The ESL Program at CSN is pleased to announce that the program was granted 1-year accreditation with reporting requirements by The Commission on English Language Program Accreditation (CEA) at their April board meeting. The CSN ESL Program is among the first community college-based programs to apply for accreditation. This is the first accreditation of its type in the state of Nevada, and the first accreditation in the CSN School of Arts and Letters.

CEA was founded in 1999 and is a pioneer in the field of accrediting English-language programs and institutions in the U.S. Their purpose is to improve the quality of English language teaching and administration by providing standards and guidelines for the field. In September of 2003, this institution was recognized by the U.S. Secretary of Education.

CSN ESL Program Receives CEA Accreditation

CSN German Program Student Awarded Coveted Internship

Elfie Manning, Professor of French and German has announced that Kristin Medina, a student in the CSN German program, was one of five students chosen nationwide to participate in the Baden-Württemberg Stipendium Work Immersion Study Program (WISP) in Germany this summer.

The Baden-Württemberg Stipendium Work Immersion Study Program in Germany is an opportunity available exclusively to community college students. WISP is a funded, three-month work-study immersion program that allows participants to gain practical work experience in their career field, improve their German language skills, and experience German culture first-hand. The program will start in June with a one-month language course at the Carl Duisberg Centrum, a language school in Radolfzell, Germany, followed with a two-month internship in a business or technical field that concludes in August. Internships are in the German state of Baden-Württemberg and are customized to participants’ career fields.

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Arianna Gonzalez-Bueno has had to overcome substantial obstacles in her young life in order to reach freedom and a chance at the American dream. Arianna fled her native Cuba three times. The first of these attempts by boat resulted in arrest and incarceration. The second attempt ended in rescue by the United States Coast Guard after having been caught in a raging storm for five hours in the dark of night. The Coast Guard then moved Arianna to a larger boat where she was held for over two weeks before finally being repatriated to Cuba. Arianna’s brother himself also tried to reach Miami in this way, by boat, fifteen times before he was ultimately successful. Arianna tried alone, one last time, to cross the sea and come to America. Although the flimsy wood vessel collapsed beneath her feet during the voyage, she was ultimately successful and, as a Cuban, asked for lawful political asylum upon reaching United States soil. Arianna never got the chance to say “goodbye” to her grandmother because Arianna did not want her grandmother to know about the plan or to worry about her granddaughter.

Arianna’s activities here in the United States speak to her character. Ms. Gonzalez-Bueno is an active worker in the Student Life and Leadership Development Department here at the College of Southern Nevada where her linguistic skills enable other native speakers of Spanish to both apply for financial aid and to register for college classes. In addition, Arianna works at “La Casa de la Luz,” a church in Las Vegas, where Ms. Gonzalez-Bueno helps women like herself combat a number of scourges including breast cancer, teen pregnancy, and domestic violence. Furthermore, Arianna is also an active member of “Habitat for Humanity,” through which she builds homes for the needy here in Las Vegas. Also, Ms. Gonzalez-Bueno has served as a part of the “Three Square” organization, helping to feed the less-fortunate in our community. In terms of scholastic activities, Arianna has been recognized for her academic excellence through membership in the Phi Theta Kappa honor society. Arianna’s G.P.A. is currently 3.5.

On the basis of the obstacles that she has overcome in her lifetime to arrive at liberty here in America, in the language of both character and service to the Las Vegas community, and in terms of academic excellence, Arianna Gonzalez-Bueno embodies what it means to be an outstanding student here at the College of Southern Nevada. She is an emerging leader. Awarding her the 2009 - 2010 Outstanding Student Award represents a stepping stone towards future success both for Arianna and for her newly-adopted country, a nation whose shores Arianna has fought so long, so hard, and so bravely to reach.
The Round Table

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The Policy Pit
by Elizabeth Hanley and Lupe Gunderson

Have you every wondered how long you really had to keep those final exams, or what you really need to include in your syllabus? Maybe you don't know whether you can use attendance as part of your grading criteria. The latest information on these and many other questions can be found in the Policy Pit. Just follow this link:

http://sites.csn.edu/IL/interactive/lab/PolicyPit.htm

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News Briefs

Community Service

Asian Pacific Islander Heritage Month
Ms. Hiroko Fry, administrative assistant, is representing the International Languages department as a committee member organizing the Film Festival and classroom guest lecturers for this event.

