



# SYLLABUS

## Elementary II

### Spring 2025



### Special Topics in Curriculum & Instruction: TIRP II

#### CURR 5598 601

### INSTRUCTORS



**2YALP Assistant Director:** Sue Sallee, [ssallee@ppboces.org](mailto:ssallee@ppboces.org)  
**Project Instructor/Coach:** Lori Brevik, [drbrevik@gmail.com](mailto:drbrevik@gmail.com)  
**Instructors:**  
 Rachel Davis, [rachel.davis@asd20.org](mailto:rachel.davis@asd20.org)  
 Sue Sallee, [ssallee@ppboces.org](mailto:ssallee@ppboces.org)  
 Wendy Swearingen, [Wendy.swearingen@d11.org](mailto:Wendy.swearingen@d11.org)  
 Tina Vidovich, [tvidovich@mingaeducationgroup.org](mailto:tvidovich@mingaeducationgroup.org)  
 Lisa Zimprich, [ezimprich@ffc8.org](mailto:ezimprich@ffc8.org)

### SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
1/11	9:00-2:00	Response to Intervention/Multi-Tiered System of Supports	BOCES
1/25	9:30-12:30	Intro to MTSS / Teacher Involvement Project	ONLINE
2/1	9:00-2:00	Engagement and Cooperative Learning Strategies	COLU 317
2/22	9:00-2:00	Connecting Assessments to Effective Interventions	COLU 323
3/1	9:00-2:00	Reading Methods: Vocabulary and Oral Skill Development	COLU 322
3/8	9:00-2:00	Reading Methods: Comprehension, Close Reading	COLU 116
3/15	9:00-2:00	Writing Instruction Methods for Elementary I	COLU 116
4/5	9:00-2:00	Writing Instruction Methods for Elementary II	COLU 322
4/12	9:00-2:00	Writing Instruction Methods for Elementary III	COLU 322

### PURPOSE AND TEACHER QUALITY STANDARDS

#### PURPOSE

The purpose of this course is to support teachers as they develop strategies for applying essential knowledge and skills related to their content area. 2YALP II will address these critical elements by reviewing the Colorado Department of Education (CDE) Colorado Teacher Quality 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 learning for their students.

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

## OBJECTIVES

**Upon successful completion of this semester, teachers will:**

1. Become knowledgeable about academic content and how to facilitate learning.
2. Become familiar with a variety of assessment approaches to improve learning.
3. Be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.
4. Discuss various techniques to match students' intellectual, emotional, and social levels. Identify educational methods that accommodate children with special needs.
5. Identify and discuss practical strategies for setting up and maintaining a positive, orderly classroom environment that supports all students' learning.
6. Describe strategies for preventing classroom discipline problems, dealing with classroom problems as they arise, and resolving ongoing issues.
7. Describe the characteristics of effective discipline that promote growth in student responsibility for achievement, social interactions, and behavior.
8. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians and the community.
9. Be responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, learning abilities, learning exceptionalities, and conditions that affect the rate and extent of student learning and can adapt instruction for all learners.
10. Reflect and discuss issues about the CDE Colorado Teacher Quality Standards.
11. Understand how to explicitly teach the differences between strategies for analysis of components of literary texts and expository texts.
12. Locate and select appropriate Colorado Academic Standards and Benchmarks for Reading and Writing instructional lessons.
13. Develop a deep understanding of the art and science of reading and its importance in developing proficient life-long readers.
14. Use Colorado State Assessment frameworks in reading and writing, including assessment objectives for each grade level, to develop and implement a curriculum to support reading and writing achievement.
15. Know the progression of underlying skills (phonemic awareness, phonics, vocabulary, language, comprehension, spelling, and writing skills) necessary for students to demonstrate proficiency on the reading and writing CMAS test.
16. Understand the reciprocity between foundational writing skills (handwriting, spelling, knowledge of conventions, fluent transcription, verbal ideation, grammar) and higher-order thinking skills in developing high-quality written composition. Understand the writing process—planning, composing, revising, and editing of written products.
17. Explicitly teach and encourage using formal language patterns (correct grammar and forms) and academic vocabulary in student writing.
18. Analyze children's writing samples for phonological, orthographic, syntactic, and semantic patterns of use and plan instruction based on findings.

