



# SYLLABUS

## SPED TIRP I

Fall Semester 2023



Special Topics in Special Education:  
SPED TIRP I  
SPED 5980 601



### INSTRUCTORS

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**2YALP Website:** [www.tirp.org](http://www.tirp.org)

### SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
		1 <sup>st</sup> Days of School for Special Education Teachers	Google Classroom
7/29	9:00-2:00	SPED Procedures / Intro to the IEP	BOCES
8/12	9:00-2:00	Lesson Planning, Colorado Standards	BOCES
8/19	9:00-2:00	Lesson Planning, Colorado Standards	COLU 115
9/9	9:00-2:00	Classroom Management	COLU 128
9/16	9:00-2:00	Using Data to Guide Instruction	COLU 115
10/7	9:00-2:00	Intro to SPED Assessment	COLU 214
10/28	9:00-2:00	Collaboration Between General and Special Education	COLU 116
11/4	9:00-2:00	Collaboration and Inclusion-Access to Academics for All	COLU 214
12/2	9:00-2:00	Engagement and Cooperative Classroom Strategies 1	BOCES

### PURPOSE AND TEACHER QUALITY STANDARDS

#### PURPOSE

The purpose of this course is to support resident teachers as they develop strategies to apply important knowledge and skills related to their content area. Special Topics in Special

Education: SPED TIRP I will address these important elements through the review of 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 completion of this course participants will:

1. Become knowledgeable about implementation of the special education process from referral through eligibility determination. (Standard 6)
2. Become knowledgeable about writing and reviewing individualized education programs (IEPs) for students with disabilities. (Standards 3,6)
3. Understand the issues related to diversity that impact special education eligibility and programs. (Standard 8)
4. Discuss a wide range of techniques to match intellectual, emotional and social levels of each student. Identify educational methods that accommodate children with a variety of special needs. (Standard 6)
5. Become knowledgeable about and begin to establish collaborative relationships with other service providers and general educators in the school setting. (Standard 4)
6. Describe typical human development and identify potential issues in development that may be associated with particular disabilities. (Standard 6)
7. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians, and the community. (Standards 5,6)
8. Reflect and discuss issues in relation to the Colorado Teacher Quality Standards and the Colorado State Model Evaluation System.
9. Understand the Response to Intervention model, be able to identify the level or RtI implementation in their schools and districts, synthesize student performance data along the three tiers of the model. (Standard 2)

10. Demonstrate the knowledge and process of preparing lesson plans reflecting both the “Backwards Design” approach and Colorado CORE Standards for effective instruction.

**Textbooks:**

***A Survival Guide for New Special Education Educators.*** Billingsley, Brownell, Israel, & Kamman (2013). San Francisco CA: Jossey-Bass

***The First-Year Teacher’s Survival Guide (Fourth Edition)*** by Julia G. Thompson

*\*\*\*\*The reading assignments are to prepare you for the topics to be discussed in the session. Look over the reading material & complete the exercises prior to coming to class. You are encouraged to peruse the textbooks and read ANY of the sections as your knowledge needs arise.*

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: TBD</b>	<b>Location: Google Classroom</b>
<b>Seminar Title: The First Days of School for Special Education Teachers</b>		
<p><b>Topics:</b> Starting the School Year Productively            Character Traits of Successful Teachers/Becoming an Efficient 21st Century Educator            Getting Organized/First Days of School Checklist/Establishing Priorities            Tips on Getting a Great Start in Your Teacher Role            Dealing &amp; Developing Professional Relationships            Classroom Setup/Rules/Procedures/Time &amp; Paper Management            Professional Communications with Administrators, Teammates, Mentor, Field Coach            Discuss Classroom &amp; Behavior Management Philosophy Statement  <b>**Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition)</b>  <b>Section 2: pp. 31-63; Section 3: pp. 65-79; Complete 3.1 p. 67; Section 5: pp. 125-160.</b></p>		

