



# SYLLABUS

## Secondary I

### Fall Semester 2022



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

### CURR 5598 601

### INSTRUCTORS



**2YALP Director:** Lou Valdez, [lvaldez@ppboces.org](mailto:lvaldez@ppboces.org)  
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**2YALP Website:** [www.tirp.org](http://www.tirp.org)

### SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
7/30	9:00-1:30	1 <sup>st</sup> Days of School	BOCES
8/6	9:00-1:30	1 <sup>st</sup> Days of School – Part 2	BOCES
8/20	9:00-1:30	Colorado Academic Standards & Teacher Quality Standards	COLU 323*
8/27	9:00-1:30	Lesson Planning, Colorado Academic Standards	COLU 323*
9/17	9:00-1:30	Classroom Management	COLU 136
9/24	9:00-1:30	Mentor/Mentee Workshop	BOCES
10/8	9:00-1:30	Literacy Across the Curriculum I	COLU 323
10/15	9:00-1:30	Literacy Across the Curriculum II	COLU 323
10/29	9:00-1:30	Literacy Across the Curriculum III	COLU 323
12/10	9:00-1:30	Intro to Special Education	COLU 317
			* Math Teachers will meet in COLU 333

### 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 Curriculum and Instruction: 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 academic content and the facilitation of learning.
2. Become familiar with a variety of assessment approaches to improve learning.
3. Describe a model for establishing a balanced literacy program that integrates theory, practice, and assessment.
4. Become knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. Plan and organize literacy instruction based on ongoing assessment.
5. Develop phonological and linguistic skills related to reading.
6. Develop reading comprehension and promotion of independent reading.
7. Select, use and interpret assessments of reading fluency to develop and apply reading techniques for increasing reading fluency.
8. Know the importance of supported reading practice, selecting appropriate reading materials and to develop parent-school support for promoting independent reading practice. Understand and discuss the organization of language—its historical evolution and the development for reading, spelling, and writing proficiency.
9. Understand the role of morphology, etymology and how vocabulary develops to identify research-supported approaches in vocabulary instruction.
10. Discuss a wide range of techniques to match intellectual, emotional, and social levels of each student. Identify educational methods that accommodate children with special needs.
11. Identify and discuss effective strategies for setting up and maintaining a positive and orderly classroom environment that supports all students learning.
12. Describe strategies for the prevention of classroom discipline problems including dealing with classroom problems as they arise and for resolving on-going problems.
13. Describe characteristics of effective discipline that promotes growth in student acceptance of responsibility for achievement, social interactions, and behavior.
14. Recognize that school professionals use various forms of communication to meet students' needs, foster collegial relationships, and interact with parents/guardians, and the community.
15. Reflect and discuss issues in relation to the CDE Teacher Quality Standards.

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

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

\*\*\*\*The recommended readings are a supplement to content presented in the seminars. It is highly recommended that you read the suggested pages prior to coming to class.

## SEMINAR SYNOPSIS

<b>Session #1</b>	<b>Date: July 30</b>	<b>Location: Pikes Peak BOCES</b>
<b>Seminar Title: Preparing for the First Days of School-Part 1</b>		
<p>Notes:</p> <ol style="list-style-type: none"> <li>1. Teambuilding</li> <li>2. Who are you as a teacher?</li> <li>3. Elements of a teacher’s workday</li> <li>4. Classroom organization and management <ul style="list-style-type: none"> <li>• Procedures and routines</li> <li>• Classroom design</li> <li>• Expectations and rules; consequences and positive reinforcement</li> </ul> </li> <li>5. Checklist of tasks to have completed for the first day of school</li> </ol> <p>The First-Year Teacher’s Survival Guide (Fourth Edition) by Julia G. Thompson is provided as a supplement to content presented in this seminar. It is advisable to read Section 2: pp. 31-79; Section 5: pp.125-160; Section 5: pp.125-160</p>		

<b>Session #2</b>	<b>Date: August 6</b>	<b>Location: Pikes Peak BOCES</b>
<b>Seminar Title: Preparing for the First Days of School-Part 2</b>		
<ol style="list-style-type: none"> <li>1. Brief review of <b>July 30</b> content</li> <li>2. Who are your students?</li> <li>3. Classroom organization and management, cont’d <ul style="list-style-type: none"> <li>• Expectations and rules; consequences and positive reinforcement, cont’d</li> <li>• Your Classroom Management Plan ( in class assignment; bring whatever you have from your school/team/department)</li> <li>• Classroom Organization and Management Philosophy Statement (begin in class)</li> </ul> </li> <li>4. Teaching your expectations to students</li> <li>5. Odds ‘n Ends for the first days of school <ul style="list-style-type: none"> <li>• Grade book entries/record keeping</li> <li>• Substitutes</li> <li>• Time on Task; Motivation</li> <li>• Stress</li> <li>• Online resources</li> </ul> </li> </ol>		