19. Teach basic writing mechanics (capitalization, punctuation, handwriting).
20. Teach sentence structure (avoiding sentence fragments and using varied sentence lengths).
21. Develop lessons that focus on teaching organization and paragraphing.
22. Develop lessons that promote students' clarity, descriptiveness, and elaboration when writing.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: January 11</b>	<b>Location: BOCES</b>
<b>Seminar Title: Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI)</b>		
<p>After reviewing the historical developments leading to federal law outlining the use of RtI/MTSS and its value, teachers will take a deep dive into the five essential components of MTSS: 1) team-driven shared leadership, 2) data-based problem solving, 3) school, family, and community partnering, 4) layered continuum of supports, and 5) evidence-based practices. This seminar outlines the four critical components of the problem-solving process and requires students to apply those components to situations unfolding in their classroom placements. Emphasis is placed on collecting and analyzing data to make intervention decisions and monitor students' progress.</p>		

<b>Session #2</b>	<b>Date: January 25</b>	<b>Location: ONLINE</b>
<b>Seminar Title: MTSS / Teacher Involvement Project</b>		
<p>This is the major research project for Semester 2 of the program. Successful completion of this project will satisfy requirements for Teacher Quality Standard II, Element D: <i>"Teachers work collaboratively with the families and significant adults for the benefit of students."</i></p> <p>Teacher Quality Standard IV, Element D: <i>Teachers demonstrate leadership in the school, the community, and the teaching profession.</i> This project calls for teachers to document their involvement within their school community in supporting students who are struggling, disadvantaged, or in need of additional support to maximize achievement. <b>Assignment Due: Sunday, April 13, 2025</b></p>		

<b>Session #3</b>	<b>Date: February 1</b>	<b>Location: UCCS: COLU 317</b>
<b>Seminar Title: Engagement and Cooperative Strategies</b>		
<p>PART 2: Adding on to Part 1 -- Through cooperative learning strategies, a teacher can facilitate student learning to increase student achievement, social skills, and self-esteem. Teachers encourage students' abilities to work together to complete a task, problem, or project. Strategies are adjustable and can be used across grade levels and content areas. Teachers will learn classroom setup and student grouping techniques, strengthen their knowledge of methods and structures to increase engagement and effective communication in the classroom and acquire strategies to build classroom communities that support cooperation, problem-solving, and engagement.</p>		

<b>Session #4</b>	<b>Date: February 22</b>	<b>Location: UCCS: COLU 323</b>
<b>Seminar Title: Connecting Assessments to Effective Interventions</b>		
Effectively incorporate and implement assessment data from screening, progress monitoring, and diagnostic assessments to drive instruction. The outcomes-driven model and its relationship in planning and executing successful intervention lessons based on assessment data and research-based strategies will be discussed.		

<b>Session #5</b>	<b>Date: March 1</b>	<b>Location: UCCS: COLU 322</b>
<b>Seminar Title: Reading Methods: Vocabulary and Oral Language Skill Development</b>		
The importance of the Science of Reading in Direct, Planned, and Explicit Vocabulary Instruction to implement strategies that build students' vocabulary in Greek and Latin roots, rich contexts for using words in Word Relationships, Word Consciousness, and Word-Learning Strategies, and the impact on Reading Comprehension. The importance of Beck's work in tiering words for vocabulary instruction will be discussed.		
<b>Before our session, please do the following in the LETRS Foundations book:</b>		
1. Read Chapter 2: Vocabulary pgs. 48-58. (Omit Exercise Activities)		
2. Read Chapter 5: Fluency pgs. 130-134; 137; 147 (Omit Exercise Activities)		
3. In Chapter 5:		
<ul style="list-style-type: none"> <li>• Read Abstract #1 on page 150 if your last name begins with A-E.</li> <li>• Read Abstract #2 on page 151 if your last name begins with F-L.</li> <li>• Read Abstract #3 on page 152 if your last name begins with M-Z.</li> </ul>		
<i>After reading the article, note the most meaningful findings to your teaching and write a concise summary. Be ready to share your summary and thoughts in our session.</i>		

<b>Session #6</b>	<b>Date: March 8</b>	<b>Location: UCCS: COLU 116</b>
<b>Seminar Title: Reading Methods: Teaching Comprehension Strategies and Understanding the Major Factors that Influence Comprehension</b>		
Explicit and research-based techniques and how to implement before-reading, during-text reading, and after-reading strategies to improve students' comprehension in summarizing, questioning, and connecting texts and prior knowledge. Specific strategies will be presented during the session to stress and encourage active reading practices, like annotating texts and discussing content, to deepen understanding and enhance student's comprehension of the text.		

