CTI Charlotte Teachers Institute

Collaborative Teacher Education

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2014 **CTI Fellows Handbook**

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Welcome to Charlotte Teachers Institute

April 24, 2014

Dear 2014 CTI Fellow,

Congratulations on your selection as a 2014 Charlotte Teachers Institute (CTI) Fellow. On behalf of the Institute and its partner institutions, Davidson College, The University of North Carolina at Charlotte and Charlotte-Mecklenburg Schools, we are thrilled to welcome you as a member of the 2014 cohort and as an essential part of the CTI legacy. Teachers are the heart of CTI. We look to you to uphold the Institute's values of collaboration and collegiality, as you work closely with your Seminar Leader and Coordinator and with one another to learn new content, share ideas and create a curriculum unit to extend your new insights to students in your own classroom.

The Teachers Institute model, developed over 35 years ago by the Yale National Initiative and its League of Institutes, strives to create an environment in which teachers from diverse schools, grade-levels and experiences learn and work together. You and your CTI colleagues are instrumental in helping Charlotte build an Institute that encourages full participation from each individual and the use of civil discourse and creative collaboration by all.

As a CTI Fellow, you will be treated as a member of the campus community at both Davidson College and UNC Charlotte. This Fellows Handbook serves to introduce you to each campus, and briefly outlines facilities and services. We hope it will answer many of your questions and help you take advantage of the abundant resources available on both campuses. In addition, CTI will offer campus tours and orientations for all CTI Fellows on both campuses: Tuesday, April 29, on the UNC Charlotte main campus, and Thursday, May 1, on the Davidson College campus.

Charlotte Teachers Institute is a teacher-led, teacher-focused collaboration. As a member of CTI, you have the unique opportunity to help shape the Institute for future cohorts. If you have ideas for ways to improve your own experience or CTI in general, please share your thoughts with your Seminar Coordinator, a CTI Steering Committee member or School Contact, or with the CTI staff.

Thank you for your commitment to the program, to your teaching and especially to your students. We look forward to working with you!

Cheers,

Scott R. Gartlan
Executive Director
Charlotte Teachers Institute

Mission

Strengthening teaching and learning in Charlotte-Mecklenburg public schools
through an innovative university-school partnership

Pillars

Content Knowledge
Creativity
Leadership
Collaboration

Education Partners

Primary Community Partners

Seminar Partners

Seminar Information and Calendar

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Seminar Coordinator: Phil Carver, Science, James Martin Middle School

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(Meets at Discovery Place)
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Seminar Coordinator: DeNise Gerst, Science, Barringer Academic Center

Metamorphosis: Transformative Experiences
(Meets at Discovery Place)
Seminar Leader: Amy Ringwood, Biological Sciences, UNC Charlotte
Seminar Coordinator: Mary Fabian, Science, Cato Middle College High School

Intersections of Science, Technology and Culture
(Meets at Discovery Place)
Seminar Leader: Alan Rauch, English, UNC Charlotte
Seminar Coordinator: Jennifer Thompson, Science, James Martin Middle School

Human Agency
(Meets at Davidson College)
Seminar Leader: Meghan Griffith, Philosophy, Davidson College
Seminar Coordinator: Susan Jones, First Grade, Steele Creek Elementary School

The Art of Fiction: Close Analysis, Style and the Novel
(Meets at Davidson College)
Seminar Leader: Maria Fackler, English, Davidson College
Seminar Coordinator: Jennifer Ladanyi, Language Arts, Bailey Middle School

Visual Storytelling in Children's and Young Adult Literature
(Meets at the Harvey B. Gantt Center for African-American Arts + Culture)
Seminar Leader: Paula Connolly, English, UNC Charlotte
Seminar Coordinator: Teresa Strohl, Visual Art, Barringer Academic Center

Heroes, Rebels and Rock Stars: Cultural Icons in Modern Europe
(Meets at UNC Charlotte Main Campus)
Seminar Leader: Heather Perry, History, UNC Charlotte
Seminar Coordinator: Roshan Varghese, History, Butler High School

Artificial Intelligence
Raghuram Ramanujan, Mathematics & Computer Science, Davidson College

The nature of human intelligence, and the question of the extent to which human thought processes can be automated, has occupied the minds of many great thinkers down the ages, including the likes of Aristotle, Leonardo da Vinci, Thomas Hobbes and Gottfried Leibniz. However, the technological realities of their days meant that the field of Artificial Intelligence (AI) only began to take shape following the invention of the digital computer in the mid-20th century. Alan Turing, one of the first scientists to truly appreciate the universality of computation, set the agenda for AI research in a landmark paper titled "Computing Machinery and Intelligence". Sixty years on, we are finally beginning to see early signs of success in the pursuit of Turing's dream.

This seminar will introduce participants to mathematical and algorithmic ideas from four major AI sub-fields: (1) Learning: How do we design systems that "learn" from experience? You have probably already encountered some of these systems in life --- Netflix makes movie recommendations based on your viewing history. Google seems able to read minds, when it offers corrections to mistyped search queries. How do these systems predict your intents based on their knowledge of your preferences? (2) Reasoning and planning: How do we build systems that can think strategically and construct complex plans of action to win a game of Chess, or help a robot navigate a room? (3) Understanding language: How do we design systems that can interact with humans using "natural" languages such as English or Spanish? How did IBM's Watson system defeat Ken Jennings at Jeopardy, and how does Apple's Siri understand your voice commands? (4) Creativity: Can a computer tell a joke? Solve a New York Times crossword puzzle? Compose music? Construct novel scientific theories? (Short answer: yes, to varying degrees of success). We will explore the problem of computational (and human!) creativity, connecting it to the deepest open question in all of mathematics today: does P = NP?

The Global Energy Challenge
Durwin Striplin, Chemistry, Davidson College

The development of modern civilization has been perceived to be a story about the influences of religions and emperors, wars and invasions, and science and art, but it also can be a tale about the availability of practical energy resources and the ingenious technologies we have devised to extract and use it. Our advancements, especially in the areas of health and longevity of life, correlate directly with our energy use, but our growing global addiction to energy has led to a query about what it has cost us in terms of the world's atmosphere and climate.

This leads us to pertinent questions centered on the topic of energy that could be explored: (1) What is energy? What are the different flavors and forms of energy? What are the typical ways we produce it and transport it? (2) What is the history of energy use and the connections to history and the humanities? (3) What are the projected energy needs of the planet in the future? This discussion necessitates studying economic and energy patterns of not just the US but all countries. How can we project the scale of such need so students can understand the sheer scale of energy required in the future? Is there an energy crisis on the horizon? (4) What technologies are available now and will be available in the near future that can scale to meet the future global energy requirements? This involves exploring the science behind the technology, the present and future fuel resources needed to feed the technology, the real economic costs of scaling the technology, taking a hard look at the thermodynamic and efficiency limitations of technology, and exploring environmental impacts and sustainability of the technology. Is it possible and/or even feasible to provide all of our energy needs with sustainable technologies alone? (5) What is the real impact of energy conservation? (6) What does our energy future look like? What societal changes are possible? What would an energy policy need to look like for the U.S. now to insure adequate energy in the future? How will we define quality of life as we move towards a planet that might contain 9 billion people, all vying for the planet's energy resources?

Metamorphosis: Transformative Experiences
Amy Ringwood, Biological Sciences, UNC Charlotte

This seminar explores one of the seminar leader's favorite phrases: "Ontogeny recapitulates phylogeny." The conservation of larval forms across diverse species is amazing, and provides important keys for phylogenetic groupings and evolutionary processes. Tadpole-like larvae are not just an amphibian form, but occur in an unlikely group, the tunicates (or sea squirts), linking tunicates to vertebrate lineage.

Learning about different larval forms and their biology (functional morphology, how they move, what they eat, etc.) is incredibly fascinating. But what is even more amazing is their metamorphosis, as this process transforms very similar looking larvae into very different adult species. This is a topic that can be investigated at a variety of different levels, from basic biological phenomena to more advanced perspectives (e.g. biological triggers, gene expression changes). In this seminar, fundamental processes of the life cycles of different invertebrates from aquatic and terrestrial habitats can be studied and compared.

There will also be opportunities to work with living organisms associated with the "World Alive" exhibits at Discovery Place (e.g. corals, jellyfish, frogs, etc.), as well as organisms collected from local and coastal habitats (insects, crustaceans, sea urchins, bivalves, etc.). It is also a topic that has literary and art connections – from Greek mythology in the Roman poet Ovid's "Metamorphoses" and his tales of human transformation into mythological forms that inspired Chaucer and Shakespeare, to Kafka's somewhat dark novella "The Metamorphosis," as well as numerous legends and works of art.

Intersections of Science, Technology and Culture
Alan Rauch, English, UNC Charlotte

The premise of this seminar is that science and the arts are not polar opposites, but rather intersecting modes of making the knowledge we call "culture." The seminar explores the rhetorical structures we use to communicate ideas that have "scientific" or "technical" significance. But our understanding of the world is not simply drawn from "science" and "technology"! Literature, poetry, art, dance and music are all forms of intellectual inquiry as well. They influence and shape science and technology, just as they are shaped by scientific knowledge.

Our students – trained both by cultural attitudes and pedagogical practices – are seemingly committed to identifying themselves as science-driven or humanities driven, which is paradoxically the very dichotomy that the "Liberal Arts" originally tried to eliminate. What's more, none of our students can afford to be ignorant of (or even resistant to) the fundamental issues that meld science, technology and the arts.

What we will try to do over the course of the seminar is explore what John Berger originally called "ways of seeing" and by doing so, we will look for ways to dismantle the silos of educational thought and replace that approach with an spectral (panoramic) view that is intellectually rather than disciplinarily driven. In taking this road, we will consider all intellectual expressions of ideas – whether music, literature, art, biology, medicine, statistics, philosophy, physics, etc.

Texts we'll look at range from Mary Shelley's novel <u>Frankenstein</u> (1818) to Tom Stoppard's play <u>Arcadia</u> (1993) to <u>The Immortal Life of Henrietta Lacks</u> (2011) to <u>How Images Think</u> (2004).

Human Agency
Meghan Griffith, Philosophy, Davidson College

Human persons are unique in many ways. Perhaps one of the most important ways we are distinguished from our animal brethren is through our capacity for intentional action: we are able to set goals, evaluate them, deliberate, formulate intentions, make decisions, and follow through with behavior. One consequence of having such abilities is that it then seems appropriate, if the conditions are right, to hold each other morally responsible for these actions. Complex philosophical issues arise in the context of human action. Many are questions about 'free will': What causes my actions? (My reasons? My desires? Environmental triggers? Some combination? A long chain of causes? Nothing?) If my actions are caused, am I still free with respect to them? But if my actions are not caused, then aren't they random and not under my control? Has modern science and/or psychology ruled out the idea of free will in any case (e.g., famous experiments by neuroscientist Benjamin Libet, supposedly show we start down the path of performing an action before we realize we are doing so; psychology experiments purport to show our feelings of control over our actions are just illusory; other psychology experiments indicate our decisions are all caused by unconscious environmental stimuli)?

Related questions center on moral responsibility: If I am not free, can I be morally praised or blamed for what I do? Are there other kinds of excusing conditions, like ignorance (e.g., Oedipus didn't know it was his mother so perhaps he's not blameworthy for committing incest)? Or coercion? Can I be morally praised or blamed if I could not have done otherwise? Am I, as existentialists assert, always morally responsible because I must always choose, regardless of what else is true? How (and when) does one become a moral agent? Other issues concerning agency include (but are not limited to): Must I always act on my strongest motive? What role do decisions play in the formation of *who I am*? Is there such a thing as weakness of will (can we really ever act against what we *think* is the best thing to do at the time)? Can I really perform an action for no reason? What is an intention? What is an action? What is a decision?

There are a number of ways to approach the broad topic of human agency and many reasons one may be interested in studying it. Some may want to understand the philosophical implications of our latest scientific theories and experiments (from quantum physics to neuroscience and psychology). Some may be interested in implications for science-fictional possibilities, such as time travel. Others may want to analyze literary characters and story in light of philosophical theorizing about agency and responsibility (from *Harry Potter*, to Sophocles, Shakespeare, and many others).

