Non-credit Nonprofit Management Education:
Beyond mapping and towards a new research agenda

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ABSTRACT

Nonprofit management education (NME) has received attention from scholars and practitioners over the past thirty years. Much of the research on NME focuses on credit-based university courses, primarily reflecting a U.S. context. Left out of analyses are non-credit NME offerings. This article relocates to an English-speaking Canadian landscape where a substantial number of non-credit NME courses are found. Mapping methodologies, favoured to showcase the breadth of NME, cannot offer deeper insight into questions and critiques of non-credit NME curriculum and instruction. This article shows how syllabi review and critical qualitative inquiry can deepen knowledge of non-credit offerings. A new research agenda for non-credit NME is required to support nonprofit managers to achieve their social goals.

Keywords: Nonprofit management education; Non-credit nonprofit management education; Canada; Postsecondary certificates; Continuing education; Syllabi review; Critical qualitative inquiry; Instructor reflexivity

RÉSUMÉ

Depuis une trentaine d'années, la formation en gestion des organismes sans but lucratif (OSBL) a retenu l'attention d'universitaires et de praticiens. Cependant, une grande partie de leurs recherches sur la gestion des OSBL se concentre sur des cours universitaires offrant des crédits, et reflète un contexte principalement américain. Les cours sans crédit sur la gestion des OSBL sont omis des analyses. Cet article se focalise sur un paysage canadien anglophone où l'on retrouve un nombre important de cours sans crédit sur la gestion des OSBL. Certaines méthodologies de schématisation, privilégiées pour mettre en valeur la portée de tels cours, sont inefficaces pour offrir un aperçu plus approfondi des questions et critiques concernant le curriculum et l'enseignement de cours sans crédit sur la gestion des OSBL. Cet article montre comment la revue de plans de cours et l'enquête qualitative critique peuvent en revanche servir à approfondir la connaissance de ces cours sans crédit. Ainsi, un nouveau programme de recherche pour les cours sans crédit sur la gestion des OSBL s'avère nécessaire pour aider les gestionnaires d'OSBL à atteindre leurs objectifs sociaux.

Mots clés : Formation en gestion des organismes sans but lucratif; Formation sans crédit en gestion des organismes sans but lucratif; Canada; Certificats postsecondaires; Formation continue; Revue de plans de cours; Enquête qualitative critique; Réflexivité de l'enseignant

INTRODUCTION

Nonprofit management education (NME) has received increasing attention from scholars and practitioners over the past thirty years (Baggetta & Brass, 2014). Growing research interest in the field is attributed to several factors, including the development of professional and management education, the growth of the nonprofit sector, business interest from university administration and philanthropic funders, the development of professional organizations, and student demand (O'Neill, 2005). Changes in the provision of social services away from government agencies and into the nonprofit sector have necessitated increased capacity among nonprofit organizations, including nonprofit managers (Salamon & Sokolowski, 2005). One way to achieve this new capacity is through NME in universities (Mirabella & Wish, 2001). Interest in NME is further evidenced by the existence and development of professional bodies such as the Nonprofit Academic Centers Council (2015), which offers curricular guidelines and research conferences.

While the growth of NME is evident, gaps in understanding about these offerings remain. A significant focus of research on NME has been on credit-based courses at the graduate and undergraduate level (Bezboruah & Carpenter, 2020; Paton, Mordaunt, & Cornforth, 2007). Research on NME has most often focused on a U.S. context. Left out from these choices are non-credit NME offerings, which are increasing among academic, civil society, and corporate providers but suffer critiques of quality and effectiveness.

This article adopts a problematizing approach for considering gaps in non-credit NME research. Problematization is beneficial when fields of research are nascent. Concepts, such as non-credit NME, may have been identified, but confusion and a lack of clarity remain (Edmondson & McManus, 2007). This approach allows for the interrogation of current knowledge assumptions and offers new ways of thinking about a specific phenomenon. A problematizing approach does not seek the work of a systematic review. The goals are not to spot gaps; instead, this review looks across the literature to identify what new information can be uncovered (Alvesson & Sandberg, 2020; Sandberg & Alvesson, 2011). It aims to look beyond what is known within credit-based, U.S.-centric NME. Doing so raises multiple avenues for future research.

