



SYLLABUS

Secondary V

Spring 2025



Special Topics in Curriculum & Instruction: TIRP II

CURR 5598 602

INSTRUCTORS



2YALP Assistant Director: Sue Sallee, ssallee@ppboces.org
Interest-Based Project Instructor/Coach: Dr. Lori Brevik, drbrevik@gmail.com
Instructors: Carolye Asfahl, carolyea@gmail.com
 Wendy Swearingen, Wendy.swearingen@d11.org
 Tina Vidovich, tvidovich@mingaeducationgroup.org
 Lisa Wolf, Lisawolf181@gmail.com

SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/11	9:30-12:30	Interest-Based Educational Research Project	ONLINE
1/25	8:30-4:00	Educating Children of Color Summit	Fountain Fort Carson Trojan Arena
2/8	9:00-2:00	Code of Ethics for Educators	COLU 317
2/22	9:00-2:00	English Language Learners	COLU 115
3/01	9:00-2:00	Adolescent Reader: Decoding & Multi-Syllabic Instruction	COLU 116
3/08	9:00-2:00	Adolescent Literacy: Effective Comprehension	COLU 216
4/05	9:00-2:00	Increasing Competency in a Diverse Classroom	COLU 216
4/12	9:00-2:00	Growth Mindset	COLU 116
4/26	9:00-2:00	Interest-Based Educational Research Project Presentation	BOCES

PURPOSE AND TEACHER QUALITY STANDARDS

PURPOSE

Special Topics in Curriculum & Instruction: TIRP V is the fifth and final semester of the General Education Two-Year Alternative Licensure Program. The purpose of this course is to support 2YALP teachers as they review the important knowledge and skills related to classroom teaching. Teaching strategies, middle and

high school Literacy, and thinking skills will be stressed. Diverse classrooms will also be stressed. TIRP V will address these critical elements by reviewing the Colorado Department of Education (CDE) Colorado Quality Teacher Standards.

TEACHER QUALITY STANDARDS

Standard I. Teachers demonstrate mastery of and pedagogical expertise in the content they teach.

Standard II. Teachers establish a safe, inclusive, and respectful learning environment for a diverse population of students.

Standard III. Teachers plan and deliver effective instruction and create an environment that facilitates student learning.

Standard IV. Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

OBJECTIVES

Upon completion of this course, participants will:

1. Be knowledgeable of academic content and how to facilitate learning.
2. Be knowledgeable of strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.
3. Discuss a wide range of techniques to match each student's intellectual, emotional, and social levels.
4. Identify educational methods that accommodate children with special needs.
5. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians and the community.
6. Be responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, innate learning abilities, learning exceptionalities and conditions that affect the rate and extent of student learning, and able to adapt instruction for all learners.
7. Reflect and discuss issues about the CDE Colorado Teacher Quality Standards.
8. Develop phonological and linguistic skills related to reading, including phonemic awareness, concepts about print, systematic, explicit phonics, word identification strategies, and spelling instruction.
9. Develop reading comprehension and promote independent reading, including comprehension strategies in various genres, content area literacy, literary response and analysis, and student independent reading.
10. Develop an understanding of oral and written language development, including the development of oral English proficiency in students, the relationships among reading, writing, and oral language, vocabulary development, and the structure of the English language.
11. Utilize Common Core Standards in Reading and Writing to improve instruction.
12. Differentiate instruction for the universal, targeted, and intensive needs of diverse groups of students, including students with disabilities, students from culturally and linguistically diverse populations, and high-achieving students.
13. Communicating technical concepts & terminology of assessments to parents, colleagues, and students.
14. Understand the impact of background knowledge, language differences, difficulties, & disorders on literacy acquisition.

15. Recognize the aspects of learning work meanings, including multiple meanings & uses of words, idiomatic expressions, the limitations of dictionary definitions, demands of categorical & hierarchical reasoning, or insufficient examples of contextual use.
16. Understand the impact of professionalism through ethical conduct, reflection, and leadership.
17. Understand differences in personalities, the effects of differences in communication styles, and the communication dynamics between colleagues, students, and community members.
18. Understand school culture and climate dynamics and establish an ethical classroom.