<b>Session #2</b>	<b>Date: July 29</b>	<b>Location: Pikes Peak BOCES</b>
<b>Seminar Title: Special Education Procedures/Intro to the IEP</b>		
<p><b>Topics:</b> "Introduction to the IEP:            In this seminar, teachers will learn:</p> <ul style="list-style-type: none"> <li>• Procedural Safeguards (aka, Parent Rights)</li> <li>• Legal requirements of the IEP, both process and content</li> </ul>		

- How to write a compliant and meaningful IEP
- “The Golden Thread of Continuity” of the IEP
- Preparation for IEP meetings
- Participants in the development of the IEP
- Implementation of student IEP

**Assign: IEP Procedures Assignment, Due Sunday, 12/3. Upload completed Lesson to Google Classroom. ( 15 points)**

***A Survival Guide for New Special Education Educators.*** Billingsley, Brownell, Israel, & Kamman (2013). San Francisco CA: Jossey-Bass is provided as a supplement to content presented in this seminar. It is advisable to read Chapter 5: pp. 65-86

<b>Session #3</b>	<b>Date: August 12</b>	<b>Location: BOCES</b>
<b>Seminar Title: Teacher Quality Standards &amp; Colorado Content Standards</b>		
<p><b>Topics:</b> The Colorado Teacher Quality Standards &amp; Elements; State Model Evaluation System          Colorado State Model Evaluation System Rubric          Two-Year Alternative Licensure Program Observation and Assessment process          Comparing the 2YALP rubric to the Colorado State rubric          Formal Observations with Field Coaches &amp; School Administrators          Components of Classroom Leadership          Colorado CORE Standards and Effective Lesson Plan Preparation          Lesson Planning and the Backwards Design Approach          Be familiar locating your content/grade level standards prior to class session!          (See Session #4 for location of Colorado CORE Standards)  <b>**Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition):</b>  <b>Section One: Begin Your Professional Growth pp.1-30; Section 3: pp. 65-79</b>  <b>Section 4: pp. 81-87.</b></p>		

<b>Session #4</b>	<b>Date: August 19</b>	<b>Location: UCCS</b>
<b>Seminar Title: Effective Lesson Planning &amp; Colorado Academic Standards</b>		
<p><b>Notes:</b> Using a “Google” search, enter Colorado 2020 Academic Standards Downloads. Click on Colorado Standards CDE. On the CDE page, click on academic 2020 Standards Download on the right side of the page. Once on this Standards page, click on the grade/content area you need. In the content area, scroll down to the correct grade level where you will find Grade Level Expectations, Evidence Outcomes and Academic Context &amp; Connections. (You can highlight, copy, and then paste into your lesson plan, the evidence outcomes that directly pertain/apply to your lesson. Be familiar in how to locate the standards prior to coming to class.</p> <p><b>***Discuss and Assign “Lesson Plans with Field Coach” Assignments for first semester (Three observations due from Field Coach before the end of the first semester)</b></p> <p><b>**Before Class: Read “The First-Year Teacher’s Survival Guide” (Fourth Edition)</b></p> <p><b>Section 8: pp. 237-270; Section 9: pp. 273-316; Section 10: pp. 329-352</b></p>		

<b>Sssion #5</b>	<b>Date: September 9</b>	<b>Location: UCCS</b>
<b>Seminar Title: Classroom Management</b>		
<p><b>Topics:</b> Dealing with a Difficult Class &amp; Students  Classroom Policies, Procedures, Rules, Consequences, Behavior Contracts, Self-Discipline  Problem Solving Approach to Disciplinary Issues  Prevent or Minimizing Disciple Problems in the Classroom  Dealing with Individual Misbehaviors</p> <p><b><i>The First-Year Teacher’s Survival Guide</i></b> (Fourth Edition) by Julia G. Thompson is provided as a supplement to content presented in this seminar. It is advisable to read Sections 11, 12, 13, 14: pp. 355-493</p> <p><b><i>A Survival Guide for New Special Education Educators.</i></b> Billingsley, Brownell, Israel, &amp; Kamman (2013). San Francisco CA: Jossey-Bass is provided as a supplement to content presented in this seminar. It is advisable to read Chapter 7: pp. 112-137</p>		