Literature has helped map types of NME on an international scale, including in the U.S. (Mirabella, 2007; Mirabella & Wish, 2001) and throughout Europe and Asia (Mirabella, Gemelli, Malcolm, & Berger, 2007; Murdock, Tekula, & Parra, 2013; Paton & Mordaunt, 2001). This article situates the research lens on Canada, where a significant percentage of NME courses exist in non-credit formats. The lens highlights how mapping is limited for addressing jurisdictional and pedagogical differences in how NME education is conceived and implemented (Murdock et al., 2013). Mapping methodologies alone cannot offer insight or answer queries and critiques of non-credit NME curriculum and instruction. Instead, alternative methodologies are required.

First, this article sheds light on the phenomenon of non-credit NME and why it is a vital area for research interest. It then relocates the research lens to a Canadian landscape (English speaking) that holds many non-credit NME offerings. It presents the limits of mapping methodologies, offering that these techniques do little to interrogate current assumptions for designing non-credit NME curricula and their instruction. Two alternatives, syllabi review and critical qualitative inquiry, are offered to supplement mapping methodologies. The article concludes that research must increase its interest in non-credit NME courses, situate research outside of the U.S., and find methods beyond mapping to create a fulsome view of contemporary non-credit NME curriculum and instruction.

"SEPARATE AND PARALLEL": ATTENTION TO NON-CREDIT NME WITHIN ACADEMIC RESEARCH

Non-credit NME has received less interest in academic research than its credit-based peers (Arena, 2013; Lee, 2002).

Gartner (2021)

While the significant studies of NME within the U.S. have acknowledged non-credit NME in their mapping, most deeper analysis and subsequent research has focused on credit-based offerings (Bezboruah & Carpenter, 2020; Mirabella, 2007, 2013; Mirabella & Wish, 2001). However, over half of the U.S.-based institutions with credit-based NME also offer some non-credit NME through graduate certificate programs or continuing education courses (Mirabella, 2007; Mirabella & Wish, 2001).

Non-credit NME programs have increased since 1996, when research reported 90 U.S.-based universities offering non-credit or continuing education NME offerings, contrasted with 164 reported as of 2021 in the nonprofit management education database housed at Seton Hall University (Mirabella, 2007). However, while there is a numerical increase, there is some question as to whether the rate of this increase has been consistent over time, with earlier research reporting significant increases between 1996 and 2002 but later research showing a slowing of growth between 2002 and 2006 (Mirabella, 2007; Mirabella & Wish, 2001). Early research noted that courses within non-credit NME offerings varied by institutional interests, with some focusing on the operational requirements of nonprofit organizations through management, leadership, fundraising, or governance courses, while other institutions focused on the collaborative foundations of the nonprofit sector through courses in participatory research, community collaboration, and building social capital (Mirabella & Wish, 2001).

While most credit-based NME courses are concentrated within public administration or business departments, non-credit courses are placed within continuing education or professional development centres (Mirabella, 2007; Mirabella & Renz, 2001). This positioning contrasts with credit-based certificates that sit within academic disciplines. These placements offer students access to courses applicable to professional development within their careers or workplaces (Lee, 2002).

The challenge of these non-credit placements within continuing education is that they often sit in "separate and parallel" (Lee, 2002, p. 189) worlds within institutions. This placement has led to a lack of research attention, as continuing education departments may not be incentivized to produce their research or may not engage their instructors to do so. Mordecai Lee (2002) argued that this knowledge gap also means a lack of understanding of what comprises these courses, their applicability to the field, and their credibility among other courses. This knowledge gap leads to a concern or suspicion that non-credit offerings are not as rigorous as credited NME or may only be for practitioners rather than a field of research interest.

Compounding the non-credit knowledge gap are the more recent innovations between non-credit NME offerings and new online platforms. These innovations have taken university- and non-university-based non-credit NME into online delivery and are rapidly evolving. These offerings include bespoke online platforms created by universities to offer non-credit courses, including MITx, an online, open enrolment, non-credit education platform launched by the Massachusetts Institute of Technology. Other universities, such as Stanford, the University of Michigan, and the University of Toronto, have opted to partner with the open education platform Coursera to provide their non-credit courses (Crotty, 2011).

Other non-university based providers, such as the Khan Academy and Udacity, have established a significant online, non-credit presence in the field of higher education across multiple discipline areas (Anders, 2012). Intermediary organizations within the nonprofit field, such as Nonprofit Ready and Philanthropy University, have also developed their own non-credit NME offerings. These courses have not been mapped within existing academic NME literature.