SEMINAR SYNOPSIS

Session #1	Date: January 11	Location: ONLINE
Seminar Title: Introduction to the Interest-Based Educational Research Project		
<p>The interest-based research project is a fully developed and individualized project with a topic chosen by each teacher. Findings and knowledge acquired are presented in an authentic assessment style. Research and analysis are expected to be completed at a graduate level of competency. They will be shared consistently, using individual learning styles and the topic of choice. Assignment Due: Sunday, April 27, 2025</p>		

Session #2	Date: January 25	Location: Fountain-Ft. Carson Trojan Arena
Seminar Title: Educating Children of Color Summit		
<p>The Educating Children of Color Summit is a collaborative conference sponsored by the ECOC and held at Fountain-Ft. Carson Trojan Arena. The Educating Children of Color Summit provides a unique opportunity for educators, juvenile justice, and child welfare professionals to enhance their ability to retain and inspire the students they serve. It is also an opportunity for high school students to learn about themselves while they explore higher education. Finally, the Summit is an opportunity for parents to learn to communicate with schools and with their children to maximize their child's success.</p> <p>To Register:</p> <ol style="list-style-type: none"> 1. Click: https://www.educatingchildrenofcolor.org/ecocsummit 2. Click on Adult Session 3. Click Register <p>Seminar Title: Educating Children of Color Summit Date: January 25 Location: Fountain-Ft. Carson</p> <ol style="list-style-type: none"> 4. Choose Professional 5. Choose Professional-BOCES 6. Choose your three breakout sessions 7. Enter your attendee information 8. Review the information and submit 9. You should get a registration confirmation from the ECOC <p>This conference counts as 8 hours towards the CDE CLDE requirement for our program. If you do not wish to attend this one, you can substitute another eight-hour conference that meets the qualification for the CLDE hours and must be preapproved. We have a contract with ECOC for your paid registration fee and will not pay you to attend a different conference; that choice is yours.</p>		

Registration closes on January 10, 2025. Please upload your conference certificate to Google Classroom for attendance points and your conference reflection by 2/02/25.

If attending a different preapproved conference, please upload your conference certificate to Google Classroom for attendance points and your conference reflection by 4/27/25.

Session #3	Date: February 8	Location: UCCS: COLU 317
Seminar Title: Code of Ethics for Teachers		
<p>Come prepared to have lively discussions with colleagues about ethics in education! We will cover ethics/morals/values, Board of Education policies, and slippery slopes for educators. Key resources to help craft your own Philosophy of Education and Personal Code of Ethics, which are assignments for this course, will be provided and discussed.</p> <p>Identify and explain the five main elements of a code of professional conduct for the student, the public, and teaching as a profession. Understanding the five basic principles of ethics and how they apply in establishing an ethical classroom. Discussing ethical dilemmas and how they affect an educator's code of ethics. Write a personal code of ethics and philosophy statement in what you believe as an ethical educator.</p> <p>An assignment is to write a personal code of ethics and philosophy of education statement in what you believe as an ethical educator. Due Sunday, February 23, in Google Classroom.</p>		

Session #4	Date: February 22	Location: UCCS: COLU 115
Seminar Title: English Language Learners		
<ul style="list-style-type: none">• What do you need to know about English language learners in your classroom?• Learn or review key concepts of second language learning, including social and academic language, stages or levels, newcomers, strategies that work• Consider cultural implications		

Session #5	Date: March 1	Location: UCCS: COLU 116
Seminar Title: Adolescent Reader: Decoding & Multi-Syllabic Instruction		
<p>Introduction to the Science of Reading</p> <ul style="list-style-type: none">• How does the brain learn to read? Why do readers struggle? How does that impact instruction?• Focus on phonology, phonics, and advanced phonics• Multi-syllabic word instruction• Analysis of the structure of English, including word etymology and the layers of English that affect orthography		

Session #6	Date: March 8	Location: UCCS: COLU 216
Seminar Title: Adolescent Literacy: Effective Comprehension		
<p>In this interactive course, you will learn, complete a book study, reflect, and share.</p> <ul style="list-style-type: none"> • What does research say about teaching comprehension? • What do good readers do when they read? • Pre-read to be ready to discuss and present Why Do I Have to Teach Reading? by Cris Tovani • Introduction to several strategies for teaching comprehension 		