There are many benefits in presenting such issues to students of all levels. Thinking about these questions not only sharpens their critical thinking skills, it also causes them to reflect on their own behavior, motivations and judgments of others. In a culture that is at once too willing to blame and to excuse (usually others and oneself respectively), it's worth analyzing and evaluating our intuitions about the conditions of agency and responsibility. Furthermore, thinking about issues of agency provides insight into what it means to be human.

The Art of Fiction: Close Analysis, Style and the Novel
Maria Fackler, English, Davidson College

Novelist and critic David Lodge contends that fiction is "an essentially rhetorical art—that is to say, the novelist or short story-writer *persuades* us to share a certain view of the world for the duration of the reading experience, effecting, when successful, that rapt immersion in an imagined reality that Van Gogh caught so well in his painting 'The Novel Reader.'" Proceeding from both Lodge's working definition and illustrations drawn from classic and modern texts, seminar participants will explore strategies of textual analysis and broach some of the key concepts and theories that accompany—and structure—the practice of close reading. If content is the arbiter of form, we will consider how novelists have responded to new content by undertaking experiments in fiction. We will also unpack novelist Martin Amis's assertion that "style is morality" to discover how literary innovation can respond to ethical questions and imperatives. Authors under consideration may include Jane Austen, David Lodge, Virginia Woolf, Martin Amis, Muriel Spark, Ali Smith, Ian McEwan, Alison Bechdel, and Vladimir Nabokov.

Visual Storytelling in Children's and Young Adult Literature
at the Harvey B. Gantt Center for African-American Arts + Culture
Paula Connolly, English, UNC Charlotte

Visual storytelling for children and young adult audiences comprises an impressively broad range of texts—from picturebooks, pop-up books, and movies to graphic novels and documentary fictions. French illustrator Claude Lapointe has called visual storytelling "image narratives" to acknowledge the ways in which visual images tell stories with or without the accompaniment of words. In this seminar we will study a range of image narratives related to children and young adults. For example, we will examine elements of picturebooks—how colors, shapes, scale and event fonts tell a story of their own. Not merely simple texts, picturebooks also often depict difficult issues such as U.S. slavery and violence, and we will explore the role of visual images in presenting such topics to the youngest of our children. Image narratives are an important element of storytelling for young adults as well, and we will discuss how graphic novels and illustrated texts offer sophisticated narratives for older readers. Meeting at the Harvey B. Gantt Center for African-American Arts + Culture, we will be working in a rich visual environment. We will have opportunities to explore the concept of the visual narrative through discussions that dissect the works of art on view in the museum's current exhibitions. We will also explore artwork created by children, and have the opportunity to create our own visual tales in order to fully consider how image narratives continue to tell important stories. Discussions will include Disney's *Snow White and the Seven Dwarfs*, Deborah Wiles's *Countdown,* and Jeanette Winter's *Follow the Drinking Gourd.*

Heroes, Rebels and Rock Stars: Cultural Icons in Modern Europe
Heather Perry, History, UNC Charlotte

Many American students may be familiar with Edvard Munch's iconic painting entitled, *The Scream*, and others might recognize the opening notes of Ludwig von Beethoven's 5th Symphony. Nearly everyone has heard of Frankenstein, the monster in Mary Shelley's 1818 novel. But, can they explain why these pieces of culture were so fundamentally tied to certain eras in European history? Or how they reflect important changes in European society, technology and even politics? Popular ideas and opinions about immigration, nationalism and the boundaries between science and religion are tied to each of these cultural products. This seminar examines the history of Europe since 1760 through cultural icons: celebrities, art, music and literature.

Art is eternal – or so the saying goes. Long after military leaders or governmental figures have departed from the planet, cultural images and sounds continue to ripple through the ages. Rather than focus on political leaders or military generals, in this seminar participants will analyze how various iconic cultural pieces and events can be employed in the classroom for (1) deepening student understanding of important political and social events in European history and (2) honing analytical and writing skills in student learning. From Mary Shelley's *Frankenstein* to the British band The Clash, participants will first examine how cultural products reflect the significant moments in Europe's history since the Enlightenment. In following meetings, participants will identify those figures or pieces – paintings, buildings, songs, poems or even scandalous events – which might best interest their particular students and serve as useful bridges to the past in their own courses. Using both scholarly and media resources they will learn strategies for using these icons in the classroom both to impart knowledge but also to help students analyze how these cultural products are fundamentally reflective of "bigger" historical events. Finally participants will work up lesson plans which combine well-known cultural icons with short readings and analytical exercises which are designed to help students get beyond simply "judging the culture of the past as good or bad" and closer to understanding why it took the forms and shapes that it did. Topics include: *Frankenstein*, punk music, Impressionism, Realism, poetry, opera, theatre, Munch, Nietzsche, physics, Romanticism, imperialism, Freud, architecture, anti-semitism, political cartoons, painting, philosophy, sculpture, Communism and film.

2014 CTI Seminar Meeting Locations

Dinner and Announcements: 5:00-5:50 pm
Seminar Meetings: 6:00-8:00pm

Davidson Seminars

Dinners: Seminar groups meeting on the Davidson College campus will have dinner in Vail Commons (Bldg. #63 on the Davidson College campus map/Fellows Handbook, p. 39). Seminars meeting at Discovery Place will have dinners delivered there.

Artificial Intelligence Seminar:	Discovery Place 301 N. Tryon St. – Uptown Charlotte
Global Energy Challenge Seminar:	Discovery Place 301 N. Tryon St. – Uptown Charlotte
Human Agency Seminar:	2234 Chambers Davidson College – Bldg. #31 on campus map
The Art of Fiction Seminar:	2196 Chambers Davidson College – Bldg. #31 on campus map

UNC Charlotte Seminars

Dinners: Seminar meetings on the UNC Charlotte campus will have dinner in Crown Commons in the Student Union (Bldg. #69 on the UNC Charlotte campus map/Fellows Handbook, p. 42). Dinners for seminar meetings at Discovery Place and the Gantt Center for African-American Arts + Culture will take place at those locations.

Metamorphosis Seminar:	Discovery Place 301 N. Tryon St. – Uptown Charlotte
Intersections of Sci/Tech/Culture Seminar:	Discovery Place 301 N. Tryon St. – Uptown Charlotte
Visual Storytelling Seminar:	4th Floor Boardroom Gantt Center for African-American Arts + Culture 551 S. Tryon St – Uptown Charlotte
Heroes, Rebels & Rock Stars Seminar:	287 CHHS (May 8 only) 296 CHHS (regular seminar meeting room) UNC Charlotte Main Campus

2014 CTI Calendar

Thursday, April 24, 5:15-8:30pm: Fellows Orientation & 1st Seminar Meeting (Discovery Place)
Tuesday, Apr. 29, 4:30-7:30 pm: Campus Connection (UNC Charlotte)
Thursday, May 1, 4:30-7:30 pm: Campus Connection (Davidson College)
Thursday, May 8, 6:00-8:00pm: 2nd Seminar Meeting (Dinner: 5:00-5:50 pm)
Thursday, May 15, 6:00-8:00pm: 3rd Seminar Meeting (Dinner: 5:00-5:50 pm)
Friday, June 13: Fellows submit prospectuses to seminar leader by email (no meeting)
Thursday, July 10: Seminar Leaders return prospectuses/bibliography via email (no meeting)
August 11-15: Fellows meet 1:1 with Seminar Leader (no dinner or full seminar meeting)

Thursday, Sept. 11, 6:00-8:00pm: 4th Seminar Meeting (Dinner: 5:00-5:50 pm)
Thursday, Sept. 18, 6:00-8:00pm: 5th Seminar Meeting (Dinner: 5:00-5:50 pm)
Thursday, Sept. 25, 6-8 pm: 6th Seminar Meeting (Dinner: 5:00-5:50 pm)
Saturday, Sept. 27, 6:00 pm: 1st draft of CU due (*No seminar meeting*)
Thursday, Oct. 2, 6:00-8:00pm: 7th Seminar Meeting (Dinner: 5:00-5:50 pm)
Thursday, Oct. 9, 6-8 pm: 8th Seminar Meeting (Dinner: 5:00-5:50 pm) 1st draft returned to Fellows
Thursday, Oct. 16: Fellows meet 1:1 with Seminar Leader (no dinner or full seminar meeting)
Thursday, Oct. 23, 6:00-8:00pm: 9th Seminar Meeting (Dinner: 5:00-5:50 pm)
Saturday, Nov. 1, 6:00 pm: 2nd draft of CU due (*No seminar meeting*)
Thursday, Nov. 6, 6:00-8:00pm: 10th Seminar Meeting (Dinner: 5:00-5:50 pm)
Thursday, Nov. 13, 6-8 pm: 11th Seminar Meeting (Dinner: 5:00-5:50 pm) 2nd draft returned to Fellows
Thursday, Nov. 20, 6:00-8:00pm: 12th Seminar Meeting (Dinner: 5:00-5:50 pm)
Monday, Nov. 24: Final CU due to Seminar Leader by email *(No seminar meeting)*
Tuesday, Dec. 2: Fellows Questionnaire due online
Thursday, Dec. 4: Seminar Leaders email all final approved CUs to CTI (may submit earlier)
Thursday, Dec. 11, 6:00-8:30 pm: 2014 Fellows' Finale Celebration
Friday, Dec. 12: Seminar Leaders email feedback questionnaires to CTI

Color Key
BLUE – Scheduled Seminar Meetings, Summer Reading Period, and Fellows' Finale Celebration
GREEN – Campus Connection events
PURPLE – 1:1 Meetings with Seminar Leader
RED – Important deadlines

* Fellows are required to attend the Campus Connection event on their host campus and are welcome to attend both Campus Connection events. All Fellows are eligible to receive campus ID cards to access privileges at both Davidson College and UNC Charlotte.

CTI Attendance Policy*

It is the expectation of CTI that all fellows accepted into a seminar who then agree to take part in said seminar attend **all meetings**. This opportunity is unlike any other in this district or in this region; CTI offers teachers quality, content-rich professional development while concurrently paying teachers for their work, offering them dinner at every meeting, and finally publishing that work on the CTI website. CTI believes that its commitment to bettering teachers requires a reciprocal commitment on the part of fellows. Therefore, anyone considering participating in a CTI seminar should look closely at the schedule and make sure they can attend every meeting. Of course, CTI understands that life happens, but it is unacceptable to knowingly schedule other projects or to otherwise make the choice to miss a meeting for an equitable type of educational opportunity. Additionally, it is of note that each Fellow's position is achieved by way of a competitive application process. If a teacher joins a seminar but then lacks the commitment to complete it, that teacher has taken away that position from other teachers who wanted very much to be a part of CTI's program. As CTI Teacher Leaders, we ask that all participating teachers recognize this very special opportunity by being a committed member of our fellowship.

CTI requires that fellows disclose any potential conflicts on their applications, and anyone who cannot attend every meeting is deemed ineligible – so we expect that fellows will attend ALL meetings.

In the case of illness or emergency, absence requests should be emailed to the CTI Director with the Coordinator and Seminar Leader copied on the email. This process is designed to help ensure collegiality between seminar leaders and fellows (leaders will not need to be in the position of deciding what to excuse and what not to excuse). If teachers miss more than one seminar (even with reasonable excuses) they will not be able to earn the total 3 CEU credits from CMS. CEUs are based on seat time, so teachers missing more than one seminar will receive a reduced number of credits.

CTI relies on Coordinators to connect with fellows who have missed a seminar and catch them up on pertinent information.