In light of increased pressure on credit-based courses within higher education, including lower student completion and higher rates of student loans, non-credit offerings are becoming more attractive for their price points, flexibility, and ability to meet employers' workforce development goals (Arena, 2013). Non-credit NME courses and programs require ongoing

support from universities to gather feedback from students and faculty, analyze demographics, and understand employment trends. With organizational support, non-credit continuing education can complement credit-based courses in academic institutions and expand to students who would otherwise not be able to access their credit-based offerings (Arena, 2013; Lee, 2002). However, amid non-credit NME innovations, concerns remain that despite the growth and appeal of these offerings, there are no reporting systems that can capture programmatic and student outcome information (Davaasambuu, Cinelli, D'Alessandro, Hamid, & Audant, 2019). Without more research interest, both mapping and more in-depth interrogation, it is not easy to fully view the range and impact of non-credit NME offerings.

Acknowledging these rather large gaps and building on previous research, this article problematizes what is known about non-credit NME. Where U.S.-based literature has demonstrated research interest in credit-based NME offerings, this article offers Canada as a landscape with a substantial number of non-credit NME offerings. This relocation offers two main benefits. First, it highlights that non-credit NME is also found within jurisdictions outside of the U.S., compounding rationale for research interest. Second, it shows the limits of mapping methodologies to account for the contextual and cultural within non-credit NME curriculum and instruction. As this section has indicated, in a rapidly evolving non-credit environment, one outside of university credit-based courses, it is essential for research to deepen its understanding of non-credit NME.

NON-CREDIT NME: THE PREVALENCE OF POSTSECONDARY CERTIFICATES IN CANADA

There are an estimated 170,000-plus registered charities and nonprofits in Canada, accounting for 8.1 percent of the GDP, equivalent to CAD$151 billion. The nonprofit sector employs approximately two million people, 11 percent of the working population, a similar percentage to that of the U.S.-based nonprofit workforce (Imagine Canada, 2019; Independent Sector, 2019). Additionally, 44 percent of the Canadian population (13 million) are volunteering their time for an average of three hours per week (Imagine Canada, 2019). With a robust nonprofit sector in Canada, evidenced by its size and economic importance, there is value in studying the NME programs that support this sector and its employees. The focus on U.S.-based NME has meant that limited attention has been given to the forms and formats of NME in the U.S.'s northern neighbour (Mirabella et al., 2007; Mirabella, Sulek, & Teo, 2021; Nenshi, 2008; Tremka & Karman, 2015).

To review the literature on NME within Canada, this article bounded its inquiry to English speaking Canada and focused on academic journals and grey literature. In a seminal study mapping NME within Canada, Roseanne Mirabella, Giuliana Gemelli, Margy-Jean Malcolm, and Gabriel Berger (2007) identified 19 NME programs across Canada. These included post-graduate diplomas; master-level degrees; and certificates in fundraising, leadership, and community development. Notably, within this mapping, the authors identified no natural disciplinary home for these NME courses. They cited that while 29 percent were found in business schools and 11 percent within public administration, 42 percent were located within graduate education; continuing education; applied arts; and science, technology, and education departments. In Canada's specific case, NME was often found within community studies departments (Mirabella et al., 2007). Adding to these mapping efforts of Canadian NME, Naheed Nenshi (2008) found 47 postsecondary institutions offering over 700 courses in NME.

More recently, Angela Tremka and Hanna Karman (2015) undertook a preliminary environmental scan of postsecondary NME programs on Canada's voluntary sector. They identified 88 programs focused on NME across Canada through Charity Village. The largest category of the listing was comprised of NME focused on fundraising and nonprofit management. Other categories include a focus on specific topics, such as volunteer management. The listings also include topics that overlapped with NME, including arts and culture organization administration, social services, and general operational administration. Furthermore, Roseanne Mirabella, Marty Sulek, and Terence Teo (2021) revisited the earlier mapping of NME across Canada to find 75 programs across 67 postsecondary institutions.