<b>Session #7</b>	<b>Date: March 15</b>	<b>Location: UCCS: COLU 116</b>
<b>Seminar Title: Writing Instruction Methods for Elementary I</b>		
The first class in this three-part writing course will cover Language Domains, the Purpose and Complexity of Writing, the Role of Drawing in Writing, a Simple View of Writing according to research, Colorado Academic Reading, Writing, Communicating Standards, and Writing Genres.		

<b>Session #8</b>	<b>Date: April 5</b>	<b>Location: UCCS: COLU 322</b>
<b>Seminar Title: Writing Instruction Methods for Elementary II</b>		
The second class in this three-part writing course will cover the philosophy of Writing, Domains of Writing, Concepts to Consider: Vocabulary, Grammar, Spelling, Writing & Bloom’s Taxonomy, Graphic Organizers, 6+1 Traits, Writer’s Workshop, and the Writing Process.		

<b>Session #9</b>	<b>Date: April 12</b>	<b>Location: UCCS: COLU 322</b>
<b>Seminar Title: Writing Instruction Methods for Elementary III</b>		
The third class in this three-part writing course will cover the Writing Process (continued), Writing with the Craft Elements, Checklists and rubrics, Conferencing, Writing Lessons, ML (Multilingual Learners), and an optional Extension Activity.		

## 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

To complete the course, students must attend and participate in class sessions and complete assignments. The class will begin and end on time, and teachers are expected to **be on time and attend the entire class.**

**Since 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, required for licensure, is derived from three graded areas: **seminar attendance/participation, course assignments, and classroom observations.**

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

### **Percentage Grade Scale:**

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

## **GRADE POINTS WILL BE ASSIGNED AS FOLLOWS:**

### **1/3 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, but they 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:** One or more of your Saturday seminars may be online. **Teachers must be visible “on camera” and present during the session.** Classes scheduled to be online are shorter than in-person classes. Opportunities for topic discussion during class are limited during online courses. **Therefore, following online classes, teachers must participate in the After-Seminar Online Discussion.**

**After-Seminar Online Discussion: Three questions relevant to the Zoom seminar of the day will be posted in Google Classroom, where teachers must 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 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.
3. 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 complete the make-up assignment for the missed class.
4. 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 preclude a teacher from class attendance.** 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@ppbores.org](mailto:sgriffin@ppbores.org), and the reason for the absence must be included. The program will accommodate one absence during the semester, 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 redo the assignment and no credit will be given.**

### **1/3: OF THE FINAL GRADE: CLASSROOM OBSERVATION AND LESSON PLAN WITH FIELD COACH: --45 points**

This assignment is designed as a demonstration of proficiency in the planning and execution of a formal lesson plan. You will work with your Field Coach to determine whether the 2YALP Lesson Plan template or a different lesson plan template format will be completed for these observations. Three formal lesson plans are needed for the completion of this assignment. It is intended that the three formal lesson plans be used in conjunction with the three formal observations by your Field Coach.

- Submit a copy of the lesson plan to your Field Coach at least one day before the formal observation. This allows the Field Coach to review the lesson plan before the observation and accommodates any Pre-Observation Conference activities that may take place.
- Execute the previously submitted lesson plan during the formal observation.
- Following the formal observation by your Field Coach, the teacher should complete the Lesson Plan Reflection **within twenty-four hours of the observation and submit it to the Field Coach**. It is recommended that the Reflection portion of the Lesson Plan be part of Post-Observation Conference activities, if possible.