* Created and adopted by CTI Teacher Leaders October 13, 2010

2014 CTI Seminar Participants

Italics denote Seminar Coordinator, * denotes Steering Committee member, and ° denotes new Fellows

Artificial Intelligence
Raghuram Ramanujan, raramanujan@davidson.edu

Lisa Ashworth	Fifth Grade	Barringer Academic Center	lisa.ashworth@cms.k12.nc.us
Angela Bates°	U.S. History	CATO Middle College HS	angelal.bates@cms.k12.nc.us
Aletha Bland°	Business IT	West Mecklenburg HS	aletha.bland@cms.k12.nc.us
Kara Boneillo°	Fifth Grade	Reedy Creek ES	karaanne1.boneillo@cms.k12.nc.us
Phil Carver	Science	James Martin MS	philh.carver@cms.k12.nc.us
Stephanie Coggins	Science	Bailey MS	stephaniem.coggins@cms.k12.nc.us
Katelyn Gardepe°	Fifth Grade	David Cox Road ES	katelynm.gardepe@cms.k12.nc.us
Matthew Kelly*	Spanish	Independence HS	matthew.kelly@cms.k12.nc.us
Aaron Kollar	Mathematics	Piedmont Open IB MS	aaron.kollar@cms.k12.nc.us
Stephanie Misko	English	W.A. Hough HS	stephaniea.misko@cms.k12.nc.us
Tracey Surrett°	Fourth Grade	Irwin Academic Center	traceye.surrett@cms.k12.nc.us
Jill Ward°	Second Grade	Elizabeth Traditional ES	jill.ward@cms.k12.nc.us
Lana Withrow°	Music	Barringer Academic Center	lanaj.withrow@cms.k12.nc.us

The Global Energy Challenge
Durwin Striplin, dustriplin@davidson.edu

Gloria Brinkman*	Visual Art	North Mecklenburg HS	gloria.brinkman@cms.k12.nc.us
Jeanne Cooper°	Earth Science	Mallard Creek HS	jeannel.cooper@cms.k12.nc.us
NaToya Dingle°	Science	Coulwood MS	natoyay.dingle@cms.k12.nc.us
DeNise Gerst	Science	Barringer Academic Center	denise.willis@cms.k12.nc.us
Melanie Kirschner	Kindergarten	Albemarle Road ES	melanie.kirschner@cms.k12.nc.us
Lisa Lewis	First Grade	Collinswood Language Academy	lisam.lewis@cms.k12.nc.us
Robin Mitchell°	Science	Randolph MS	robinm.mitchell@cms.k12.nc.us
Delanie Reavis-Bey°	Science	Crestdale MS	delanie1.reavis-bey@cms.k12.nc.us
Adora Reid°	Science	James Martin MS	adoral.reid@cms.k12.nc.us
Jacquelyn Smith°	Physical Science	W.A. Hough HS	jacquelyna.smith@cms.k12.nc.us
Kory Trosclair	Science	Bailey MS	korym.trosclair@cms.k12.nc.us
Rachel Varghese	World History	Butler HS	rachell.helms@cms.k12.nc.us
Alicia Waters°	Art	Grand Oak ES	aliciar.waters@cms.k12.nc.us

2014 CTI Seminar Participants

Italics denote Seminar Coordinator, * denotes Steering Committee member, and ° denotes new Fellows

Metamorphosis: Transformative Experiences
Amy Ringwood, ahringwo@uncc.edu

Cynthia Benes°	Earth/Env. Science	Harding University HS	cynthia1.benes@cms.k12.nc.us
Sheena Burrus	Second Grade	Clear Creek ES	sheena.burrus@cms.k12.nc.us
Caitlin Cook°	First Grade	Bain ES	caitlin.placke@cms.k12.nc.us
Mary Fabian	Science	CATO Middle College HS	marys.fabian@cms.k12.nc.us
Nikki Guevara	First Grade	Bain ES	nichole.guevara@cms.k12.nc.us
Maebeth Hill°	Visual Art	North Mecklenburg HS	maebeth.hill@cms.k12.nc.us
Janet Raybon	Science	Myers Park HS	j.raybon@cms.k12.nc.us
Julie Ruziska Tiddy	Science	Carmel MS	julie.ruziska-tiddy@cms.k12.nc.us
Rima Solh°	Mathematics/ESL	Eastway MS	rimaj.solh@cms.k12.nc.us
Rochelle Stanley°	English	Garinger HS	rochelle.stanley@cms.k12.nc.us
Alan Vitale°	U.S. History	W.A. Hough HS	alan.vitale@cms.k12.nc.us
Connie Wood	Biology	East Mecklenburg HS	connie.wood@cms.k12.nc.us
Cindy Woolery*	Science	Elizabeth Traditional ES	cindy.woolery@cms.k12.nc.us

Intersections of Science, Technology and Culture
Alan Rauch, arauch@uncc.edu

Rosa Bockian°	Third Grade	Collinswood Language Academy	rosaw.bockian@cms.k12.nc.us
Bonnie Bosworth	Chemistry	Mallard Creek HS	bonniec.bosworth@cms.k12.nc.us
Stefanie Carter-Dodson	Language Arts	Martin Luther King MS	sa.carter-dodson@cms.k12.nc.us
Georgina Fiorentino°	Media Skills	Reedy Creek ES	georginaw.fiorentino@cms.k12.nc.us
Tavia Highsmith°	Special Education	Albemarle Road MS	tavia.highsmith@cms.k12.nc.us
Michele Lemere°	English	Garinger HS	michele.lemere@cms.k12.nc.us
Christian Lott°	Mathematics	West Mecklenburg HS	christianb.lott@cms.k12.nc.us
Catherine Macek°	Chemistry	West Mecklenburg HS	catherinea.macek@cms.k12.nc.us
Melanie Mowry°	Math/Science	Francis Bradley MS	melanie.mowry@cms.k12.nc.us
Wendy Potter°	Apparel & Design	Butler HS	wendy.potter@cms.k12.nc.us
Kari Rhoades°	Biomedical Science	Mallard Creek HS	kari.rhoades@cms.k12.nc.us
Debra Semmler*	Physics	East Mecklenburg HS	debra.semmler@cms.k12.nc.us
Jennifer Thompson	Science	James Martin MS	jenniferr.thompson@cms.k12.nc.us

2014 CTI Seminar Participants

Italics denote Seminar Coordinator, * denotes Steering Committee member, and ° denotes new Fellows

Human Agency
Meghan Griffith, megriffith@davidson.edu

Morgan Andrews	Social Studies	W.A. Hough HS	morgan.andrews@cms.k12.nc.us
Cassandra Black	K/First Grade	Ashley Park ES	c.black@cms.k12.nc.us
Laura Champury°	Social Studies	Francis Bradley MS	laura.champury@cms.k12.nc.us
Constance Danna°	Pre-Kindergarten	Lebanon Road ES	constance.danna@cms.k12.nc.us
Lewis Davidson	Mathematics	Mallard Creek HS	lewis.davidson@cms.k12.nc.us
Torrieann Dooley*	Second Grade	David Cox Road ES	torrieann.dooley@cms.k12.nc.us
Lisa Hagen°	Special Education	Sedgefield MS	lisa.hagen@cms.k12.nc.us
Susan Jones	First Grade	Steele Creek ES	susan1.jones@cms.k12.nc.us
Amy LaLonde	Third Grade	Tuckaseegee ES	amy.lalonde@cms.k12.nc.us
Kendra McCall°	Fifth Grade	Reedy Creek ES	kendran.mccall@cms.k12.nc.us
Erin Muffler°	Kindergarten	Barringer Academic Center	erine.muffler@cms.k12.nc.us
Heather Nash	Special Education	East Mecklenburg HS	heather1.nash@cms.k12.nc.us
Hannah Wenger°	World History	Harding University HS	hannahs.wenger@cms.k12.nc.us

The Art of Fiction: Close Analysis, Style and the Novel
Maria Fackler, mafackler@davidson.edu

Angela Burke°	English	Vance HS	angela1.burke@cms.k12.nc.us
Lyndsay Burns	Fourth Grade	David Cox Road ES	lyndsay.burns@cms.k12.nc.us
Calen Clifton	Social Studies	Martin Luther King MS	calenr.clifton@cms.k12.nc.us
Tiffany Craig°	Special Education	Allenbrook ES	tiffany.craig@cms.k12.nc.us
Kayla D'Allura°	Third Grade	Collinswood Language Academy	kaylam.paulucci@cms.k12.nc.us
Alexandra Edwards	Social Studies	Bailey MS	alexandra.edwards@cms.k12.nc.us
Jennifer Ladanyi	Language Arts	Bailey MS	jennifer.ladanyi@cms.k12.nc.us
Elizabeth Lehman	First Grade	Morehead STEM Academy	elizabethh.lehman@cms.k12.nc.us
Angelina McCurry	ESL	Alexander Graham MS	agm.hopkins@cms.k12.nc.us
Courtney McNair°	English	Butler HS	courtney.mcnair@cms.k12.nc.us
Elizabeth Smiley	Media Skills	Torrence Creek ES	d.smiley@cms.k12.nc.us
Amy Stokes°	Fourth Grade	Lebanon Road ES	amy1.stokes@cms.k12.nc.us
Christina Varney°	Third Grade	Stoney Creek ES	christina1.varney@cms.k12.nc.us

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2014 CTI Seminar Participants

Italics denote Seminar Coordinator, * denotes Steering Committee members, and ° denotes new Fellows

Visual Storytelling in Children's and Young Adult Literature
Paula Connolly, ptconnol@uncc.edu

Justine Busto	English	East Mecklenburg HS	justine.busto@cms.k12.nc.us
Brandy Daniels°	Kindergarten	Irwin Academic Center	brandy.daniels@cms.k12.nc.us
Deborah Ferris°	Graphic Design	Hopewell HS	deborah.ferris@cms.k12.nc.us
Miesha Gadsden	Third Grade	Lansdowne ES	mieshad.brayboy@cms.k12.nc.us
Mary Catherine Grant°	Second Grade	David Cox Road ES	maryc.grant@cms.k12.nc.us
Danielle Gregory	Fifth Grade	Albemarle Road ES	daniellen.gregory@cms.k12.nc.us
Elizabeth Kennedy	Language Arts	Randolph MS	elizabethh.kennedy@cms.k12.nc.us
Tara Lee	Language Arts	Bailey MS	tara.lee@cms.k12.nc.us
Eboné Lockett	English	West Mecklenburg HS	ebone.lockett@cms.k12.nc.us
Delee Marciano	Lang Arts/Soc St	Randolph MS	deleeh.marciano@cms.k12.nc.us
Kimberly Palmer	Language Arts	Ridge Road MS	kimberlyr.palmer@cms.k12.nc.us
Teresa Strohl	Visual Art	Barringer Academic Center	teresas.strohl@cms.k12.nc.us
Barbara Wesselman	Apparel & Design	Northwest School of the Arts	barbara.wesselman@cms.k12.nc.us

Heroes, Rebels and Rock Stars: Cultural Icons in Modern Europe
Heather Perry, hperry@uncc.edu

Amanda Armstrong°	Social Studies	Carmel MS	amandad.armstrong@cms.k12.nc.us
Miranda Bellamy°	Social Studies	James Martin MS	mirandar.bellamy@cms.k12.nc.us
Mawuena Dabla-Egui	French	Harding University HS	mawuenaa.dabla@cms.k12.nc.us
Jennifer Dalesandro	Third Grade	Bain ES	jennifer.dalesandro@cms.k12.nc.us
Kathryn Heinen°	Vocal Music	East Mecklenburg HS	kathryna.heinen@cms.k12.nc.us
Heidi Huntley°	English	West Mecklenburg HS	heidi.bergmann@cms.k12.nc.us
Holly Lambert	Music/Special Ed	Lincoln Heights Academy	holly.lambert@cms.k12.nc.us
Elizabeth Lasure	Visual Art	Mallard Creek HS	elizabeth.lasure@cms.k12.nc.us
Joshua Lemere°	Fifth Grade	Barringer Academic Center	joshuas.lemere@cms.k12.nc.us
Archie Livingston, Jr.°	Social Studies	Alexander Graham MS	archie.livingston@cms.k12.nc.us
Christina Sissoko°	Music	Elizabeth Traditional ES	christinaf.sissoko@cms.k12.nc.us
Mary Tew°	Visual Art	Davidson ES	mary.tew@cms.k12.nc.us
Roshan Varghese	History	Butler High School	roshan.varghese@cms.k12.nc.us

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CTI Leadership

Teacher Leadership

Local Steering Committee Members

CTI Local Steering Committee members work to establish contacts at schools (including schools other than their own), and help plan, organize, conduct and evaluate the programs intended to benefit them and—through them—their students. The Steering Committee is responsible for communicating to other teachers the Institute's mission: *to impact schools by strengthening teaching and learning*. They select seminar topics and encourage teachers to apply and enroll, and serve on the CTI Admissions Committee, along with Seminar Coordinators. Each January, Steering Committee members are chosen by the Director, as recommended by other Steering Committee members and/or Seminar Coordinators. Steering Committee members must demonstrate great interest in the continuing development of the Charlotte Teachers Institute. Additionally, Steering Committee members must have completed at least one National Seminar and must agree to participate in a local seminar in the year of Steering Committee service. Steering Committee members each receive a $1500 stipend for their year of service. *CTI Steering Committee members for 2014 include:*

Gloria Brinkman	Visual Art	North Mecklenburg HS
Torrieann Dooley Kennedy*	Second Grade	David Cox Road ES
Alexandra Edwards	Social Studies	Bailey MS
Miesha Gadsden	Third Grade	Lansdowne ES
Matthew Kelly	Spanish	Independence HS
Beth Lasure	Visual Art	Mallard Creek HS
Deb Semmler	Physics	East Mecklenburg HS
Barbara Wesselman	Apparel & Design	Northwest School of the Arts
Cindy Woolery	Science	Elizabeth Traditional ES

* Torrieann Dooley Kennedy also represents CTI as a member of the the Yale National Initiative's National Steering Committee.