<b>Session #6</b>	<b>Date: September 16</b>	<b>Location: UCCS</b>
<b>Seminar Title: Using Data to Guide Instruction</b>		
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Different types and purposes of assessment</li> <li>• Ongoing progress monitoring – Tier I, Tier II, and Tier III</li> <li>• Curriculum Based Measurement (CBM)</li> <li>• Graphing performance data</li> <li>• Making decisions based on data</li> </ul> <p><b><i>A Survival Guide for New Special Education Educators.</i></b> Billingsley, Brownell, Israel, &amp; Kamman (2013). San Francisco CA: Jossey-Bass is provided as a supplement to content presented in this seminar. It is advisable to read Chapter 10: pp. 172-188</p>		

<b>Session #7</b>	<b>Date: October 7</b>	<b>Location: UCCS</b>
<b>Seminar Title: Introduction to Special Education Assessment</b>		
<p><b>Topics:</b></p> <p>Analyze student performance data and use for special education eligibility Determination</p> <ul style="list-style-type: none"> <li>*Role of SPED teacher in special education eligibility determination</li> <li>*SLD referral &amp; evaluation process</li> <li>*Data collection &amp; gap analysis</li> <li>*Standardized and Norm Referenced Assessments</li> <li>*Curriculum based measures</li> <li>*CDE recommendations for determining Eligibility</li> </ul>		

<b>Session #8</b>	<b>Date: October 28</b>	<b>Location: BOCES</b>
<b>Seminar Title: Collaboration Between General and Special Education</b>		
<b>Topics:</b> <ul style="list-style-type: none"> <li>• The role of the IEP Team in determining services</li> <li>• Identify the strengths and challenges of service delivery models</li> <li>• Know what collaboration is and identify challenges and issues between General and Special Education</li> <li>• Explore the types of co-teaching models and articulate advantages and disadvantages of each model</li> <li>• Explore the skills that educators need to collaborate</li> </ul>		
<b>Reading Assignment:</b> <i>A Survival Guide for New Special Education Educators</i> Billingsley, Brownell, Israel, & Kamman (2013).. San Francisco CA: Jossey-Bass <a href="#">Read Chapter 8 prior to class</a> <i>A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning.</i> Villa, R., Thousand, J., & Nevin, A. (2004).		

<b>Session #9</b>	<b>Date: November 4</b>	<b>Location: UCCS</b>
<b>Seminar Title: Collaboration and Inclusion-Access to Academics for All</b>		
<b>Topics:</b> <ul style="list-style-type: none"> <li>• The essential elements of collaboration and co-teaching</li> <li>• The role of all staff in the education of students with disabilities in an inclusive/collaborative model</li> <li>• The definition of inclusion</li> <li>• The inclusive classroom and how co-teaching fits</li> <li>• Strategies for facilitating student learning in an inclusive/collaborative model</li> <li>• Students as co-teachers</li> </ul>		
<b>Reading Assignment:</b> <i>A Survival Guide for New Special Education Educators</i> Billingsley, Brownell, Israel, & Kamman (2013).. San Francisco CA: Jossey-Bass <a href="#">Read Chapter 7 prior to class</a> <i>A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning.</i> Villa, R., Thousand, J., & Nevin, A. (2004).		

