

SPANISH-AMERICAN INSTITUTE

established 1955

Accredited by the Accreditation Council for Independent Colleges and Schools to award certificates and diplomas

- authorized under federal law to enroll non-immigrant alien students
- registered by the new york state education department

(The Institute Foundation, Inc.)



a not-for-profit, equal educational opportunity institution

215 West 43 Street • Times Square • Manhattan • New York 10036-3913
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Dante V. Ferraro, President
Paul Schiffman, Dean of Students

Frank J. Ferraro, Director Emeritas (d. 2005)
David Schiffman, Director Emeritus
Robert Connelly, Dean of Students Emeritus

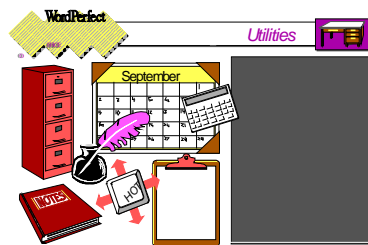
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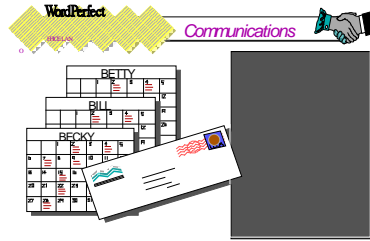
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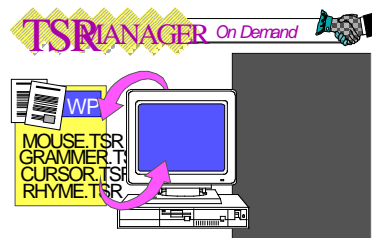
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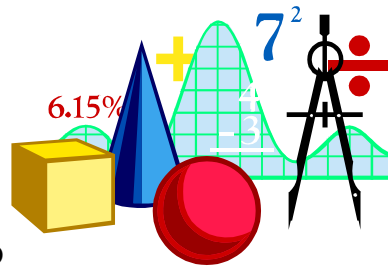
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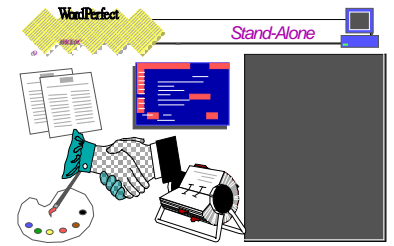
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I. ABOUT THE INSTITUTE



1. *President's Welcome*

Welcome to the Spanish-American Institute! As we approach our 50th anniversary, we are proud that since 1955 the Institute has educated about 100,000 students from all over the world. While the requirements of business have changed greatly over the decades, the Institute remains dedicated to the success of New York's foreign-born students. The Institute offers students opportunities to prepare for entry-level employment in a variety of fields including Accounting and Computer Applications. Computer applications courses include Word Processing, Excel, Access, PhotoShop, and FrontPage, among others. The Institute also offers a wide array of courses in English as a Second Language from beginning language courses through TOEFL preparation. Graduates are awarded Certificates of Completion for courses and Diplomas or Certificates for programs. Program graduates may make use of our employment assistance service.

We offer day and evening courses five days a week from 9 a.m. to 9 p.m. so that students can take classes that fit their schedules. As you review this catalog, you will learn even more about the Spanish-American Institute. If you would like additional information, I invite you to call or to visit and tour our facilities. The office at 215 West 43 Street, (Times Square), Manhattan, New York 10036-3913, 212-840-7111, is open for information, registration, and guidance from 9 a.m. to 9 p.m., Monday through Friday.

2. *Mission Statement*

The Spanish-American Institute's mission is to provide effective conversational English language and business skills training to individuals seeking entry-level office employment, job advancement, further studies, personal enjoyment or cultural enrichment.

Philosophy - The Institute' serves a largely foreign-born population which faces a double challenge:

- to acquire entry-level office skills in keyboarding, accounting, computer operation and
- to improve English language ability.

The Institute believes that students who can anticipate progress on both fronts from the start of classes are more likely to begin and to successfully complete training. Courses and programs at the Spanish-American Institute permit an individual to pursue these two goals simultaneously.

Objectives -The Institute implements this philosophy through:

- the establishment and maintenance of an effective faculty
- the development of business, computer, and language courses and programs
- the integration of a varied English as a Second Language course sequence

3. *History of the Institute*

The Spanish-American Institute was founded in 1955 by Frank J. Ferraro, President, and David Schiffman, Vice President. In 1996, it was donated by their successors to The Institute Foundation, Inc., a not-for-profit, equal educational opportunity institution.

4. *Location and Directions*

The Spanish-American Institute is located in the heart of New York's theater and entertainment district. Times Square is quite literally the "crossroads" of the City. It is the only place in New York City that has an Express Stop on every subway line!

By Subway. The A, B, CC, D, E, F, SS, N, RR, 1, 2, 3, and 7 subway lines have express stops at Times Square. The 4, 5, and 6 East Side trains connect to Times Square from Grand Central Terminal by the SS "Shuttle".

Local Bus Service. Numerous City buses stop at Times Square.

Express Bus. Many areas outside Manhattan are served by private and City express buses, all of which make stops at or near Times Square.

From New Jersey. The Institute is less than two blocks from the Port Authority Bus Terminal which serves neighboring New Jersey towns.

By Car. While parking is available at area garages and some students "car-pool" with family and friends, mass transit offers such abundant, varied and inexpensive transportation that few choose to drive.

5. Description of Facilities

The Institute moved to its present custom-designed, fully air-conditioned facility on the second floor at 215 West 43 Street, Manhattan in 1968. The administrative offices, guidance offices, bookstore, student lounge, computer room, and classrooms are easily accessible to each other. The Institute is wheelchair accessible. Every effort will be accommodate people with special needs. For additional information, please contact the Dean of Students at (212) 840-7111.

6. Instructional Equipment

Computer, keyboarding, accounting, Internet, and TOEFL students have access to modern computer equipment, software, and printers. English language classes have access to TV/VCRs and tape recorders for audiovisual language learning and reinforcement.

7. Method of Instruction

The Institute is a clock-hour, continuous enrollment institution. All courses and programs are designed so that students can enroll in any class at any time during the year and progress systematically through each class. Students are tested regularly and must pass required tests to maintain good academic standing.

New students are admitted to classes on the second Monday of each month. When the second Monday is a school holiday, new students are admitted on Tuesday. Exceptions may be made upon consultation with the Dean of Admissions.

8. School Approvals

The Spanish-American Institute is authorized under federal law to enroll non-immigrant, alien students. It has been registered as a Registered Private Business School by the New York State Department of Education since 1973. Prospective students and their parents may review school approval and accreditation documents by contacting the President for an appointment at 212-840-7111.

9. Accreditation

The Institute is accredited to award certificates and diplomas by:

The Accrediting Council for Independent Colleges and Schools
750 First Street, NE, Suite 980, Washington, DC .20002-4241
202-336-6780 www.acics.org

The Accrediting Council for Independent Colleges and Schools (ACICS) is a national accrediting agency recognized by the United States Department of Education. The Council for Higher Education Accreditation also recognizes ACICS' accreditation of degree-granting institutions.

10. School and Faculty Affiliations







The Institute, administration, or faculty maintain affiliations with the following community, civic, and educational organizations:

Forum of Italian-American Educators
NYS Association of Student Financial Aid Administrators
Teachers of English as a Second Language Association (TESOL)
The Time Square Business Improvement District



11. Legal Control

The Institute Foundation, Inc., a not-for-profit New York corporation established in 1995, owns the Spanish-American Institute. Its officers are Dante V. Ferraro, President/Treasurer; Paul Schiffman, Vice President; and Robert Connelly, Secretary.







12. Administration

	Dante V. Ferraro, President/Financial Aid Director, BA, Fordham dvf@sai2000.org
	Paul C. Schiffman, Dean of Students/TAP Certifying Officer, BS Ed., Hofstra University paul@sai2000.org
	Thomas S. Schwenke, Dean of Administrative Services, MA, Fordham University tom@sai2000.org
	Frank J. Ferraro, Founding Director (d.2005), MA, New York University
	David Schiffman, Director Emeritus, MA, New York University
	Robert Connelly, Dean of Students Emeritus, BA, Fairleigh Dickenson University

13. Student Services Associates


	Ildelisa Lopez ildelisa@sai2000.org
	Kseniya Pleskack

14. Faculty Student-Services Associates




		Degree/Institution Awarding Degree	Teaching Specialization
	Rasha Abdelrasol rasha@sai2000.org	BA, University of Alexandria	Student Support Services
	Drissa Compaore drissa@sai2000.org	BS, University of Ouagadougou	Student Support Services
	Dilyara Engulatova	MA, Tashkent State Institute of Transportation	Student Support Services
	Anvar Ergashev anvar@sai2000.org	BS, Republican Arts College	Student Support Services
	Christian Gallardo christian@sai2000.org	BS, University of Valparaiso	Student Support Services
	Angie Gomez angie@sai2000.org	BBA, Pontificia Universidad Catolica Madre Y Maestra	Student Support Services
	Mary Helen Gomez maryhelen@sai2000.org	BBA, Pontificia Universidad Catolica Madre Y Maestra	Student Support Services
	Lyudmila Klavsen lyudmil@sai2000.org	MS, Izhevsk Institute of Mechanical Engineering	Student Support Services
	Kyu Sun Ko	BS, Myongji University	Student Support Services
	Maria A. Machado maria@sai2000.org	BA, UNITAU, Taubaté University	Student Support Services
	Marina Nisimov marina@sai2000.org	BA, Kiryat Ono University	Student Support Services
	Karina Rodriguez karina@sai2000.org	BS, Pontificia Universidad Catolica Madre Y Maestra	Student Support Services
	Benjamin Tagnan	BS, University de Ouagadougou	Student Support Services
	Carmen Vargas cvargas@sai2000.org	BS, Antioquia University	Student Support Services
	Bouchra Zouhairi bouchra@sai2000.org	BS, Mohammed V Agal University MS, Touro College	Student Support Services

15. Faculty Chairpersons









Career Program Division

		Degree/Institution Awarding Degree	Department
	Libertad Grajo	BS, Manuel L. Quezon University	English
	Enrique Nibeyro enrique@sai2000.org	BS, Argentine Catholic Pontifical University MS, Argentine Catholic Pontifical University	Computer Studies


Intensive English Language Division

		Degree/Institution Awarding Degree	Department
	Freddie Ann Bush	MS, Hunter College BS, North Carolina A&T	Business
	Dr. Nori Panganiban	EdD, Centro Escolar University MA, National Teachers College BS, Golden Gate College	English
	Bouchra Zouhairi bouchra@sai2000.org	BS, Mohammed V Agal University MS, Touro College	Computer Studies

16. Faculty

		Degree/Institution Awarding Degree	Teaching Specialization
	Galyna Andryushchenko	BS, Vinnitsa State Pedagogical Institute	English as a Second Language
	Jenny Arbai	BS, Triskati School of Management	English as a Second Language
	Natalya Armyakova	BA, Institute of International Trade and Law	English as a Second Language
	Zukhra Batchaeva	BS, Moscow State Open University	English as a Second Language
	Tetiana Bobrysheva	BEd, Kirovograd State Pedagogical University	English as a Second Language
	Olesya Brazhnikova	BS, Pyatigorsk State Linguistic University	English as a Second Language
	Freddie Ann Bush	MS, Hunter College BS, North Carolina A&T	English as a Second Language
	Eligio Castillo	BA, La Consolacion College	English as a Second Language

	Myriam Chalek	LLM, University of Rene Descartes, Paris V	English as a Second Language
	Ana M. Diaz	BS, Univ. Autonoma Santo Domingo	Computer Applications, Business Education, English as a Second Language
	Gladys Diaz	BS, Univ. Autonoma Santo Domingo	English as a Second Language
	Iliyana Dimitrova	BS, Univ. Autonoma Santo Domingo	English as a Second Language
	Dr. Leonila Dolina	Ph.D., University of Santo Tomas MA, Divine Word University BS, St. Paul's College	English as a Second Language
	Leonilda Loreen Dolina Ruck	BSN, United Medical Center College of Nursing	English as a Second Language
	Lina Eco	BS, University of the East	English as a Second Language, Business Education, Computer Applications
	Dilyara Engulatova	MA, Tashkent State Institute of Transportation	<i>"English through the Arts"</i> Coordinator
	Christian Gallardo christian@sai2000.org	BS, University of Valparaiso	English as a Second Language Marketing & Management General Academic
	Libertad Grajo	BS, Manuel L. Quezon University	English as a Second Language
	Edwin Guevara	BS, University of the Philippines Los Banos	English as a Second Language
	Alfiya Khlikova	BEd., Tatar State University of Humanities and Education	English as a Second Language
	Yana Kiryeyeva	BEd, A.S. Makarenko State Teacher Training University	English as a Second Language
	Erlinda Manliclic	BS, Far Eastern University	Computer Applications English as a Second Language