Seminar Coordinators

CTI Seminar Coordinators (one per seminar) act as liaisons between Seminar Leaders and Fellows. They promote collegiality and ensure seminars meet the expectations and needs of all involved. Coordinators work closely with the Director and Steering Committee members throughout the application review process. Coordinators meet regularly throughout the seminar period with other Coordinators and the Director, as a means of assuring smooth operation of seminars in progress. Each January, Coordinators are selected by the Director, in consultation with the CTI Teacher Steering Committee. Coordinators must be, and intend to remain, full-time classroom teachers, and must demonstrate great interest in the continuing development of the Charlotte Teachers Institute. They must be experienced in the writing of curriculum units, having served at least once as a CTI Fellow. Seminar Coordinators each receive a stipend of $1000 for their year of service. *CTI Seminar Coordinators for 2014 include:*

Phil Carver	Artificial Intelligence	Science	James Martin Middle MS
Mary Fabian	Metamorphosis: Transformative Experiences	Science	Cato Middle College HS
DeNise Gerst	The Global Energy Challenge	Science	Barringer Academic Center
Susan Jones	Human Agency	First Grade	Steele Creek ES
Jennifer Ladanyi	The Art of Fiction	Language Arts	Bailey MS
Teresa Strohl	Visual Storytelling	Visual Art	Barringer Academic Center
Jennifer Thompson	Intersections of Science/Tech/Culture	Science	James Martin MS
Roshan Varghese	Heroes, Rebels and Rock Stars	History	Butler HS

School Contacts

School Contacts serve as ambassadors for and to CTI, working at their respective school(s) to inform teachers and administrators of CTI's activities, report teachers' needs and interests to CTI, and encourage Institute participation. Each January, School Contacts are chosen by the Director, as recommended by Steering Committee members and/or Seminar Coordinators. School Contacts must be, and intend to remain, full-time classroom teachers in CMS, and must have participated in either a local or national seminar at some time. School Contacts play an important role in the Institute as voluntary advocates and ambassadors. *CTI School Contacts for 2014 include:*

Jennifer	Aldridge	North Mecklenburg HS	jenniferc.aldridge@cms.k12.nc.us
Gifty	Allen	West Charlotte HS	giftys.allen@cms.k12.nc.us
Lisa	Ashworth	Barringer Academic Center	lisa.ashworth@cms.k12.nc.us
Tamara	Babulski	Independence HS	tamara.babulski@cms.k12.nc.us
Lucy	Beaube	Barringer Academic Center	lucy.klein@cms.k12.nc.us
Bonnie	Bosworth	Mallard Creek HS	bonniec.bosworth@cms.k12.nc.us
Lyndsay	Burns	David Cox Rd ES	lyndsay.burns@cms.k12.nc.us
Sheena	Burrus	Clear Creek ES	sheena.burrus@cms.k12.nc.us
Stefanie	Carter-Dodson	Martin Luther King MS	sa.carter-dodson@cms.k12.nc.us
Phil	Carver	James Martin MS	philh.carver@cms.k12.nc.us
Calen	Clifton	Martin Luther King MS	calenr.clifton@cms.k12.nc.us
Madalina	Corneanu	Harding University HS	madalina1.corneanu@cms.k12.nc.us
Jennifer	Dalesandro	Bain ES	jennifer.dalesandro@cms.k12.nc.us
Lew	Davidson	Mallard Creek HS	lewis.davidson@cms.k12.nc.us
Barbara	Devine	Whitewater Academy	barbarab.devine@cms.k12.nc.us
Torrie	Edwards	Hough HS	torriek.edwards@cms.k12.nc.us
Lindsey	Elkins	Providence HS	lindsey.elkins@cms.k12.nc.us
Mary	Fabian	Cato Middle College HS	marys.fabian@cms.k12.nc.us
Nicole	Fraser	Davidson ES	nicole.fraser@cms.k12.nc.us
Dawn	Franchina	West Charlotte HS	dawnl.franchina@cms.k12.nc.us
DeNise	Gerst	Barringer Academic Center	denise.willis@cms.k12.nc.us
Jedidiah	Gist-Anderson	West Charlotte HS	jedidiah.gist@cms.k12.nc.us
Cynthia	Hicks	Steele Creek ES	cynthia.hicks@cms.k12.nc.us
Ana	Hummel	North Mecklenburg HS	ana.hummel@cms.k12.nc.us
Marva	Hutchinson	Providence HS	marva.hutchinson@cms.k12.nc.us
Susan	Jones	Steele Creek ES	susan1.jones@cms.k12.nc.us
Deb	Jung	Winding Springs ES	d.jung@cms.k12.nc.us
Jennifer	Ladanyi	Bailey MS	jennifer.ladanyi@cms.k12.nc.us
Tara	Lee	Bailey MS	tara.lee@cms.k12.nc.us
Angelina	McCurry	Alexander Graham MS	agm.hopkins@cms.k12.nc.us
Stephanie	Misko	Hough HS	stephaniea.misko@cms.k12.nc.us
Jennifer	Osburn	Myers Park HS	jenniferl.osburn@cms.k12.nc.us
Jashonai	Payne	Clear Creek ES	jashonai.payne@cms.k12.nc.us
Katelyn	Quinn	Irwin Academic Center	katelynm.quinn@cms.k12.nc.us
Janet	Raybon	Myers Park HS	j.raybon@cms.k12.nc.us
Julie	Ruziska Tiddy	Carmel MS	julie.ruziska-tiddy@cms.k12.nc.us
Katherine	Semmler	North Mecklenburg HS	katherinea.semmler@cms.k12.nc.us
Teresa	Strohl	Barringer Academic Center	teresas.strohl@cms.k12.nc.us
Jennifer	Thompson	James Martin MS	jenniferr.thompson@cms.k12.nc.us
Edwin	Tranquilino	Harding University HS	edwin.tranquilino@cms.k12.nc.us
Kory	Trosclair	Bailey MS	korym.trosclair@cms.k12.nc.us
Roshan	Varghese	David W. Butler HS	roshan.varghese@cms.k12.nc.us
Lynn	Wiesicke	Albemarle Road ES	ethellynne.wiesecke@cms.k12.nc.us
Megan	Woazeah	Bradley MS	megann.woseah@cms.k12.nc.us
Tamara	Wood	Albemarle Road MS	tamara1.wood@cms.k12.nc.us
Michelle	Zachrich	Independence HS	michelle.zachrich@cms.k12.nc.us

Faculty Leadership

CTI Local University Advisory Council (UAC) members are recommended by the Director and appointed by the President of Davidson and the Chancellor of UNC Charlotte. The Council consists primarily of full-time professors, with ex-officio membership held by Deans and other administrators with an interest in the program. The UAC meets with the Director twice each year and is responsible for the following: (a) recruiting and suggesting faculty for leading seminars; (b) addressing the needs of public schools through the selection of seminar topics; (c) providing feedback on the Annual Review required by the Yale National Initiative; (d) offering advice on the progress of the Institute. This group may also be asked to take part in special CTI events throughout the year. One faculty member represents Charlotte Teachers Institute on the National University Advisory Council which meets during the first week of the Yale National Intensive Seminars each July. CTI has identified faculty members for membership on the CTI University Advisory Council. All individuals have written letters of commitment. Upon approval by the Yale National Initiative, each UAC member will receive an official letter of appointment from the UNC Charlotte Chancellor and the Davidson College President.

Kathryn Asala: Lecturer and Undergraduate Coordinator, Department of Chemistry, UNC Charlotte
Ruth Beeston: Professor, Department of Chemistry, Davidson College
Anita Blowers: Associate Professor, Department of Criminal Justice and Criminology, UNC Charlotte
Andy Bobyarchick: Associate Professor, Department of Geography and Earth Sciences, UNC Charlotte
Lil Brannon: Professor of English and Education, Department of English, UNC Charlotte
Banita Brown: Associate Dean for Student Services, College of Liberal Arts and Sciences, UNC Charlotte
Jurgen Buchenau: Professor and Chair, Department of History, UNC Charlotte
Tim Chartier: Associate Professor, Department of Mathematics, Davidson College
Suzanne Churchill: Associate Professor, Department of English, Davidson College
Paula Connolly: Associate Professor, Department of English, UNC Charlotte
Phil Dubois: Chancellor, University of North Carolina at Charlotte
Dan Dupre: Associate Professor, Department of History, UNC Charlotte
Jae Emerling: Assistant Professor, Department of Art and Art History, UNC Charlotte
Maria Fackler: MacArthur Assistant Professor, Department of English, Davidson College
Brenda Flanagan: Associate Professor, Department of English, Davidson College
Ann Fox: Associate Professor, Department of English, Davidson College*
Richard Gay: Associate Professor and Chair, Department of Education, Davidson College*
Dan Grano: Associate Professor, Department of Communication Studies, UNC Charlotte
Meghan Griffith: Associate Professor, Department of Philosophy, Davidson College
Nancy Gutierrez: Dean, College of Liberal Arts and Sciences, UNC Charlotte
Jennifer Hartman: Assistant Professor, Department of Criminal Justice and Criminology, UNC Charlotte
Cindy Hauser: Associate Professor, Department of Chemistry, Davidson College
Christine Haynes: Assistant Professor, Department of History, UNC Charlotte
Laurie Heyer: Associate Professor, Department of Mathematics, Davidson College
Burkhard Henke: Professor and Chair, Department of German/Russian, Davidson College*
Yvette Huet: Professor, Department of Biology, UNC Charlotte
Charles Hutchison: Associate Professor, Middle/Secondary K-12 Education, UNC Charlotte
Marcus Jones: Assistant Professor, Department of Chemistry, UNC Charlotte
Michael Kelly: Professor and Chair, Department of Philosophy, UNC Charlotte
Robert Kravchuk: Professor and Chair, Department of Political Science, UNC Charlotte
Ken Lambla: Dean, College of Art and Architecture, UNC Charlotte
Oscar Lansen: Senior Lecturer, Department of History, UNC Charlotte
Jeffrey Leak: Associate Professor, Department of English, UNC Charlotte
Chance Lewis: Distinguished Professor and Endowed Chair of Urban Education, UNC Charlotte