Helping Hands for Haiti
Ms. Deborah Dean, administrative assistant in the International Languages department, is volunteering for the Utah Quilt Guild’s initiative to make quilts for children in Haiti. The quilts will be used as packing around medical supplies sent to Haiti and then will be given to children who visit the clinics. Deborah would appreciate donations of brightly-colored fabric to be used for the quilts.

French Club Fund Raiser
CSN French Club members are hand-making and selling holiday greeting cards. These student works of art cost $3.00 each. Please contact Nathalie Odom if you would like to support their efforts by making a purchase. See contact information and samples of cards on page 15.

Costa Rica Tour
Carmen Forner is hosting a nine day tour of Costa Rica—Coast to Coast—in June. Join Carmen and her students for this educational and fun trip. For further information please contact Carmen at 651-5993. Please check the flyer on page 14 for details.

Solutions for Faculty and Student Audio Access Problems
Have your students complained that they can't access audio files for class or material on CSN interactive web sites? These problems may be solved by installing required plug-ins. Veronica McVoy, the department language lab technician, is available to present a 20-minute instructional seminar to your class. Ms. McVoy can be reached at 651-4391.

CATESOL Conference
Dr. Bette Brickman, Dr. Edmee Marcek, and Professor Stephen Peridore attended the CATESOL conference held in Santa Clara, CA on April 22—25. The theme of the conference was "Teaching and Learning in a Global Community."
CSN Student Takes 3rd Place in Japanese Speech Contest

By Dr. Sachie Karasawa

The 6th Annual Japanese Speech Contest co-sponsored by the Southern Nevada Japanese Teachers Association (SNJTA) and the Consulate General of Japan in San Francisco was held on November 14, 2009, at Legacy High School. Students enrolled in CSN Japanese courses have been actively participating in this annual event, held every November, since it was started in 2003.

This year Shawna Witt, the participant from CSN, recited an original children’s story entitled *Monkey’s Birthday* and expressed her future dream of becoming a children’s story author. Ms. Witt’s unique style of speech was highly appreciated by the judges, which earned her 3rd place in University Level II competition.

CSN International Languages Department hosts an annual CSN Speech Contest in May, and this year’s event is tentatively set to be held on May 1, 2010. In the past, this smaller scale spring event has also served as an audition and practice round for CSN students who went on to participate in the Annual Japanese Speech contest in the fall.

CSN French Students Teaching French to Third Graders at Joseph Neal Elementary School

by Nathalie Odom

Professor Nathalie Odom and her CSN French class students have established a French program at Joseph Neal Elementary for second and third graders in which mini-French lessons are taught weekly.

This program provides elementary school students with multiple opportunities for language production and cultural awareness. To stimulate student engagement and reinforce various concepts, basic vocabulary words and expressions are taught through kinesthetic activities, TPR, songs, and games. Cultural components are an integral part of each lesson, and listening, speaking, reading, and writing skills are emphasized throughout each class. Language acquisition occurs slowly, but significant improvements have been noticed since the inception of this language program. Professor Odom and her students will continue to develop materials and apply teaching methods that foster language retention.
The Department of International Languages will be offering the first two courses towards the completion of the Certificate of Business German. German 105 – First Year Business German I and German 106 – First Year Business German II will have to be taken back-to-back as a fast-track course M/T/W/R from 9:00 AM to 10:50 AM. These courses are followed by German 205 and 206 (Second Year Business German I and II) in the spring of 2011.

“With the globalization of the economy and the key role Germany plays as the European Union’s largest economy, a fundamental understanding of, and proficiency in, German business, finance and industry is becoming increasingly important,” said Elfie Manning, Professor of German and French at CSN.

The certificate program will focus on giving students the basic skills necessary to conduct business functions in German including: language and linguistics, German business culture and an overview of the German business and economic landscape. Most importantly, the certificate will prepare students to pass the prestigious “Prüfung Wirtschaftsdeutsch International” exam (International Business German Examination).

“We expect there to be a sizeable demand for this certificate, given the visible role Germany has played of late in the ongoing economic crisis,” Manning said. “It brings to the forefront of students’ minds just how important Germany is to the global business world. We want to be able to offer timely, relevant curriculum that will help our students continue to achieve long after they have left CSN.”

The certificate program is one of a growing number of Business German academic programs among colleges and universities nationwide.