Mirabella et al. (2007) first observed the absence of a natural disciplinary home for NME in Canada. Tremka and Karman (2015) reaffirmed this finding with their research showing nearly half of Canadian NME programs exist in the form of postsecondary certificates (see Table 1). In the cases of NME postsecondary certificates, they are most often offered as non-credit options and are found away from disciplinary homes, such as within departments of continuing education (Lee, 2002). Whereas credit-based graduate programs might offer nonprofit management curriculum through social work or community studies, postsecondary certificates offering this curriculum have titles of nonprofit and voluntary sector management (Mirabella et al., 2021).

Table 1: Canadian NME course offerings

Course type	Description[1]	Percentage
Certificate program	Less than one year, or one or two full-time semesters	47.4%
Graduate program	Approximately one to three years, or three to nine full-time semesters	32.2%
Diploma program	Two years minimum, or four to six full-time semesters	13.2%
Undergraduate program	Approximately four to five years, or eight or more full-time semesters	5.3%

Source: Tremka & Karman (2015)

The significant percentage of non-credit NME courses in Canada reflects unique jurisdictional and cultural contexts (Murdock et al., 2013). These contexts provide a rationale for why research on NME outside the U.S. environment remains essential. One possible explanation for Canadian non-credit NME resides in the geography of the country. Postsecondary education is the responsibility of provincial governments, with no federal department overseeing postsecondary policy on a national basis (Kirby, 2007). Following World War I and the economic development of Western Canada, many higher education institutions located in Eastern Canada began offering an extension of their educational services to rural and remote communities to boost adult education and professional development. These activities included lectures, competitions, and arts events. In the 1960s and 1970s, the rise of the community college system across Canada meant more formalized continuing education opportunities became available (Draper & English, 2016). The granting of degrees was the domain of public universities, with public colleges and private career colleges offering academic and vocational programs leading to certificates and diplomas (Kirby, 2007).

Continuing education as a function of the provincially driven system became a feature of the Canadian postsecondary landscape. While neither a straightforward nor a legal definition of continuing education exists, further education, continuing studies, and adult education are all used interchangeably (Adamuti-Trache & Schuetze, 2009). Canadian continuing education has offered learners opportunities to meet their professional development needs, benefit their enrichment, and further their knowledge and skills. Continuing education also offers linkages to communities and external agencies through various means of collaboration, including curriculum design and students' engagement (McLean, 2007). The provincial responsibility for economic growth and the diversity of economies across the country has meant that some sectors have developed more utilitarian postsecondary offerings, focusing on vocational and workforce training (Kirby, 2007). The development of the nonprofit workforce may be the case with NME in the Canadian landscape.

Another explanation of the development of non-credit NME is related to government funding. Simultaneously, when NME was beginning to expand within U.S.-based universities during the 1990s, there was a lack of government funding for

higher education in Canada. Instead, Canadian higher education institutions had to find existing disciplines to accommodate the NME offerings or create more profitable, non-credit courses housed within continuing education and professional services departments—which is ultimately what happened (Mirabella et al., 2021). The prevalence of postsecondary NME certificates in Canada provides an opportunity to investigate an understudied area of NME. While mapping gives an idea of breadth, it does not help understand NME offerings more deeply, especially in jurisdictional and cultural contexts. The lens of this research problematizes a lingering question from current research: what do we know about NME programs outside of disciplinary homes, programs placed in departments such as continuing education and community studies?

TWO ALTERNATIVES TO MAPPING: SYLLABI REVIEW AND CRITICAL QUALITATIVE INQUIRY

Thus far, this article has considered the prevalence of mapping methodologies for understanding NME education. This section will offer two alternatives to mapping that offer a greater understanding of non-credit NME specifically and NME more generally. There are two fundamental reasons why non-credit NME requires alternatives to mapping. The first is that non-credit NME suffers a critique of quality. Without the credit-based and disciplinary homes of their NME peers, there is a concern about its effectiveness. There is no standard quality-control mark that non-credit NME courses can obtain to display their value. Much of their quality assurance relies on reputation (Arena, 2013; Davaasambuu et al., 2019; Lee, 2002). Second, non-credit courses within Canada are often taught by contract instructors. These instructors are not usually permanent, full-time faculty, but rather operate peripherally to the research functions of their institutions. They miss out on setting research agendas within their fields and in advancing doctoral education (Mirabella et al., 2021). Without a home discipline, contract instructors are disconnected from opportunities for research theorizing on credit- or non-credit-based NME.