***The First-Year Teacher's Survival Guide*** (Fourth Edition) by Julia G. Thompson is provided as a supplement to content presented in this seminar. It is advisable to read Section 4: pp. 81-123; Section 6: pp. 161-198

<b>Session #3</b>	<b>Date: August 20</b>	<b>Location: UCCS</b>
<b>Seminar Title: Teacher Quality Standards &amp; Colorado Academic 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 Academic 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 Academic Standards)</p> <p>Check room assignment for Math Teachers.</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 Section 9: pp. 273-299</p>		

<b>Session #4</b>	<b>Date: August 27</b>	<b>Location: UCCS</b>
<b>Seminar Title: Effective Lesson Planning &amp; Colorado Academic Standards</b>		
<p>Teachers will understand the lesson planning template and the expectations to complete each element of it. Teachers will understand the relationship between standards, curriculum, instructional practice, and assessments.</p> <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. <b>Be familiar in how to locate the standards prior to coming to class.</b></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>Check room assignment for Math Teachers.</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 Section 9: pp. 273-299</p>		

<b>Session #5</b>	<b>Date: September 17</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><a href="#">Assign Behavior Management Philosophy Statement (Due Sunday, 10/2/2022)</a> Upload completed assignment to Google Classroom</p> <p><i>The First-Year Teacher's Survival Guide</i> (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>		

<b>Session #6</b>	<b>Date: September 24</b>	<b>Location: Pikes Peak BOCES</b>
<b>Seminar Title: Mentor Mentee Workshop</b>		
<p><b>Topics:</b> Mentoring &amp; Mentorship Success  Roles of Mentor/Mentees  Conscious Competence Model  Characteristics of Stages of Teacher Learning  Cognitive Coaching  Monthly Mentor/Mentee Checklist.</p> <p><b>Breakfast will be provided.</b></p> <p><b>NOTE: Please make sure that your mentor knows about and is planning to attend this workshop. Location for session: Pikes Peak BOCES Complex 2883 S. Circle Drive COS 80906</b></p> <p><i>The First-Year Teacher's Survival Guide</i> (Fourth Edition) by Julia G. Thompson is provided as a supplement to content presented in this seminar. It is advisable to read Section 1: pp. 1-30; Section 2: pp. 62-63</p>		

<b>Session #7</b>	<b>Date: October 8</b>	<b>Location: UCCS</b>
<b>Seminar Title: Literacy Across the Curriculum Part I</b>		
<p><b>Topics:</b> Teachers will understand the expectations in the Colorado Academic Standards: Reading, Writing, and Communicating. The focus will be on defining "text," understanding the texts used in academic disciplines from a Standards context, and an introduction to "close reading" instructional practices.</p> <p><b>*Assign Standards Based Literacy Lesson. Due Sunday, December 4. Upload completed Lesson to Google Classroom. ( 15 points)</b></p>		

<b>Session #8</b>	<b>Date: October 15</b>	<b>Location: UCCS</b>
<b>Seminar Title: Literacy Across the Curriculum Part II</b>		
<p><b>Topics:</b> Teachers will continue work with the Colorado Academic Standards and begin to work more closely with disciplinary literacy: understanding the literacy demands of texts in their discipline. Instructional strategies will address vocabulary instruction, working with text structure, summarizing texts, and developing text-dependent questions for analyzing texts.</p>		

<b>Session #9</b>	<b>Date: October 29</b>	<b>Location: UCCS</b>
<b>Seminar Title: Literacy Across the Curriculum Part III</b>		
<p><b>Topic:</b> Teachers will understand working with multiple texts, instructional practices for having students produce writing in response to single and multiple texts, and expectations for written expression on standardized assessments.</p>		

<b>Session #10</b>	<b>Date: December 10</b>	<b>Location: UCCS</b>
<b>Seminar Title: Introduction to Special Education</b>		
<p><b>Topics:</b> Special Education Continuum: Learning Disabilities/Physical Disabilities/Severe Needs  Collaboration and Teaming  I.E.P. Plan  504 Plan  Problem Solving Teams and Child Study  Modifications, Accommodations, Differentiation  Least Restrictive Environment  Classroom Interventions and Pullouts  Behavioral Assessments and Intervention Plans  Special Services Providers: Speech pathologists, audiologists, vision, physical therapists, occupational therapists, psychologists, social workers, nurses</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 7: pp. 201-235; Section 7: pp. 237-270</p>		