The German Department has scholarships available through the Barbara G. Edwards German Scholarship Fund for the fast track Business German courses. Interested students should contact Professor Elfie Manning at 651-5995 or elfie.manning@csn.edu.

http://www.csn.edu/PDFFiles/Admissions/Schedules/09-10_CSN_09-10_Catalog.pdf
ESL History at CSN—Part IV

by Elizabeth Hanley

During the 1990s, Las Vegas was enjoying a vibrant explosion of prosperity and population. Perestroika and glasnost added fuel to an already volatile political climate. It was a decade of massive shifts of world population. In the U.S.A. congress was enacting relief and amnesty acts affecting millions of immigrants. Refugees from war-torn Eastern Europe, North Africa, and Central America arrived in Las Vegas. The CSN ESL Program was swept along by this turbulent tsunami of growth and change.

The CSN Master Plan for 1995–1997 stated the objective of expanding the development of a more aggressive and integrated ESL program (p. 17). Implementation of this new philosophy and the affects of amnesty on the ESL program are reflected in the course section offerings. The combined phenomenon of the influx of refugees and the results of amnesty acts for illegal aliens were impacting ESL at CSN, although by far the amnesty acts were the major factor.

**Effects of Amnesty Acts on CSN ESL Program**

The effects of The Rolling Amnesty of 1994, by which 578,000 illegal aliens were granted temporary rolling amnesty, can be documented by increase in enrollment. In the spring of 1995, eighteen ESL sections were offered. By fall of 1996 thirty-eight sections were offered.

In 1997, congress passed an Extension of the Temporary Rolling Amnesty. That year the Nicaraguan Adjustment and Central American Relief Act Amnesty was also passed. This act granted amnesty for close to 1,000,000 illegal aliens from Central America.

The affect on the ESL Program was in an enrollment increase of 402 students and an additional 17 classes from spring of 1998 to the fall of 1998.

The International Students Program

As far back as 1983, the college Master Plan had addressed competing for students in the international arena.

In 1996, the college administration began to aggressively pursue this goal. The sitting CSN president had come from Santa Monica College, which had a very active international student program. CSN administration

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Excellent English: A Teacher’s Perspective

by Saraita Whan-McCarthy

This is the first semester that I have had the opportunity to teach using the Excellent English series. I enjoy teaching the new format and find that it is being well-received by students. The shift of focus so that students use a variety of skills during the lessons keeps the pace lively and the students engaged. A few students, particularly in ESL 111B, did express concern at the beginning of the semester that they were expected to write. However, each unit in Excellent English provides students with written and oral practice in structure. In addition, new vocabulary is introduced and used throughout the unit and in the reading texts. Therefore, by the time the students reach the guided writing sections, they have the basic tools to approach the writing task with more confidence.

I believe that using the Excellent English series is going to have a very positive effect on the ESL Program’s writing courses as the number of students who have been actively engaged in writing from the first level increases.

CATESOL Gains Nevada Representatives

by Dr. Bette Brickman

CATESOL (California Teachers of English to Speakers of Other Languages) is an organization that includes Nevada. However, up this year, most the CATESOL Board members had been from California. With the election last month, four CSN faculty members will be serving the organization in Board positions: Dr. Edmee Marcek, Nominations Committee-Nevada Representative; Dr. Charles Routh, Nominations Committee-Community College Level Representative; Linda Gannon, Nevada Representative; Dr. Bette Brickman, Assistant Nevada Representative.

Board members attend four meetings a year, all held in California. The meetings alternate between the northern and southern parts of the state. For example, last year, meetings were held in Santa Clara, Oakland, Irvine, and Pasadena. Board member commitments are usually two years; the first as an assistant and the second as the Chair of the level. Chapter presidents and Interest Group Chairs are also invited to the meetings.

The meetings allow members to network with colleagues from different levels (elementary, secondary, adult ed, community college, and university), and to share their ideas about issues that concern ESL teachers, administrators, and students. The Board also helps to plan the annual statewide conference, which attracts over 1,500 attendees. This year, the conference will be held in Santa Clara, California, April 22-25.

Information about attending the conferences, either statewide or regional, and directions on how to become a candidate for a Board position are at the following website: www.catesol.org.
Gifts from My Greek Heritage

by Thymios Carabas

Over the years I’ve studied Modern Greek, French, Tunisian Arabic, Italian and Latin—with varying success—and I don’t regret a minute I spent learning them. My true love has been Modern Greek, which my Greek immigrant parents inspired me to learn. Of course, if I’d been more practical, I might have learned a more useful language, like Chinese or Japanese, so I could get my share of the rewards promised by economic globalization.