The terms used to critique non-credit NME, such as quality and effectiveness, reflect the impact of neoliberal performance measurements on higher education (Olssen & Peters, 2005). The overlooked positionality of non-credit NME, laying outside of disciplinary confines and without a clear home, may be a benefit rather than a hinderance. In falling under the radar, non-credit NME could avoid the quality-control fate of its credit-based peers and offer opportunity for the application of more interpretive and reflexive methodologies. These methodologies eschew the need to prove quality and effectiveness and seek to acknowledge contextual and jurisdictional differences in the design and implementation of non-credit NME. Research must find a way to expand the methodologies used for understanding non-credit NME curriculum and instruction while offering contextual applicability and instructor reflexivity.

Two alternatives for bridging this knowledge gap have already been used within credit-based NME studies. The first is the syllabi review. Syllabi review offers the ability to analyze different course elements, including course goals and objectives, required texts and reading, class schedule and content, and assessment methods (Pieterse, Evans, Risner-Butner, Collins, & Mason, 2009). In one example of a review of syllabi from a range of 110 courses across 22 U.S.-based NME programs, more than three-quarters were exclusively or mainly operational in focus. Less than one-tenth of the courses were at the opposite extreme: exclusively or mainly contextual in focus (Baggetta & Brass, 2014). The review highlighted how credit-based NME offerings neglect more contextual approaches and remain too focused on management and operational goals. This operational focus may reflect the particular formation of U.S.-based NME offerings, as another syllabi review comparing courses between the U.S. and Canada showed variations in titles. Terms such as social change, community organizing, collaboration, and environment were used more often in Canadian NME courses than the management skills and resource development that featured in their American counterparts (Mirabella et. al, 2021). Syllabi review could additionally offer a review of Canada's cultural variations between English, French, and Indigenous cultures.

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Syllabi review of credit-based NME has uncovered significant concerns that mapping misses. First, the focus on operations overlooks the value of educating students about the contexts they work and reside in. Context-based approaches drawn from social sciences could better ground students within the realities of their jurisdictional situations:

> For the education of nonprofit managers to be complete—and for their future actions to be as effective as possible—it is important for them to understand the broader systems within which their organizations are situated. (Baggata & Brass, 2014, p. 594)

NME needs to explicitly integrate social science theories, themes, and courses and not just assume that students will implicitly understand the broader contexts they work and reside in (Baggata & Brass, 2014).

Second, the standardization of courses and accreditation processes could lead to a narrowing of educational goals. Mirabella (2013) asks, "How do course descriptions translate into course goals?" (p. 85). In a syllabi review, Mirabella (2013) looked at 25 NME courses related to program evaluation. She categorized them into five primary course objectives: evaluation design, understanding the evaluation process, the critical analysis of evaluation methods, understanding issues within the evaluation, and personal reflection and growth. Her critique of these syllabi was that over two-thirds of all course goals were related to a rationalist approach to program evaluation. She argued the focus on logic models falls short of being able to evaluate across diverse cultural, social, and political contexts (Mirabella, 2013). Syllabi reviews offer exploration and interrogation of non-credit NME in a way that mapping cannot.

A second alternative to mapping is to engage with critical pedagogies to better explore NME instruction. Nonprofit managers need to understand the specific contexts of their work and apply concepts appropriate to their social mandates. The goal for all NME offerings should be to "educate nonprofit managers for the impossible" (Mirabella, 2013, p. 95). Suggesting five approaches for this task, Mirabella (2013) reframes how the development of NME can extend beyond operational priorities by: interrogating approaches to authority, pushing for greater interdisciplinarity, offering a care-centred approach, reorienting understandings of accountability, and bringing in more reflexive approaches into teaching. The first step in achieving these aims is through the development of greater instructor reflexivity in how NME is designed and implemented.

The inclusion of critical pedagogies enhances social justice aims within NME (Mason, McDougle, & Jones, 2019). As a critical practice, instructor reflexivity embraces the subjective understandings of reality as a basis for thinking more critically about the impact of assumptions, values, and actions on others (Cunliffe, 2004). However, reflexivity without a process or framework for operationalization can be vague and can seem unachievable. While instructors of non-credit NME, as nonprofit practitioners, may not have training in critical perspectives, mentoring and the sharing of resources can help foster inclusion within their courses (Mason, McDougle, & Jones, 2019).