Session #7	Date: April 5	Location: UCCS: COLU 216
Seminar Title: Increasing Competency in a Diverse Classroom		
<p>Establishing and supporting a safe, inclusive, and respectful learning environment starts with understanding identities, particularly our own. In this session, we'll explore identities through an experiential process. When we understand identities and their importance, we can create inclusion with greater awareness. By understanding our own identities, we can recognize, value, and respect the identities and cultures of our students.</p>		

Session #8	Date: April 12	Location: UCCS: COLU 116
Seminar Title: Growth Mindset		
<ol style="list-style-type: none"> 1. Define and identify the different mindsets and their impact on instruction. 2. Define and identify personal mindsets. 3. Develop structures that support Growth Mindsets in all disciplines. 4. This seminar strongly emphasizes how a Growth Mindset directly correlates to the Colorado Teacher Rubric's Learning Environment and Intentional Planning elements. 		

Session #9	Date: April 26	Location: BOCES
Seminar Title: Presentation of Interest-Based Educational Research Project		
<p>This is the culminating and final class for teachers in the Two-Year Alternative Licensure Program. Teachers will present their research projects to the instructor and their peers, and the projects will be submitted to the instructor for evaluation. Following the conclusion of class, a luncheon/celebration will be held.</p>		

UNIVERSITY OF COLORADO AT COLORADO SPRINGS GRADUATE CREDIT

University Credit—Graduate credit is available through the University of Colorado at Colorado Springs for each semester course at an additional cost. Enrollment procedures will be made available each semester via email and Google Classroom. Teachers enroll through the UCCS online enrollment system.

If a Teacher receives an "Incomplete," the teacher will not have completed this course, and college credit will not be granted.

COURSE EXPECTATIONS AND ATTENDANCE

Attendance and participation in class sessions and successful completion of assignments are required for the course to be completed. The class will begin and end on time. **It is expected that Teachers will be on time and attend the entire class.**

Because your Alternative License is limited to two years and the length of the 2-Year Alternative Licensure Program is the same, there is no opportunity to retake a missed seminar. Therefore, attendance at all seminars is essential.

FINAL GRADE

The final grade for this course, which is required for licensure, is derived from two graded areas: **seminar attendance/participation and course assignments.**

- Each area is weighted by the grade program, Google Gradebook, to account for one-half of the final grade.
- The number of points earned for each area is entered into the grade program. The number of points for each area may or may not be equal.
- The grade program calculates a percentage grade for each area.
- Google Gradebook program calculates a weighted average of the two percentage grades to derive the final grade percentage.

Percentage Grade Scale:

100-94%	=A
93-90%	=A-
89-87%	=B+
86-83%	=B
82-80%	=B-
79-and below	= Incomplete

GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:

1/2 of the Final Grade: Class Attendance/Participation (45 points)

- Attendance points are based on the total number of class sessions held. This course has **nine** sessions. **5** points are awarded for attendance at each seminar session.
- Points may be deducted for excessive tardiness or leaving early and cannot be recovered unless the absence is due to a work requirement. (See the section below regarding absences for work-related obligations).
- **Participation points for ONLINE classes:** There is a possibility that one or more of your Saturday seminars will be online. **Teachers must be visible “on camera” and present during the session.** Classes scheduled to be online are less in duration than in-person classes. Opportunities for topic discussion during class are limited during online classes. **Teachers must participate in the After-Seminar Online Discussion.**

Three points are awarded for attendance at each seminar session and 2 points for completing the assignment for a total of 5 points for attendance and participation.

After-Seminar Online Discussion: Three questions relevant to the Zoom seminar of the day will be posted in Google Classroom, where teachers can participate in the After-Seminar Online Discussion.

1. Teachers must select and reflect at least one of the three posted questions.
2. Second, teachers are required to pose a relevant question.
3. Third, teachers must thoughtfully reflect on at least one of the questions submitted by a classmate.
4. Following the Saturday online seminar, the After-Seminar Online Discussion will be available until midnight on Sunday. After the Online Discussion has closed, late discussion entries will not be counted. No make-up assignment is available for non-participation in the Online Discussion.