	Melvin Marcus	BS, Syracuse University	English as a Second Language
	Madina Marzhokhova	BS, Pyatigorsk State Linguistic University	Computer Applications English as a Second Language
	Zoryana Matiychyk zoryana@sai2000.org	MS, Chernivtsk National University BS, Chernivtsk National University	English as a Second Language
	Semen Mere-Mere	BA, Kemerovo State University	English as a Second Language
	Enrique Nibeyro enrique@sai2000.org	BS, Argentine Catholic Pontifical University	Computer Applications
	Vicenta Ortiz	BA, University of Santo Tomas	English as a Second Language
	Dr. Nori Panganiban	EdD, Centro Escolar University MA, National Teachers College BS, Golden Gate College	Business Education, English as a Second Language
	Anna Pliner	BA, Netanya Academic College	English as a Second Language
	Emiliano Ramos	BS, Mapua Institute of Technology	English as a Second Language
	Karina Rodriguez karina@sai2000.org	BS, Pontificia Universidad Catolica Madre Y Maestra	Accounting
	Ivelisse Rymer ivelisse@sai2000.org	BS, Univ. Autonoma Santo Domingo	Accounting
	Svetlana Sergeeva sergeeva@sai2000.org	BS, Penza State Pedagogical University	English as a Second Language
	Svetlana Shchgelova shchgelova@sai2000.org	BA, Lev Tolstoy Tula State Pedagogical University	English as a Second Language
	Alumna Tuldanes	BS Education, San Nicolas College	English as a Second Language
	Svetlana Vedernikova	BA, Far Eastern Institute of International Relations	English as a Second Language
	Bouchra Zouhairi bouchra@sai2000.org	BS, Mohammed V Agal University	English as a Second Language

17. Advisory Board

Advisory Board members represent education, community, and business. They advise the Institute on community needs and business trends considered in the design and implementation of our programs. This input keeps the Institute "in touch" with new developments. The Advisory Board is part of our continuing effort to improve and maintain the quality of the training for its students. Advisory Boards members for 2003-2004 are:

Steven Corwin, Corwin Accounting Services

M. David Distler, Attorney-at-Law

Dr. Barbara Ferraro, Assistant Superintendent, Rye Neck Schools, and Principal, Rye Neck High School

Rob Goldie, President, Starr Printing

Harvey Glick, CPA

Jeffrey Gural, President, Newmark & Company Real Estate

Octavio Rocha, Account Executive, Hispanicmark Advertising

Donald Ross, Esquire, Malkin and Ross

Kenneth Zimmerman, Chateaux Software

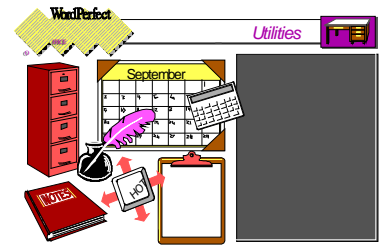
18. Catalog Disclaimer

Please be advised that some information in this catalog may have changed after printing. If you have any questions, please check with a school Dean to determine if there are any changes in the courses/curricula, the teaching personnel, or other information listed in the catalog.

19. Statement of Policy on Discrimination

The Spanish-American Institute does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation in its employment practices or in the educational programs and activities it operates. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Institute's Affirmative Action Officer, Dante V. Ferraro, 215 West 43 Street, Manhattan, NY 10036-3913, 212-840-7111 (ext. 2800), fax: 212-719-5922, e-mail: dvf@sai2000.org, www.sai2000.org.

II. STUDENT SERVICES



1. Placement Assistance

Students enrolled in programs who wish placement assistance should register with the Dean of Students at least two weeks prior to the completion of their program. While placement assistance is available, the Institute does not promise or guarantee employment to any student or graduate.

2. Guidance

The Institute maintains an "open door" policy regarding the personal and academic guidance of its students. Students seeking advice on personal or academic matters have access to both administration and faculty. The Administration will formally meet with students when deemed necessary to discuss academic, attendance, or school rules and policies issues.

3. Substance Abuse

Institute policies prohibit substance abuse among all members of the school community. Faculty and administration encourage students to recognize the dangers of substance abuse and to stay free of abuse. Professional information and counseling sources are available in the Institute's office and resource centers.

4. College Transfer Counseling

The Institute supports the principle of transfer and the award of credit for previous academic work. School personnel are ready to assist graduates seeking admission to other institutions in requesting credit for courses or programs completed at the Institute.

Students seeking transfer credit to other institutions and programs should keep in mind that each institution is responsible for determining its own policies and practices with regard to transfer and award of credit. There are at least three considerations that may affect transfer:

- *Educational quality of the institution from which the student transfers.* Accreditation by the Association of Independent Schools and Colleges or a similar accrediting body indicates that an institution meets certain minimum standards.
- *Comparability* of the nature, content, and level of previous academic work to that offered by the receiving institution.
- *Appropriateness and applicability of previous academic work* to the programs offered by the receiving institution in light of the student's educational goals.

5. Library/Learning Resources

Students and faculty have access to academic resource materials in several ways:

- The Spanish-American Institute Library houses over 450 print volumes, including encyclopedias and other reference materials.
- Automated catalogs and databases provide electronic access to the Spanish-American Institute Library catalog and those of other libraries and access to periodical databases, many with full-text articles.
- The Bookstore provides faculty with audio-visual equipment and language laboratory tapes for classroom use.
- The Student Lounge contains current publications such as *The Wall Street Journal*, *Time Magazine*, and other magazines and periodicals.

- Computer workstations provide Internet access.

6. Student Lounge

The Student Lounge is available during school hours to students and faculty who wish to study or "snack" before or after class. Students are not permitted in the Student Lounge during those hours when they are scheduled for classes. The Lounge contains current issues of newspapers and magazines, discount ticket vouchers to current Broadway shows and amusement parks, and "readcycle" books which students may take with them.

7. Student ID Card

Each student is issued a Student ID Card the first day of class. Students should carry this card with them at all times. Persons unable to identify themselves as students of the Institute may be asked to leave the school. Many social and cultural institutions that offer special student discounts accept the Institute's student ID card.

8. Bookstore Commissary

The Institute's Bookstore maintains a supply of textbooks, workbooks, materials and supplies required for course and program assignments. Students may also purchase light snacks in the Bookstore. The Bookstore is maintained for the convenience of the student body. While students are required to have the necessary texts, materials, etc., before starting classes, they may obtain them from outside sources, if they so desire.

9. Complaint Procedures

Students and all employees (including administrative staff) who have concerns, dissatisfactions, or complaints are encouraged to bring them to the Institute's attention as promptly as possible. Problems involving classroom matters should first be discussed directly with the faculty member involved. Questions about administrative policies or non-academic matters should be discussed with a Faculty Student-Services Associate.

Concerns unresolved with a Faculty Student-Services Associate may be discussed with the Dean of Students. Dissatisfactions unresolved with the Dean of Students should be presented to the President.

Remaining issues may be submitted in writing to the Board of Directors. The submission should describe the problem in detail, include any available documentation, and be signed by the student or employee. The Board will make appropriate inquiries and recommend a resolution within thirty (30) days of receiving the written concern and will notify the student or employee of those findings.

At no time shall a final determination be made by a person or persons directly involved in the complaint itself. Students and employees are assured that no adverse action will be taken against anyone expressing a concern through this mechanism.

A student or employee who is not satisfied with the Institute's complaint resolution and who has reason to believe that the institution has acted contrary to its published standards or that conditions at the institution appear to jeopardize the quality of the instructional programs or the general welfare of its students may file a written complaint with the New York State Education Department. Any person who believes he or she has been aggrieved by the institution on or after May 4, 1994, may file a written complaint with the Department within two years of the alleged incident, as follows:

The person should first try to resolve the complaint directly with the institution by following the internal complaint procedures described above. Copies of all documents and correspondence should be kept.

If a person is unable to resolve the complaint with the institution or believes that the institution has not properly addressed the concerns, he or she may request a complaint form by telephoning the Postsecondary Complaint Registry or writing to the New York Education Department, Postsecondary Complaint Registry, 116 West 32 Street, 14th Floor, New York, NY 10001, 212-643-4760 / Fax: 212-643-4765.

The Postsecondary Complaint Registry Form should be completed, signed and sent to the above address. The completed form should indicate the resolution being sought and any efforts that have been made to resolve the complaint through the institution's internal complaint processes. Copies of all relevant documents should be included.

After receiving the completed form, the Department will notify the complainant of its receipt and make any necessary request for further information. When appropriate, the Department will also advise the institution that a complaint has been made and, when appropriate, the nature of the complaint. The complainant will also be notified of the name of the evaluator assigned to address the specific complaint. The evaluator may contact the complainant for additional information.

The Department will make every effort to address and resolve complaints within ninety days from receipt of the complaint form.

Some complaints may fall within the jurisdiction of an agency or organization other than the State Education Department. These complaints will be referred to the entity with appropriate jurisdiction. When a complaint concerns a matter that falls solely within the jurisdiction of the institution, the complainant will be notified and the Department will refer the complaint to the institution in question and request that the matter receive a review and response.

Upon conclusion of the Department's complaint review or upon the disposition of the complaint by referral to another agency or organization, or to the institution, the Department will issue a written notice to the complainant describing the resolution of the complaint. The complainant may contact the Department evaluator directly for follow-up information or for additional assistance.

In addition, students and employees may contact the Institute's accrediting body, the Accrediting Council for Independent Colleges and Schools, 750 First Street, NE, Suite 980, Washington, DC 20002-4242, Telephone: 202-336-6780, Fax: 202-842-2593.

10. Internet Access

Classroom and office facilities are wired for T-1 Internet access. The entire school facility provides wireless access to the Internet.

11. Smoking Policy

In accordance with New York City Law, smoking is not permitted in the Institute or in any indoor public building areas.

12. Food Consumption Policy

Food and beverage consumption is discouraged in classrooms. The Student Lounge is available for those who wish to bring lunch or to snack between classes.

13. Student Code Of Conduct

Students are expected to conduct themselves properly in classes and about the school area. Movement between classes should be orderly. Students must report promptly to classes when the bell rings. There should be mutual respect among students and teachers at all times.

14. Suspension/Termination For School-Rule Violations

A student's failure to behave properly may result in expulsion after a hearing before appropriate administrative personnel. Students dismissed due to improper conduct, poor attendance, failing progress, or tuition arrears are not relieved of financial obligations as specified in the Enrollment Agreement. Such dismissal does not affect the computation of the applicable refund calculation.

15. Student/Faculty Campus Security Report

As required for participation in Title IV Federal Financial Aid Programs, the Spanish-American Institute provides the following Campus Security Report to students, prospective students, and faculty and staff.

Campus Security Policies. All areas of the school are under the constant supervision of the school President and Deans, administrative personnel, and faculty members at all times. Each is familiar with the procedures to follow in responding to emergencies and crime situations. Every effort is made to minimize the risk of crime.

Procedure for Reporting Emergencies and Crimes. In the event of an emergency or crime, students should contact the nearest faculty member or administrative support person and/or the Institute President's office.

Procedure for Responding to Reports of Emergencies & Crimes. All faculty and staff members will notify the office immediately when appraised of such situations. The President or his designee will notify the police, medical personnel, or other appropriate agencies. In the event of an emergency or crime requires immediate action, all faculty and administrative personnel will respond by calling one or more of the following numbers:

Police, Fire, and Medical Emergencies	911
Building Security	212-302-5764
	212-354-2206
	212-354-3181
Saint Vincent/Saint Clair's Hospital	212-586-1500

In the event of fire, follow the exit procedures listed for fires on posted signs. Fire extinguishers are located throughout the school. All school personnel are familiar with fire and exit procedures.

Policy Regarding Alcohol and Drug-Related Violations. In accordance with Federal regulations stipulated by the Drug Free Act of 1988, the drug and alcohol policy of the Spanish-American Institute is as follows:

- The unlawful manufacture, distribution, dispensation, possession, or use of alcohol, narcotics, or illicit drugs, or the consumption of alcohol by persons under the State legal age is prohibited on Institute premises.
- Any student or employee discovered to be violating these rules is subject to suspension and/or dismissal. Such action will be taken independently of any criminal action that may arise from a violation of civil law governing these areas.
- Reinstatement of suspended students or employees will not occur until the Institute can ascertain by professional documentation that the student has undergone counseling and treatment and is free from any drug or alcohol addiction.

Information Programs Available.

If you or someone you know needs help with drug and/or alcohol or if you would like information, please refer to the Institute's Drug and Alcohol Handbook or contact the school office or one of the following agencies:

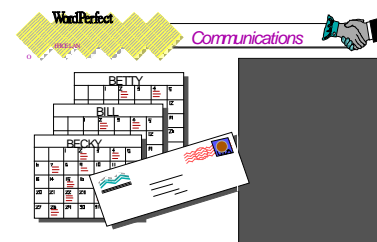
- Narcotics Anonymous Regional Helpline ~ 212-929-6262
- Alcoholics Anonymous Intergroup Hotline ~ 212-647-1680

Campus Crime Statistics.

As required for participation in Title IV Federal Financial Aid Programs, the Spanish American Institute is providing the following report of campus crime statistics for the last three years: August 1,2004-July 31,2005; August 1, 2005-July 31, 2006; and August 1, 2006-July 31, 2007.

Criminal Offenses	
a. Murder/Non-negligent manslaughter	0
b. Forcible sex offenses (including forcible rape)	0
c. Non-forcible sex offenses	0
d. Robbery	0
e. Aggravated assault	0
f. Burglary	0
g. Motor vehicle theft	0
h. Arson	0
i. Negligent manslaughter	0

III. PROGRAMS OF INSTRUCTION



9480 English As A Second Language/480 (480 hours)

DURATION OPTIONS: Each course is from Monday to Friday inclusive.

24 months / 1 hours daily 8 months / 3 hours daily 4.8 months / 5 hours daily
 12 months / 2 hours daily 6 months / 4 hours daily 4 months / 6 hours daily

OBJECTIVES: 1.) perform more effectively on present job using improved English language skills; 2.) obtain employment using skills learned previously which could not be utilized due to a lack of English language skills; or 3.) obtain admission to academic or vocational training requiring improved English language skills.

