Title II
Higher Education Act

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MidAmerica Nazarene University

Traditional Program

2010-11

Print Report Card

Program Information

Name of Institution: MidAmerica Nazarene University

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Kansas

Address: 2030 E College Way

Olathe, KS, 66062

Contact Name: Mrs. Janelle Hoffpauir

Phone: 913-971-3526

Email: jdhoffpauir@mnu.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	NA
Fee/Payment	No	NA

Transcript	Yes	NA
Fingerprint check	No	NA
Background check	No	NA
Experience in a classroom or working with children	Yes	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	Yes	NA
Subject area/academic content test or other subject matter verification	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bachelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test	No	NA
Other (specify: Community Service)	Yes	NA

Provide a link to your website where additional information about admissions requirements can be found:

https://www.mnu.edu/academic-programs/education.html

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

Please provide any additional about or exceptions to the admissions information provided above:

A teacher candidate can be provisionally admitted to the Teacher Education Program if only one of the admittance requirements are not met. Provisionally admitted candidates must successfully complete all criteria during the provisional semester in order to continue taking upper division courses.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race

categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	90
Unduplicated number of males enrolled in 2010-11:	22
Unduplicated number of females enrolled in 2010-11:	68

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	87
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	93
Average number of clock hours required for student teaching	520
Number of full-time equivalent faculty in supervised clinical experience during this academic year	12
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	215
Number of students in supervised clinical experience during this academic year	90

Please provide any additional information about or descriptions of the supervised clinical experiences:

For this year, the process followed to determine the number of clock hours prior to student teacheing was formulated by averaging all teacher education programs. Also, the number of clock hours for student teaching was formulated by averaging the clinical experiences of all programs we offer. Lastly, the number of full-time equivalent faculty increased because the instructions indicated to include supervising cooperating teachers. In the past this number most likely only included student teaching equivalent faculty and not field experiences.

Due to personnel change, the process followed for all of the above may differ from last year's report.

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	3
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	19
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	8
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	2
Teacher Education - Physics	
Teacher Education - Spanish	

Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	3
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	19
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	

Teacher Education - Social Studies	2
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	1
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	

Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 30

2009-10: 39

2008-09: 24

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2011-13 **Goal:** 10 **Goal met?** No **Description of strategies used to achieve goal:**

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Engaged a full time Math Professor to design a Middle Level Math program. Implemented dual advising responsibilities utilizing both Math and Teacher Education faculty for Math Education candidates. Engaged Math faculty along with TE faculty in Student Teaching Supervision and grading of capstone assessment (TWS). Promoted the TEACH grant in recruitment of new and transfer students. Recruitment has also begun in SW Kansas. Added technology software, hardware, and training funded through the PERK Grant. PERK also funded a Math conference. Additional conferences are planned for the next two years. Math Education candidates are sent to National Math Conferences. Math cadre meetings on an ongoing basis (twice a semester via Polycom) with SW Kansas. Conducted study sessions for preparation of Praxis Math Content exam. Math Professor is creating community math inquiry groups to engage partnering districts in metro area. Promoting program through junior colleges and creating 2+2 and articulation agreements with junior colleges. Also more communication is taking place between the math education professor and academic counselors at a local community college.

Science	
	Academic year: 2011-13
	Goal: 5
	Goal met? No
	Description of strategies used to achieve goal:
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	Hired a full-time Science Ed faculty member to design a Middle Level Science program which has been submitted to KSDE for approval and possible program launch for Spring 2013 term. Implemented dual advising responsibilities utilizing both Science and Teacher education faculty for Biology Education candidates. Promoted the TEACH grant in recruitment of new and transfer students. Recruitment has also begun in SW Kansas. Added technology software, hardware, and training funded through the PERK Grant. PERK Grant funded science conference in SW Kansas and is also funding a Summer Science Camp to engage High School students and teachers towards the field of Science education. Additional conferences are planned for the next two years. Science cadre meetings on an ongoing basis (once a month via Polycom) with SW Kansas. Promoting program through junior colleges and creating 2+2 and articulation agreements with junior colleges.
Special education	
	Academic year: 2011-12
	Goal: N/A
	Goal met? No
	Description of strategies used to achieve goal:
	N/A
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	N/A

Instruction of limited English proficient students	**Academic year:** 2010-12 **Goal:** 15 **Goal met?** Yes **Description of strategies used to achieve goal:** Provides opportunities for candidates through the ESOL practicum and Action Research assignment to develop and demonstrate the advance knowledge, skills, and professional dispositions to improve classroom practice and strengthen student learning. Practicum experiences are now a requirement. The students gained the knowledge and experience to pass the Praxis II content test in order to add this endorsement to their license. Through the use of instructional coaches and SIOP training the in-service teachers further developed their knowledge of ELL's. Document candidate's content knowledge by submitting assessment tools and data from multiple assessments (key assessment table). Undergrad revision of General Core to allow candidates room to add ESOL endorsement along with their licensure program. The undergraduate ESOL courses being implemented in Fall 2012 have been added as bridge courses to ESOL Masters. Designing lesson plan template which includes SIOP model to be used across the curriculum. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** The STELLAR grant (Strategies for Teaching English Language Learners at Risk) was not renewed for 2012-2013. All Teacher Education Department faculty and some of the Counseling Deparment particpated in ESOL training and are seeking endorsement in 2012.
N/A	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** No **Description of strategies used to achieve goal:** N/A **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** N/A