CLASS ABSENCES FOR WORK-RELATED REQUIREMENTS:

Occasionally, a class must be missed due to **required** work-related activities. On those occasions, the teacher can avoid penalties for missing class. It is up to the teacher to initiate the process to prevent the loss of attendance points. All provisions regarding this process must be completed within two weeks of the class absence.

- If the school or school district requires a teacher to attend a professional development conference, training, or workshop, the teacher must provide the following:
 1. The teacher must provide documentation regarding the professional development activity and an email from a school administrator regarding the attendance requirement.
 2. The teacher will be awarded total points in this instance.
- If a teacher must miss a class due to required attendance at a school function (graduation, fundraiser, club sponsorship, awards ceremony, etc.), the teacher may be awarded total points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make-up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.
- If a teacher must miss a class due to required coaching at an athletic event sponsored by the school or district, the teacher may be awarded total points for the missed class. In this instance, the teacher must:
 1. The teacher must complete the make-up assignment for the missed class.
 2. An email from a school administrator regarding the attendance requirement is required.

CLASS ABSENCE WITH MAKE-UP FOR EMERGENCY OR UNFORESEEN CIRCUMSTANCES:

As stated above, class/seminar attendance/participation is mandatory for completing this course. Points are awarded to teachers for each class/seminar attended. The State specifies a minimum number of supervised professional development hours as a requirement for this program. The program is designed to meet those requirements. **Occasionally, a severe circumstance may prevent a teacher from attending class.** Suppose an emergency prevents a teacher from attending a required seminar. In that case, the teacher may request an opportunity to make up for the absence by completing an additional assignment to replace a missed class/seminar. The request must be submitted in writing to sgriffin@ppboces.org, and the reason for the

absence must be included. The program will accommodate one absence, without loss of points, in the event the teacher misses a class but completes the additional assignment. The make-up assignment must be submitted within one week of the class absence. There will be no opportunity for make-up beyond one absence during the semester.

****Class instructors may request that Teachers provide student work samples/artifacts for use during class sessions. Please note that providing those work samples/artifacts is part of the requirement for participation points in that class session.**

AI (ARTIFICIAL INTELLIGENCE) POLICY

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Fine-tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts
- Checking grammar and style

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board replies or content that you put into a Teams or Zoom chat.
- Complete group work that your group has assigned you unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

Submitting an assignment generated by AI as one's work is considered plagiarism and violates the UCCS Academic Honor Code policy: 2017-JUN-27_200-019 Academic Ethics Code-APPROVED.docx.pdf (uccs.edu).

Be advised: While using a grammar-checking application is allowed, plagiarism or using AI to generate an assignment will not be tolerated or accepted. Written work submitted as your own will be uploaded to AI and plagiarism software for analysis.

There will be no opportunity to resubmit and/or redo the assignment and zero credit will be given.

1/2 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS

(74 Total Points)

Written assignments and projects are part of the course. The assigned work is designed to augment the development of the 2YALP Teacher and to reinforce class instruction. Assignments are expected to meet specific requirements and be completed on time.

- A late assignment/project will result in a reduction of points earned for that assignment.
- **Point Reduction: One week late, 25% reduction; 2 weeks late, 50% reduction; 3 weeks late, No credit given.** In the case of late assignments, the 2YALP teacher should notify the 2YALP office or the appropriate instructor that the missing assignment has been submitted.
- All written assignments in grammar, writing style, and spelling should be presented at the college level.

- AI: While a grammar-checking application is allowed, plagiarism or using AI to generate an assignment will not be accepted.
- **There will be no opportunity to resubmit/redo or submit another assignment.**
- All written assignments should be double-spaced and include a cover page. (The Seminar Feedback Assignment does not require a title page.)
- The cover page should include:
 - Your name
 - Assignment title
 - Date
 - Cohort level (i.e., Elementary, Secondary, or Special Education)
 - Grade level and course title (if applicable)
 - Name of school at which the teacher works.
- Assignments that include citations must be in APA format unless otherwise required by the instructor.