STANDARD: Demonstrate mastery of the terminal objectives of each of the component courses through teacher-graded class participation, periodic quizzes, and bi-monthly examinations. Passing grade: 65%.

OCCUPATIONAL OBJECTIVE: Graduates of this program will be able to use improved English language skills to perform present jobs more effectively, to obtain employment with previously learned skills that could not be utilized due to inadequate English language skills, or to obtain admission to academic or vocational education requiring improved English language skills.

REQUIRED COURSES: total hours 480*

501 English as a Second Language Level I	120
501 English as a Second Language Level II	120
501 English as a Second Language Level III	120
501 English as a Second Language Level IV	120
501 English as a Second Language Level V	120
501 English as a Second Language Level VI	120
502 Business English Communications	120
503 Advanced Reading and Writing	120
610 TOEFL Exam Preparation	80

ELECTIVE HOURS: * Students begin studies at the levels corresponding to their current language abilities as determined by an oral placement test and remain in the assigned level for the number of hours indicated unless the instructor recommends a higher level sooner or later. Teacher recommendations are based on student attainment of the course terminal objectives in less than (or more than) the normal number of hours. Students may complete less than (or more than) 480-hours of course work in 480 hours if teachers recommend advancement upon completion of terminal objectives prior to (or after) completion of the course hours. Slower students must complete 65% of the course hour terminal objectives to maintain satisfactory academic progress. Therefore, the number of hours spent in each course will vary according to course placement at registration and individual achievement of terminal course objectives.

TUITION: \$1440. Diploma: English as a Second Language/480

5960 English As A Second Language/960 (960 hours)

DURATION OPTIONS: Each course is from Monday to Friday inclusive.

48 months / 1 hours daily

16 months / 3 hours daily

9.6 months / 5 hours daily

24 months / 2 hours daily

12 months / 4 hours daily

8 months/ 6 hours daily

OBJECTIVES: 1.) perform more effectively on present job using improved English language skills; 2.) obtain employment using skills learned previously which could not be utilized due to a lack of English language skills; or 3.) obtain admission to academic or vocational training requiring improved English language skills.

STANDARD: Demonstrate mastery of the terminal objectives of each of the component courses through teacher-graded class participation, periodic quizzes, and bi-monthly examinations. Passing grade: 65%.

OCCUPATIONAL OBJECTIVE: Graduates of this program will be able to use improved English language skills to perform present jobs more effectively, to obtain employment with previously learned skills that could not be utilized due to inadequate English language skills, or to obtain admission to academic or vocational education requiring improved English language skills.

REQUIRED COURSES: total hours 960*

501 English as a Second Language Level I	120
501 English as a Second Language Level II	120
501 English as a Second Language Level III	120
501 English as a Second Language Level IV	120
501 English as a Second Language Level V	120
501 English as a Second Language Level VI	120
502 Business English Communications	120
503 Advanced Reading and Writing	120
610 TOEFL Exam Preparation	80

ELECTIVE HOURS: * Students begin studies at the levels corresponding to their current language abilities as determined by an oral placement test and remain in the assigned level for the number of hours indicated unless the instructor recommends a higher level sooner. Teacher recommendations are based on student attainment of the course terminal objectives in less than (or more than) the normal number of hours. Students may complete less than (or more than) 960-hours of course work in 960 hours if teachers recommend advancement upon completion of terminal objectives prior to completion of the course hours. Slower students must complete 65% of the course hour terminal objectives to maintain satisfactory academic progress. Therefore, the number of hours spent in each course will vary according to course placement at registration and individual achievement of terminal course objectives.

TUITION: \$2880. Diploma: English as a Second Language/960

7020 Computerized Office Management (1600 hours)

DURATION OPTIONS: All options are Monday to Friday inclusive.

16 months/5 hours daily (4 Terms) 20 months/4 hours daily (5 Terms) 26.6 months/3 hrs daily (6 Terms)

OCCUPATIONAL OBJECTIVE: Office computer staff play an important role in managing the information flow essential to business. Graduates should be prepared for entry-level positions as administrative assistants.

STANDARD: achieve course objective to standard described, with typing: 40 wpm.

REQUIRED COURSES: total hours	822
201 Keyboarding: Basic Course	120
202 Keyboarding: Advanced Course	120
205 Machine Transcription	30
230 Computer Word Processing	80
300 Business Management	120
301 Business Mathematics	24
401 Office Practice	160
402 Electronic Calculators	48
502 Business English	120
ELECTIVE COURSES: total hours	778
200 Keyboarding for Information Processing	48
203 Keyboarding: Expert Course	80
235 Introduction to Microsoft Word for Windows	80
240 Introduction to Word Perfect	80
302 Accounting (First Course)	120
303 Accounting (Intermediate Course)	120
304 Accounting (Advanced I)	60
305 Accounting (Advanced II)	60
310 Import Export Procedures	80
404 Business Communications	72
501 English as a Second Language [any level(s), 120 hours EACH level]	120
503 Advanced Reading and Writing	120
610 TOEFL Exam Preparation	80
620 College Success	80
900 IBM Computer Graphics	80
925 Database Management	80
930 Introduction to DOS	80
935 Using Lotus 1-2-3	80
940 Introduction to Microsoft Windows	80
945 Introduction to Microsoft Works	80
950 Using Excel for Windows	80
955 Using the Internet	80
960 Using Microsoft Access	80
965 Using Microsoft PowerPoint	80
970 Computerized Accounting Using Peachtree	80
975 Using Adobe PhotoShop	80
980 Using Microsoft FrontPage	80
985 Using Windows MovieMaker	80

TUITION: See List of Programs on page 53. Certificate: Computerized Office Management

8002 Accounting (1600 hours)

DURATION OPTIONS: All options are hours daily from Monday through Friday inclusive.

16 months/5 hours daily (4 Terms)	20 months/4 hours daily (5 Terms)	26.6 months/3 hours daily (6 Terms)
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OCCUPATIONAL OBJECTIVE: Program concentrates on principles of accounting and application to business management. Graduates should be prepared for entry-level jobs as computer accounting clerks.

STANDARDS: Achieve each course objective to the standard described.

REQUIRED COURSES: total hours	1040
200 Keyboarding for Information Processing	48
201 Keyboarding: Basic Course	120
202 Keyboarding: Advanced Course	120
300 Business Management	120
301 Business Mathematics	24
302 Accounting: First Course	120
303 Accounting: Intermediate	120
304 Accounting Advanced I	60
305 Accounting Advanced II	60
402 Electronic Calculators	48
502 Business English	120
935 Using Lotus 1-2-3	80
ELECTIVE COURSES: total hours	560
230 Computer Word Processing	80
235 Introduction to Microsoft Word for Windows	80
240 Introduction to Word Perfect	80
310 Import Export Procedures	80
401 Office Practice	160
404 Business Communication	72
501 ESL [any level(s)] (each level)	120
503 Advanced Reading and Writing	120
610 TOEFL Exam Preparation	80
620 College Success	80
900 IBM Computer Graphics	80
925 Database Management	80
930 Introduction to DOS	80
940 Introduction to Microsoft Windows	80
945 Introduction to Microsoft Works	80
950 Using Excel for Windows	80
955 Using the Internet	80
960 Using Microsoft Access	80
965 Using Microsoft PowerPoint	80
970 Computerized Accounting Using Peachtree	80
975 Using Adobe PhotoShop	80
980 Using Microsoft FrontPage	80
985 Using Windows MovieMaker	80

TUITION: See List of Programs on page 53. Diploma: Accounting

8010 Computer-Assisted Accounting (1600 hours)

DURATION OPTIONS: All options are daily Monday through Friday inclusive.

16 months / 5 hours (4 Terms)	20 months / 4 hours (5 Terms)	26.6 months / 3 hours (6 Terms)
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OCCUPATIONAL OBJECTIVE: This program concentrates on the principles of accounting and their use, through computer applications in today's businesses and industries. Graduates should be prepared for entry-level employment as computer accounting clerks.

STANDARDS: achieve course objectives to standards described, including typing: 25 wpm.

REQUIRED COURSES: total hours 912

201 Keyboarding: Basic Course	120
230 Computer Word Processing	80
300 Business Management	120
301 Business Mathematics	24
302 Accounting (First Course)	120
303 Accounting (Intermediate Course)	120
401 Office Practice	160
402 Electronic Calculators	48
502 Business English	120

ELECTIVE COURSES: total hours 688

200 Keyboarding for Information Processing	48
202 Keyboarding: Advanced Course	120
203 Keyboarding: Expert Course	80
204 Keyboarding: Professional Course	80
205 Machine Transcription	30
230 Computer Word Processing	80
235 Introduction to Microsoft Word for Windows	80
240 Introduction to Word Perfect	80
304 Accounting (Advanced I)	60
305 Accounting (Advanced II)	60
310 Import Export Procedures	80
404 Business Communication	72
501 English as a Second Language [any level(s), hours EACH level]	120
503 Advanced Reading and Writing	120
604 High School Equivalency Diploma Preparation	120
610 TOEFL Exam Preparation	80
620 College Success	80
900 IBM Computer Graphics	80
925 Database Management	80
930 Introduction to DOS	80
935 Using Lotus 1-2-3	80
940 Introduction to Microsoft Windows	80
945 Introduction to Microsoft Works	80
950 Using Excel for Windows	80
955 Using the Internet	80
960 Using Microsoft Access	80
965 Using Microsoft PowerPoint	80
970 Computerized Accounting Using Peachtree	80
975 Using Adobe PhotoShop	80
980 Using Microsoft FrontPage	80
985 Using Windows MovieMaker	80

TUITION: See List of Programs on page 53. Certificate: Computer-Assisted Accounting



IV. Course of Study Requirements for F-1 Student Visa Applicants

Course of Study Requirements for F-1 Student Visa Applicants with ESL-Plus (1920 hours)

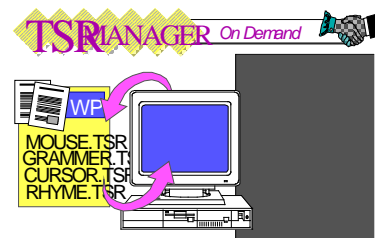
In order to pursue a full-time ESL-Plus course of study eligible for F-1 student visa application, students must:

- attend four hours per day, five days per week
- maintain satisfactory academic progress
- have English language skills acquisition as their primary educational objective
- consult with a Faculty Student-Services Associate to select an appropriate sequence of courses from among those ESL-only and ESL-plus courses listed in the following “Course Description” section.

* Students begin studies at the level corresponding to their current language abilities as determined by an oral placement test and remain in the assigned level for the number of hours indicated unless the instructor recommends a higher level sooner or later. Teacher recommendations are based on student attainment of the course terminal objectives in less than (or more than) the normal number of hours. Students may complete less than (or more than) course hours of work in listed individual course hours if teachers recommend advancement upon completion of terminal objectives prior to (or after) completion of the individual course hours. Slower students must complete 65% of the course hour terminal objectives to maintain satisfactory academic progress. Therefore, the number of hours spent in each course will vary according to course placement at registration and individual achievement of terminal course objectives.

TUITION: See List of Courses on page 54. Certificate: See List of Courses on page 54.

V. COURSE DESCRIPTIONS



200 Keyboarding For Information Processing (48 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, Keyboarding for Information Processing teaches basic keyboarding for information processing and computer applications.

OBJECTIVES: By the end of the course, students should be able:

- to apply rules for English spelling and word formation;
- to read and understand English letter combinations and words, word combinations, sentences, and passages;
- to recognize and correct spelling, punctuation, and other English language errors; and
- to key English text at least 10 wpm with no more than 5 errors in a 5-minute timed writing.

TUITION: \$192 **Certificate:** Keyboarding for Information Processing

201 Keyboarding (Basic Course) (120 hours)

PREREQUISITE: None.

COURSE DESCRIPTION: While developing English language skills, this course builds keyboarding speed and accuracy skills through the production of personal/business correspondence in English.

OBJECTIVES: By the end of the course, students should be able to:

- apply rules for English spelling and word formation;
- read and understand English letter combinations and words, word combinations, sentences, and passages;
- recognize and correct spelling, punctuation, and other English language errors;
- read and follow directions in English when practicing keyboarding exercises;
- ask questions in English concerning concepts and implementation;
- identify and correct English language errors in producing documents;
- produce letters, reports, memos, tables, and other personal-business and business documents from hand-written and from printed text in English;
- develop touch control of the keyboard and proper keyboarding techniques; and
- build basic speed and accuracy skills (to 25 wpm keyboarding English text with no more than five errors in five minutes).

TUITION: \$480 **Certificate:** Keyboarding (Basic Course)

202 Keyboarding (Advanced Course) (120 hours)

PREREQUISITE: Keyboarding 201 or equivalent.

COURSE DESCRIPTION: While developing English language skills, this course builds keyboarding skills through the production of various kinds of business correspondence, of reports, of tabulations, and of forms from unarranged and rough-draft hand-written and print copy sources in English.

OBJECTIVES: By the end of the course, students should be able:

- to better understand and correctly use English word division and composite words;
- to read and follow directions in English when practicing advanced keyboarding exercises;
- to ask questions in English concerning concepts and implementation; .
- to read and understand English language descriptions of business situations that will determine the production of documents;
- to synthesize information from various English language sources that will determine the format of document production;
- to produce letters, reports, memos, tables, and other personal-business and business documents from hand-written and from printed text in English, identifying and correcting language errors;
- to develop touch control of the keyboard and proper keyboarding techniques; and
- to build basic speed and accuracy skills (to 45 wpm, keyboarding English text with no more than five errors in five minutes).

