



SYLLABUS

Secondary I

Fall Semester 2024



**Special Topics in Curriculum &
Instruction: TIRP I**
CURR 5598 601



INSTRUCTORS

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SEMINAR SCHEDULE

Date	Time	Seminar Title	Room
8/3	9:00-2:00	1 st Days of School	BOCES
8/10	9:00-2:00	1 st Days of School – Part 2	BOCES
8/17	9:00-2:00	Colorado Academic Standards & Teacher Quality Standards	BOCES
8/24	9:00-2:00	Lesson Planning, Colorado Academic Standards	COLU 323
9/21	9:00-2:00	Classroom Management	COLU 216
10/12	9:00-2:00	Planning and Pacing	COLU 322
10/19	9:00-2:00	Grading Practice and Strategies at the Secondary Level	COLU 322
11/2	9:00-2:00	Intro to Special Education	COLU 128
11/16	9:00-2:00	SB191 Math Practices Everyone Can Teach	COLU 322

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: 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

Session #1	Date: August 3	Location: Pikes Peak BOCES
Seminar Title: Preparing for the First Days of School-Part 1		
<p>Upon completion of this seminar, teachers will better understand 1) the importance of establishing a safe, inclusive, and respectful learning environment for students, 2) how effective planning and management create an environment that facilitates learning, and 3) the various school/class procedures and routines expected of teachers.</p> <p>Topics: Teacher management styles, classroom management strategies, class policies/routines, classroom layout/seating arrangements, classroom climate, lesson planning overview, school culture/policies</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 2: pp. 31-79; Section 5: pp. 125- 160.</p>		

Session #2	Date: August 10	Location: Pikes Peak BOCES
Seminar Title: Preparing for the First Days of School-Part 2		
<p>Upon completion of this seminar, teachers will better understand 1) diverse student populations and the need for differentiated instruction, 2) strategies for dealing with parents, 3) stages of new teacher development and managing stress.</p> <p>Topics: English language learners (ELL), gifted and talented students (GT), special education students (SPED), 504 Plans, differentiated instruction, accommodations, modifications, at-risk students, open house/parent conferences, stages of new teacher development, managing stress</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 4: pp. 81-123; Section 6: pp. 161-198; Section 7: pp. 201-235.</p>		

Session #3	Date: August 17	Location: UCCS
Seminar Title: Teacher Quality Standards & Colorado Academic Standards		
<p>Upon completion of this seminar, teachers will better understand 1) the importance of Colorado standards for teachers and students, and 2) the evaluation processes for the state of Colorado and the BOCES Two-Year Alternative Licensure Program and 3) planning lessons.</p> <p>Topics: The Colorado Teacher Quality Standards and Elements, Colorado State Model Evaluation System Rubric, 2YALP observation and assessment process, observations by 2YALP field coaches and school administrators, lesson planning and Backwards Design (UbD), the 2 YALP Secondary Lesson Planning Packet.</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 9: pp. 273-299.</p>		

Session #4	Date: August 24	Location: UCCS
Seminar Title: Effective Lesson Planning & Colorado Academic Standards		
<p>(Note: This class builds upon principles from the previous Teacher Quality Standards and Colorado Academic Standards class). Upon completion of this seminar, teachers will better understand 1) the 2YALP lesson planning template and the expectations to complete each element of it, and 2) the relationship between standards, curriculum, instructional practice, and assessments.</p> <p>Topics: locating Colorado Academic Standards on a Google search, analyzing exemplary 2YALP sample lesson plans, discussing and aligning "Lesson Plans with Field Coach" 2YALP assignments for first semester, creating individual lesson plans</p> <p>Notes: 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 & 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>***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)</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 9: pp. 273-299</p>		

Session #5	Date: September 21	Location: UCCS
Seminar Title: Classroom Management		
Topics: <ul style="list-style-type: none"> • Dealing with a Difficult Class & Students • Classroom Policies, Procedures, Rules, Consequences, Behavior Contracts, Self-Discipline • Problem Solving Approach to Disciplinary Issues • Prevent or Minimizing Discipline Problems in the Classroom • Dealing with Individual Misbehaviors <p>Assign Behavior Management Philosophy Statement (Due Sunday, 10/6/2024) 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>		

Session #6	Date: October 12	Location: UCCS
Seminar Title: Planning and Pacing at the Secondary Level		
<p>Upon completion of this seminar, teachers will better understand secondary curriculum planning and pacing. Focusing on critical components of lesson and unit design and delivery, the seminar will conclude with teachers analyzing their own classroom planning and pacing.</p> <p>Topics: lesson planning, why lessons fail, pacing lessons, student attention spans, "best practice" examples, primacy-recency effect, checks for understanding (formative assessments), unit planning and pacing, curriculum mapping and pacing, professional learning communities (PLCs)</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 9: pp. 273-299.</p> <p><i>*Please bring a copy of a detailed lesson plan and your weekly plan book which includes a calendar and lessons for the year.</i></p>		