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

A concerted effort is made to place teacher candidates in Title I schools as a means of exposing them to more diversity. Through using the Kansas City Kansas field placement partnerships for Reading Practicum, our students receive greater exposure to struggling readers, low SES, ethnic diversity, cultural diversity, and language diversity by adding Grant and Pearson Elementary schools. Continued use of SIOP model in Elementary Reading Methods to teach ELL students. Continued cultivating of Clinical Mentoring Teams for field placement using higher needs districts (KCKS, Paola, Turner). Involved in after-school program at the KC Urban Your Center with Elementary Reading Methods course candidates working as tutors. The Teacher Education Committee which consists of Elementary and Methods personnel completed SIOP training. SIOP training was also given to all Professional Education faculty with the intent to integrate SIOP practices into the Methods classes. Service opportunities with low SES through Sun Valley Indian School Mission. International travel options in Bulgaria, the Ukraine, etc. Recently added a Student Teaching option of four weeks in Costa Rica.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	10	172	7	70	76	173
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS)	19	181	19	100	94	178

All program completers, 2010-11						
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	24	177	24	100	97	178
ETS0011 - ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2008-09	11	182	11	100	97	178
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				93	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				97	181
ETS0041 - ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				94	179
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				97	158
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				96	155
ETS0061 - MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				97	155
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				91	169
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				98	171
ETS0113 - MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	169
ETS0091 - PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				80	153

Test						
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				96	156
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	4				98	157
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				97	157
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	1				98	172
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	3				88	170
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1				92	174
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2010-11	8				97	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	19	176	19	100	98	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	10	175	10	100	99	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	3				91	175
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2010-11	19	176	19	100	97	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6	24	176	23	96	98	177

Educational Testing Service (ETS) All program completers, 2009-10						
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	11	185	11	100	99	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5				67	165
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				95	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				95	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				94	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				83	176
ETS0220 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2008-09	1				100	690
ETS0221 -SPEECH COMMUNICATIONS Educational Testing Service (ETS) All program completers, 2010-11	1					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	27	27	100	93
All program completers, 2009-10	45	44	98	95
All program completers, 2008-09	24	24	100	96

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher

preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
Other (specify: HLC - North Central)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Technology is an intricate part for students throughout all their courses in the Education Department. Students begin in the Introduction to Teaching course by building an electronic portfolio as part of every class in the program. Faculty in all the education classes incorporate technology with the use of Moodle, Google Docs, YouTube, and many more Web 2.0 tools. Candidates further their technology skills with three specific technology courses partnered with the professional education sequences to ensure a thorough understanding of technology integration. Cooperating teachers for the field experience have demonstrated an understanding and modeling technology in the classroom. Technology communication tools such as Skype, Polycom, and Google video chat are used for professional development with the SW Kansas PERK partner schools and with remote student teachers.

TaskStream is used to collect data for each courses' capstone assessment as well as field and clinical experience data. The program is also used to collect survey data which is analyzed and twice a year and used to improve course structure.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Three courses currently prepare teacher candidates to teach students with disabilities and work with students who have diverse backgrounds and learning styles.

The focus of EDUC 3414 The Exceptional Learner and Practicum is to help teacher candidates 1)recognize characteristics of students with special needs 2) discover techniques and methodologies used to meet the needs of exceptional learners 3) build upon skills and dispositions of effective teaching, and 4) develop collaborative relationships to best serve special needs students and their families.

EDUC 3614 Research and Differentiated Learning and Practicum prepares teacher candidates to meet diverse learner needs. The outcomes are TSWBAT demonstrate the ability to analyze various teaching startegies in relationship to the content area and learners' needs. Also TSWBAT demonstrate the ability to develop lesson plans that differentiate instruction and engage all types of learners. These outcomes are assessed informally with lesson plan development, practicum observations, and a final oral interview. These outcomes are assessed summatively with learning theory presentations, the modified TWS, and the cooperative practicum teacher's evaluation.

EDUC 2203 Cultural Diversity in Education prepares teacher candidates to work with diverse learners, including ELLs. The course is designed to explore issues of socio-cultural diversity which impact teaching and learning, and strengthen professional reflective inquiry. The course is also designed to develop participants' multicultural competencies and prepare them to be effective facilitators of all students in a rapidly changing and culturally diverse society. This course will present techniques and content in order to function effectively in a diverse and multicultural classroom setting. The objectives are to 1)Identify various concepts of culture and their implication for teaching and learning. 2) Define multicultural education and its implication in the classroom. 3) Express knowledge, understanding and appreciation of the experiences, contributions, language, frames of reference, and issues of diverse cultural groups. 4) Design and implement a culturally responsive lesson and engage in culturally responsive teaching practices. 5)Solve problems dealing with cultural misunderstandings in the classroom scenarios. 6) State appropriate teaching strategies for English language learners (ELLs). As you can see all of the objectives would include things that would prepare our teacher candidates to teach ELLs. However, objective #6 deals specifically with ELLs.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA

- **participate as a member of individualized education program teams**
  NA

- **teach students who are limited English proficient effectively**
  NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

N/A

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

MidAmerica Nazarene University
Traditional Program
2010-11

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