TUITION: \$480 **Certificate:** Keyboarding (Advanced Course)

203 Keyboarding (Expert Course) (80 hours)

PREREQUISITE: Keyboarding 202 or equivalent.

COURSE DESCRIPTION: While developing English language skills, this course teaches expert keyboarding skills through comprehension and application of editing, of abstracting information, of making decisions, of setting priorities, of planning workflow, and of following directions.

OBJECTIVES: By the end of the course, students should be able:

- to read and follow directions in English when practicing advanced keyboarding exercises within integrated business situations experiences requiring English language reading, discussion, and writing skills;
- to ask questions in English concerning concepts and implementation; .
- to read and understand English language descriptions of complex business situations that will determine the production of documents;
- to synthesize information from various English language sources that will determine the format of document production;
- to produce within situated experiences various kinds of letters, reports, memos, tables, and other personal-business and business documents from hand-written and from printed text in English, identifying and correcting language errors;
- to develop touch control of the keyboard and proper keyboarding techniques; and
- to build basic speed and accuracy skills (to 45 wpm, keyboarding English text with no more than five errors in five minutes).

TUITION: \$320 **Certificate:** Keyboarding (Expert Course)

205 Machine Transcription (30 hours)

PREREQUISITE: Keyboarding 201 or equivalent.

COURSE DESCRIPTION: While developing English language skills, this course teaches students to listen, to understand, and to transcribe in English word/thought groups through simulated workplace tasks and materials.

OBJECTIVES: By the end of the course, students should be able to:

- better understand and correctly use English word division and composite words;
- understand and correctly use homonyms in the context of dictation;
- correctly spell English words not spelled phonetically that typically cause difficulty;
- understand spoken and written directions in English when transcribing from English dictation;
- ask questions in English concerning concepts and implementation;
- read and understand English language descriptions of business situations that will determine the correct production of documents;
- produce letters from English language dictation and to identify and correct language errors made by the transcriber and the person dictating;
- transcribe 15 lines of English language letter copy in 10 minutes with fewer than 3 errors and to correct 15 50-space lines of copy containing errors in 10 minutes with no more than 1 mistake.

TUITION: \$ 120 **Certificate:** Machine Transcription

235 Introduction to MS Word for Windows (80 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, MS Word for Windows builds word processing speed and accuracy through practice in the production of various kinds of business correspondence, of reports, of tabulations, and of forms from unarranged and rough-draft copy sources in English.

OBJECTIVES: By the end of the course, students should be able to:

- read about word processing situations and understand what is being discussed or described;
- read and discuss critical thinking text describing business situations requiring word processing solutions;
- read and follow directions in English when practicing word processing exercises;
- ask questions in English concerning concepts and implementation;
- learn how to formally proofread documents in English, to proofread them, and to make necessary corrections;
- produce letters, reports, memos, tables, and other personal-business and business documents from copy in English, identifying and correcting language errors;
- create and produce original documents; and
- apply basic word processing using Word, including entering, formatting, creating tables, using styles and templates, mail merging, and using graphics

TUITION: \$320 **Certificate:** Introduction to Microsoft Word for Windows

300 Business Management (120 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course introduces students to small business management. Through reading, discussion, and case study analysis, students develop an understanding of small business planning, of marketing and operational strategy development, of legal and financial issues, and of day-to-day supervision and control procedures.

OBJECTIVES: By the end of the course, students should be able:

- to read about small business management and better understand what is being discussed or described;
- to interpret the text's English language adages and quotations as they apply to business situations;
- to analyze and interpret graphs, charts, and other visual material;
- to read, discuss, and write in English about cases illustrating typical small business situations or problems; and
- to develop an individual small business plan in English.

TUITION: \$480 **Certificate:** Business Management

301 Business Mathematics (24 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course teaches elementary business math concepts and applications.

OBJECTIVES: By the end of the course, students should be able:

- to read and better understand English language descriptions of situations requiring business mathematics activity or solutions;
- to read, discuss, and understand directions in English for using arithmetic functions and skills;
- to read, discuss, understand, and respond to English language basic business mathematics word problems;
- to understand the basic vocabulary of payroll, checkbook procedures, marketing, inventory, depreciation, finance, and investment mathematics; and
- to perform basic arithmetic operations with whole numbers, decimals, percents, and fractions.

TUITION: \$96 **Certificate:** Business Mathematics

302 Accounting (First Course) (120 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this first course in an accounting sequence introduces students to the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.

OBJECTIVES: By the end of the course, students should be able:

- to read and better understand written English language descriptions of accounting, the language of business;
- to develop oral fluency with numbers and numerical functions;
- to interpret charts, graphs, and other visual materials;
- to speak and to write in English about situations and problems requiring accounting activities or solutions;
- to read for detail in the context of accounting problems and directions;
- to interpret orally and in writing how businesses communicate with financial statements; and
- to apply accounting principles and procedures to analyzing and recording transactions, to accrual accounting and financial statement, to completing the accounting cycle, to accounting for merchandising activities, and to merchandise inventories and sales costs.

TUITION: \$480 **Certificate:** Accounting (First Course)

303 Accounting (Intermediate Course) (120 hours)

PREREQUISITE: Accounting 302 or equivalent

COURSE DESCRIPTION: While developing English language skills, this second course in an accounting sequence expands students' knowledge about the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.

OBJECTIVES: By the end of the course, students should be able:

- to read and better understand written English language descriptions of accounting, the language of business;
- to develop oral fluency with numbers and numerical functions;
- to interpret charts, graphs, and other visual materials;
- to talk and to write in English about situations and problems requiring accounting activities or solutions;
- to read for detail in the context of accounting problems and directions;
- to interpret how businesses communicate with financial statements
- to understand the concept and forms of accounting information systems; and
- to apply accounting principles and procedures to cash and internal control; to receivables and short-term investments; to plant assets, natural resources, and intangibles; to current liabilities; and to partnerships

TUITION: \$480 **Certificate:** Accounting (Intermediate Course)

304 Accounting (Advanced I) (60 hours)

PREREQUISITE: Accounting 303 or equivalent

COURSE DESCRIPTION: While developing English language skills, this third course in an accounting sequence expands students' knowledge about the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.

OBJECTIVES: By the end of the course, students should be able:

- to read and better understand written English language descriptions of accounting, the language of business;
- to develop oral fluency with numbers and numerical functions;
- to interpret charts, graphs, and other visual materials;
- to talk and to write in English about situations and problems requiring accounting activities or solutions;
- to read for detail in the context of accounting problems and directions;
- to interpret how businesses communicate with financial statements
- to apply accounting principles and procedures to equity transactions and corporate accounting, term liabilities, long-term investments, reporting and analyzing cash flows, analysis of financial statements, and managerial accounting and job order cost accounting concepts and principles.

TUITION: \$240 **Certificate:** Accounting (Advanced I)

305 Accounting (Advanced II) (60 hours)

PREREQUISITE: Accounting 304 or equivalent

COURSE DESCRIPTION: While developing English language skills, this fourth course in an accounting sequence expands students' knowledge about the purposes and principles of accounting and the practice of fundamental accounting procedures. Students analyze and apply accounting concepts and procedures to real-life situations drawn from various types of businesses.

OBJECTIVES: By the end of the course, students should be able:

- to read and better understand written English language descriptions of accounting, the language of business;
- to develop oral fluency with numbers and numerical functions;
- to interpret charts, graphs, and other visual materials;
- to talk and to write in English about situations and problems requiring accounting activities or solutions;
- to read for detail in the context of accounting problems and directions;
- to explain orally and in writing how businesses communicate with financial statements; and
- to apply accounting principles and procedures to process cost accounting, cost allocation and performance measurement, cost-volume-profit analysis, master budgets and planning, flexible budgets and standard costs, and capital budgeting.

TUITION: \$240 **Certificate:** Accounting (Advanced II)

310 Import-Export Management (80 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course provides an introduction to global markets, to the major trading nations and trading blocs, and to the processes and procedures that govern import and export management.

OBJECTIVES: By the end of the course, students should be able to:

- read about import-export management and better understand what is being discussed or described;
- analyze and interpret graphs, charts, and other visuals;
- read, discuss, and write in English about cases illustrating typical import-export situations or problems;
- identify global markets, major trading nations, and trading blocs; and
- discuss and write in English about basic processes and procedures that govern import and export management.

TUITION: \$320 **Certificate:** Import-Export Management

401 Office Practice (160 hours)

PREREQUISITE: Keyboarding 201 or equivalent.

COURSE DESCRIPTION: While developing English language skills, this course introduces students to the issues and trends affecting the 21st Century office professional, including job searching, information processing, effective communication, records management, and team building.

OBJECTIVES: By the end of the course, students should be able to:

- read and better understand English language descriptions of issues and trends in the 21st Century office that will affect office professionals, including workplace diversity, the global marketplace, and technological advances;
- read about office practices and procedures and understand what is being discussed or described;
- to interpret the text's charts, graphs, and other visual material;
- read, discuss, and write in English about cases illustrating typical office practice issues or problems; and
- develop resumes, application letters, and other aspects of office professional career development.

TUITION: \$640 **Certificate:** Office Practice

402 Electronic Calculators (48 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course introduces students to using the calculator to solve simulated business and workplace tasks.

OBJECTIVES: By the end of the course, students should be able to:

- better understand written directions in English;
- demonstrate knowledge of common English language business terminology related to everyday business and consumer problems such as payrolls, purchase orders, invoices, cash and trade discounts, checking accounts, installment buying, finance charges, etc.;
- ask questions in English concerning concepts and implementation;
- read and understand English language descriptions of business situations that will determine the correct production of calculator solutions;
- learn how to convert to and from the metric system;
- read, write, and show explanations about concepts; and
- work at 119 spm

TUITION: \$ 192 **Certificate:** Electronic Calculators

404 Business Communications (72 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course emphasizes the application of correct grammar and punctuation to letters, memos, reports, and other forms of personal and business communication.

OBJECTIVES: By the end of the course, students should be able to:

- recognize and solve common sentence problems in English;
- understand how context affects meaning and to correct grammar and other writing choices;
- recognize and use correct English grammar in context with an emphasis upon grammar and usage issues for ESL writers;
- understand and use correct punctuation, mechanics, and spelling in business writing; and
- use English language skills to develop letters, memos, and other common forms of personal-business and business communication.

TUITION: \$288 **Certificate:** Business Communications

500 English Literacy (120 hours)

Prerequisite(s): None.

Course Description: A basic introduction to English for students who have had little or no prior school experience or who come from a primary language background using a non-Roman alphabet.

Objectives: By the end of the course, students should be able to:

- read, write, and pronounce the alphabet used in English, including printed and cursive handwriting with capital and small letters;
- use basic English to communicate about everyday situations such as numbers, time, dates, money, family, school, food, health, emergencies, and work.
- ask and answer simple questions, including those related to names, addresses, phone numbers, telephoning, directions, school, shopping, money, and work;
- use basic English constructions such as the simple present and past of “to be,” the possessive “’s,” and imperatives, in simple affirmative, interrogative, and negative statements;
- follow simple instructions, including filling out forms such as job applications; and
- demonstrate the fundamental literacy skills needed to continue English language instruction.

TUITION: \$480 **Certificate:** English Literacy

501 English As A Second Language I-VI (120 hours [each level])

501.1 ESL I

PREREQUISITE: none.

COURSE DESCRIPTION: A first level ESL course that introduces beginning students to basic vocabulary, spelling, grammar, conversation, pronunciation, and other ESL skills.

OBJECTIVES: By the end of the course, students should be able to listen, speak, read, and write using the present and simple past tenses.

501.2 ESL II (NorthStar: Introductory)

PREREQUISITE: ESL I or High Beginners placement test score.

COURSE DESCRIPTION: A second level ESL course that continues to reinforce beginning student's vocabulary, spelling, grammar, conversation, pronunciation, and other ESL skills in present, past, and future tenses.

OBJECTIVES: By course end, students should be able to listen, speak, read, and write using the present, future, and past tenses.

501.3 ESL III (NorthStar: Basic/Low Intermediate)

PREREQUISITE: ESL II or Low Intermediate placement test score.

COURSE DESCRIPTION: A third level ESL course that introduces intermediate students to a higher level of difficulty and fluency than ESL II, requiring compound tenses, longer sentences, and simple complex sentence structures.

OBJECTIVES: By the end of the course, students should be able to listen, speak, read, and write using compound tenses and more extensive vocabulary than expected of beginning ESL students.

501.4 ESL IV (NorthStar: Intermediate)

PREREQUISITE: ESL III or Intermediate placement test score.

COURSE DESCRIPTION: A fourth level ESL course that introduces intermediate students to a higher level of difficulty and fluency than ESL III requiring compound tenses, more extensive vocabulary, and longer compound and complex sentences.

OBJECTIVES: By the end of the course, students should be able to listen, speak, read, and write using compound tenses and more extensive vocabulary than expected of ESL III students.

501.5 ESL V (NorthStar: High Intermediate)

PREREQUISITE: ESL IV or High Intermediate placement test score.

COURSE DESCRIPTION: A fifth level ESL course that introduces advanced students to a higher level of fluency than ESL IV, requiring more compound and complex sentences organized into longer oral and written presentations.

OBJECTIVES: By the end of the course, students should be able to listen, speak, read, and write using compound and complex sentences and more extensive vocabulary than expected of ESL IV students.

501.6 ESL VI (NorthStar: Advanced)

PREREQUISITE: ESL V or Advanced placement test score.