Like all good post-Freudian children, I blame my mother for making my choices on an emotional rather than logical basis. She had a very limited education, but had a marvelous native imagination that permitted her to weave stories drawn from ancient myths, the struggle for modern Greece, and our everyday life in Montana. The stories were mainly about me and usually took place in our back yard among the chokecherry trees and the corn in my father’s garden. At different times I shared the stage with the goddess Athena, Socrates, and a great grandfather who was once a gendarme in the family village. I had to learn Greek because she could never have translated those stories into English.

My mother’s brother fought in the resistance during WW II. After the war he became a deputy in the Greek parliament and also published several volumes of poetry. As my mother described him and our other relatives—among them merchants, artists, and engineers—she convinced me that I had to meet them. I needed Greek to read my uncle’s poetry and discuss it with him. The desire to go to Greece kept growing until it led me to drop out of college after my sophomore year so I could go there.

A distant relative, who taught in a Greek high school, tutored me in the basics of Greek grammar and taught me folk sayings to add to my conversations. I quickly acquired a substantial vocabulary, which even today surprises people because I speak Greek with an accent that combines the village accent of my parents and the sounds of English as it’s spoken in Montana.

My Greek improved in a variety of contexts. The first professional plays I attended, Genet’s Balcony and Pirandello’s Tonight We Improvise, were in Greek. It was a good thing I could appreciate the spectacle, even though I wasn’t always sure what was happening. Before TV came to Greece, my relatives and friends enjoyed joke-telling marathons. Because at first I seldom smiled, they worried that I might be bored or unhappy. They became less anxious after I explained that it usually took me longer than native speakers to get a joke, and, if I laughed, I’d miss the set up for the next one. I went to foreign films with subtitles to sharpen my reading skills in Greek. (Outside the theater during the first film I attended in Athens, the police were trying to break up a demonstration, so I also got my

(continued on page 13)
What do studying Foreign Languages, Disneyland and car names have in common? They all have culture. So, what is culture? It’s more than learning the names of countries. Culture is real life, and can even be big business. The NOVA car back in the 70s had to be renamed in some Spanish-speaking markets since the name translated “It doesn’t go/work.” Can you imagine arriving home and telling your family, “I bought a car? It is a NOVA.” Well, you’d think we’d learn. But if you were looking for a new car last year, what about the “BORREGO?” Did any of the car manufacturers happen to know that the name is used informally to mean “clumsy” in Mexico? This may explain why the unique name MOJAVE had to be quickly used for this car in many Spanish-speaking markets.

Culture is more than just studying a list of facts. It can make money for companies. It can stop or cause wars. It can change your life and change Disneyland. What? Yes, even Disneyland adapts to culture. Did you know that the drivers at Disneyland used to beep their horns like the knock on a door that sounds like “Duh, Tuh-Tuh, Tuh, Tuh, (a pause) and then, Tuh Tuh”, until a polite Mexican guest happened to tell them that rhythm of the sounding of the horn actually meant they were insulting the righteousness of a person’s mother? Well, culture can be learned fast. So, come learn a bit of culture and have your life changed. Sign up for a foreign language in the fall and learn the names of the next generation of cars, or at least how to knock on doors.
Fun Activities for the Chinese Language Classroom

by Xiaowei Hunt

Sing It:

Singing, chanting and rapping in a foreign language enhances the vocal ability in that language. Usually, I teach 5-6 household name songs in one semester of Chinese class. Most of my students enjoy singing. I allow them to sing one song they like to replace one of the conversational topics in a quiz or an exam. This works magic as most of them say happily that they have never known any Chinese songs until they are in my class. One of the songs every student in my class can pop up humming is “Xue Zhongwen” (Learn Chinese)—“Lai, lai, lai, pengyou men. Wo men dajia yiqi...".

Teaching Chinese Calligraphy with KLVX Video Streaming:

Teaching Chinese handwriting or calligraphy has never been interesting until you teach with KLVX Video Streaming “Write Chinese”. I arouse my students' interest and enthusiasm with a video I select from KLVX video Streaming website at http://oneplace.vegaspbs.org/web/guest/home. As educators, we can request an account, and then use the thousands of educational videos in our selected subjects on that website. I have been using this site to show relevant videos to my students and make the Chinese language, one of the most notoriously difficult languages, fun to learn.