SEMINAR FEEDBACK ASSIGNMENT

- A feedback survey will be sent to each teacher via Google Classroom after each seminar. Survey response is a required assignment for the semester. Each feedback survey has a point value **of one toward** your overall semester grade. There are **nine** seminars this semester; therefore, the survey response has a point value of **9**. Survey response points are calculated as part of the final semester grade. The feedback survey will be released fifteen minutes before the seminar ends. Survey results contribute information for continuous program improvement and offer valuable guidance for the future.

Note: Remember that seminars are not designed to be “job-specific.” They are designed to align with the Colorado Teacher Quality Standards as prescribed by the Colorado Department of Education and contribute to your overall development as a professional educator.

Seminar Feedback Assignments are due via Google Classroom by midnight following the seminar's conclusion. (Total Points, 9)

REFLECTION EDUCATING CHILDREN OF COLOR SUMMIT

The Educating Children of Color Summit is a conference that counts as 8 hours towards the CDE CLDE requirement for our program. **Registration closes on January 10, 2025.** We have a contract with ECOC for your registration fee, so you will not have to pay to attend this conference. **Please upload your conference reflection by 2/02/25. The reflection assignment will be posted in Google Classroom. (10 points)**

If you do not wish to attend this conference, you can substitute another eight-hour conference that meets the qualification for the CLDE hours and must be pre-approved by the Assistant Director. If you choose to attend a different conference, that choice is yours, but you are responsible for paying for the conference.

Please upload your conference certificate to Google Classroom for attendance points and your conference reflection by 4/27/25. Reflection assignments will be posted in Google Classroom. (10 points)

CODE OF ETHICS AND EDUCATIONAL PHILOSOPHY STATEMENT

Develop a professional Code of Ethics (not more than 1 page) and an educational philosophy statement (not more than two pages) based on materials presented in class. **Please follow the specific format presented for your Code of Ethics.** Include classroom management principles and guidelines in your educational philosophy (do not **expressly state your classroom rules in this document**). The assignment and rubric will be posted in Google Classroom.

Assigned: February 8, 2025. Due via Google Classroom on Sunday, February 23, 2025. (15 points)

INTEREST-BASED EDUCATIONAL RESEARCH PROJECT

Teachers will complete an Interest Based Research Project. At this stage of our program, teachers can identify a facet of teaching and learning that interests them. This assignment is intended to allow the teacher to explore that interest. This could be a type of reading program, a philosophy of outdoor education for P.E. teachers, using cell phones in education, flipped instruction for mathematics, or whatever sparks the teacher's interest. This project may take many forms, including but not limited to a research paper, presentation, video, technological presentation, or process documentation. Your interests and imagination are invited.

The goal of this project is to allow you to pursue an area of passion or interest related to education or the instructional process, learn about it using as many valid resources as possible, and then present your findings in an authentic assessment manner that aligns with your chosen topic and learning style. Ideally, this will be an engaging learning process designed by you and the student and applicable to your circumstances.

You will be provided with a list of potential topics from which you can choose. The list is not intended to limit your choices but to stimulate the formulation of your area of interest. Dr. Brevik will conduct an introductory class for the project on **January 11, 2025. Submit the completed project to Google Classroom on or before Sunday, April 27, 2025. (50 points) Projects submitted after the due date will result in the deduction of points, with final grading exceptions determined at the instructor's sole discretion.**

2YALP – SECONDARY V – SPRING SEMESTER 2025

Date	Cohort	Topic	Place	Time	Instructor
1/11	Elementary & Secondary	Introduction to the Interest Based on the Research Project	ONLINE	9:30-12:30	L Brevik
1/25	Elem & Secondary & Sp. Ed.	Educating Children of Color Summit A certificate is required for attendance points. Reflection Assignment Due: 2/2/25	Fountain Ft. Carson Trojan Arena	8:30-4:00	Conference Presenters
2/08	Secondary	Code of Ethics for Educators Code of Ethics & Philosophy Statement Due 2/23/25	UCCS COLU 317	9:00-2:00	W Swearingen
2/22	Secondary	English Language Learners	UCCS COLU 115	9:00-2:00	L Wolf
3/01	Secondary	Adolescent Reader: Decoding & Multi-Syllabic Instruction	UCCS COLU 116	9:00-2:00	L Wolf
3/08	Secondary	Adolescent Literacy: Effective Comprehension	UCCS COLU 216	9:00-2:00	L Wolf
4/5	Secondary	Increasing Competency in a Diverse Classroom	UCCS COLU 216	9:00-2:00	C Asfahl
4/12	Secondary	Growth Mindset	UCCS COLU 116	9:00-2:00	T Vidovich
4/26	Elementary & Secondary	Interest Based Educational research Project Presentation	BOCES	9:00-2:00	L Brevik