COURSE DESCRIPTION: A sixth level ESL course that introduces advanced students to a higher level difficulty and fluency than ESL V requiring wish statements, expressions of unreality, spoken discourse connections, direct and indirect speech, and compound verbs including passive voice and modals organized into longer oral and written presentations.

OBJECTIVES: By the end of the course, students should be able to listen, speak, read, and write using longer complex sentences and more extensive vocabulary than expected of ESL V

TUITION: \$480 per 120 hours **Certificate:** English as a Second Language Level ____

502 Business English Communications (120 hours)

PREREQUISITE: English 501, Level VI, or equivalent.

COURSE DESCRIPTION: Business English teaches English language skills designed to help students communicate more successfully in a business environment. The course emphasizes writing as a process of development that includes drafting, writing, editing, and reading that conveys the writer's intentions clearly and correctly.

OBJECTIVES: By the end of the course, students are expected:

- to understand the process of writing;
- to use different patterns of development;
- to understand the difference between correct writing and effective writing;
- to understand how context affects meaning, grammar, and other writing choices;
- to recognize and solve common sentence problems in English;
- to recognize and use correct English grammar in context with an emphasis upon grammar and usage issues for ESL writers;
- to understand and use correct punctuation, mechanics, and spelling in business writing; and
- to know how to write error-free, effective documents.

TUITION: \$480 Certificate: Business English Communications

503 Advanced Reading & Writing (120 hours)

PREREQUISITE: English 501, Level VI, or equivalent.

COURSE DESCRIPTION: Advanced Reading and Writing develops advanced English language skills through close examination of reading passages, through objective discussion of reading, and through paragraph and short essay writing. The course develops personal and workplace advanced English reading, writing, and oral presentation skills at the multi-paragraph and document level.

OBJECTIVES: By the end of the course, students should be able:

- to understand and implement the various stages of the writing process, including rough drafts and revision;
- to understand the difference between correct writing and effective writing;
- to understand how context affects meaning, grammar, and other writing choices;
- to manipulate sentence, paragraph and essay structure in ways that achieve clarity, variety, and coherence;
- to eliminate the most common types of errors;
- to recognize and solve common sentence problems in English
- to write examination essays responding clearly to the essay question;
- to write a multi-paragraph essay with a clearly identified thesis, development, and conclusion; and
- to read in ways that reflect attention to the effective writing process.

TUITION: \$480 Certificate: Advanced Reading & Writing

604 High School Equivalency Diploma Preparation (120 hours)

PREREQUISITE: None

COURSE DESCRIPTION: This course is designed to help students prepare for the language arts and subject areas GED Tests of the State of New York. The course also introduces students to GED testing procedures, scoring information, and test taking.

OBJECTIVES: By the end of the course, students will have:

- studied GED's blend of power and time testing;
- practiced pacing themselves in response to test questions;
- practiced the skills levels tested by the language arts writing test, including the essay component; and
- reviewed and practiced the skills levels tested by the social studies, science, language arts (reading and literary), and mathematics tests

TUITION: \$480 Certificate: High School Equivalency Diploma Preparation

610 TOEFL Exam Preparation (80 hours)

PREREQUISITE: English 501, Level VI, or equivalent.

COURSE DESCRIPTION: The course is designed to help prepare advanced ESL students for the TOEFL (Test of English as a Foreign Language) through the application of advanced integrated English language skills tested by the NextGeneration iBT..

OBJECTIVES: The course has three objectives:

1. To strengthen *language skills* covered by the TOEFL exam. These skills include listening, reading, structure/written expression, and writing.
2. To provide understanding of and experience with *test-taking strategies* specific to the TOEFL.
3. To provide *practice test taking* related to the specific language skills tested by TOEFL.

TUITION: \$320 **Certificate:** TOEFL Examination Preparation

620 College Success (160 hours)

PREREQUISITE: English 501, Level VI, or equivalent

COURSE DESCRIPTION: While developing English language skills, College Success is designed to inform students about American colleges and teach strategies that aid college success. The course will be taught in a small class environment with lecture, discussion, small group work, and individual student presentations. Course topics will include an overview of American higher education and an introduction to the college application process, to learning psychology, and to life and lifelong learning strategies that make for successful postsecondary learners.

OBJECTIVES: By the end of the course, students are expected:

- to understand English language explanations of the American system of education communicated in oral or written forms;
- to read, write, and speak about differences between the American system and those in their home countries;
- to read American college catalogs and other postsecondary promotional material and demonstrate understanding of concepts and terminology;
- to locate and understand information for international students on college web-sites or in college publications;
- to understand and follow directions for correctly completing the application process;
- to write an autobiographical or other personal essay in English in a format typically found on college applications;
- to read, write, and talk about learning styles and other aspects of cognitive psychology affecting individual learning; and
- to obtain valid and apply information from college web-sites, from automated library catalogs, and from electronic periodical databases and to communicate findings to others

TUITION: \$640 **Certificate:** College Success

925 Database Management (80 hours)

PREREQUISITE: None.

COURSE DESCRIPTION: This course teaches English in the context of an introduction to Microsoft Access. The course focuses on the English language skills needed by beginning Access users. Students learn English when reading about and discussing databases, in general, and Access, in particular; when following directions to complete exercises; and when asking questions and finding answers to Access related topics.

OBJECTIVES: By the end of the course, students should be able:

- to read about Access and understand what is being discussed or described;
- to read and follow directions in English when practicing textbook exercises;
- to read documents and descriptions of situations in English and decide how to use Excel spreadsheet applications to organize and present information;
- to ask questions in English concerning concepts and implementation;
- to write simple explanations in English of procedures used or results obtained;
- to practice speaking English when explaining the content of Access database elements
- to understand the basics of creating an Access database;
- to understand how Access can be applied to real world situations;
- to understand how to navigate toolbars and use menus to customize Access; and
- to understand how to use other Access features.

TUITION: \$320 **Certificate:** Database Management

940 Introduction to Microsoft Windows (80 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course introduces students to Windows concepts, features, functions, and applications.

OBJECTIVES: By the end of the course, students should be able:

- to read about Windows and understand what is being discussed or described;
- to read and follow directions when practicing textbook exercises;
- to ask questions concerning concepts and implementation;
- to explain orally or in writing procedures used or results obtained;
- to understand the basics of the Windows operating system;
- to understand how to navigate toolbars and use menus to customize Windows; and
- to understand how to use Windows features.

TUITION: \$320 **Certificate:** Using Microsoft Windows

950 Using Excel for Windows (80 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course introduces students to spreadsheet concepts, features, functions, and applications using Excel.

OBJECTIVES: By the end of the course, students should be able:

- to read about spreadsheets, in general, and about Excel, in particular, and understand what is being discussed or described;
- to read and follow directions when practicing textbook exercises;
- to decide how to use Excel to organize and present information for described situations;
- to ask questions concerning concepts and implementation;
- to explain to others procedures used or results obtained;
- to explain the information contained in Excel spreadsheets, charts, and graphs;
- to understand the basics of creating a Excel spreadsheet or graph;
- to understand how Excel can be applied to real world situations;
- to understand how to navigate toolbars and use menus to customize Excel; and
- to understand how to use other Excel features.

TUITION: \$320 **Certificate:** Using Excel for Windows

955 Using the Internet (80 hours)

PREREQUISITE: None

TEXTBOOK: Serching & Researching, 5th Edition, Hartman, Ackerman, 2010 (or equivalent)

COURSE DESCRIPTION: While developing English language skills, this course introduces students to the structure of the Internet and provides direction and practice in using the Internet correctly to obtain valid information for personal, for business, and for academic use. The course emphasizes good searching skills and includes practice in developing a personal web page.

OBJECTIVES: By the end of the course, students should be able:

- to read about Internet basics and understand what is being discussed or described;
- to read and follow directions when practicing textbook exercises;
- to ask questions concerning concepts and implementation;
- to explain procedures used or results obtained;
- to understand the basics of Internet searching that produces valid information for personal, for business, and for academic use;
- to understand how to create a personal web page; and
- to understand how to use other World Wide Web features.

TUITION: \$320 Certificate: Using the Internet

960 Using Microsoft Access (80 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course introduces students to Access concepts, features, functions, and database applications.

OBJECTIVES: By the end of the course, students should be able:

- to read about Access and understand what is being discussed or described;
- to read and follow directions when practicing textbook exercises;
- to decide how to use Access applications to organize and present information in response to specific situations;
- to ask questions concerning concepts and implementation;
- to explain orally or in writing the procedures used or results obtained;
- to explain the content of Access database elements
- to understand the basics of creating an Access database;
- to understand how Access can be applied to real world situations;
- to understand how to navigate toolbars and use menus to customize Access; and
- to understand how to use other Access features.

TUITION: \$320 Certificate: Using Microsoft Access

965 Using Microsoft PowerPoint (80 hours)

PREREQUISITE: None

Textbook: *Microsoft Office 2008* by S. Schwartz, Peachpit Press, 2008 (or comparable text).

COURSE DESCRIPTION: While developing English language skills, this course introduces students to PowerPoint multi-media concepts, features, functions, and applications.

OBJECTIVES: By the end of the course, students should be able to:

- read about multimedia presentation software and PowerPoint and understand what is being discussed or described;
- read and follow directions when practicing textbook exercises;
- decide how to use PowerPoint applications to organize and present information in response to specific situations;
- ask questions concerning concepts and implementation;
- explain procedures used or results obtained;
- understand the basics of creating a PowerPoint presentation;
- understand how PowerPoint can be applied to real world situations;
- understand how to navigate toolbars and use menus to customize PowerPoint; and
- understand how to use other PowerPoint features.

TUITION: \$320 **Certificate:** Using Microsoft PowerPoint

970 Computerized Accounting Using Peachtree (80 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course introduces students to computerized accounting concepts, features, functions, and applications using Peachtree.

OBJECTIVES: By the end of the course, students should be able to:

- read about computerized accounting and Peachtree and understand what is being discussed or described;
- understand the differences between computerized and manual accounting;
- read and follow directions when practicing textbook exercises;
- decide how to use Peachtree for accounting solutions in response to specific situations;
- ask questions concerning concepts and implementation;
- explain Peachtree procedures used or results obtained;
- explain Peachtree problems and solutions;
- understand how to navigate toolbars and use menus to customize Peachtree; and
- understand how to use other Peachtree features.

TUITION: \$320 **Certificate:** Computerized Accounting Using Peachtree

975 Using Adobe PhotoShop (160 hours)

PREREQUISITE: None

COURSE DESCRIPTION: While developing English language skills, this course introduces students to computerized concepts, features, functions, and applications using PhotoShop.

OBJECTIVES: By the end of the course, students should be able to:

- read about graphics software and Photoshop and understand what is being discussed or described;
- read and follow directions when practicing textbook exercises;
- read documents and situation descriptions and use Photoshop applications to design, develop, and customize images;
- ask questions in English concerning concepts and implementation;
- write simple explanations of procedures used or results obtained;
- explain the design and content of Photoshop presentations;
- understand the basics of creating Photoshop images from sources;
- understand how Photoshop can be applied to real world situations;
- understand how to navigate toolbars and use menus to customize Photoshop; and
- understand how to use other Photoshop features.

TUITION: \$640 **Certificate:** Using Adobe Photoshop

980 Using Microsoft FrontPage (160 hours)

PREREQUISITES: 235 Using Microsoft Word, 955 Using the Internet, and 950 Using Microsoft Excel or 960 Using Microsoft Access or the equivalents

COURSE DESCRIPTION: While developing English language skills, this course introduces students to web page development concepts, features, functions, and applications using FrontPage.

OBJECTIVES: By the end of the course, students should be able to :

- read about web page creation and FrontPage and understand what is being discussed or described;
- read and follow directions when practicing textbook exercises;
- use FrontPage applications to create and publish web pages in response to specific situations;
- ask questions concerning concepts and implementation;
- explain procedures used or results obtained;
- create and publish a basic FrontPage web from "scratch;"
- understand how to navigate toolbars and use menus to customize FrontPage; and
- understand how to use other FrontPage features.

TUITION: \$640 **Certificate:** Using Microsoft FrontPage

985 Using Windows Movie Maker (80 hours)

PREREQUISITES: none

COURSE DESCRIPTION: While developing English language skills, this course introduces students to Windows Movie Maker. While developing subject area-specific English language skills, students will learn how to create movies on the computer using a variety of media and to output their movies to a variety of source.

OBJECTIVES: By the end of the course, students using subject area specific English vocabulary should be able to:

- read about video editing software and Movie Maker and understand what is being discussed or described;
- read and follow directions when practicing textbook exercises;
- read documents and descriptions of situations and decide how to use Movie Maker applications to design, develop, and customize video compositions;
- ask questions in English concerning concepts and implementation;
- write simple explanations of procedures used or results obtained;
- explain the design and content of Movie Maker presentations;
- understand the basics of gathering video assets;
- understand how to edit video assets by trimming and organizing them and by garnishing them with title tracks, special effects, and transitions;
- understand how to use AutoMovie to create stand-alone movies; and
- understand how to output their created videos to tape or disk, e-mail, or the Web.

TUITION: \$320 **Certificate:** Using Windows Movie Maker

990 Introduction to the MAC (80 classes)

Prerequisite(s): None

Textbooks: *The Little MAC Book: Snow Leopard Edition* by R. Williams, Peachpit Press, 2010 (or comparable text).

Other Instructional Material: Apple's on-line tutorials at: <http://www.apple.com/support/mac101/>

Course Description: While developing English language skills, this course will introduce new computer users or those needing a refresher course to the Mac OS X operating system and Mac computers.