Catch (a squishy fish or a soft ball):

Use a squishy toy or a soft ball (objects that will not hurt anyone when thrown). Let a student throw the object in his hands or her hands to another student by shouting “Jie qiu” (Catch the ball) or “Jie yu” (Catch the fish). If a target student fails to catch the soft ball or the squishy fish thrown at him or her, That student must say a sentence in Chinese and translate it into English right away, then he or she continues to shout “Jie qiu” (Catch the ball) or “Jie yu” (Catch the fish) when throwing the object to another student. If a target student catches the soft ball or the squishy fish thrown at him or her, he or she does not have to say anything except “Jie qiu” (Catch the ball) or “Jie yu” (Catch the fish) when taking turns to throw the object to another student. Every student is focused and stimulated to use the words, phrases or sentences he or she has learned. After the activity, everyone looks motivated and alert. Some even sweat! However, everyone learns to say something in Chinese!
Effortless Ways to Engage Students

by Amy Litman

Teachers instinctively know how they feel about teaching when they enter the classroom each day. If the lesson plan is bland, there are numerous ways to liven it up. Although wonderful activities occasionally spontaneously present themselves at the right moment, this cannot be depended upon. Using a variety of activities throughout the semester keeps the students motivated and makes classes more amusing. Here are some virtually effortless ones to add to one of those lessons that needs variety or to check student understanding of the material. They then stand up and move around the classroom.

Stump your Partner (for more advanced classes) (10 minutes)

At the end of a lesson, have students write questions about the lesson that they think their classmates cannot answer. If their classmates cannot answer, they have ‘stumped their partner.’ (adapted from a CAPE presentation by Thomas Scott).

Two Truths and a Lie (20 minutes or more) (Azar: Fun with Grammar):

Using the grammar structure of the day, students write two sentences that are true about themselves and one that is not. They then stand up and move around the room reading their three sentences to each of their classmates. Students guess which sentence is a lie.

Group Story Writing (25 minutes or more):

Have students sit in groups of three with one paper per group. Give the entire class a sentence to start a story. Students use the grammar they have been studying such as a specific verb tense, adjective clause or transition word. Each group takes turns adding one sentence at a time to the story, passing the paper to the next group member after a sentence is written. Encourage students to write whatever comes to mind quickly to keep the paper moving and limit the writing portion to about 20 minutes. Each group reads their story, which usually provides a few good laughs.

Videos:

There is so much that can be done with videos. One possibility is to show a three to five minute video clip that contains a variety of activity (from a movie, You Tube or a music video, but be sure to preview the clip!). Have students take notes while watching and then write a specified number of sentences reinforcing the grammar of the day such as past tense, present continuous or adverb clauses.

If you have time to share your ideas that spark motivation, send them to me for the next newsletter at amy.litman@csn.edu. I could use some new ideas!
recognized the fiscal advantage of successfully entering this very competitive arena.

International Students Marketing Strategy

The success of the Santa Monica College international student program was due in part to the fact that they were close to the University of California Los Angeles (UCLA). The CSN administration team decided to follow suit and embarked upon a marketing strategy that took full advantage of the proximity to and transferability of credits to the prestigious University of Nevada Las Vegas (UNLV) hotel management program.

This marketing approach was successful for several reasons: UNLV’s hotel degree offered a viable alternative to expensive Swiss hotel schools; Japan and Korea were the targets of the most aggressive marketing; the administrators’ contacts acquired while at Santa Monica College were valuable. There was a stronger Korean economy and a budding Korean hotel and casino industry (interview Tammy Silver, January, 2007).

Other Growth Factors

According to the US Census bureau, during the 1990s, Nevada was the fastest growing state. Hotel industry service and construction employment opportunities attracted Hispanics and Asians. These jobs offered American middle-class standard of living to those with limited education and/or English speaking ability (NY Times, Aug. 30, 2000). The Hispanic student population began to overtake the Asian student’s lead at CSN for the first time since the late 1970s.

Amnesty acts of the late 1990s played a large part in boosting ESL numbers at CSN. From 1998 to December of 2000, several amnesty acts were passed. In 1998 the Haitian Refugee Immigration Fairness Act legalized 125,000 illegal Haitians. The Late Amnesty affected 400,000 more, and in December 2000, 900,000 additional formerly illegal aliens were granted amnesty through the Life Amnesty Act.