**Due Date:** All written work, observations, and conferences should be completed by **April 27, 2025**. Your Field Coach will be asked to submit grades (points) by **May 4, 2025**. **(45 Points Total, 15 Points for each observation)**

### **1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—59 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.** 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.
- 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** - Following each seminar, a feedback survey will be sent to each teacher via Google Classroom. 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; responses have a total point value of **9**. Electronic 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. **Survey points are not awarded if you are absent from the session.**

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)**

## THE MTSS / TEACHER INVOLVEMENT PROJECT

This is the major research project for Semester 2 of the program. Successful completion of this project will satisfy requirements for Teacher Quality Standard II, Element D: *Teachers work collaboratively with families and significant adults to benefit students*. Teacher Quality Standard IV, Element D: *Teachers demonstrate leadership in the school, the community, and the teaching profession*. This project calls for teachers to document their involvement within their school community to support students who are struggling, disadvantaged, or in need of additional support to maximize achievement.

The Multi-Tiered System of Supports (MTSS), specifically Colorado’s version of MTSS, evolved out of the 2015 Federal law, the Elementary and Secondary Education Act / Every Student Succeeds Act. According to the Colorado Department of Education released information, The framework of MTSS is a “way of doing business,” which utilizes high-quality, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. As a practical framework, this calls for our schools, school leaders, teachers, and families to develop a system of support using intentional and evidence-based interventions to help students find academic and behavioral success.

For this assignment, teachers will identify examples of support systems functioning within their school. Teachers will then select a support system within which they can become involved as both an observer and participants. Teachers will record their experience and involvement according to the requirements of the research project. The project will be introduced on **January 25, 2025**.

**Submit the completed project to Google Classroom on or before Sunday, April 13, 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.**

## TIRP II - ELEMENTARY—SPRING SEMESTER 2025

Date	Level	Topic	Location	Time	Instructor
1/11	Elementary	Response to Intervention / Multi-Tiered System of Supports	BOCES	9:00-2:00	Zimprich
1/25	Elementary and Secondary	MTSS / Teacher Involvement Project <b>Assignment Due: Sunday, April 13, 2025</b>	ONLINE	9:30-12:30	Brevik
2/01	Elementary and SPED	Engagement and Cooperative Learning Strategies	COLU 317	9:00-2:00	Vidovich
2/22	Elementary	Connecting Assessments to Effective Interventions	COLU 323	9:00-2:00	Davis
3/01	Elementary	Reading Methods: Vocabulary and Oral Language Skill Development	COLU 322	9:00-2:00	Sallee
3/08	Elementary	Reading Methods: Comprehension & Close Reading	COLU 116	9:00-2:00	Sallee
3/15	Elementary	Writing Instruction Methods I	COLU 116	9:00-2:00	Swearingen
4/05	Elementary	Writing Instruction Methods II	COLU 322	9:00-2:00	Swearingen
4/12	Elementary	Writing Instruction Methods III	COLU 322	9:00-2:00	Swearingen