Janet Levy: Associate Professor and Chair, Department of Anthropology, UNC Charlotte
Barbara Lom: Associate Professor and Chair, Department of Biology, Davidson College
Joan Lorden: Provost and Vice Chancellor for Academic Affairs, UNC Charlotte
Ronald Lunsford: Professor/Director of Graduate Programs, Department of English, UNC Charlotte*
David Martin: Professor and Chair, Department of Economics, Davidson College
Shepherd McKinley: Lecturer, Department of History, UNC Charlotte
Adriana Medina: Assistant Professor, Department of Reading/Elementary Education, UNC Charlotte
Gregory Mixon: Associate Professor, Department of History, UNC Charlotte
Donna Molinek: Professor and Chair, Department of Mathematics, Davidson College
Jeanne Neumann: Professor and Chair, Department of Classics, Davidson College
Akinwumi Ogundiran: Professor and Chair, Department of Africana Studies, UNC Charlotte*
Christopher Paradise: Associate Professor, Department of Biology, Davidson College
Luis Pena: Professor, Department of Spanish, Davidson College
Magdalena Pena: Professor and Chair, Department of Spanish, Davidson College
Malin Pereira: Executive Director, Honors College, UNC Charlotte
Heather Perry: Associate Professor, Department of History, UNC Charlotte
David Pugalee: Professor, Department of Middle and Secondary K-12 Education, UNC Charlotte
Carol Quillen: President, Davidson College
Raghuram Ramanujan: Assistant Professor, Department of Mathematics/Computer Science, Davidson College
Alan Rauch: Professor, Department of English, UNC Charlotte
Wendy Raymond: Vice President for Academic Affairs and Dean of Faculty, Davidson College
Harold Reiter: Professor, Department of Mathematics and Statistics, UNC Charlotte
Shelley Rigger: Brown Professor of East Asian Politics, Department of Political Science, Davidson College*
Amy Ringwood: Associate Professor, Department of Biological Sciences, UNC Charlotte
Susan Roberts: Associate Professor, Department of Political Science, Davidson College
Joanne Robinson: Associate Professor, Department of Religious Studies, UNC Charlotte
Clark Ross: F.W. Johnson Professor, Department of Economics, Davidson College
John Smail: Dean of University College, UNC Charlotte
Heather Smith: Associate Professor, Department of Geography and Earth Sciences, UNC Charlotte
Shaw Smith: Professor, Department of Art, Davidson College
Durwin R. Striplin: Associate Professor, Department of Chemistry, Davidson College
Jessica Taft: Assistant Professor, Department of Sociology, Davidson College
Ralf Thiede: Associate Professor, Department of English, UNC Charlotte
Peter Tkacik: Assistant Professor, Department of Mechanical Engineering, UNC Charlotte
Susan Trammell: Associate Professor, Department of Physics and Optical Science, UNC Charlotte*
Lisa S. Walker: Professor and Chair, Department of Sociology, UNC Charlotte
Jennifer Warner: Vice Chair for Academic Programs, Department of Biology, UNC Charlotte
Dave Wessner: Associate Professor, Department of Biology, Davidson College
Mark West: Professor, Department of English, UNC Charlotte
J. Daniel White: Associate Professor, Department of Religious Studies, UNC Charlotte
Anne Blue Wills: Associate Professor, Department of Religion, Davidson College
Mark Wilson: Associate Professor, Department of History, UNC Charlotte
Diane Zablotsky: Director of the Levine Scholars Program, UNC Charlotte*

*Indicates member of the UAC Executive Committee

Shelley Rigger also represents CTI as a member of the Yale National Initiative's National University Advisory Council.

CTI Staff

The offices for Charlotte Teachers Institute are housed in the College of Liberal Arts and Sciences at UNC Charlotte in 324 Fretwell on the main campus. Please contact any of our staff members with your questions, suggestions or comments. We look forward to assisting you!

Scott Gartlan, Executive Director	scott.gartlan@uncc.edu	704-687-0078
Robin Mara, Program Associate	rmara@uncc.edu	704-687-0047
Niya Johnson, Student Intern	njohns70@uncc.edu	704-687-0047
Cherrelle Henley, Student Intern	chenley3@uncc.edu	704-687-0047

Curriculum Unit Information

Guidelines to Writing a Curriculum Unit

The Institute attaches great importance to the process for writing curriculum units, which includes a prospectus and two drafts before submission of a completed unit. These steps for writing a unit provide you the opportunity to develop your ideas with regard to the comments of your seminar leader and of other school teachers, who are the main audience for whom you are writing. The curriculum unit must be original and a product of your CTI seminar experience, not written previously. By writing the unit, you plan to teach your own students about the seminar subject. Because of the importance of the writing process and the care with which the Institute schedule has been designed, it is imperative that Fellows meet all deadlines. *Units which have not been prepared in accordance with this process cannot be accepted.*

The prospectus, each draft, and completed unit should be submitted in electronic form to your seminar leader by the dates indicated below. Individual assistance with questions about these Guidelines is available from the Coordinator for your seminar.

Curriculum Unit Process and Schedule

Revised Unit Topic/Reading List/Prospectus: due to Seminar Leader – Friday, June 13.
Each Fellow, in consultation with the seminar leader and other seminar members, refines his or her topic and chooses basic readings for research. An essay of two-to-four pages describes what the Fellow intends the final unit to contain. This provides each seminar member with an overview of his or her colleagues' work. Your seminar leader will provide feedback on each prospectus along with a recommended reading list for each Fellow by July 10. (See Prospectus Form on p. 63.)

First Draft: due – Saturday, September 27, 6:00 pm.
This is your first draft of the prose statement of the unit's content objectives and teaching strategies. Whether developed as a unified essay or as separate sections, this draft should consist of paragraphs of sustained narrative, exposition or argument. It should be at least 7-8 single-spaced pages in length (even though your seminar leader may suggest that the draft be double-spaced for convenience in revising and editing). The seminar leader will provide written comments on this draft by October 9.

Second Draft and Synopsis: due on Saturday, November 1, 6:00 pm
This draft includes a rewriting of the content objectives and teaching strategies of your unit, based on comments from your seminar leader and colleagues, and a first writing of the examples of classroom activities, annotated lists of resources, and the appendix on district academic standards. At this point you should prepare the entire unit in a form as close as possible to the completed unit: 15-25 single-spaced pages, with full citation of bibliographical data for items in notes or bibliographies, including annotations. The draft and synopsis will be returned with seminar leader's comments by Nov. 13.

Completed Unit: due via email to Seminar Leader on Monday, November 24.
This is the third rewriting and refinement of the prose section of the unit and the final version of the entire unit. Your completed cover sheet should be attached to the front, and your Appendix 1 (Implementing Teaching Standard) at the end of your unit. The Appendix 1 should also be submitted as a separate document. Fellows should consult the CU Checklist and Mechanical Specifications (Fellows Handbook pp. 28-32) for the appearance and structure of the completed unit, including any illustrations, images, graphs, and tables; special characters or formulas; and use of any copyrighted material.

The Elements of a Curriculum Unit

The final curriculum unit typically includes an introduction, background on your students and school, and your rationale for teaching the unit, as well as the core sections delineated below. Be objective when describing your school and students, remembering your unit will be shared publicly. Share the following background which can be helpful to teachers interested in implementing your unit: school setting, demographics, class size, grade level, subject, relevant characteristics of the group of students that is the focus of your unit, and any relevant features of your teaching situation that influenced your formulation of the unit.

After reading widely about your chosen topic and participating regularly in your seminar, you should complete a curriculum unit with these core features:

1) Content objectives – clear statement of what the unit seeks to cover;

2) Teaching strategies – a unified, coherent teaching plan for those objectives;

3) Classroom activities – three or more detailed examples of actual teaching methods or lesson plans;

4) Resources – three <u>annotated</u> lists of the materials you have reviewed: (1) a list of materials for classroom use, (2) a reading list for students, and (3) a bibliography for teachers. You should explain in the prose section of the unit how these resources relate to your objectives.

5) Appendix 1 – no more than one page in which you briefly annotate – not merely list – those school district or Common Core academic standards your unit will implement in a significant way. Please title this document: "Appendix 1: Implementing Teaching Standards". (Include other appendices, if any, after Appendix 1 and number them accordingly.)

You may present the first three elements in a unified essay or in separate sections. Whatever organization you devise, the discussion of objectives and strategies must consist of paragraphs of sustained narrative, exposition, or argument. This discussion must constitute at least two thirds of your completed unit – that is, at least 10 single-spaced pages (not including graphs and images in your page count). Any outlines, lists and worksheets, if used, should be discussed in the section devoted to classroom activities, and included as separate appendices. In selecting examples of classroom activities, you should present methods you have developed, rather than those gleaned from other sources. Considered together, the units prepared in your seminar should reflect a variety of methods.

Remember that the main audience for your unit is other teachers. The presentation of work-in-progress in Institute seminars will provide you with responses from one group of teachers – ideas you can use in revising your unit to make it as widely useful as possible.

Use of Copyrighted Materials

If you want to include excerpts (i.e. passages exceeding a few lines) from copyrighted material in your curriculum unit, you should first obtain permission from the copyright owner. If use of such material is not granted free of charge, you must also obtain advance approval from the Institute for paying any fees. Copyrighted material must be properly credited in an endnote, as described in the discussion of "Notes" in the Mechanical Specifications. *The Institute cannot accept units that contain copyrighted material for which you have not obtained prior authorization.* Because of the delays you may encounter in obtaining permission from copyright owners, you should seek such permission well in advance of completing your unit. We suggest you request such permissions while preparing your first draft. For further information, please consult the detailed instructions and forms provided for obtaining copyright permissions.

Submitting the Completed Unit

Final units must be formatted as described in the *Mechanical Specifications of Writing a Curriculum Unit* section of this handbook on pp. 29-32 and submitted by **Monday, November 24,** in electronic form to your seminar leader. Please be sure to include "CU" and your name in the subject line of your email and copy the CTI office (info@charlotteteachers.org) on your emailed submission. After a final review, your seminar leader will forward your final approved unit to the CTI Director and Program Associate by **Thursday, December 4**.

Your final unit must include the **2014 CTI Curriculum Unit Cover Sheet** (including unit synopsis) at the front and **Appendix 1: Implementing Teaching Standards** at the end of your unit following the resources. A copy of Appendix 1 must also be submitted as a separate document. Title your submissions as follows with your **first initial** and **surname** and the **submission date**: "JSmith_unit_11-24-13" and "JSmith_appendix1_11-24-13." If your seminar leader requests additional changes, be sure to change the date on each following submission.

Your cover sheet must include a synopsis of the unit (200 words) to inform other teachers who may wish to use the material you develop. The cover sheet also includes your recommendation of subject(s) and grade level(s) for teaching your unit, a statement of permission for the Institute to publish your unit in print and online, and a link to the Appendix 1 at the end of your unit.

Also by December 4, the seminar leader will review and indicate to the CTI Director whether each Fellow has participated fully in the seminar and the writing process.

Upon successful completion of the seminar and the unit, as well as completion of CTI's online Fellows' Questionnaire, Fellows who are in good standing will be issued a stipend of $1500 from the CMS payroll department. (Individuals who do not fulfill all Institute requirements for full participation cease being Fellows and do not receive the stipend). Fellows also receive three continuing education credits (3 CEUs) for their full participation.

To increase availability and use of the curricular resources developed by Fellows, the Institute places each Fellow's synopsis and curriculum unit on its website (www.charlotteteachers.org) and on the Yale National Initiative website; both are searchable for content using the keywords provided by Fellows on their Curriculum Unit Cover Sheets. CMS teachers, other teachers around the world, and the general public may consult these curriculum units and other Institute resources online.

Checklist for Formatting and Submitting Curriculum Units

Margins and Font
- ☐ 1.5" at top
- ☐ 1.25" at left, right and bottom
- ☐ 12 pt Times New Roman font

Spacing
- ☐ Double space between unit title and name
- ☐ 3 spaces between name and body of unit
- ☐ Single spacing in body text (for final unit)
- ☐ Double space before and after headings
- ☐ Double space between paragraphs
- ☐ No paragraph indentation immediately after headings and unit title
- ☐ Indentation (5 spaces) for all other paragraphs

Headings
- ☐ **Level 1 – Main sections: bold**
- ☐ Level 2 – Subsections: not bold
- ☐ *Level 3 – Further subdivisions: italics*
- ☐ Headings flush with left margin

Notes and Block Quotations
- ☐ Endnotes, not footnotes
- ☐ Notes on separate page using[1] or (1) in text
- ☐ Block quotes indented 10 spaces

Other
- ☐ Unit length: **at least 15 pages**** (see note below)
- ☐ Copyright permissions
- ☐ No page numbers

> **Sample Annotated Resource:**
> Schwartzman, Myron. *Romare Bearden, Celebrating the Victory*. New York: Grolier Publishing, 1999. This very easy to read book is a concise history on the life and art of Romare Bearden. Schwartzman was a personal friend of Bearden's and the conversational tone is evident in the text. Color plates and several Bearden drawings are included.