****Parking is free on Saturdays****

Recommend parking on the 3rd level in the parking garage for easy access to Columbine Hall.
 Dress comfortably, and you are welcome to bring a laptop/iPad to class.
 Bring something to drink/eat during class for the 5-hour session.

CAMPUS DIRECTORY

ANT ANTERO HOUSE	G6	EIN EINSTEIN HOUSE	K7	RFDH ROARING FORK DINING HALL	G6
ACAD ACADEMIC OFFICE BUILDING	J8	ENGR ENGINEERING & APPLIED SCIENCE BUILDING	I7	SANJ SAN JUAN HOUSE	G6
AGF ALPINE GARAGE & FIELD	F6	EPC EL POMAR CENTER	I7	SHAV SHAVANO HOUSE	G6
ASPN ASPEN HOUSE	H7	EPP EL POMAR PLAZA	I7	STM STEAMBOAT HOUSE	H8
BERG BERGER HALL	J7	FULR FULLER HOUSE	M7	TELL TELLURIDE HOUSE	H8
BREC BRECKENRIDGE HOUSE	H7	FDCT FAMILY DEVELOPMENT CENTER	J8	TVQ TELLYVAIL QUAD	H8
CE COTTAGE EAST	K7	FORS FORSTER HOUSE	L8	UCTR UNIVERSITY CENTER	J7
CENT CENTENNIAL HALL	J8	GEC GALLOWAY EVENTS CENTER	J7	UHAL UNIVERSITY HALL	N7
CG CRAGMOR GREEN	K7	GOCA GALLERY OF CONTEMPORARY ART	J7	ULR ULRICH HOUSE	L7
CGH CAMPUS GREENHOUSE	M7	KEY KEYSTONE HOUSE	H7	UOPK UNIVERSITY OFFICE PARK	M8
COLU COLUMBINE HALL	H8	KFL KRAEMER FAMILY LIBRARY	J7	UP UPPER PLAZA	J7
COPR COPPER HOUSE	H8	LAPL LA PLATA HOUSE	G6	VAIL VAIL HOUSE	I8
CRAG CRAGMOR HALL	K7	LODG THE LODGE	H7	WL WEST LAWN	I7
CRES CRESTONE HOUSE	G6	LP LOWER PLAZA	J8		
CSB CAMPUS SERVICES BUILDING	K7	MAIN MAIN HALL	K7		
CUCH CUCHARAS HOUSE	G6	MON MONARCH HOUSE	I7		
OW COTTAGE WEST	K7	OCSE OSBORNE CENTER FOR SCIENCE & ENGINEERING	I7		
DPS DEPARTMENT OF PUBLIC SAFETY	I8	PATT PATTERSON HOUSE	L7		
DWIR DWIRE HALL	J7	PG PARKWAY GARAGE	L8		
ELDO ELDORA HOUSE	H8	RECW RECREATION AND WELLNESS CENTER	G7		

PARKING INFORMATION

All Campus Parking is by permit only unless otherwise specified.

VISITOR HOURLY PARKING:
 Pay machines are \$2.00/hr in PG level 3, AGF level 1 visitor parking area and lot 220

VISITOR METERED PARKING:
 Lot 100 and 224

FREE PARKING:
 North Campus - Lots 572, 573, 574, 576, & 560.
 Free shuttle to Central Campus during fall, spring and summer semesters.
 Central and East Campuses - Fridays after 4:00 pm, weekends and during breaks between semesters.

OCSE = Osborne Center for Science and Engineering
 COLU = Columbine Hall