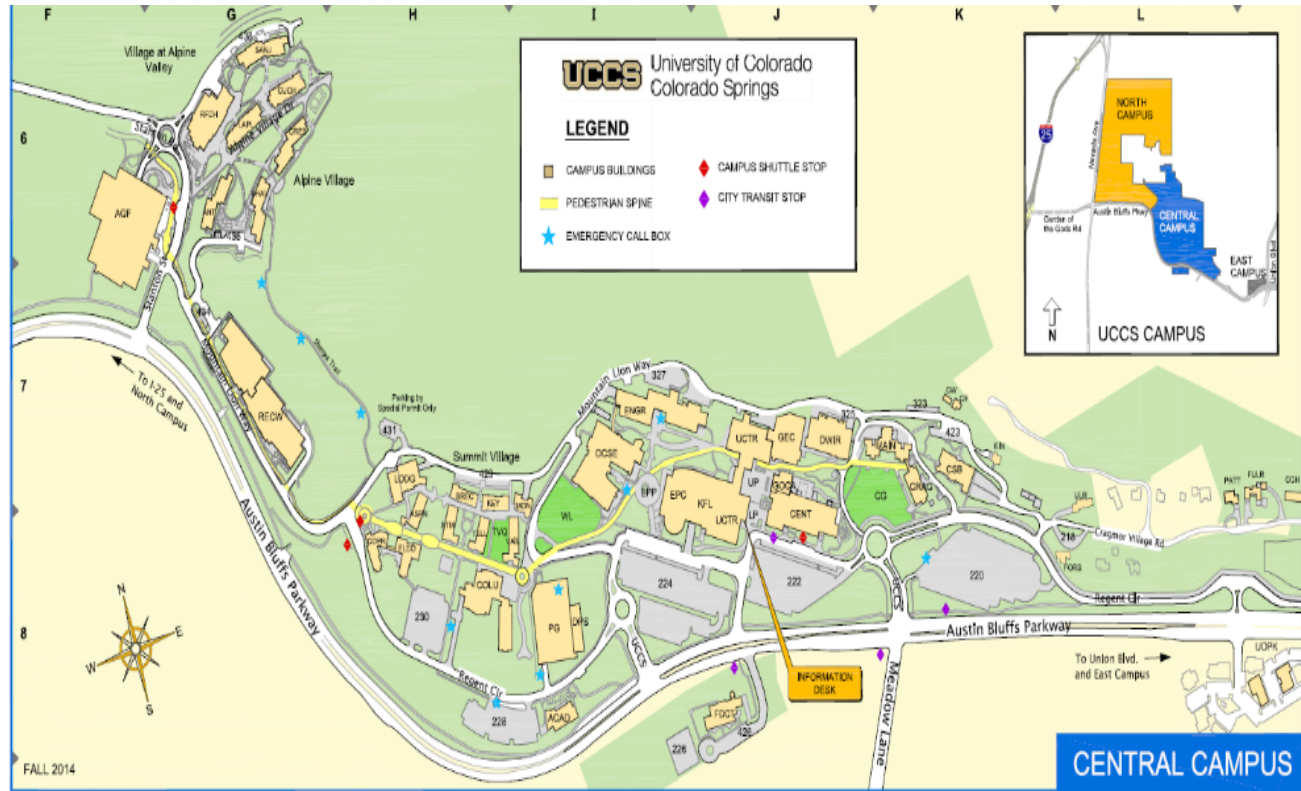
OCSE = Osborne Center for Science and Engineering  
 COLU = Columbine Hall

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

Recommend parking on the 3<sup>rd</sup> 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 4 1/2-hour session.



**CAMPUS DIRECTORY**

ANT	ANTERO HOUSE	G6	EIN	EINSTEIN HOUSE	K7	RFDH	ROARING FORK DINING HALL	G6
ACAD	ACADEMIC OFFICE BUILDING	I8	ENGR	ENGINEERING & APPLIED SCIENCE BUILDING	I7	SANJ	SAN JUAN HOUSE	G6
ACF	ALPINE GARAGE & FIELD	F6	EPC	EL POMAR CENTER	I7	SHAV	SHAVAKO HOUSE	G6
ASFN	ASPEN HOUSE	I17	EPP	EL POMAR PLAZA	I7	STM	STEAMBOAT HOUSE	I16
BERG	BERGER HALL	J7	FULR	FULLER HOUSE	M7	TELL	TELLURIDE HOUSE	I16
BREC	BRECKENRIDGE HOUSE	I17	FDCT	FAMILY DEVELOPMENT CENTER	J8	TVQ	TELLURIDE QUAD	I16
CE	COTTAGE EAST	K7	FORS	FORSYER HOUSE	L8	UCTR	UNIVERSITY CENTER	J7
CENT	CENTENNIAL HALL	J8	GEC	GALLOGLY EVENTS CENTER	J7	UHAL	UNIVERSITY HALL	I17
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	CUCCHARAS HOUSE	G6	MON	MONARCH HOUSE	I7			
CW	COTTAGE WEST	K7	OCSE	OSBORNE CENTER FOR SCIENCE & ENGINEERING	I7			
DPS	DEPARTMENT OF PUBLIC SAFETY	I8	PATT	PATTERSON HOUSE	L7			
DWR	DWIRE HALL	J7	PG	PARKWAY GARAGE	I8			
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, & 580.  
 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.