Final Unit includes:
- ☐ Completed Cover Sheet Form
- ☐ Content Objectives**
- ☐ Teaching Strategies**
- ☐ Classroom Activities** (provide outlines, lists & worksheets here or as labeled appendices)
- ☐ Resources – 3 annotated lists (*See sample annotated resource above right for an example.*)
  - o 1. List of Materials for Classroom Use
  - o 2. Reading List for Students
  - o 3. Bibliography for Teachers
- ☐ Appendix 1: Implementing Teaching Standards – no more than one page in which you briefly annotate - and not merely list - those academic standards your unit implements in a significant way. Please title this: "Appendix 1: Implementing Teaching Standards".

- ☐ Email **TWO (2) final documents** to your Seminar Leader
  - ☐ In your email to your seminar leader, include a copy to the CTI office at info@charlotteteachers.org
  - ☐ Include "CU" and your name in the subject line of the email, and attach the following:
    - o **1.** Final Unit (15 page minimum plus the cover page), labeled: JSmith_unit_11-24-14
      Include your formatted Cover Sheet as the first page of your unit (including keywords, link to teaching standards, synopsis, and statements RE: teaching plan and permission to publish)
    - o **2.** Separate copy of Appendix 1: Implementing Teaching Standards, labeled: JSmith_appendix1_11-24-14

***NOTE: The Content Objectives, Teaching Strategies and Classroom Activities sections must constitute at least 2/3 of your unit – and should be **at least 10 single-spaced pages** not including images and worksheets. The Cover Sheet, Resources and Appendix pages are in addition to the 10 page minimum constituting the body of your unit.*

<u>Mechanical Specifications for Final Units (How your Curriculum Unit should look)</u>

Pages 29-32 of this Fellows Handbook contain mechanical specifications and examples for formatting your CTI Curriculum Unit.

In 2013 CTI began requiring a CTI-formatted cover sheet at the beginning of each CTI curriculum unit. Examples of completed cover sheets attached to units can be viewed in the 2013 CTI Curriculum Units currently posted online at http://charlotteteachers.org/curriculum-units-page/. (Note: Units prior to 2013 do not have the attached cover sheet, so be sure to view the 2013 units.)

The blank Cover Sheet form is located on p. 64 of this Fellows Handbook. Please complete all parts of the cover sheet and attach it to the front of your completed unit. Required cover sheet items include:

- ☐ ***Title of Curriculum Unit*** (bolded and italicized)
- ☐ Author's Name, 2014 CTI Fellow (plain text, include your name and 2014 CTI Fellow)
- ☐ School Name
- ☐ Keywords (important words that may be used as search terms for your unit)
- ☐ Teaching Standards (include a hyperlink to your Appendix 1 – *see instructions below*)
- ☐ Synopsis (a 200-word abstract briefly describing your unit)
- ☐ Statement of your intention to teach your unit, including number of students and the name of the course in which you will teach it
- ☐ Statement of permission for the Institute to publish your unit, crediting you as the author

How to Insert a Hyperlink to Appendix 1 from your Cover Sheet:

1. Go to the "Appendix 1: Implementing Teaching Standards" WITHIN your curriculum unit (not the one you created as a separate document).
2. Place your cursor before the word Appendix.
3. Go to the INSERT tab on your Word menu and click BOOKMARK (next to Hyperlink).
4. Name your Bookmark: Appendix1. (Do NOT leave any spaces in the name you create.)
5. Click "Add."
6. *Next comes the hyperlinking…*
7. Go to your Cover Sheet and highlight the words "Appendix 1" (below Keywords, next to "Teaching Standards").
8. Return to the INSERT tab on the Word menu and click HYPERLINK.
9. This brings up the "INSERT HYPERLINK" box.
10. See the "Link To" options on the left side, and Click "PLACE IN THIS DOCUMENT."
11. Find "Appendix1" which should appear in the available list.
12. Click on "Appendix1" and then click "OK" and you're linked!

The next three pages of the Fellows Handbook (pp. 30-32) describe and display the mechanical specifications for formatting your final curriculum unit which you will attach to your completed Cover Sheet. By following these specifications you will help the Institute maintain a consistent appearance of the curriculum units, both in print and online.

Curriculum Unit Title

Author's Name

(1.25" left and right margins)

(Use 12 pt. Times New Roman font throughout)

This document describes and displays the mechanical specifications for formatting your final curriculum unit. By following these specifications you will help the Institute maintain a consistent appearance of the curriculum units, both in print and online.

Title and Author's Name

Give the unit a clear, concise, and descriptive title, and center the title on the first page of your unit (following your cover page), as shown above, using **bold** type. Your name should appear centered and in *bold italics* two lines below the title. Skip an additional three lines after your name before beginning the body of your unit.

Margins and Font

Allow 1.5 inches at the top of each page and 1.25 inches on the left, right, and bottom. To create a uniform appearance of the published text, you should use **12-point type** and Times New Roman font. The right margin should not be justified.

Spacing and Unit Length

When formatting your unit, **single space** between lines and double space between paragraphs and headings (as shown here). Indent five spaces to begin all paragraphs - except those that immediately follow a heading. (Do not use tabs.) The completed unit should be **at least 15 but not more than 25** single-spaced pages in length. The Institute cannot accept units that do not meet the minimum or that exceed the maximum length.

Headings

If you decide to use headings for different sections and subsections within your unit, which the Institute recommends, please use the following conventions. As displayed in this document, double space before and after all headings.

Level-one headings identify the main sections of your unit, e.g. objectives, strategies, classroom activities, resources. These headings should be in **bold** and flush with the left margin. The heading **"Headings"** that appears above is an example of a level-one heading.

Level-Two Headings

Level-two headings identify subsections within the main sections of your unit. These headings should be flush with the left margin but not in bold. The heading "Level-Two Headings" above is an example of a level-two heading.

Level-Three Headings

Level-three headings identify further subdivisions within your unit. These headings should be in *italics.* The heading *"Level-Three Headings"* above is an example of a level-three heading.

Notes and Block Quotations

When crediting sources or directing readers to further information, do not use footnotes at the bottom of the page. Instead, place notes on a separate page at the end of your unit and title them "Notes." Refer to individual notes within the body of your text by using a superscript number,[1] if possible, or a number in parentheses (1).

> Because of the brevity of units, avoid lengthy quotations. Any block quotations you use should be indented ten spaces (as shown in this paragraph). Use of material copyrighted by others must be properly acknowledged.

No Page Numbers

Do not include page numbers in your unit. In cases where you think it necessary to refer to another part of your essay, say "above" or "below."

Illustrations and Images

Do not include photographs, illustrations, student worksheets or similar material from works copyrighted by others, unless you have obtained written permission from the copyright owner and have attached that permission to your completed unit. As you cannot refer to illustrations or images by page number, you should number them sequentially and refer to this number within a parenthetical remark, e.g. "(See Figure 1.)". Any illustrations not prepared in this manner will be omitted.

Each illustration or image should be embedded in the curriculum unit. Image size should not be smaller than l" x l" and should not exceed 8" x 10". The minimum image resolution is 300 dpi. The total file size should not exceed 1 MB. Images may be in color or in black and white.

Special Characters and Math Formulas

Fellows who write curriculum units that contain math formulas and special characters should use "Microsoft Equations" under "Insert Object" in Word. More detailed instructions will be provided for seminars in which math notations will be used heavily. For special characters such as alpha (α), beta (β), etc., Fellows should use "Insert Symbol" to generate the characters in Microsoft Word.

Notes
[1]This is an example of how your notes should appear at the end of the body of your unit. See the attached Institute style sheet on Editorial Matters and the document titled "Copyright Permissions" for more detailed information. The *Chicago Manual of Style* should be your guide in matters of style. See also *Some Matters of Form* (Yale University, Department of English), which is online at http://english.yale.edu/sites/default/files/some_matters_0.pdf

Copyright Permissions

The following is information provided by the Yale University Office of General Counsel and designed to assist Fellows considering to include third-party materials in the curriculum unit. That Office does not guarantee that the information is correct, complete or up-to-date. Further, any legal information is not the same as personalized legal advice.

Copyright owners have the exclusive rights to reproduce, distribute, perform, display, and create derivative works unless the use of the material is covered under an open content license agreement, fair use or another exception to copyright. Should the Fellow, in preparing his or her curriculum unit, wish to include third-party material such as an excerpt or chapter from a book, an article from a periodical or newspaper, a poem, an image, an excerpt from a unit of music (song, movement, etc.), or a short story, etc., he or she may need to secure permission from the copyright owner to use the work. The following steps should be performed:

Step I.

Is the work protected by copyright? Not all works are afforded copyright protection. Copyright protection does not extend to works created by the United States government. Further, a work may be in the public domain. Once in the public domain, there are no restrictions on the use of the underlying work.

Works published in the United States before l923 are in the public domain. Works published without a copyright notice between 1923 and 1977 are also in the public domain. Works published after 1989 are generally not in the public domain regardless of copyright notice. Cornell Law School has developed a useful chart that explains when a work falls into the public domain (http://copyright.cornell.edu/resources/publicdomain.cfm).

However, the Fellow should keep in mind that original contributions to works in the public domain may be protected by copyright. As an example, all of Shakespeare's plays are in the public domain. However, if a new edition of one of the plays is annotated, then this new edition would be copyrightable because of the original contributions of the editor. It is your responsibility to research the copyright status of a work. There are numerous resources available that may assist you including resources at the Register of Copyrights. (See www.copyright.gov.) In

In addition to works in the public domain being available for use, some third-party materials may be available through open source content licenses such as Creative Commons at creativecommons.org. Use of such materials is covered under the applicable license. You should always read the applicable license to be sure that you are complying with any terms and conditions.

Step II.

If the third-party material is not in the public domain (or it is not clear whether it is) or otherwise available through an open source content license, it may be necessary for the Fellow to secure permission from the copyright owner to duplicate the material for inclusion in the curriculum unit. The same rules and laws that apply in the context of publishing written materials apply in the context of publishing materials online. Yale requires that all participants comply with any applicable rules and laws. (See http://ogc.yale.edu/legal_reference/copyright.html.)

The following information is designed to help Fellow locate holders of copyright and secure permission.

The title page or the reverse of it is the appropriate place for the copyright notice, which consists of the year of publication, the name of the copyright owner, and in general, any acknowledgements of other copyrighted material used in the book. The word "acknowledgement" indicates that some materials were originally published elsewhere, and that the copyright for these materials remains with the original owner.

The address of most copyright holders is printed with a copyright notice, but be aware that publishers may move or the copyright rights may be sold or transferred to another company. The publishers' associations listed below can help in supplying information.

Association of American Publishers
50 F Street, NW
Fourth Floor
Washington, D.C. 20001
www.publishers.org

Association of Magazine Media
810 Seventh Avenue, 24th Floor
New York, New York 10019
www.magazine.org

Music Publishers' Association of the United States
243 Fifth Avenue
Suite 236
New York, New York 10016
http://mpa.org

National Music Publishers' Association
975 F Street, NW
Suite 375
Washington, D.C. 20004
www.nmpa.org

Also, the U. S. Register of Copyrights keeps records of all deposits and transfers. (Form Letter A should provide this information.) The Copyright Office will, for a fee, conduct a search on request if there is real difficulty in locating the current owner of a copyright.

Securing Permission

The Fellow should send a request, together with a self-addressed return envelope, to the copyright owner. (If the owner is a publisher, send to the permissions department.) Also, send a photocopy of the copyright page and the page or pages on which permission is requested.

Contents of Request

1) Title, author and/or editor, and edition
2) Exact material to be used, how much, page numbers, chapters, and, if possible, a photocopy of the material
3) That material is to be used in curriculum units; explain units will appear on a Web site for teachers, students, parents and other educators and learners
4) That material is provided for non-commercial, educational purposes
5) That because of non-profit distribution mainly for teaching purposes, it is requested that no royalty or fee be charged.

Do not hesitate to request that a reply be furnished promptly. If permission is obtained and the item is included in the unit, the following notice should appear in a note at the end of the unit.

[1]Reprinted by permission from (Book, etc. Title) © (date) by (copyright owner).

