) small research projects; 2) seed funding for larger research projects; and 3) research dissemination
 - Royal Roads University. (N.D.). Internal Research Grants. Retrieved from <http://research.royalroads.ca/internal-research-grants>

b) **Overview:**

- The Graduate Certificate in Project Management program will provide you with leading-edge instruction in project management best practices, project leadership, team dynamics and project negotiations.

c) **Structure:**

- Graduate Certificate Program
- 6 months
- **Program Requirements:** Four year (or comparable) undergraduate degree in a related field from a post-secondary institution. Normally, minimum 3-5 years of related full-time work experience.
 - **Flexible Admission:** 5-7 years of related full-time work experience

d) **Delivery Method:**

- **Blended Residency:** 5 day residency, followed by 2 online courses, concluding with a final 3 day residency.
 - **Face-to-Face:** On-site Residency Schedule - 8:30-4:30. Homework, readings and team assignments are completed in evenings.
 - **Online courses:** taken consecutively, each course lasting for a period of 12 weeks. Each course requires approximately 12-17 hours per week.

e) **Website:** <http://www.royalroads.ca/prospective-students/graduate-certificate-project-management>

f) **Flags:** ---

23. Master of Arts in Leadership Graduate Program; Royal Roads University; Victoria, British Columbia

a) Funding:

- **Tuition:** \$22,930
- **International Students Tuition:** \$29,130
- **Other Funding Sources:**
 - **Royal Roads University Internal Research Grant:** supports a variety of research activities including: 1) small research projects; 2) seed funding for larger research projects; and 3) research dissemination
 - Royal Roads University. (N.D.). Internal Research Grants. Retrieved from <http://research.royalroads.ca/internal-research-grants>

b) Overview:

- Students focus on relevant, real world problem-solving projects grounded in a rigorous theoretical understanding of the nature of today's organizations and the changing role of leadership within them. Comprehensive leadership studies address adult learning, emotional intelligence, communication and conflict, systems thinking, team facilitation and development, organizational change, and action research inquiry

c) Structure:

- Graduate Master Program
- 2 years
- **Program Requirements:** 4 year (or comparable) undergraduate degree in a related field from a recognized post-secondary institution and a minimum of 5 years of leadership experience.

d) Delivery Method:

- **Blended Residency:** Residencies and internet-based distance education
 - **On-campus Residencies** - two 2 week residencies over a 2 year period
 - **Online Courses** - delivered over the internet. Prior to commencing each course, students are provided with a package of materials and readings.

e) **Website:** <http://www.royalroads.ca/prospective-students/master-arts-leadership>

f) **Flags:** ---

Arts and Culture Management Programs:

24. Specialist Co-operative Undergraduate Programme in Arts Management, University of Toronto at Scarborough, Toronto, Ontario

a) Funding:

- **Tuition:** \$6040 per year of program
 - **Co-op programs:** an additional \$480-639
- **International Students Tuition:** \$35,280 per year of program
- **Other Funding Sources:**

- **Federal Granting Agencies** - The main source of research support in Canada is Tri-Council funding. Where if applicable, you can apply for a Project Scheme Grant.
- **Research Funding Opportunities Database** - A searchable and sortable database of available awards, grants, funds and other opportunities for U of T researchers. These entries provide sponsor program details and links to invaluable U of T-specific resources such as tips, checklists, and presentation slides, etc.).
- **Pivot Funding Opportunities Database** - A tool for discovering funding opportunities and supporting collaboration in the research development field. This international funding opportunities database covers the humanities and the physical, social, and life sciences.
- University of Toronto. (N.D.). External Funding Sources – Find Research Funding. Retrieved from <http://www.utoronto.ca/research/external-funding-sources-find-research-funding>

b) Overview:

- This program provides students with a solid grounding in the knowledge and skills necessary for fulfilling professional careers in producing, presenting and exhibiting organizations (theatres, opera companies, orchestras, dance companies, galleries, museums), arts councils, arts service organizations, government, and many other related areas, or for graduate studies in disciplines such as Arts Management, Cultural and Public Policy, Arts Education and Museum or Curatorial Studies.

c) Structure:

- Specialist Undergraduate Program (concentration)
 - **Standard Stream:** academic courses without full field placements for students with past practical experience in arts management.
 - **Field Placement Stream:** 2 300-hour not-for-credit placements
- **Program Requirements:** the completion of a total of 15 credits. Students complete a core of 6.0 credits in Arts Management courses, 1.5 credits in Management courses, 6.0 credits in one or more arts discipline(s), and 1.5 credits specific to either the Standard Stream or the Field Placement Stream.

d) Delivery Method:

- Face-to-Face Courses
- Fieldwork/Practicum

e) Website:

http://www.utoronto.ca/~registrar/calendars/calendar/Arts_Management.html

f) Flags: ---

25. Arts Management Diploma Program; Continuing Studies at Western, University of Western Ontario; London, Ontario

a) Funding:

- **Tuition:** \$7000 (excluding fees)
 - **International Students Tuition:** ---
- b) **Overview:**
- Working for galleries, symphony orchestras, festivals, or theatres, arts managers and administrators coordinate the business and administrative side of arts organizations.
- c) **Structure:**
- Diploma Program
 - 1 year
 - 11 courses
- d) **Delivery Method:**
- Face-to-Face Courses
 - Blended – one course
 - Fieldwork/Practicum
- e) **Website:**
- <http://wcs.uwo.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=26569&selectedProgramAreaId=20871&selectedProgramStreamId=20880>
- f) **Flags:** ---

Social Service Programs:

26. Social Service Worker Diploma Program; School of Health and Community Studies, Algonquin College, Woodroffe Campus; Ottawa, Ontario

- a) **Funding:**
- **Tuition:** \$1,343.89/term (excluding fees)
 - **International Students Tuition:** Pay all relevant Canadian fees plus an International Premium of \$4,775/term.
- b) **Overview:**
- This program prepares students to work effectively with disadvantaged individuals, groups and committees. The curriculum includes courses in social work methods, social welfare systems, addictions, community development and the humanities.
- c) **Structure:**
- Diploma Program
 - 2 years
 - This Full-time day program is also offered on the Pembroke and Perth Campuses. The curriculum order and subject delivery are reflective of the local circumstances which affect program delivery.
 - There is also an Intensive offering delivered at the Woodroffe Campus. This latter program is for individuals who have completed a university degree or diploma (from an Ontario College of Applied Arts and Technology) in the humanities.

- Part-time - offered at Woodroffe Campus in the evenings.
- d) **Delivery Method:**
- Blended Courses
 - Online Courses
 - Face-to-Face Courses
- e) **Website:** <http://www.algonquincollege.com/healthandcommunity/program/social-service-worker/>
- f) **Flags:** ---

27. Social Service Worker Certificate Program, British Columbia Open University, Thomson Rivers University; Kamloops, British Columbia

- a) **Funding:**
- **Tuition:** \$6,104.43 (excluding fees)
 - **International Students Tuition:** \$12,712.55 (excluding fees)
- b) **Overview:**
- This certificate program is designed for individuals seeking the knowledge and skills necessary to enter the field of social services or to upgrade a current position. This program offers courses in social work theory and practice, counselling skills, lifespan development, social services and social science.
- c) **Structure:**
- Certificate Program
 - 9 Courses and 6 credit hours of practicum
 - **Admission Requirements:** Completion of a Grade 12 program or the Adult Graduation Diploma is recommended for admission into this program as well as 60 documented hours of people-oriented volunteer or paid work experience in public or private social service agencies in the last 5 years.
- d) **Delivery Method:**
- Blended Courses
 - Online Courses
 - Face-to-Face Courses
 - Fieldwork/Practicum - Students may choose a part-time option in which they are placed in a community agency 3 days a week for a total of 10 weeks or they may elect to arrange a practicum for a 6 week full-time, placement (210 hours in total).
- e) **Website:** <http://www.tru.ca/distance/programs/health-science/social-service-worker-certificate.html>
- f) **Flags:**
- The minimum course completion time for fieldwork/practicum is 15 weeks