By the fall of 2001, there were an additional 536 ESL students enrolled and 17 more sections of ESL. In spring 1997, there were 1,000 ESL students. By the fall of 2006, the ESL program was serving over 2,500 enrolled students.

Statistics and graphs from CSN Institutional Research, 2006
Ms. Medina is enthusiastically looking forward to the months ahead in Germany. She believes this will be a life-altering experience and provide guidance for her future career.

Another of her goals is working towards an internship with a Kurorte, or “cure spa” in Germany to share philosophies on health, gain a larger perspective of different modalities and therapies and incorporate valuable ideals into her practice and future career as a homeopathic health-care provider.

gifts from my Greek heritage continued from page 8

first whiff of teargas.)

Before my stay was up, I was able to follow lectures at the University of Athens, and I’d started reading Kazantzakis, Seferis, Cavafy and other modern authors. I read my uncle’s poetry without help. Of course I also realized very early that my family was made up of real people, not the almost mythical ones my mother had described, but they made me happy. As a result of experience, I realized that I’m not interested in the usual form tourism takes. Unlike many of my Greek-American friends who went to Greece knowing only a smattering of Greek and were limited in their experience of the country, I’d actually lived there. At best, with the help of translators, they’d carry on short, uncomfortable conversations with their grandparents and other relatives. Their cultural experiences were limited to listening to music in clubs where language was not a barrier. When they returned to America, they could speak only about the misery of their parent’s mountain villages and their joy in finding an Athens restaurant that served hamburgers and milk shakes. I’ve returned to Greece several times and I’ve always appreciated my ability to fit in because of my knowledge of Greek. Since then, I’ve also lived for long periods in other countries and I’ve always learned at least a smattering of the local language to make my stay more rewarding and enjoyable. Perhaps my choice of languages was not practical, but they always enhanced my life in ways that money can’t measure.
COSTA RICA – COAST TO COAST

TOUR # 506441
TRAVEL DATES: 06/08/2011 – 06/16/2011
TOUR LENGTH: 9 days
DEPARTURE GATEWAY: LAS VEGAS

ITINERARY:

DAY 1  FLY TO COSTA RICA
DAY 2  SAN JOSE/ TORTUGUERO
DAY 3  TORTUGUERO
DAY 4  SARAPIQUI
DAY 5  ARENAL REGION
DAY 6  ARENAL REGION
DAY 7  GUANACASTE
DAY 8  GUANACASTE
DAY 9  DEPART FOR HOME

PRICE INCLUDES: AIR FARE/ 8 NIGHTS HOTEL/ 3 DAILY MEALS/ BI-LINGUAL GUIDE/ PROGRAM TOURS

CURRENT PROGRAM FEE: $ 1,635.00
ENROLLMENT FEE to register $ 95.00
DEPARTURE FEE $ 352.00
TOTAL: $ 2,082.00

NOT INCLUDED: CANOPY TOUR (optional) $ 50.00
TWIN ROOM SUPPL $ 320.00

Room for 2 people only, (usually 3/4 students share a room)

TO ENROLL GO TO: www.eftours.com/enroll or call 1-800-665-5364

FOR FURTHER INFORMATION, PLEASE CONTACT: CARMEN FORNER AT 651-5993 or www.carmen.forner@csn.edu
French Club Greeting Card Samples: Contact - nathalie.odom@csn.edu
Summer 2010 Lab Hours

Effective May 17 through August 28

No tests will be started after 4:00 p.m. on Fridays.

West Charleston Campus
C Building Phone: 651-5736

Monday through Thursday 9:00 A.M. to 6:00 P.M.
Friday 9:00 A.M. to 5:00 P.M.
Saturday Closed
Sunday Closed

Cheyenne Campus
Room: 2649 Phone: 651-4475

Monday through Thursday 9:00 A.M. to 8:00 P.M.
Friday 9:00 A.M. to 5:00 P.M.
Saturday Closed
Sunday Closed

Henderson Campus
Room: B 107 Phone: 651-3128

Monday and Tuesday 8:00 A.M. to 7:00 P.M.
Wednesday through Friday 8:00 A.M. to 5:00 P.M.
Saturday Closed
Sunday Closed