Alternatively, copyright permission can be obtained through the Copyright Clearance Center at www.copyright.com, although generally for a fee.

Sample Request Letter

Dear [Sir or Madam] [Permissions Editor] [Personal Name, if known]:

I am a teacher in Charlotte-Mecklenburg Schools, and through the Charlotte Teachers Institute I am preparing a curriculum unit for my own and my colleagues' use in school courses. I want to include in my unit the following material to which you hold copyright.

1. Title, author and/or editor, and edition:
2. Material to be used (photocopy attached):

My unit, containing this material, will be compiled with other curriculum units which the Institute will publish online and disseminate free of charge. The Web sites on which the curriculum units are posted are www.charlotteteachers.org and www.teachers.yale.edu. They are also reproduced in photocopied form for circulation in school libraries in Charlotte. The units are intended to suggest appropriate materials which teachers may decide to use in their own classrooms. Teachers in the Institute assemble these materials under grants from various private and public funders. Because of the non-profit distribution for teaching purposes, we request that no royalties be charged.

I would greatly appreciate your consent to my request. If you require additional information, please do not hesitate to contact me at: . Because units must be available to teachers at the beginning of the school year, your prompt consideration and reply will be greatly appreciated.

A duplicate copy of this request has been provided for your records. If you agree with the terms as described above, please sign the release below and send one copy in the self-addressed envelope I have provided, or you may respond electronically to [your e-mail address].

Sincerely,

(Your Signature)
Your Name
Charlotte Teachers Institute Fellow

Address:

_____
_____

Permission granted for use of the above material as described below:
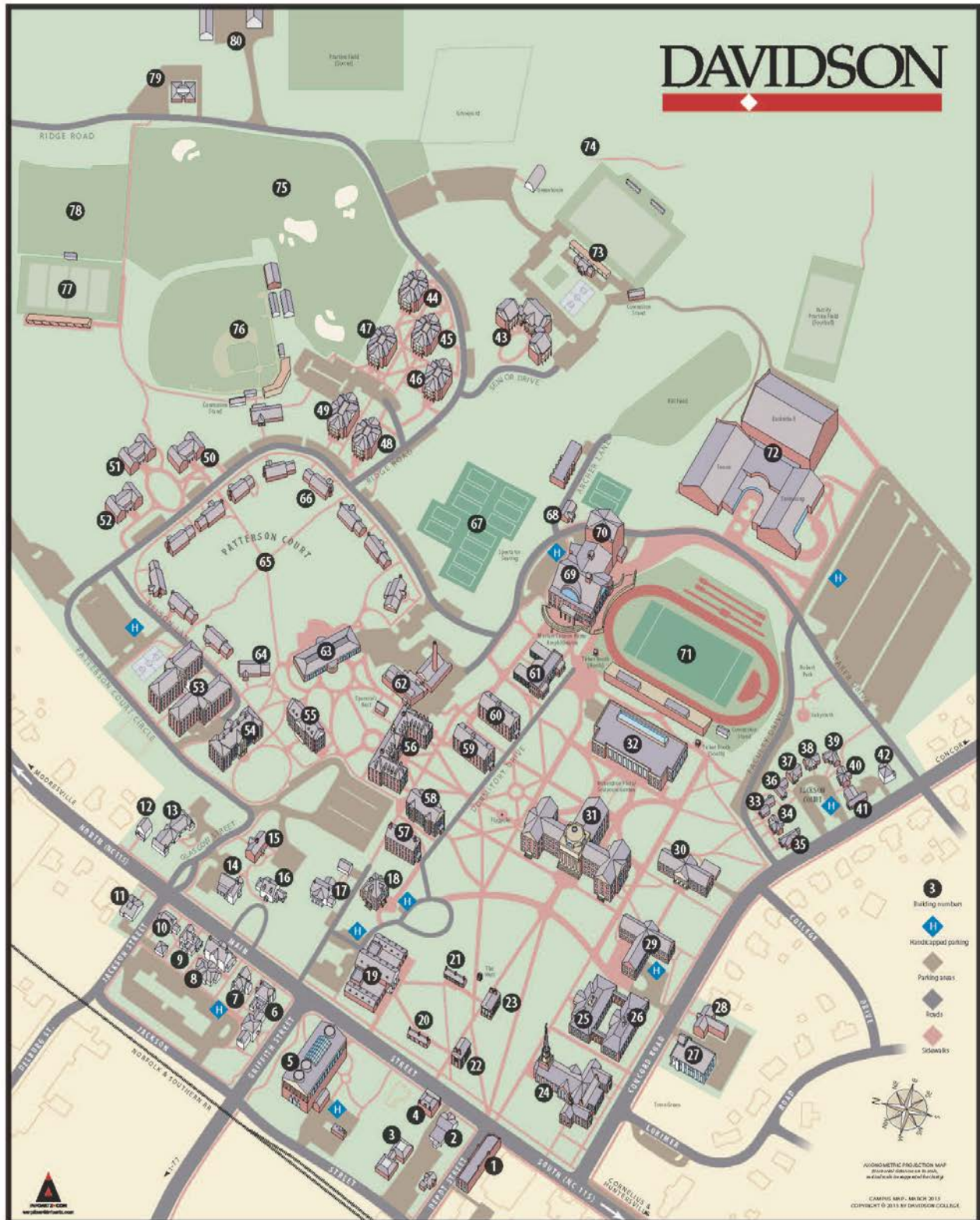
Agreed to: _____ Name and Title: _____

Company/ Affiliation: _____ Date: _____

Campus Maps and Parking Information

Davidson College Campus Map

(See facing page for Campus Locator)

Davidson College Campus Locator

Directions to Davidson College

Davidson College is located 19 miles north of Charlotte, just off Interstate 77 at Exit 30. For maps and directions, please visit: http://www.davidson.edu/about/visit-davidson/maps-and-directions

From Charlotte via I-77

1. North on I-77
2. Take Exit 30
3. Turn right on Griffith Street.
4. Griffith Street will intersect with Main Street right in front of the Davidson campus.

From North of Davidson via I-77

1. South on I-77
2. Take Exit 30
3. Turn left on Griffith Street.
4. Griffith Street will intersect with Main Street right in front of the Davidson campus.

From Charlotte via I-85

1. North on I-85
2. Take I-77 North and proceed to Exit 30
3. Turn right on Griffith Street.
4. Griffith Street will intersect with Main Street right in front of the Davidson campus.

Parking at Davidson College

Visitor parking is free on Davidson College's campus. **After 5:00 pm only**, on-campus parking is available to Fellows on Faculty Drive (convenient to the Chambers Building).

The most plentiful visitor parking is located in the **Baker Visitor Parking Lot**, convenient to both the Chambers Building and the E. H. Little Library. To get to the Baker Visitor Parking Lot from Griffith Street, turn right onto Main Street. Turn left at the traffic light onto Concord Road. Travel approximately .5 miles and then turn left onto Baker Drive and into the Baker Visitor Lot.

Please note: Baker Sports Parking Lot and Faculty Drive parking will not be available on home basketball game days.

For those who wish to park on the Vail Commons side of campus (closer to the dinner location), the Belk parking lot is also available. If you are coming from I-77 to the college, turn left at the light on Main Street. Take the next right onto Glasgow Street and continue to the stop sign. At the stop sign on campus, look to your right and you will see parking for about 100 vehicles (this is Belk parking lot; the smaller lot is Glasgow parking lot which can be used **after 5pm**). **Also after 5pm,** the Tomlinson 2 lot can be used. To get to that lot, at the stop sign make a left, go over two speed bumps and the lot is on the right hand side next to a basketball court.

UNC Charlotte Campus Map

View/Hide Layers

- Disability Services
- Dining Services
- Parking Services
- Shuttle Services
- Police
- Rec Fields
- Smoking Policy

Menu does not print

Parking Areas

Resident, Commuter & F/S	Resident & F/S	Commuter & F/S
Lot 5 & 5A	Lot 8A	Lot 4
Lot 6	Lot 9	Lot 4A
Lot 8	Lot 9A	Lot 7
Lot 14	Lot 12	Lot 7A
Lot 23 & 25	Lot 13	Lot 18
Lot 101	Lot 16*	Lot 19
	Lot 20	CRI 3
Faculty & Staff	Lot 21	East Deck 2
Lot 11 & 11A	Lot 22	East Deck 3
Lot 15	Lot MSU	Union Deck
Lot 26		West Deck
CRI 1 & 2		
Cone Deck 1 & 2		*Note: No F/S in
East Deck 1		this lot except in
Union Deck		marked spaces

Campus Housing

535 Cedar Hall	543 Elm Hall	541 Pine Hall
560 Greek Village	538 Hawthorn Hall	502 Sanford Hall
536 Hickory Hall	504 Hoshouser Hall	503 Scott Hall
505 Hunt Village	545 Laurel Hall	537 Sycamore Hall
546 Lynch Hall	542 Maple Hall	544 Witherspoon Hall
513 Martin Village	501 Moore Hall	
540 Oak Hall	524 Phase III	

Services - Places of Interest

General

- 39 Auxiliary Services Building
- 46 Barnhardt
- ↳ Student Activity Center
- 5 Cone University Center
- ↳ Counseling Center
- 55a Facilities Management
- 23 Facilities Operations
- Parking Services
- 37 McMillan Greenhouse
- 49 Miltmore-Wallis Center
- 55b Police
- 65 Student Health Center

Administration

- 48 Cato Hall
- 11 Admissions
- 11 King
- ↳ Registrar
- 36 Reese
- ↳ Student Accounts

Dining Services

- 31 Cafeteria Activities Building
- 34 Prospector
- 29 Residence Dining Hall
- 69 Student Union

Places of Interest

- Susie Harwood Garden
- Van Landingham Glen
- 64 Harris Alumni Center
- 13 Belk Tower
- 54 Bissel House
- ↳ Chancellor's Residence
- 71 Foundation
- 44 Irwin Belk Track & Field
- 14 Receiving/Stores
- 15 Summer Programs
- 43 Wachovia Field House

Academic Buildings

4a Atkins	63 Health & Human Services
16 Barnard	1 Kennedy
17 Belk Gym	20 Macy
68 Bioinformatics	18 Memorial Hall
38 Burson	62 Motorsports
42 Cameron Hall	51 Robinson Hall
52 College of Education	19 Rowe
32 Colvard	12 Smith
8 Denny	41 Storrs
57 Duke Centennial Hall	10 Winningham
45 Fretwell	56 Woodward Hall
35 Friday	
9 Garinger	
58 Grigg Hall	

To I-485

To Harris Blvd.

Main Entrance

University City Blvd. (US 49)

Bonnie Cone Memorial Highway (Hwy 29)

Directions to UNC Charlotte

UNC Charlotte's main campus is located at 9201 University City Blvd, Charlotte, NC 28223. For a map to the campus and driving directions, please visit http://www.uncc.edu/directions.

Parking at UNC Charlotte

CTI Fellows have two options regarding parking on campus at UNC Charlotte: Visitor Parking or purchasing a Temporary Parking Permit. If you have additional questions, please contact the UNC Charlotte Parking and Transportation Services office at 704-687-0161.

Visitor Parking

You may park in any visitor lot on campus. The Union Deck is closest to the dinner location (Student Union building) and the seminar meeting locations (College of Health and Human Services and the College of Education buildings). The Cone Deck is closest to the Atkins Library.

Directions to Union Deck parking: From NC 49 (University City Blvd.), enter campus via Cameron Blvd. Drive past University Road and Craver Road (on the right). The visitor entrance to Union Deck is on the right just past Craver Road.

Directions to Cone Visitor Parking Deck: From NC 49 (University City Blvd.), enter the main entrance to the University on Broderick Blvd. and go through the roundabout, continuing on Broderick Blvd. toward the 49er statue. At the end of Broderick Blvd., turn left onto University Rd. Cone Parking Deck is just ahead on the right.

Cost: $1 per every 30 minutes; $10 maximum charge.

Parking Permits

You may purchase a temporary parking permit (designating a particular day or days) that will allow you to park for $6 per day. With this permit, you may use commuter parking.