28. Community Worker Diploma Program, George Brown College; Toronto, Ontario

- a) **Funding:**

- **Tuition: ---**
 - **International Students Tuition: ---**
- b) **Overview:**
- The Community Worker Program prepares students to work in solidarity with communities, from a rights-based and empowerment approach, toward lasting social change. Students are taught to understand and analyse the historical, social, political, economic, and systemic ways in which current issues, needs and injustices have developed and continue to be experienced by Canada's many marginalized communities.
- c) **Structure:**
- Diploma program
 - 2 years
- d) **Delivery Method:**
- Face-to-Face Courses
 - Fieldwork/Practicum - In the Second, Third and Fourth semesters, students spend 2 days per week in supervised field placements. By the end of the program, students are expected to have completed 2 different field placements, a 200-hour placement in their second semester and a 400-hour placement over the 3rd and 4th semesters. International placements to either Cuba or Jamaica.
- e) **Website:** <http://web.net/~comwpgbc/>
- f) **Flags: ---**

29. Disability, Community Based Rehabilitation (CBR) & International Development Certificate Program; Continuing Education, Queen's University; Kingston, Ontario

- a) **Funding:**
- **Tuition:** \$2,500
 - **International Students Tuition:** 20% discount to learners from developing countries
- b) **Overview:**
- The online continuing education program is a modular, certificate program for working professionals to enhance capacity for collaborative practice in rehabilitation and disability sectors. The program provides an opportunity to explore the relationship between disability, community based rehabilitation (CBR) and development and to upgrade management, leadership, policy analysis, research and evaluation skills.
- c) **Structure:**
- Certificate Program
 - 6 interactive modules
- d) **Delivery Method:**
- Online Courses
- e) **Website:** <http://www.queensu.ca/icacbr/education/ocp.html>

f) **Flags:** ---

30. Social Service Worker Diploma Program; Seneca College; Toronto, Ontario

a) Funding:

- **Tuition:** \$3,636.00 for one year (excluding fees)
- **International Students Tuition:** \$13,190.00 for one year (excluding fees)

b) Overview:

- Studies will include interviewing; counselling and relationship–building capabilities; effective membership and leadership in group settings; working with families; the creation and maintenance of helping relationships; and practice in such specialized areas as case management, community development and social policy.

c) Structure:

- Diploma Program
- 2 years

d) Delivery Method:

- Face-to-Face Courses
- Fieldwork/Practicum
 - The equivalent of 2 full days per week in semesters 2, 3 and 4
 - Full week block placements scheduled throughout the program duration
- Part-time - Professional Social Service Worker courses offered in the evenings with 2 components of field work which may be completed during the weekday/evening and/or weekend. These both cover the same content.

e) **Website:** <http://www.senecac.on.ca/fulltime/SSW.html#layer9>

f) **Flags:** ---

31. Certificate in Working with Homeless Populations, University of Calgary Continuing Education; Calgary, Alberta

a) Funding:

- **Tuition:** \$1,795.00 (includes fees)
- **International Students Tuition:** ---

b) Overview:

- The Level I Certification prepares professionals to work effectively, competently, and ethically with clients who experience homelessness and their agencies.

c) Structure:

- Certificate Program
- 1 course with 10 modules (112 hours)

d) Delivery Method:

- Face-to-Face Courses: 1 class per week from 830-430 (days vary per week)

e) **Website:**

<http://conted.ucalgary.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=6347688&selectedProgramAreaId=3895350>

f) **Flags:** ---

32. Graduate PhD in Sociology with a specialization in Social Justice; University of Windsor; Windsor, Ontario

a) **Funding:**

- **Tuition:** ---
- **International Students Tuition:** ---

b) **Overview:**

- Responds to current social changes in workplace restructuring, the declining welfare state, privatization, processes of globalization, gender relations, sexuality, governance, security, and migration and immigration practices and policies.

c) **Structure:**

- Graduate PhD Program
- **Program Requirements:** For admission to the Ph.D. program in Sociology, applicants must hold a Master's degree in Sociology (or equivalent) from a recognized university.

d) **Delivery Method:**

- **Not Available**

e) **Website:** <http://www1.uwindsor.ca/sociology/phd-in-sociology>

f) **Flags:** ---

Other Relevant Programs:

33. Community Economic and Social Development Undergraduate Program; Algoma University; Sault Ste. Marie, Ontario

a) **Funding:**

- **Tuition:** \$2895.07 per 15 credit semester (excluding fees)
- **International Students Tuition:** \$7403.25 per 15 credit semester (excluding fees)

b) **Overview:**

- A distinctive interdisciplinary program, CESD integrates several disciplines including CESD, social work, sociology, political science, geography, economics, and business administration. Community economic and social development provides students with the tools and knowledge to make meaningful change within their community and the world around them.

c) **Structure:**

- Undergraduate Degree Program (can also receive certificate for 30 credit hours)
- 4 years

- Graduates will be eligible for certification by the Economic Developers' Association of Canada (EDAC) and the Council for the Advancement of Native Development Offices (CANDO).
- d) **Delivery Method:**
- Face-to-Face Courses
 - Fieldwork/Practicum
 - Complete a 150-hour work placement in 3rd year of study
 - Complete a 300-hour work placement in 4th year of study
- e) **Website:** <http://www.algomau.ca/cesd/>
- f) **Flags:** ---

34. Community Leadership and Social Change Diploma; Capilano University; Vancouver, British Columbia

- a) **Funding:**
- **Tuition:** \$7220.40 (excluding fees)
 - **International Students Tuition:** \$32,340.00 (excluding fees)
- b) **Overview:**
- The curriculum and classroom environment reflect the principles of community development, social change and social justice. Students gain an in-depth and critical understanding of the history, theory and current practice of community development in North America. They develop skills in applying leading edge community development research and planning methods in various community settings. Through experiential learning opportunities, they become facilitators of community processes that build consensus and foster non-violent and collaborative dialogue.
- c) **Structure:**
- Diploma Program
 - 2 years
 - 20 courses (60 credit hours)
- d) **Delivery Method:**
- Face-to-Face Courses
- e) **Website:** <http://www.capilanou.ca/cdo/CLSCdiploma/>
- f) **Flags:** ---

35. Master of Arts in Leadership, Graduate degree program; University of Guelph; Toronto, Ontario

- a) **Funding:**
- **Tuition:** \$30,110
 - **International Students Tuition:** \$34,695

b) Overview:

- Study leadership through a broad, multidisciplinary approach and develop your leadership knowledge, skills and competencies through our comprehensive program of theoretical study backed by practical experience and analysis.

c) Structure:

- Graduate Master Program
- 2 years
- 8 courses

d) Delivery Method:

- **Blended Residency:**
 - Face-to-Face: 2 residential learning experience (1 week each year)
 - Online Courses (Remainder of program)

e) **Website:** <https://www.uoguelph.ca/business/ma-leadership/>

f) **Flags:** ---

36. Master of Arts in Professional Communication Graduate Program; Royal Roads University; Victoria, British Columbia

a) Funding:

- **Tuition:** \$22,930
- **International Students Tuition:** \$29,130

b) Overview:

- The MA in Professional Communication program provides a broad understanding of communication as a human activity. Graduates will be able to function in environments that require effective team-work, adaptability, strategic planning, intercultural mediation, and a sophisticated understanding of interpersonal discourse. Additionally, they will excel in the integration of written and verbal communications with digital technologies.

c) Structure:

- Graduate Master Program
- 2 years

d) Delivery Method:

- **Blended Residency:**
 - Face-to-Face: 3 week on-campus residencies (at the start of each year)
 - Online Courses (Remainder of program)

e) **Website:** <http://www.royalroads.ca/prospective-students/master-arts-professional-communication>

f) **Flags:** ---

37. Master in Public Policy Graduate Program; Simon Fraser University; Vancouver, British Columbia

a) Funding:

- **Tuition:** \$15,087.80 (excluding fees)
- **International Students Tuition:** Same as Domestic

b) Overview:

- Our program features faculty members specializing in many diverse areas of public policy such as: social policy, environmental policy, first nations policy, health policy, educational policy, tax policy and issues such as sustainability, governance, globalization, gender and cost-benefit analysis.

c) Structure:

- Graduate Master Program
- 2 years
- 14 courses

d) Delivery Method:

- Face-to-Face Courses
- Paid Internship/Co-op

e) Website: http://www.sfu.ca/mpp/student_information/admission_faq/program.html

f) Flags: ---

38. Certificate in Corporate Social Responsibility; University of St. Michael's College; Toronto, Ontario

a) Funding:

- **Tuition:** \$7200
- **International Students Tuition:** ---

b) Overview:

- **Who Should Attend:** Executives, managers, consultants and others in the corporate, public services and civil society sectors who need to understand CSR and sustainability. Past participants have included key individuals involved in strategic planning, public affairs, community investment, environmental sustainability, human resources, supply chain management, compliance and ethics.

c) Structure:

- Certificate Program
- 1 year
- **Program Requirements:** Applicants should have completed post-secondary studies and have relevant professional experience in a business, not for profit, or government setting.

d) Delivery Method:

- **Blended Residency:**
 - Face-to-Face: 11 days total (3 times during the year)

- Online Courses (Remainder of program)
 - Additional seminar or conference
- e) **Website:** <http://csr-stmikes.ca/program-overview>
- f) **Flags:** ---

Appendix F – Program course lists

Mount Royal University: Nonprofit Management Extension Certificate course list:

Required (8):

1. Introduction to Nonprofit Management – Recommend completion of this course first
2. Keys to Managing Nonprofit Organization I: Strategic Management
3. Board Governance in the Nonprofit Sector
4. Introduction to Voluntarism in the Nonprofit Sector
5. Program Planning and Evaluation for the Nonprofit Sector
6. Ethical Issues in the Nonprofit Sector
7. Law for the Nonprofit Sector
8. Fund Development and Corporate Philanthropy

Electives (choose 2 of 3):

1. Marketing and Public Relations in the Nonprofit Sector
2. Keys to Managing Nonprofit Organizations II: Roles & Relationships
3. Financial Basics: Keeping it Simple for Nonprofit Managers
(Description available on website)

University of Ontario, Institute of Technology: Not-for-Profit Management Certificate course list:

Required (5):

1. Leadership in the NFP Sector
2. Marketing & Communications
3. Operational Management
4. Human Resources Management
5. Financial Management

Capilano University: Community Leadership and Social Change Diploma course list:

Required (13):

1. Introduction to Community Development
2. Foundation Skills in Community Development
3. Leadership for Community Building
4. Facilitation for Community Development Practitioners
5. Service Learning in Neighborhood Context
6. Digital Tools for Social Change
7. Community-Based Research
8. Program Planning and Management
9. Service Learning in Leadership Roles
10. Advanced Business Writing and Editing
11. Academic Writing Strategies
12. Local Government Administration in BC
13. Capstone Project

Electives (choose 7)

(Descriptions available on website)

Appendix G – UOIT Not-For-Profit Management Certificate Program Learning Objectives

Leadership in the NFP Sector	<ul style="list-style-type: none"> • Mission, vision & values • NFP legislation - (National and Provincial) • Letters of Incorporation • Governance 	<ul style="list-style-type: none"> • Board & committee structure • Bylaws, policies & procedures • Annual & special meetings • Risk management
Marketing & Communications	<ul style="list-style-type: none"> • Marketing and communication principles • Unique value proposition • Targeting your audience 	<ul style="list-style-type: none"> • Integrated Marketing plans • Social media marketing strategies • Event management
Operational Management	<ul style="list-style-type: none"> • Strategic plans • Operating & performance plans • Program evaluation 	<ul style="list-style-type: none"> • Quality management • Creating a culture of philanthropy • Fundraising plans and campaign
Human Resources Management	<ul style="list-style-type: none"> • Understanding the difference between management and leadership • Creating a positive organizational culture • Succession planning - finding and keeping the right people for your organization • Employment contracts that work • Effective reward and recognition programs • Motivating staff and volunteers 	
Financial Management	<ul style="list-style-type: none"> • Not-for-profit accounting • What is accounting? • A review of financial statements • Audits versus reviews • Peculiar accounting issues 	<ul style="list-style-type: none"> • Budgets • The Treasurer's job • Registered charity and NFP reporting • HST, Property tax relief • CRA Tax Receipting rules