<b>Session #10</b>	<b>Date: December 2</b>	<b>Location: UCCS</b>
<b>Seminar Title: Engagement and Cooperative Classroom Strategies Part 1</b>		
<p>Through using cooperative learning strategies, a teacher can facilitate student learning in order to increase students' achievement, social skills, and self-esteem. Teachers facilitate student abilities to work together to complete a task, problem, or project. Strategies are adjustable and can be used across grades and content areas.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- learn strategies for classroom set up and student grouping</li> <li>- increase their knowledge of strategies and structures to increase engagement and effective communication in the classroom</li> <li>- gain strategies to build classroom communities that support cooperation, problem solving and engagement</li> </ul>		

## UNIVERSITY OF COLORADO AT COLORADO SPRINGS GRADUATE CREDIT

**University Credit**—Graduate credit is available through 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 “IW”, the teacher will not have successfully completed this course and college credit will not be granted.

## COURSE EXPECTATIONS AND ATTENDANCE

Attendance and participation in class sessions, as well as, successful completion of assignments, is required for completion of the course. Class will begin and end on time. **It is expected that Teachers will be on time and attend the entire class.**

**Due to the fact that 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:

- 1. Seminar Attendance and Participation**
- 2. Course Assignments**
- 3. Classroom Observations**



Each area is weighted by the grade program, Google Grade Book, to account for 1/3 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 Grade Book program calculates a weighted average of the three 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	=IW

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

**1/3 OF THE FINAL GRADE: CLASS ATTENDANCE/PARTICIATION—50 points**

- Attendance points are based on the total number of class sessions held. This course has **10** 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 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. Classes scheduled to be online are less in duration than in-person classes. Opportunities for topic discussion during class are limited during online classes. Therefore, following online classes, teachers are required to 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 can participate in the After-Seminar Online Discussion.

1. First, teachers are required to select and provide reflection upon at least one of the three posted questions.
2. Second, teachers are required to pose a relevant question of their own.
3. Third, teachers are required to provide thoughtful reflection upon 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 avoid 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 that a teacher attend professional development conference, training or workshop, the teacher must provide the following:
  1. The teacher must provide documentation regarding the professional development activity along with an email from a school administrator regarding the attendance requirement.
  2. The teacher will be awarded full 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 full 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 full 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 Circumstance:**

As stated above, class/seminar attendance/participation is a mandatory requirement for successful completion of 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. On a rare occasion, there may be a serious circumstance precluding a teacher from class attendance. In the event that an emergency or unexpected circumstance prevents a teacher from attending a required seminar, the teacher may request an opportunity to make up the absence by completing an additional assignment designed to replace a missed class/seminar. The request must be submitted in writing, to [sgriffin@ppboces.org](mailto:sgriffin@ppboces.org), and must include the reason for the absence. 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 provision of those work samples/artifacts are part of the requirement for participation points in that class session.**

## **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. This assignment requires the use of the 2YALP Lesson Plan template as introduced during the **August 19 and August 26** Saturday classes. Three formal lesson plans are required for 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 prior to the formal observation. This allows the Field Coach an opportunity to review the lesson plan prior to the observation and accommodates any Pre-Observation Conference activities that may take place.
- Execute the previously submitted lesson plan during the formal observation.
- As part of best teacher practice, the 2YALP lesson plan process includes teacher reflection for every lesson. Following the formal observation by your Field Coach, the teacher should complete the Lesson Plan Reflection 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 Friday, December 1, 2023. Your Field Coach will be asked to submit grades (points) by Sunday, December 10, 2023. (45 Points Total, 15 Points for each observation)**

## **1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—40 points**

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

- A late assignment/project will result in a reduction of points earned for that assignment. 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.
- Assignments/projects will not be accepted if submitted later than two weeks following the due date.
- All written assignments should be presented at the college level in grammar, writing style, and spelling.
- 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 **1** towards your overall semester grade. There are **10** seminars in this semester; therefore, survey response has a point value of **10**. Survey response points are calculated as part of the final semester grade. The feedback survey will be released fifteen minutes prior to the scheduled end of the seminar. Survey results contribute information for the purpose of continuous program improvement and offer valuable guidance for the future.