## 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 20 and August 27** 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 2, 2022. Your Field Coach will be asked to submit grades (points) by Sunday, December 11, 2022. (45 Points Total, 15 Points for each observation)**

### **1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—50 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)**

## CLASSROOM AND BEHAVIOR MANAGEMENT PHILOSOPHY STATEMENT

The Classroom and Behavior Management Philosophy Statement should be a reflection of the participant’s developing understanding of *classroom management* and *discipline* strategies. This paper will include a statement of your philosophy about classroom/behavior management and should be supported by educational, psychological, and commonsense principles within the context of today’s students. You will need to address effective classroom management (organizational) strategies, preventing/stopping misbehavior without attacking the dignity of the student, and resolving problems with students who chronically disrupt the learning process. Do not include specific classroom rules and consequences in this philosophy statement. This paper should be no more than two pages in length. **Due: Sunday, 10/2/2022 Upload completed assignment to Google Classroom (20 points)**

## STANDARDS BASED LANGUAGE ARTS LESSON PLAN

Develop a 2YALP standards-based lesson plan incorporating one or more Literacy Across the Curriculum strategies taught in class that you will teach to your students. Teach this lesson(s) to your classroom or group of students that you instruct.

After teaching the lesson, complete the reflection question section of the 2YALP lesson plan by responding to the questions listed. Be thorough and specific in your responses to the questions.

Submit both the Lesson Plan and the Reflection Questions by the Due Date.

**Due: 12/4/2022 Upload completed assignment to Google Classroom (20 points)**

**Note:** This **Standards Based Language Arts Lesson Plan** uses the same 2YALP Lesson Plan Template as the one used for the **Classroom Observation and Lesson Plan with Field Coach Assignment**. You may choose to use the same lesson and plan for both assignments. Your choice.

## TIRP I – SECONDARY - FALL SEMESTER 2022

Date	Level	Topic	Location	Time	Instructor
July 30	Secondary	1st Days of School	BOCES	9:00- 1:30	Bartole
Aug 6	Secondary	1st Days of School	BOCES	9:00- 1:30	Bartole
Aug 20	Secondary	Teacher Quality Standards/CO Model Evaluation System/ Colorado Academic Standards <i>*Math Teachers to COLU 333</i>	COLU 323*	9:00- 1:30	Puzick
Aug 27	Secondary	Standards Based Lesson Planning, Colorado Academic Standards, & Instructional Implementation <i>*Math Teachers to COLU 333</i>	COLU 323*	9:00- 1:30	Puzick
Sep 17	Secondary	Classroom Management <i>Assign Behavior Management Philosophy Statement Due: 10//2/2022</i>	COLU 136	9:00- 1:30	Wilcox
Sep 24	Elementary, Secondary, SPED	Mentor Mentee Workshop	BOCES	9:00- 1:30	Swearingen
Oct 8	Secondary	Literacy Across the Curriculum I <i>Assign: Language Arts Lesson Plan Due 12/4/22</i>	COLU 323	9:00- 1:30	Puzick
Oct 15	Secondary	Literacy Across the Curriculum II	COLU 323	9:00- 1:30	Puzick
Oct 29	Secondary	Literacy Across the Curriculum III	COLU 323	9:00- 1:30	Puzick
Dec 10	Secondary, Elementary	Intro to Special Education	COLU 317	9:00- 1:30	Shearer