Objectives: By the end of the course, students should be able to

- read about Macintosh computers and understand what is being discussed or described;
- use the Apple Mac support site to use Mac computers effectively and efficiently and to answer specific questions;
- read and follow directions in English when practicing exercises;
- ask questions in English concerning concepts and implementation;
- explain to others procedures used or results obtained;
- understand the basics of Macintosh's OS X v10.6 Snow Leopard operating system;
- navigate toolbars and use menus to customize the Mac; and to understand how to use other Mac features.

TUITION: \$320 **Certificate:** Introduction to the MAC

995 Switching to the Mac 80 classes

Prerequisite(s): Familiarity with Windows operating system.

Textbooks: *The Little MAC Book: Snow Leopard Edition* by Robin Williams, Peachpit Press, 2010 (or comparable text).

Course Description: While developing English language skills, this course will help students make the transition from a Windows PC to a Mac OS environment.

Objectives: By the end of the course, students should be able to:

- read about Macintosh computers and understand what is being discussed or described;
- use the Apple Macintosh support site to use Mac computers effectively and efficiently and to answer specific questions;
- read and follow directions in English when practicing exercises;
- ask questions in English concerning concepts and implementation;
- explain to others procedures used or results obtained;
- understand the basics of Macintosh's OS X v10.6 Snow Leopard operating system;
- navigate toolbars and use menus to customize the Mac; and
- use other Mac features.

TUITION: \$320 Certificate: Switching to the MAC

1000 Using Apple iMovie 80 classes

Prerequisite(s): None

Textbooks: *iMovie'09 & iDVD: Portable Genius*, Guy Hart-Davis: Wiley Publishing, 2009 (or recent edition).

Other Instructional Aids: Apple's on-line tutorials, *iMovie* and *iDVD*, www.apple.com/ilife/imovie, www.apple.com/ilife/iphoto, www.apple.com/ilife/idvd

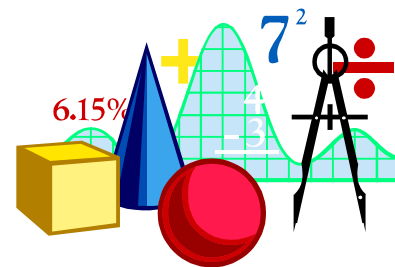
Course Description: While developing English language skills, this course introduces students to Apple iMovie. Students will learn how to create movies on the computer using a variety of media and to output their movies to tape or disk, send them via e-mail, or post them to a web site.

Objectives: By the end of the course, students should be able:

- to read about video editing software and iMovie and understand what is being discussed or described;
- to read and follow directions when practicing textbook exercises;
- to read documents and descriptions of situations and decide how to use iMovie applications to design, develop, and customize video compositions;
- to ask questions in English concerning concepts and implementation;
- to write simple explanations of procedures used or results obtained;
- to explain the design and content of iMovie and iDVD presentations; and
- to understand the basics of gathering video assets; of trimming and organizing them; of garnishing them with title tracks, special effects, and transitions; of using iMovie to create stand-alone movies; and of outputting their created videos to tape or disk, e-mail, or the Web.

TUITION: \$320 Certificate: Using Apple iMovie

VI. ADMISSIONS & FINANCIAL AID



1. Admissions Requirements

The Institute welcomes applications from individuals seriously interested in acquiring the knowledge and skills necessary for entry-level employment. Applicants are accepted without regard to race, color, national origin, creed, sex, or physical handicaps.

Applicants for admission to programs must have a high school diploma or equivalency and be beyond the age of compulsory schooling.

Applicants for admission to individual courses need not be high school graduates.

2. Admissions Procedures For Programs

The applicant must complete the Institute's "Application For Admission" and return it to the school.

An interview will be arranged. The purpose of the interview is to explore the applicant's career goals and abilities as they relate to the Institute's programs and courses.

Arrangements will be jointly made by the applicant and the Institute to forward to the Institute the applicant's official high school transcript of grades. The Institute provides a release form for this purpose.

Upon acceptance and in accordance with New York State Education Department Regulations, the applicant and Institute complete an "Enrollment Agreement." The Agreement specifies all costs, payment methods, and programs of instruction.

Although a personal interview is required of all applicants, out-of-town or foreign students who register by mail and meet other requirements may schedule the interview upon their arrival in New York. All interviews must be completed prior to the start of classes.

3. Advanced Standing

Required courses may be waived for students who can demonstrate proficiency in the competencies taught in those courses, based on OBJECTIVE performance criteria. Documentation of how students demonstrate proficiency in competencies is maintained in the student's file.

A student given advanced standing must complete the total approved hours for the program unless an amended enrollment agreement is signed for the remaining hours.

In TAP approved programs, students given advanced standing must be enrolled for a minimum of 1440 hours in total at a minimum rate of 24 hours per week. Advanced standing does not imply "transfer hours" which are defined below.

4. Transfer Of Hours

Students who request transfer of hours are required to present transcripts of previous studies for evaluation. A transfer of hours may be granted for hours completed in an approved course or program from another licensed or registered school or a registered program at a degree granting institution or in recognized post-secondary institutions, at the discretion of the President or his designee, after an evaluation of the student's transcript.

A student given transfer of hours has only to complete the number of approved instructional hours for the program minus the number of transfer hours granted by the Institute.

The President or his designee reserves the right to test students before a final determination is made. Tuition adjustments will be made as required.

5. *Student Visa Applications (Form / I-20)*

The Institute is authorized under federal law to enroll non-immigrant foreign students. A foreign student may register by mail or through a relative or friend in the United States. Please provide the following:

- a passport copy showing student's full name, birth date, country of birth and citizenship.
- address in the United States.
- permanent address abroad.
- course of study
- information showing the student's means of support for an academic term.
- payment of the required tuition deposit.

(This amount is deducted from the total tuition for the course selected.)

- certificate or transcript from the last school attended. Transcripts and certificates are not returned.

The Institute will complete the form I-20 (Certificate of Eligibility) and send it to the student for presentation to the proper consular officials. Upon providing this information, the student will receive a copy of the Enrollment Agreement for his/her signature. A copy of the Enrollment Agreement is retained by the Institute.

6. *Financial Assistance*

Pay-As-You-Learn Plan. The Institute seeks to make its courses and programs of study affordable to the greatest number of students. A Tuition Payment Plan makes it possible for students to "pay as they attend" without interest charges.

New York State Tuition Assistance Plan (TAP). New York State-sponsored tuition benefits are available to qualified students in full-time programs. The Tuition Assistance Program (TAP) provides grants to eligible New York State residents based on family income. Complete information and applications are available at the Institute offices or through the New York State Higher Education Services Corporation, Albany, New York.

Other Agencies. The Spanish-American Institute has also accepted students through the Office of Vocational Educational Services for Individuals with Disabilities (VESID), WIN, Manpower, the Commission for the Visually Handicapped, TRA, and the Social Security Administration.

Federal Pell Grants. Pell grants are awards to help students who qualify pay for their education. These grants provide a foundation of financial aid, which may be added to aid from other Federal and non-Federal sources. All United States citizens and permanent residents are eligible to apply for grants for full or part-time attendance. Unlike loans, grants do not have to be paid back.

PELL Grants are paid to eligible students at the Institute twice per award year via credit to their tuition accounts and to book accounts with prior permission of the student. Continued eligibility is contingent on maintaining satisfactory academic progress and on availability of federal funds.

Applications are available through the Institute's Financial Aid office, high school guidance offices, public libraries, or by writing directly to Federal Student Aid Programs, P.O. Box 7001, Mt. Vernon, IL 62864-0071.

Federal Loans. Federal loans are low-interest loans to help students pay for their education. The Institute does not currently participate in the Federal Stafford Loan Program (formerly the Guaranteed Student Loan (GSL)) and Federal Parent Loan for Undergraduate Students (PLUS) or Federal Supplemental Loans for Students (SLS) programs. A loan is a serious responsibility. All loans must be repaid. Each student should borrow only the amount needed to meet educational expenses. It is strongly advised that students do not take on financial obligations that they might not be able to meet. Before taking out a loan, students should ask if they have taken advantage of all other federal and state aid programs for which they might qualify.

Additional Information. Additional information is available through the Institute's Financial Aid Office, in the Institute's Resource Centers, or by contacting the New York State Higher Education Services Corporation: www.hesc.state.ny.us.

Students may seek assistance in obtaining financial aid information from members of the Institute's administration and staff in the Institute's student administrative offices.

Financial Aid Applications may be obtained through the financial aid office.

Eligibility is determined based on an approved needs analysis system, which determines an amount the family can contribute towards the applicant's cost of attendance. Aid amounts are approved based on the student's need.

The Institute receives aid funds directly. The Institute credits tuition due and, if applicable, returns funds to the student for non-direct educational expenses.

Average Cost of Attendance. The following represents the average cost for a student to attend the Institute for one academic year.

EXPENSE ITEMS	Commuting from parents home No dependents	All others
Tuition & Fees	\$5,450	\$5,450
Books & Supplies	600	600
Room & Board	1,500	4,331
Personal Expenses	1,625	2,444
Transportation	546	546
TOTAL	\$9,721	\$13,371

7. Tap Grant Waiver Criteria

Tap students may be granted a waiver of "good academic standing" standards. The waiver is not automatic. The waiver is granted only by the President or his designee under the following conditions, if it is determined that there is a reasonable expectation that the student will meet future requirements, if said waiver is in the student's best interest, and if:

- the waiver is discussed with the student and signed agreement obtained;
- the reason for student's failure to meet requirements is assessed & evaluated;
- a complete written record of waiver, evaluation findings, and determination becomes a part of the student's record; and
- only one waiver may be granted to a student who received a first award in 1981-1982 or after.

8. Refund Policy

The Institute adheres to the refund policy on the Enrollment Agreement given to students at registration. It reads as follows:

I. AFTER SIGNING THIS AGREEMENT BUT BEFORE STARTING CLASS THE SCHOOL KEEPS: the non-refundable registration fee. THE LESSER OF 10% of tuition or ONE HUNDRED DOLLARS (\$100) per course or program. (Registration fee is additional to tuition but is deducted from last payment.)

II. AFTER STARTING CLASSES THE SCHOOL KEEPS:

A. The non-refundable registration fee (THE LESSES of 10% of tuition PER COURSE or Program) or ONE HUNDRED DOLLAR (\$100) registration fee per course or program PLUS

the stated cost of such textbooks, tools, materials, supplies, etc. as have been issued by the school and accepted by the student, PLUS: The school keeps tuition

1. FOR QUARTER ENROLLMENTS (all courses): If termination occurs week #

1st Quarter of 1st Enrollment		Quarter 1 or 2 * of subsequent enrollments	subsequent Quarters
week 1	0%	0%	25%
week 2	20%	25%	50%
week 3	30%	50%	75%
week 4	40%	75%	100%
week 5	50%	100%	100%
week 6	50%	100%	100%
week 7	60%	100%	100%
week 8	100%	100%	100%

2. FOR First-Time Students in TERM ENROLLMENTS (all programs), The school keeps:

For withdrawal in:	Term 1	2nd Term	Subsequent Terms *
Week #1	0% of the term tuition	*	20% of the term tuition
Week #2	20% of the term tuition	*	35% of the term tuition
Week #3	20% of the term tuition	*	50% of the term tuition
Week #4	30% of the term tuition	*	70% of the term tuition
Week #5	40% of the term tuition	*	100% of the term tuition
Week #6	40% of the term tuition	*	100% of the term tuition
Week #7	50% of the term tuition	*	100% of the term tuition
Week #8	50% of the term tuition	*	100% of the term tuition
Week #9	60% of the term tuition	*	100% of the term tuition
Week #10	100% of the term tuition	*	100% of the term tuition

3. FOR Non-First Time TERM ENROLLMENTS students (all programs), The school keeps:

For withdrawal in	Term 1	2nd Term	Subsequent Terms *
Week #1	0% of the term tuition	*	20% of the term tuition
Week #2	20% of the term tuition	*	35% of the term tuition
Week #3	35% of the term tuition	*	50% of the term tuition
Week #4	50% of the term tuition	*	70% of the term tuition
Week #5	70% of the term tuition	*	100% of the term tuition
Week #6	100% of the term tuition	*	100% of the term tuition

* If the student withdraws in the second term, the school must use the first term schedule unless the school demonstrates that no significant educational change occurred in the program as of the student's last date of attendance. Significant Educational Change is defined as non-functioning equipment which adversely affects the student's program, material change in the student's schedule as agreed to at enrollment, substitution of teacher in a course after instruction begins if the teacher does not possess necessary language skills in approved language of instruction in order to effectively communicate subject matter to students, or significant increase in student-teacher ratio.

4. FOR ENROLLMENTS OF MORE THAN TWELVE MONTHS:

A student who cancels during the first twelve months is refunded all monies in advance for the second twelve months or part thereof.

5. FOR ENROLLMENTS UNDER THE TUITION ASSISTANCE PROGRAM (TAP): The total program tuition is divided by four. Program length: 64 weeks. Term #1=16 weeks; #2=16 weeks; #3=16 weeks; #4=16 weeks.

B. ALL REFUNDS ARE MADE WITHIN FORTY-FIVE (45) DAYS. Although not required, written notice of cancellation is recommended. Refunds are computed as of the last date of recorded attendance. Failure of a student to notify the President in writing of withdrawal may delay refund of tuition due pursuant to Section 5002 of the Education Law.

C. Diplomas, Certificates of Completion, and academic transcripts are not issued until the student meets all requirements and monetary obligations.