Note: Keep in mind 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 to contribute to your overall development as a professional educator.

**Seminar Feedback Assignments due via Google Classroom by midnight following the conclusion of the seminar. (Total Points, 10)**

## **THE IEP PROCEDURES ASSIGNMENT**

Develop an Individualized Educational Plan, which reflects a particular students' needs, strengths, goals/objectives and appropriate direct and indirect services. **Due: Sunday, 12/3/2023 Upload completed assignment to Google Classroom (15 points)**

## **COLLABORATION WITH GEN ED ASSIGNMENT**

- **Due: 12/3/2023 Upload completed assignment to Google Classroom (15 points)**

## TIRP I – SPECIAL EDUCATION - FALL SEMESTER 2023

Date	Level	Topic	Location	Time	Instructor
July	SPED	1st Days of School for Special Education	<a href="#">Google Classroom</a>		Montgomery
July 29	SPED	SPED Procedures / Intro to the IEP	BOCES	9:00-2:00	Montgomery
Aug 12	Elementary SPED	Teacher Quality Standards/CO Model Evaluation System/ Colorado Academic Standards*	BOCES	9:00-2:00	Sallee, Williams Blackwell
Aug 19	Elementary	Standards Based Lesson Planning, Colorado Academic Standards, & Instructional Implementation*	COLU 115	9:00-2:00	Williams-Blackwell
Sep 9	SPED, Elementary	Classroom Management	COLU 128	9:00-2:00	Wilcox
Sep 16	SPED	Using Data to Guide Instruction	COLU 115	9:00-2:00	Montgomery
Oct 7	SPED	Intro to Special Education Assessment	COLU 214	9:00-2:00	Shearer
Oct 28	SPED	Collaboration Between General and Special Education	COLU 116	9:00-2:00	Williams-Blackwell
Nov 4	SPED	Collaboration and Inclusion – Access to Academics for All	COLU 214	9:00-2:00	Williams-Blackwell
Dec 2	SPED, Elementary	Engagement and Cooperative Classroom Strategies Part 1	BOCES	9:00-2:00	Manuszak