Session #7	Date: October 19	Location: UCCS
Seminar Title: Grading Practice and Strategies at the Secondary Level		
<p>Upon completion of this seminar, teachers will better understand grading and grading philosophies at the secondary level.</p> <p>Topics: purposes of grades, traditional grading, grading dilemmas, the use of zero in grading, standards-based grading, “fixes for broken grades,” alternative grading systems</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 10: pp. 329 -352.</p> <p>Please read the following articles before class: “Why It’s Crucial– and Really Hard – to Talk About More Equitable Grading,” “The Case Against Zero,” and “How Teachers Are Changing Grading Practices With an Eye on Equity.” The articles will post in Google Classroom on Wednesday before class and there will be additional details text to annotate and questions to answer.</p>		

Session # 8	Date: November 2	Location: UCCS
Seminar Title: Introduction to Special Education		
<p>Topics: 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><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 7: pp. 201-235; Section 7: pp. 237-270</p>		

Session #9	Date: November 16	Location: UCCS
Seminar Title: SB 191 Math Practices Everyone can Teach / Math for Non-Mathematicians		
<p>This seminar is for secondary teachers of all content areas. <i>Mathematics teachers need not attend.</i></p> <ol style="list-style-type: none"> 1. Review SB-191, Teacher Rubric Quality Standard 1B. “Teachers develop and implement lessons to a variety of content areas/disciplines and emphasize literacy and mathematical practices. “ 2. Understand Standards for Mathematical Practices as defined by the National Council of Teachers of Mathematics. 3. Determine how teachers might already be applying mathematical practices. 4. Determine how teachers can further promote student development of math and the mathematical practices within their content areas. 5. Development of strong questions that allow students to increase and deepen their understanding. 6. A strong emphasis in this seminar is on Rubric Level 4 and 5 Practices which focus on what students will do. <p><i>Assign Incorporating Mathematics in a Standards Based Lesson Plan Assignment. Due Sunday, December 8, 2024 Upload completed assignment to Google Classroom. (20 points)</i></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/PARTICIPATION—45 points

- Attendance points are based on the total number of class sessions held. This course has 9 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. *Is it possible to put this on page 9 so the items are all together?*

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 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 17 and August 24** 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 6, 2024**. Your Field Coach will be asked to submit grades (points) by **Wednesday, December 11, 2024**. **(45 Points Total, 15 Points for each observation)**

1/3 OF THE FINAL GRADE: FORMAL WRITTEN ASSIGNMENTS AND PROJECTS—49 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.

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
- Completing group work that your group has assigned to 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 own work is considered plagiarism and in violation of the UCCS Academic Honor Code policy: 2017-JUN-27_200-019 Academic Ethics Code-APPROVED.docx.pdf (uccs.edu)

Be advised that written work submitted as your own may be uploaded to AI and plagiarism software for analysis.

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 **9** seminars in this semester; therefore, 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 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, 9)

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, 10/5/2024 Upload completed assignment to Google Classroom (20 points)**

INCORPORATING MATHEMATICS IN A STANDARDS BASED LESSON PLAN

Teacher Quality Standard I – Element B states: “Teachers develop and implement lessons to a variety of content areas/disciplines and emphasize literacy and mathematical practices. “

If your school/district is using a teacher evaluation system based upon the Colorado Model Evaluation System, TQS-IB will be one of the Elements appearing on the scoring rubric for your evaluation. By completing this assignment, you will be able to demonstrate incorporation of this Element in your work as a teacher.

- **Develop a 2YALP standards-based lesson plan incorporating one or more of the ideas and strategies presented during this seminar.**
 - A lesson plan template in Word format is available in your Google Classroom.
- Use the lesson plan with at least one of your classes.

- After teaching the lesson, **complete Part 3 of the template, “Reflecting on the Lesson”** by responding to the 5 questions. The Reflection should not be longer than two pages.
- Include a cover page with your full name, grade and subject area, Secondary I, and date. The complete assignment includes the Lesson Plan and the Reflection paper.

Due: Sunday, 12/8/2024 Upload completed assignment to Google Classroom (20 points)

Note: This **Math Incorporation 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 2024

Date	Level	Topic	Location	Time	Instructor
Aug 3	Secondary	1st Days of School	BOCES	9:00-2:00	Bartole
Aug 10	Secondary	1st Days of School	BOCES	9:00-2:00	Bartole
Aug 17	Secondary	Teacher Quality Standards/CO Model Evaluation System/ Colorado Academic Standards	BOCES	9:00-2:00	Bartole
Aug 24	Secondary	Standards Based Lesson Planning, Colorado Academic Standards, & Instructional Implementation	COLU 323	9:00-2:00	Bartole
Sep 21	Secondary	Classroom Management <i>Assign Behavior Management Philosophy Statement</i> <i>Due: 10/5/2024</i>	COLU 216	9:00-2:00	Wilcox
Oct 12	Secondary	Planning and Pacing	COLU 322	9:00-2:00	Bartole
Oct 19	Secondary	Grading Practice and Strategies at the Secondary Level	COLU 322	9:00-2:00	Bartole
Nov 2	Secondary, Elementary	Intro to Special Education	COLU 128	9:00-2:00	Shearer
Nov 16	Secondary- Math Teachers are exempt from this class and assignment	SB191 Math Practices Everyone Can Teach/Math for Non-Mathematicians <i>Assign INCORPORATING MATHEMATICS IN A STANDARDS BASED LESSON PLAN</i> <i>Due: 12/8/24</i>	COLU 322	9:00-2:00	TBD

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 3rd 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