D. Students dismissed for improper conduct, poor attendance, failing progress, or tuition arrears are not relieved of financial obligations as specified in this Enrollment Agreement.

9. Enrollment Agreement

Each student who registers at the Institute is given an enrollment agreement which indicates: course of study, course length, tuition rate per class, total tuition required, payment plan (first payment and weekly payment), starting and ending dates of the course, and the refund policy. This enrollment agreement is signed by authorized personnel of the Institute and by the student. One copy is made a permanent part of the student's file. No promises other than those so specified in this agreement are binding.

10. Tuition

The tuition and fees are specified on the supplement enclosed with this catalog.

11. Financial Aid Refund Distribution Policy

If a student withdraws and according to the cancellation and refund policy a refund is due, the method of determining what portion of any refund is allocable to Title IV Federal Financial Aid Programs will be in accordance with the provisions or paragraphs of 668.22 of the Federal Regulations. Distribution of any allocable refunds among Title IV Programs will be in the following order: Stafford Loan, SLS, PLUS, PELL.

12. Financial Aid Repayment Distribution Policy

Students receiving cash disbursements to cover non-direct educational expenses will not receive payment until expenses have been incurred.

13. Student Loan Pro-Rata Refund Clause

Effective September 1991, all Stafford Loan Recipients whose withdrawal occurs during the first six months of enrollment are eligible for a pro-rata refund or the refund stated on their enrollment agreement, whichever results in a larger refund.

VII. ACADEMIC POLICIES



1. Office Hours

The Institute's offices at 215 West 43 Street, Manhattan, second floor, are open for information, registration, and conferences from 9 a.m. to 9 p.m., Monday through Friday inclusive, except on school holidays.

2. Student Program Card

Each student receives a program card on the first day of classes. The program card indicates hours, subjects, and room assignments. It must be presented to each teacher for admission to class. Students should retain the program card at all times.

3. Program Changes

Each student's program is the result of consultation at the time of registration. Program changes can be made only after further discussion with administrative personnel and a complete understanding of the reason for the requested change and the effect the change will have on the student's scholastic and career goals.

4. Attendance And Tardiness

Regular attendance is required for all classes. Daily attendance is taken in all classes and all absence and tardiness is reported to the office. No credit for attendance will be given for a class session in which a "class cut" occurs.

Absences. When a student must be absent from classes, the student must:

- telephone the office at (212) 840-7111 to report the reason for absence and
- provide the Institute with a written explanation for the absence upon returning to classes.

Tardiness. Promptness in school is important preparation for the business world. Students must report to classes on time. Three class late arrivals of more than five minutes are charged as one absence. Faculty members may exclude students chronically arriving more than fifteen minutes late without good cause, should this condition result in disruption to the other students or the teacher.

Students arriving more than thirty minutes late do not receive credit for the class hour for TAP financial aid purposes.

Notification of Absence. When a student is absent more than five times in a calendar month, a notice is sent to the student's home directing him/her to meet with school personnel and advising of possible loss of certificate/diploma eligibility, loss of financial aid, or loss of student visa status.

A student who is absent for more than 20% of the total course time and who has not maintained satisfactory grades or academic progress will be dismissed. Students dismissed for any reason are not relieved of the monetary obligations stated in the Enrollment Agreement.

5. Textbooks And Materials

Students may not attend classes without the required textbooks and materials. Credit is not extended for the purchase of textbooks or materials in the Institute's Bookstore.

6. "Fair Use" Duplication of Copyrighted Classroom Material Guidelines

The Spanish-American Institute requires faculty to observe the legal restrictions on duplication of copyrighted material in the United States Copyright Law. The duplication of multiple copies of print and graphic material for classroom use is restricted by the Law's "fair use" guidelines.

While the Law does not provide an exact measure of the amount of copyrighted material that a faculty member may duplicate without first seeking permission from or making payment to the author or publisher of the copyrighted material, it does provide guidelines restricting the nature and amount of material that may be duplicated and the amount that may be duplicated in any time period.

The Spanish-American Institute strives to provide teachers and students with comprehensive copyrighted required textbook and workbook materials for all courses. Faculty are encouraged to maximize the use of school textbooks and workbooks in their classes and to use additional material only when absolutely necessary. In those instances, The Spanish-American Institute has adopted the following "fair use" requirements for multi-copying of copyrighted material, consistent with standards used at many other postsecondary institutions.

Faculty members are **required** to observe the following school copyright policy, whether the material for classroom use is being duplicated by the Spanish-American Institute or by a source outside the school:

1. "Consumable works" such as workbook material may never be copied for classroom use.
2. The same item shall not be duplicated over and over again.
3. No more than 10% or 1,000 words, whichever is less, of a longer prose work may be duplicated for classroom use.
4. For all other material, consult with the Dean of Academic Affairs before duplicating multiple copies.

7. Homework

Homework is assigned regularly and is an important part of the learning process. All students are expected to complete assignments to the best of their ability and to present them in class on the due day.

8. Make-Up Assignments / Tests

Students must satisfactorily complete an equal amount of make-up work for the time they are absent. Students who require more than eight days beyond the scheduled course completion date may be charged at the hourly rate for the additional time. A student who misses 20% of the total course time and who has not maintained satisfactory grades or academic progress will be dismissed.

Make-up Examinations. When a student does not take an examination for valid reasons, a make-up examination is required within ten days of the student's return to classes. The instructor schedules such make-up examinations.

Incomplete Status. A student who has received an "INC" for whatever reason must rectify this deficiency within ten days or receive a failing grade for the subject in which an incomplete was given.

9. Dress Code

The Institute does not have a uniform or standard dress requirement. Students may dress in casual, comfortable attire; they are expected to be neat and presentable at all times. Their manner and dress should reflect credit on themselves and on the Institute.

10. Leave Of Absence

A student who requires a leave of absence must submit the request in writing to the office. If the leave is granted, the student will be permitted to suspend his/her course of study for a period not to exceed three months. The student may then resume without loss of time or tuition paid.

Students receiving Title IV federal financial aid may receive no more than one leave of absence per twelve (12) month period which may not exceed sixty (60) days in duration except in the case of students who provide the Institute with a written recommendation from a physician for a leave of absence of more than sixty days based on a medical condition.

When a student returns from an approved leave of absence, the student shall be placed in the instructional program at the point commensurate with the skill level retained by the student at the time of his or her return. For leaves of less than 30 calendar days, there will be a counseling session to determine the student's retention level. For leaves in excess of thirty days, in addition to the counseling session, faculty members will assess the student's retention level and provide instruction accordingly.

Loan recipients requesting a leave of absence are subject to a sixty (60) day maximum leave. An extended leave may be granted under special medical circumstances.

11. Grading Scale

Student grades are assigned as follows:

Table 1 Grading Scale

LETTER GRADE	POINTS	GRADE RANGE	MEANING
A	4.0	90-100%	honors
B+	3.5	85-89%	excellent
B	3.0	80-84%	above average
C+	2.5	75-79%	average
C	2.0	70-74%	satisfactory
D	1.5	65-69%	passing
F	0.	60-64%	failing
W	-		withdrawal
I	0.		incomplete
N	-		new student
Ab	0		Exam Absence

12. Maintaining Satisfactory Progress

Academic Progress. In order to maintain good academic standing, a student must achieve a grade of at least 65% and attain a cumulative average of not less than 70% (Grade Point Average: 2.0). There are six grade reporting periods in each calendar year. The Institute assesses satisfactory progress for students at the:

- end of each student's academic year,
- quarter point of the regular time frame,
- halfway point of the regular time frame,
- quarter point of the established maximum time frame of the program,
- halfway point of the established maximum time frame of the program, and
- three-quarter point of the established maximum time frame of the program.

Students not maintaining satisfactory academic progress at the regular halfway point will be placed on probation until the halfway point of the maximum time frame.

The maximum time frame in which a student must complete his/her educational objective is 1.5 times the standard program length for normally progressing students of the same enrollment status. At the halfway point of the maximum time frame of a program, the student must have successfully completed at least 60% of the clock hours attempted toward the educational objective. The minimum grade-point average at the halfway point of the maximum length must be 1.5.

At the 75% point of the maximum permitted length, the student must have completed 65% of the clock hours attempted toward the educational objective and the grade point average must be 1.75.

A student on academic probation is considered to be making satisfactory progress during the probationary period. At graduation the minimum grade point average must be 2.0. Evaluations are conducted at least once every academic year at the 25%, 50%, 75%, and 100% point of the maximum program length. Please see Table 2 Satisfactory Progress on page 50 below.

Incomplete Status. A student who has received an "INC" (incomplete) for whatever reason must rectify his/her deficiency within ten (10) days or be considered failing in his/her grade for the course in which an incomplete "INC" was given.

Withdrawals. A student who withdraws from a course prior to completing the course requirements earns a grade of "W" and zero points for that course. A student who withdraws from or repeats a course for whatever reason, must complete the program with the required number of courses within the time frame allowed. A failing grade will not be included in the student's grade point average if the student repeats and passes the course. Only the passing grade will be calculated in the average. In order to maintain financial aid eligibility, a student must:

- be enrolled in a program of study
- be attending a minimum of twelve hours per week
- maintain satisfactory progress as stated in this catalog

Repeated Courses Grades. Grades earned for courses repeated due to failure to obtain a passing grade replace the failing grade in computations of satisfactory academic progress except with respect to the computation of the maximum time frame permitted to complete the program.

Pass/Fail Grades. The Institute does not use pass/fail grades. See Grading Scale on page 48 for a explanation of the Institute's grading scale.

Non-Credit, Remedial Coursework. Non-credit remedial classes are not available. Students requiring extra help or tutoring should contact the Dean of Students for assistance. Hours beyond the normal program elective and required hours and are not included in the computation of satisfactory academic progress.

Extended Enrollment Status. A student determined to not be making satisfactory progress at the evaluation points described above may be continued in extended enrollment status at the discretion of the Dean of Students for an unlimited period of time, provided that the student and Dean discuss and agree in writing to the following:

- the student is not eligible for additional student aid while in extended enrollment status;
- the student is responsible for all financial arrangements with the school;
- the student is not enrolled in an eligible program for the purpose of student aid eligibility; and
- the school may charge the student for tuition and fees during extended enrollment, but is not required to do so.

While in extended enrollment status,

- students must seek to correct any academic deficiencies by taking additional course hours, retaking courses they have failed and upgrading their skills;
- students who exceed one and half times the normal course length in extended enrollment status do not receive the original academic credential for which they enrolled but may receive a certificate of completion; and
- the Institute will calculate refunds from the last day of attendance, not including extended enrollment.

Re-establishing Satisfactory Academic Progress. A student may reestablish satisfactory progress after failing to maintain the minimum standards if:

- 1) the student successfully retakes previously failed courses or upgrades the skills applicable to the student's educational objective so that the recalculated GPA and successful completion percentage meet or exceed the minimum requirements;
- 2) the student is evaluated by interview with the Dean of Students or his designee to determine that the student has the desire and academic ability to progress satisfactorily in the program; and
- 3) after reestablishing satisfactory progress, the student is placed on academic probation until the next evaluation point.

13. Grade Reporting Procedures

Students are tested regularly and must achieve a satisfactory grade in order to maintain good standing. Examinations are given bi-monthly to measure student progress. All grades are entered on official grade sheets by the teacher and submitted to the office for entry on individual student records. A Progress Report (report card) is given to each student after each bi-monthly examination period. Final grades for each course in a program are calculated by taking a straight average of each of the weekly grades recorded by instructors on the weekly attendance rosters. Course final grades are weighted by course hours when calculating grade point averages for programs.

14. Academic Warning and Probation

Students who receive a cumulative average below 70% (Grade Point Average of 2.0) will be placed on academic warning for eight weeks and are expected to improve their grades in the next examination period. Such students will be extended guidance, extra classes, and homework in an effort to improve upon their performance.

To remain eligible for continued New York State (TAP) financial assistance, students must continually maintain a cumulative minimum average of 70%. Failure to do so may result in a loss of State financial assistance until a 70% average is achieved.

Academic Warning / Probation Appeal Procedure. Students may provide information about mitigating or special circumstances relating to academic probation within three weeks of being placed on academic probation. The Academic Warning and Probation Appeals Committee consisting of the Institute's President and Deans will evaluate this information. A determination will be made within ten (10) days of receipt of the student's written appeal.

15. Evaluation Points in the Academic Program

Evaluations are conducted at least once every academic year and at the 25%, 50%, 75% and 100% point of the maximum program length.

Table 2 Satisfactory Progress

SATISFACTORY PROGRESS TABLE			
Required Evaluation Point		Minimum GPA	Minimum % Successful Completion of Courses Attempted
**	25% of maximum program length	1.25	55%
*	50% of maximum program length	1.50	60%
*	75% of maximum program length	1.75	65%
*	100% of maximum program length	2.00	N/A
**	End of First Academic Year	1.25	55%
**	End of Second Academic Year	2.00	60%
*	Students not meeting standards will be dismissed; probation is not allowed at this point		
**	Students not meeting these standards are considered for probation		

This table should be used together with the minimum successful completion standards, starting with item Maintaining Satisfactory Progress on page 48.