For instructors, specific frameworks are helpful to encourage curricular decisions. Among critical NME pedagogies, critical qualitative inquiry offers a specific framework that seeks to prepare students for their work within nonprofit sectors. Critical qualitative inquiry (CQI) was developed by A. Emiko Blalock (2018) building on the work of Penny Pasque and Michelle Pérez (2015). It was developed from the insight that students enrolled in NME programs are more likely to work within the nonprofit sector. In an effort to understand the context of their work—including social, economic, race, and gender issues—CQI addresses a frustrating lack in existing frameworks to advance critical pedagogies in NME. By embracing a CQI approach, instructors can enhance their own reflexivity and provide new tools for their students' education in nonprofit management.

CQI centres on the role of power in understanding social situations through methodological approaches. It has five elements: being informed by past and present contexts, problematizing power, employing instruments for social change and

action, using methodological approaches for communities, and undertaking social justice research (Blalock, 2018). CQI can help nonprofit practitioners, both students and instructors, see their roles and themselves within the systems in which they work. Table 2 outlines five applications of how CQI can be used in the NME classroom, including through presenting historical research, introducing alternative perspectives, identifying critical autobiography, understanding community work, and centring subjugated knowledge (Blalock, 2018).

Table 2: Critical qualitative inquiry application to NME

Five concepts for CQI*	Application in NME curriculum**
Informed by past and present contexts	Historical research Reconsider assumptions Identify legacies Introduce alternative literature
Problematizing and complicating power	Alternative perspectives in the classroom Critical discussions Counter-narratives
Instruments for social change and action	Critical autobiography
Community involvement and research	Understanding community work Sensitive engagement
Social justice research as iterative and embedded	Centring subjugated knowledge Transparent research

Source: *(Pasque & Pérez, 2015); **(Blalock, 2018)

While mapping methodologies have shown the landscape of NME, they have primarily focused on credit-based courses. Non-credit NME remains under-mapped while also suffering from a lack of understanding of course content, pedagogy, and instruction. Questions of quality assurance of both curriculum and instruction constrain non-credit NME but could be rendered unimportant through the application of more contextual and reflexive methodologies. In jurisdictions where non-credit NME is prevalent, such as Canada, alternative methods could provide additional support for the contextual uniqueness of non-credit options and the engagement of non-credit NME instructors. Two alternatives, syllabi review and critical pedagogy inclusion, would provide new understandings for non-credit NME courses. Mapping is not enough for non-credit NME to overcome its critiques. Research should focus on alternative methods for filling the knowledge gap, especially with the expansion of non-credit NME by third-party, non-university providers.

CONCLUSION

Nonprofit managers need the skills and tools necessary to develop and carry out work within their community. Non-credit NME serves as an opportunity to support current and future nonprofit staff. Research on credit-based NME continues to shine a light on how offerings are growing. However, gaps in knowledge of NME remain, especially outside of a U.S.-based context and in non-credit offerings. Mapping has dominated NME research methodologies, but often non-credit courses are left out of these samples. This omission is significant, as non-credit courses are subject to more critiques over credibility than their disciplinary peers.

This article problematizes the lack of research interest in non-credit NME. This lack of interest may be due to the placement of non-credit NME within continuing education or professional departments where there is less priority for research and

theoretical engagement for instructors. With a prevalence of non-credit NME offerings in the form of postsecondary certificates, Canada provides a valuable landscape for exploring alternative methodologies for knowledge production. Both syllabi review and critical pedagogies offer new ways of closing the non-credit NME knowledge gap.

This article offers several paths for future research, including case studies of non-credit NME courses, additional exploration of non-credit NME development, and the impact of third-party non-credit NME providers. The pedagogies used to create non-credit NME courses will directly impact nonprofit managers, their organizations, and ultimately, the beneficiaries. Renewed interest in and a research agenda for non-credit NME will provide greater support for nonprofit managers and leaders.

NOTE

1. For a description of the levels of postsecondary study in Canada, see Aditi Bakht (n.d.).

WEBSITES

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Coursera, https://www.coursera.org
Khan Academy, https://www.khanacademy.org
NonprofitReady, https://www.nonprofitready.org
Nonprofit Management Education Current Offerings in University-Based Programs, Seton Hall University,
    https://academic.shu.edu/npo
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