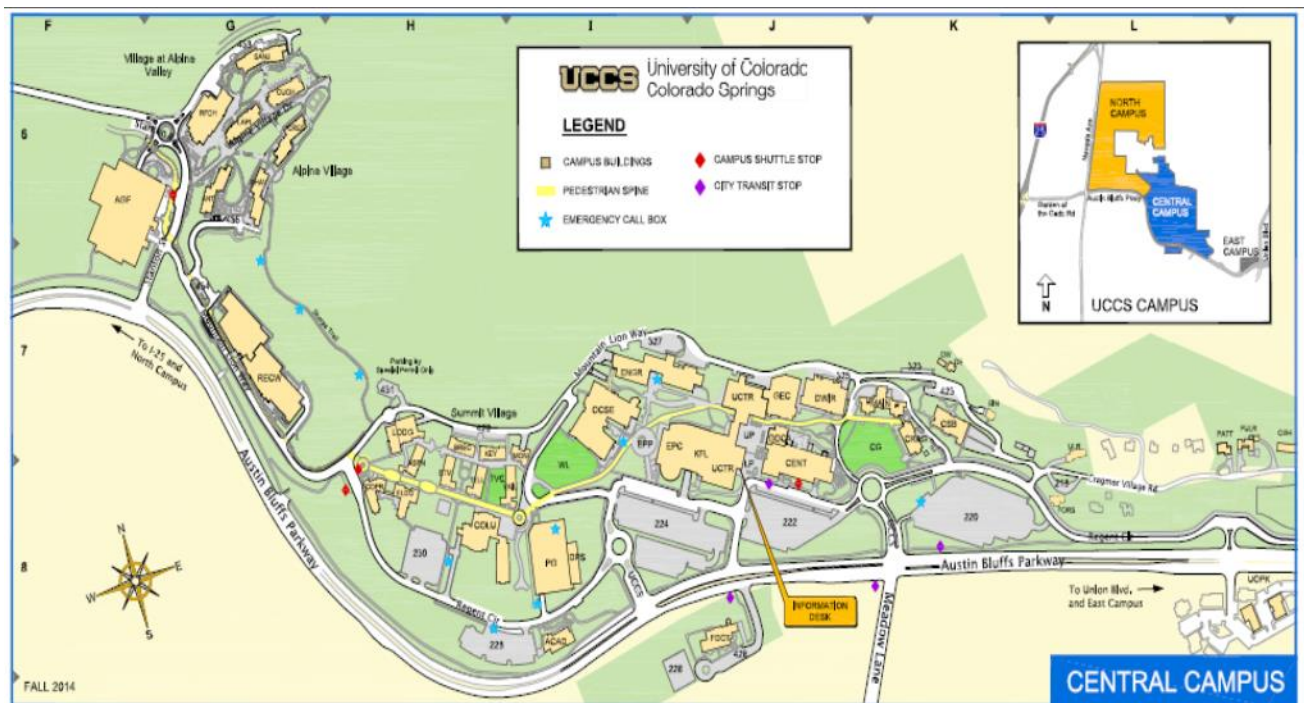
# UCCS MAP AND PARKING INSTRUCTIONS

COLU = Columbine Hall  
 OCSE = Osborne Center for Science and Engineering  
 DWIR = Dwire Hall  
 CENT = Centennial Hall

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

Recommend parking on 3<sup>rd</sup> level in 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 if needed for the four ½-hour session



## CAMPUS DIRECTORY

ANT	ANTERO HOUSE	-----	G6	EIN	EINSTEIN HOUSE	-----	K7
ACAD	ACADEMIC OFFICE BUILDING	-----	I8	ENGR	ENGINEERING & APPLIED SCIENCE BUILDING	-----	I7
AGF	ALPINE GARAGE & FIELD	-----	F8	EPC	EL POMAR CENTER	-----	G6
ASPN	ASPEN HOUSE	-----	H7	EPP	EL POMAR PLAZA	-----	I7
BERG	BERGER HALL	-----	J7	FJLR	FULLER HOUSE	-----	M7
BREC	BRECKENRIDGE HOUSE	-----	H7	FDCT	FAMILY DEVELOPMENT CENTER	-----	J8
CE	COTTAGE EAST	-----	K7	FORS	FORSTER HOUSE	-----	L8
CENT	CENTENNIAL HALL	-----	J8	GEC	GALLOGLY EVENTS CENTER	-----	J7
CG	CRAGMOR GREEN	-----	K7	GOCA	GALLERY OF CONTEMPORARY ART	-----	J7
CGH	CAMPUS GREENHOUSE	-----	M7	KEY	KEYSTONE HOUSE	-----	H7
COLU	COLUMBINE HALL	-----	H8	KFL	KRAEMER FAMILY LIBRARY	-----	J7
COPR	COPPER HOUSE	-----	H8	LAPL	LA PLATA HOUSE	-----	G6
CRAG	CRAGMOR HALL	-----	K7	LODG	THE LODGE	-----	H7
CRIS	CRESTONE HOUSE	-----	G6	LP	LOWER PLAZA	-----	J8
CSB	CAMPUS SERVICES BUILDING	-----	K7	MAH	MAIN HALL	-----	K7
CUCH	CUCHIARAS HOUSE	-----	G8	MON	MONARCH HOUSE	-----	I7
CW	COTTAGE WEST	-----	K7	OCSE	OSBORNE CENTER FOR SCIENCE & ENGINEERING	-----	I7
DPS	DEPARTMENT OF PUBLIC SAFETY	-----	I8	PAT	PATTERSON HOUSE	-----	L7
DWIR	DWIRES 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 229

**VISITOR METEDED PARKING:**  
 Lot 199 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.