Table 3 Maximum Program Length Table

MAXIMUM PROGRAM LENGTH TABLE				
Normal Program Length	Maximum Program Length	25% of Maximum Program Length	50% of Maximum Program Length	75% of Maximum Program Length
720 hours	1080 hours	270 hours	540 hours	810 hours
960 hours	1440 hours	360 hours	720 hours	1080 hours
1600 hours	2400 hours	600 hours	1200 hours	1800 hours

16. Program Graduation Requirements

To meet the Institute's program graduation requirements for the programs listed below, the student must:

1. pass all courses in the Program of Instruction with a grade of 65% or higher,
2. have a cumulative average of at least 70% (Grade Point Average: 2.0),
3. have the listed Keyboarding skills, and
4. have met all financial obligations to the Institute.

Table 4 Program Graduation Requirements Table

PROGRAM TITLE	Typing
7020 Computerized Office Management	40 wpm
8001 Basic Accounting	25 wpm
8002 Accounting	40 wpm
8010 Computer-Assisted Accounting	25 wpm

17. Course Certificates of Completion

To meet the Institute's graduation requirements for a Certificate of Completion in a course, the student must:

- have a minimum passing grade of 65% for the course,
- meet the skills requirement of the course, and
- have met all financial obligations to the Institute.

18. Academic Year

Since the Institute employs the continuous enrollment method, there are no specific "registration dates." New students are admitted to classes on the second Monday of each month. There are, therefore, 12 start dates a year. All programs are designed so that students are able to progress systematically through each lesson. Students are tested regularly. Students must pass required tests in order to maintain good academic standing.

19. Academic Calendar

The Institute is open year-round except for the following holidays. The holidays listed below correspond to those observed by New York State and Federal offices.

- Martin Luther King Day
- Presidents' Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Veteran's Day
- Thanksgiving (2 days)
- Christmas Vacation

20. Class Hour Schedule

9:15 a.m.	to	10:05 a.m.
10:10 a.m.	to	11:00 a.m.
11:05 a.m.	to	11:55 a.m.
12:00 noon	to	12:50 p.m.
1:00 p.m.	to	1:50 p.m.
1:55 p.m.	to	2:45 p.m.
2:50 p.m.	to	3:40 p.m.
4:00 p.m.	to	4:50 p.m.
5:00 p.m.	to	5:50 p.m.
5:51 p.m.	to	6:41 p.m.
6:42 p.m.	to	7:32 p.m.
7:33 p.m.	to	8:23 p.m.
8:24 p.m.	to	9:14 p.m.

21. Instructional Hour

The Institute measures course work in units called instructional hours. An instructional hour equals fifty (50) minutes of classroom instruction.

22. List of Programs

Program Number	Diploma Programs	Hours	Tuition *	Page
5480	English as a Second Language/480	480	\$1440	18
5960	English as a Second Language/960	960	\$2880	19
8002	Accounting	1600	\$9600 **	21
	Certificate Programs			
7020	Computerized Office Management	1600	\$9600 **	19
8010	Computer Assisted Accounting	1600	\$9600 **	22

* Non-refundable Registration Fee(s), books and materials are additional.

** Tuition is \$2400 per term, calculated as follows:

Full-Time tuition, 5 hours daily, 16 months, is 4 terms times \$2400 (i.e. \$ 9,600)

Part-Time tuition, 4 hours daily, 20 months, is 5 terms times \$2400 (i.e. \$12,000)

Part-Time tuition, 3 hours daily, 27 months, is 6 terms times \$2400 (i.e. \$14,400)

Prospective students and faculty may obtain course syllabi directly from the Institute's web site at: www.sai2000.org.

Students without Internet access may request print copies from the Institute's administrative staff.

23. Course of Study Requirements for F-1 ESL-Plus Student Visa Applicants

Number	Course Titles	Hours	Sessions (all sessions are 4 classes daily 5 days weekly)	Tuition per Session	Page
SPECIAL NOTE: any combination of 3, 6, 9 or 12 month sessions totaling 24 months is permitted					
Varies with collaborative course selection	Individual educationally appropriate selection from Course List below	1920	2 sessions of 12 months each	\$2880 per session	23
			4 sessions of 6 months each	\$1440 per session	
			8 sessions of 3 months each	\$840 per session	

24. List of Courses

Number	Course Titles	Hours	Tuition	Page
200	Keyboarding for Information Processing	48	192	24
201	Keyboarding (Basic Course)	120	480	24
202	Keyboarding (Advanced Course)	120	480	25
203	Keyboarding (Expert Course)	80	320	25
205	Machine Transcription	30	120	26
235	Introduction to Microsoft Word for Windows	80	320	26
300	Business Management	120	480	27
301	Business Mathematics	24	96	27
302	Accounting (First Course)	120	480	27
303	Accounting (Intermediate Course)	120	480	28
304	Accounting (Advanced I)	60	240	28
305	Accounting (Advanced II)	60	240	29
310	Import – Export Management	80	320	29
401	Office Practice	160	640	29
402	Electronic Calculators	48	192	29
404	Business Communication	72	288	30
500	English Literacy	120	480	30
501	English As A Second Language (Levels I-VI each)	120	480	30
502	Business English	120	480	33
503	Advanced Reading And Writing	120	480	33
604	High School Equivalency Diploma Preparation	120	480	34
610	TOEFL Exam Preparation	80	320	34

620	College Success	160	640	34
925	Database Management	80	320	35
940	Introduction to Microsoft Windows	80	320	35
950	Using Excel for Windows	80	320	35
955	Using the Internet	80	320	36
960	Using Microsoft Access	80	320	36
965	Using Microsoft PowerPoint	80	320	37
970	Computerized Accounting Using Peachtree	80	320	37
975	Using Adobe PhotoShop	160	640	38
980	Using Microsoft FrontPage	160	640	38
985	Using Windows Movie Maker	80	320	39
990	Introduction to Mac	80	320	39
995	Switching to Mac	80	320	40
1000	Using Apple iMovie	80	320	40

VIII. Student Club Notes



1. Free and Low Cost Gyms, Health Clubs and Pools

Spanish-American Institute

Student Club Notes

Free and Low Cost Gyms, Health Clubs and Pools

NYC Department of Parks Recreation Centers

www.nycgovparks.org

Recreation Centers: The NYC Department of Parks has many Recreation Centers throughout New York City. Recreation Centers offer a wide range of *free* and *membership* programs and services. Some have indoor swimming pools. Almost all have weight rooms, basketball courts, dance studios, boxing rings, art studios, game rooms, etc.

All Recreation Centers offer a wide range of programs such as aerobics, dance, tai chi, fencing, computer classes, and art. Many programs are free and open to the general public but many require membership.

You do not need to be a New York City resident to use a Recreation Center. You may use your annual membership at any and all Centers. Use one near the Spanish-American Institute and then use one near your home.

Costs: *Free* and *membership* programs. Standard annual membership is **\$50** for Recreation Centers and **\$75** for Recreation Centers with pools. (Do you know anyone 55 and older? The senior membership is only **\$10** a year.)

Standard membership provides scheduled access to the gym, pool, and other facilities. Instructor-led courses such as aerobics, martial arts, music, or yoga *may* require an additional fee.

Membership and Program Information: Go to the www.nycgovparks.org home page. On the “Facilities” menu, click on “Recreation Centers.” On the “Recreation Centers” page, you will find information about membership and fees. You will also see links to Recreation Facilities by borough (Bronx, Brooklyn, Manhattan, Queens, and Staten Island.)

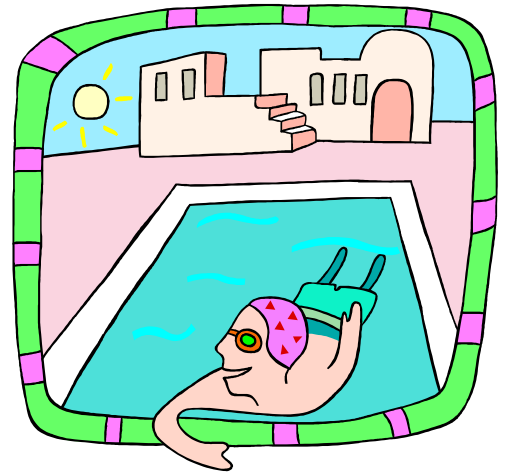
On the “Facilities” menu, you may also want to check out other NYC Department of Parks facilities such as beaches, ice skating rinks, nature centers, running tracks, soccer fields, etc.

Recreation Centers: There are several Parks Department Recreation Centers in each borough. After you go to the “Recreation Centers” page and click on a borough, you will find a list of the centers in that borough with their addresses, phone numbers, and web links. The list will look like that for Manhattan below. Click on the link for a particular Center to learn more about its services, schedules, and programs.

Manhattan Recreation Centers: The following 15 Recreation Centers are in Manhattan. Those with asterisks (*) have indoor swimming pools. Why not check out the Recreation Center closest to the Spanish-American Institute-- “Recreation Center 59” on West 59th St. between 10th and 11th Ave.?

2. Manhattan Recreation Centers

Manhattan Recreation Centers



tion Center
t Cherry Street
00

[Pelham Fritz Recreation Center](#)
**18 Mount Morris Park West at
W. 122nd St**
(212) 860-1380

h Center
East 23rd St.
20

[Thomas Jefferson Rec Center](#) (CD)
2180 1st Ave. at E. 112th St.
(212) 860-1383

on Center *
ation Center)
n Ave. South
28

***Recreation Center 59 ***
**West 59th St. between
10th and 11th Aves.**
(212) 397-3159
Near Spanish-American Institute

h Center
a Street
th Avenue)
05

[J. Hood Wright Recreation Center](#)
351 Fort Washington Ave. at 174th St.
(212) 927-1514

er 54
. between
Ave.
11

[Highbridge](#)
**2301 Amsterdam Avenue at
West 173rd St.**
(212) 927-2012

ter (Cl
ouston Street
37

[Morningside Park](#) (Satellite)
410 W. 123rd St. & Morningside Drive
http://www.nycgovparks.org/sub_things_to_do/recreation_centers/rc_morningside.html

ion Center
. between
h Aves.
03

[North Meadow](#) (CBO)
Central Park, Mid-Park at 97 St.

tion Center
ue between
n Streets
06

MANHATTAN RECREATION CENTERS



3. Free Flu, Tetanus, Pneumococcal, Hepatitis B Shots

New York City Department of Health Walk-In Clinics

Health Department walk-in immunization clinics provide immunizations and vaccines for adults, including hepatitis B, tetanus, and pneumococcal vaccines. Influenza vaccine is offered seasonally.

Although flu vaccine is generally provided at the clinics listed below, students are encouraged to check the Institute's student bulletin boards for current information.

No appointment is necessary; persons will be seen on a first come first served basis.

Call the Health Department's Immunization Hotline at 311 for further information about available vaccination services.

CLINIC	POPULATION SERVED	DAYS/TIMES OF OPERATION	TRAVEL DIRECTIONS
Tremont Health Center 1826 Arthur Avenue - 1 st Fl. Bronx, New York Between: Cross Bronx Expwy & Tremont Ave.	Children \geq 4 years of age and Adults	Mon, Tues, Thurs and Fri 8:30am -2:30pm	#2 or #5 train to East Tremont Ave-West Farms Square, or # 4 train to Burnside Ave, then #40 or #42 bus to Arthur Ave
Chelsea Health Center 303 Ninth Avenue - 1 st Fl. Manhattan, New York Btwn: 27 th & 28 th Sts.	Children \geq 4 years of age and Adults	Mon thru Fri 8:30am - 2:30pm	C or E train to West 23 rd Street or #1 or #9 train to West 28 th Street
Corona Health Center 34-33 Junction Blvd - Basement Level Queens, New York Btwn: 34 th Ave. & 34 th Rd.	Adults	Tues Wed Thurs 8:30am - 2:30pm	#7 train to Junction Boulevard
Homecrest Health Center 1601 Avenue S - 1 st Fl Brooklyn, New York Btwn: East 16 th & E 17th Sts.	Children \geq 4 years of age and Adults	Mon Wed Fri 8:30am - 2:30pm	B or Q train to Kings Highway, or Q train to Ave. U
Richmond Health Center 51 Stuyvesant Place - 1 st floor Staten Island, New York Btwn: Wall St & Richmond Terrace	Adults (Flu and Pneumonia Shots)	Monday 8:30am - 2:30pm	Near the Staten Island Ferry Terminal

4. *“English through the Arts” ~ Request for Proposals*
Student Club

Request for Proposals



The Founders

“English through the Arts”

Special Events Center is
being made available for
exhibits.

Students and faculty are invited
to submit proposals for use of
the space to feature their
accomplishments in such areas
as music, poetry, song, dance, painting, photography,
drawing, and illustration.



*Come see me in Room One.
Help us feature the very special talents of our
very special students and teachers and make
this year the most memorable yet!*

Dante V. Ferraro, President
Paul Schiffman, Dean of Students



Bring a Friend Get Double Time!

Enroll for
4 classes a day and
ADD 4 MORE classes daily
(8 classes daily Mon thu Fri!)
at NO EXTRA COST!

English ~ Computer ~ Accounting

Enroll Now for
DOUBLE TIME
Bring a Friend and
Get 4 more classes
DAILY FOR
YOURSELF too!

Super Intensive English Language *and more:*

- **NEW STUDENTS:**
Enroll now for any 4 classes a day of English or Computer or Accounting and add any other 4 classes a day *at no extra cost.*

YES! Call me with more information.

No, not right now, but keep me in mind for future courses. My E-Mail: _____ @ _____

Name _____

Address _____

City _____ State _____ Zip _____ Phone _____



Spanish-American Institute

215 West 43 Street
Times Square, New York 10036

voice: 212.840.7111 fax: 212.719.5922
info@sai2000.org www.sai2000.org



Photo 1 Founders David Schiffman (left) and Frank J. Ferraro (right) with graduates c. 1965