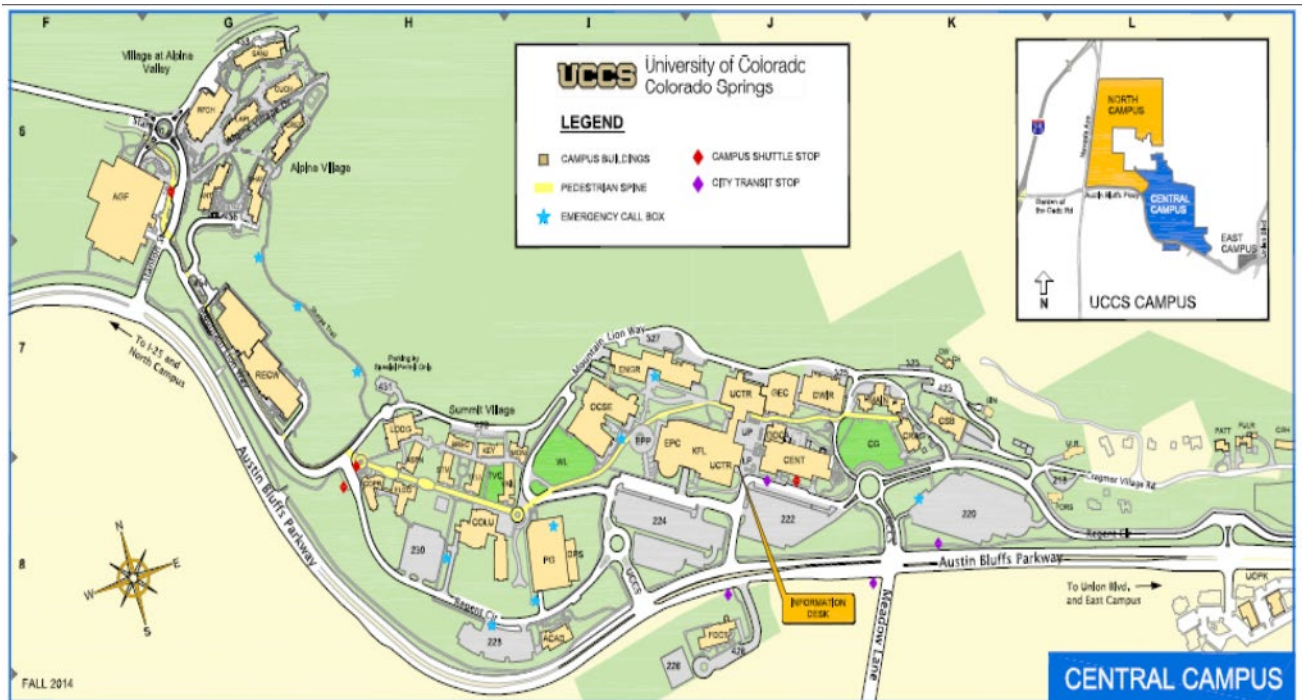
# UCCS MAP AND PARKING INSTRUCTIONS

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	H8	ENGR	ENGINEERING & APPLIED SCIENCE BUILDING	H7
AGF	ALPINE GARAGE & FIELD	F8	EPC	EL POMAR CENTER	H7
ASPN	ASPEN HOUSE	H7	EPP	EL POMAR PLAZA	H7
BERG	BERGER HALL	J7	FOUR	FULLER HOUSE	M7
BREC	BRECKENRIDGE HOUSE	H7	FDCT	FAMILY DEVELOPMENT CENTER	J8
CE	COTTAGE EAST	K7	FORS	FORSTER HOUSE	L8
CENT	CENTENNIAL HALL	J8	GRC	GALLOGLY EVENTS CENTER	J7
CG	Cragmor Green	K7	GOCA	GALLERY OF CONTEMPORARY ART	J7
COH	CAMPUS GREENHOUSE	M7	KEY	KEYSTONE HOUSE	H7
COLU	COLUMBINE HALL	H8	KFL	KRAEMER FAMILY LIBRARY	J7
COPR	COPPER HOUSE	H8	LAPL	LA PLATA HOUSE	G8
CRAG	Cragmor Hall	K7	LODG	THE LODGE	H7
CRIS	CRESTONE HOUSE	G8	LP	LOWER PLAZA	J8
CSB	CAMPUS SERVICES BUILDING	K7	MAIN	MAIN HALL	K7
CUCH	CUCHARAS HOUSE	G8	MON	MONARCH HOUSE	H7
GW	COTTAGE WEST	K7	OCSE	OSBORNE CENTER FOR SCIENCE & ENGINEERING	H7
DPS	DEPARTMENT OF PUBLIC SAFETY	H8	PATT	PATTERSON HOUSE	L7
DWIR	DWIRES HALL	J7	PG	PARKWAY GARAGE	H8
ELDO	ELDORA HOUSE	H8	RECV	RECREATION AND WELLNESS CENTER	G7

RFDH	ROARING FORK DINING HALL	G6
SANJ	SAN JUAN HOUSE	G6
SHAV	SHAVANO HOUSE	G6
STM	STEAMBOAT HOUSE	H8
TELL	TELLWALDE HOUSE	H8
TWC	TELLWALDE GUARD	H8
UCTR	UNIVERSITY CENTER	J7
UHAL	UNIVERSITY HALL	N7
ULR	ULRICH HOUSE	L7
UOPK	UNIVERSITY OFFICE PARK	M8
UP	UPPER PLAZA	J7
VAIL	VAIL HOUSE	H8
WL	WEST LAWN	H7

## 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 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.