How to obtain a parking permit: Visit the Facilities Operations & Parking Services Building (Bldg. # 23 on campus map) to register your car and purchase your permit. Present your UNC Charlotte 49er ID Card, vehicle license number and payment at the front desk and explain you need a temporary parking pass for your specific seminar dates (see CTI calendar on p. 10). If you drive to campus on an un-registered day or in an unregistered vehicle, be sure to use Visitor Parking or re-register for that day. (Tickets for improper parking on campus are expensive!)

Cost: $6 per day.

Directions and Parking Information
for Uptown Charlotte CTI Seminar Locations

Discovery Place is located in uptown Charlotte at 301 North Tryon Street. For maps and directions, please visit: http://www.discoveryplace.org/visit/

Free parking is available in the Discovery Place Parking Deck for CTI Fellows during CTI seminars. Be sure to bring your parking ticket with you to be validated upon arrival in the museum.

The Discovery Place Parking Deck is located at the corner of Church and 6th Streets. Enter the deck from 6th St and proceed up to Level 3 where there is an over-street walkway to the museum building.

The Harvey B. Gantt Center for African-American Arts + Culture is located at 551 South Tryon Street, and is one of the key cultural components of the Levine Center for the Arts in Uptown Charlotte. For maps and directions, please visit:
http://www.ganttcenter.org/web/page.asp?urh=Directions

Parking is available in the Levine Center for the Arts garage, located under the Duke Energy building at the corner of South Tryon and Stonewall Streets. To access the garage, use one of the two visitor entrances located on West Stonewall and South Church Streets.

Discount parking is generally available to the public after 5 p.m. for $5. To be assured of the $5 rate, bring your parking ticket to the Gantt Center to be validated.

ID Cards and Campus Facilities Information

Davidson College CatCard Services and Facilities

Your Davidson College CatCard identifies you as a member of the Davidson College community and provides access to various facilities. You should carry it while you are on campus and present it upon request to College officials whose responsibilities authorize them to seek proper identification. Information on the front of the card includes your photograph, name, "CTI Fellow" classification and ID number. The magnetic strip on the back provides access to designated campus buildings and allows you to purchase on- and off-campus items using a declining balance account.*

Your Davidson CatCard will expire **March 1, 2015**.

CatCard Services
Location: West Terrace of Belk Residence Hall (Building # 56 on campus map)
Hours: 8:30 am-5:00 pm, Monday-Friday. (Please call the office at 704-894-2951 or 704-894-2952 before coming to campus to ensure the office is open.)
Please note: The CatCard office will remain open until 6:00pm on Thursday, May 1 for CTI fellows.

Getting your CatCard
To receive your Davidson CatCard, you must visit CatCard Services and present a photo ID. The staff will take your picture and print your CatCard.

*You may make deposits into your CatCard account and use your CatCard to make purchases at campus dining locations, vending machines, the College Store, and at Davidson's off-campus partners including Ben& Jerry's, CVS, and Domino's Pizza (Domino's is delivery only), Subway, Sabi Asian Bistro and Toast of Davidson. To make a deposit, please bring a check or cash to the CatCard Office. Please make all checks out to Davidson College. Card balances over $5 will be refunded at the end of the CTI term.

Please note: Davidson College does not offer personal discounts to faculty or staff at their bookstore and therefore does not offer discounts to CTI Fellows.

Replacement Cards
Lost, stolen or damaged CatCards should be reported immediately to CatCard Services during business hours or to the College's Department of Public Safety (704-894-2178) at other times. Replacement cards are available from CatCard Services. Malfunctioning cards are replaced at no charge.

Any Fellow no longer in good standing loses the above privileges and must return the identification card to the CTI office.

CatCard Privileges
Your Davidson CatCard will give you privileges similar to that of Davidson College faculty members, including access to the following:

Academic building(s) in which your seminar takes place
Building(s) may be locked during seminar hours. Swipe your CatCard at building entrance for access.

E.H. Little Library (See Davidson College Library Services on page 49 for more information.)
(Building #32 on campus map)
You will be able to check-out books, request articles and request inter-library loans.
You will have access to library computers.

Knobloch Campus Center/Alvarez College Union/ (including Fitness Center)
        (Building #69 on campus map)
        The Campus Center is the hub of student activities. It features the Fitness Center, the Davis Café, the Duke Performance Hall and offices for many student organizations. The Information Desk sells tickets to campus events as well as discounted movie tickets at local theatres. The building, including the Fitness Center, may be locked during seminar hours. Swipe your CatCard at building/fitness center entrance for access (see below for hours of operation).

Davidson College Lake Campus
        To reach the Lake Campus from Davidson, take Main Street in Davidson (Hwy 115) north approximately 2-1/2 miles to Langtree Road. Turn left on Langtree and drive two miles to Lake Campus Drive (when you reach the roundabout on Langtree, continue ahead west on Langtree). Turn right on Lake Campus Drive and continue to the gatehouse entrance. Parking is available. Be sure to bring your Davidson CatCard to the Lake Campus (see below for hours of operation).

Davidson College facility access hours can vary between the College's academic year and the summer:

Library	Summer	Monday-Friday: 8 am – 5 pm Saturday & Sunday: Closed
	Academic Year	Monday-Thursday: 8 am – 1 am Friday: 8 am – 9 pm Saturday: 10 am – 9 pm Sunday: 10 am – 1 am
Fitness Center		Monday-Friday: 7 am – 9 pm Saturday & Sunday: 7 am – 7 pm
Lake Campus	Apr. 2 – Oct. 31	7 days a week: 7 am – 9 pm
	Nov. 1 – Apr. 1	7 days a week: 9 am – 7 pm

Davidson College Library Services

The Davidson College Library welcomes Charlotte Teachers Institute Fellows and can provide a number of resources and services to support you. Some are highlighted below, but please be sure to consult the library's website http://www.davidson.edu/library to learn more about the library's full array of services.

Research Assistance
Need help finding information? Call (704-894-2425), stop by or email (referencedesk@davidson.edu). Davidson College librarians are happy to assist you.

Information Resources

- *Books*
  To find books, search Davidson Library WorldCat, our online catalog, which is accessible from the library homepage.

- *Journals and other periodicals*
  To see if the library has a particular journal, search the Periodical Title List, which is accessible from the "Research" page of the library website.

- *Databases and e-resource collections*
  Choose the "Research Guides" link on the library homepage and select an appropriate subject category. If you are off campus, simply use the links on these guides and login with your Davidson network username and password.

  - *Please note*: some licensed databases and electronic resources are restricted and can only be accessed by students enrolled in degree programs at Davidson College and faculty and staff employed by the College; these restrictions are set by our license agreements with database vendors. We regret that we cannot provide you with access to these restricted resources.

- *Other materials*
  The library also has videos, federal government documents, microform collections, rare books and archival resources -- all listed in Davidson Library WorldCat. Librarians are happy to assist in using any of these materials.

Computers and Equipment
The library provides dual-boot iMacs as well as access to the campus wireless network; simply log on with your Davidson network username and password. We also have scanning workstations, digital microform equipment and photocopiers available.

Interlibrary Loan
If you need an article or book that the library doesn't have, you may request a copy using the interlibrary loan service. To use the service, follow the "interlibrary loan" link on the "Services" page of the library website and log in with your Davidson network username and password.

Questions? Want more information?
- *Ask a Librarian!*
  General information, research help and more. Email referencedesk@davidson.edu or call 704-894-2425.

UNC Charlotte 49er ID Card Services and Facilities

Your UNC Charlotte 49er ID Card identifies you as a member of the UNC Charlotte community and provides you with services and access to various facilities on campus. You should carry it while you are on campus, and present it upon request to University officials whose responsibilities authorize them to seek proper identification. Information on the front of the card includes your photograph, name, "Affiliate" classification, UNC Charlotte ID number and bar code. The bar code provides identification for the library. The magnetic strip on the back provides access to designated campus buildings and allows you to purchase campus items using a 49er Account.*

Your UNC Charlotte 49er ID card will expire **March 1, 2015.**

49er Card Office
Location: Auxiliary Services Building (Bldg. #39 on campus map)
Hours: 8:00am-5:00pm, Monday-Friday (Please call before visiting the office to ensure it is open.)
Phone: 704-687-7337

ID Card Office
Location: Student Union, Room 127 (Bldg. #69 on campus map)
Hours: 8:00am-5:00pm, Monday-Friday (Please call before visiting the office to ensure it is open.)
Phone: 704-687-7040

Getting your 49er ID Card
In order to receive your UNC Charlotte 49er ID Card, you may visit the 49er Card Office or the ID Card Office and present a photo ID such as a Driver's license or passport, etc. and your assigned UNC Charlotte 800 number. The staff will then take your picture and print your 49er ID Card.

*Please note you may make deposits into your 49er Account and conveniently use your 49er ID Card to purchase items at campus dining locations, vending machines, copiers, printers or the bookstore. To make a deposit, please visit the 49er Card Office in the Auxiliary Services Building or the ID Office in the Student Union.

Replacement Cards
If your 49er ID Card is lost or stolen you should report this immediately to the 49er Card Office or the ID Card Office during normal business hours (see above) to have your card suspended and avoid any unauthorized use of your card. Replacement cards are available from the 49er Card Office or the ID Card Office. Malfunctioning cards are replaced at no charge. Lost/stolen cards, and cards deliberately damaged or damaged through negligence, are replaced at a fee of $15.

Any Fellow no longer in good standing loses the above privileges and must return the identification card to the CTI office.

49er ID Card Privileges

Your UNC Charlotte 49er ID Card will give you privileges similar to that of UNC Charlotte faculty members including access to the following:

1) **Academic building in which your seminar takes place**
   Building will be open during seminar hours.

2) **J. Murrey Atkins Library** (see UNC Charlotte Library Services on page 51 for more information about library privileges)
   (Bldg. #4 on campus map)
   The Library will be open during seminar hours (see next page for hours of operation).
   > You will have access to library computers.
   > You may check out books, request articles and request inter-library loans with your 49er ID Card.

3) **Belk Gymnasium and Fitness Center (Closed for Renovation – May 2014-Aug. 2015)**
   (Bldg. #17 on campus map)
   Building will be open during seminar hours. **S**how your 49er ID Card to receptionist at front desk (see below for hours of operation).

4) **UNC Charlotte Barnes & Noble Bookstore – Faculty Discount**
   (Bldg #69/Student Union – on campus map)
   CTI Fellows are eligible for a 20% discount on UNC Charlotte clothing & gifts, school supplies and general books. Show your 49er ID Card at check-out to request this discount.

UNC Charlotte facility access hours may differ during the summer versus the regular school year:

Library	Library hours are subject to change; please refer to the website for up-to-date information: http://library.uncc.edu/hours/	
Belk Gymnasium	*Closed May 2014-Aug. 2015*	Regular Hours: Monday-Thursday: 7am – 10pm Friday: 7 am – 8 pm Saturday: 2 pm – 8 pm Sunday: 4 pm – 8 pm

UNC Charlotte Library Services

As a CTI Fellow, your valid UNCC identification card allows you to use the many resources of the J. Murrey Atkins Library. The Library's homepage is your guide to what is available to you: http://library.uncc.edu. Some of these privileges include:

Full Use of the Library's Resources
As a CTI Fellow, your UNC Charlotte ID username and password will give you access to any of the 200+ computers in the Atkins Library. You can search the Library catalog to discover its more than 1 million titles, and you can access its extensive collection of electronic journals and databases from the Library or remotely from home (click Login from Home at the top of the homepage). Your professor may take advantage of our Electronic Reserves service, in which we scan articles/chapters from our collection and make them available electronically: http://library.uncc.edu/reserves. In addition, you are welcome to ask for assistance from Subject Specialist Librarians who can help you navigate the resources of your discipline. Just ask for help at the Research Services Desk.

Borrowing Privileges
CTI Fellows have a **60-day loan period** for items from the General Collection, and 2 renewals. However, all material is subject to recall for other users after 3 weeks (21 days). Other types of materials may have a different loan period, and you will be told at checkout when the item is due.

Interlibrary Loan Privileges
If you need resources that are not owned by Atkins Library, the Interlibrary Loan staff will locate the material at another library and borrow it for you. Requests can be made online at http://library.uncc.edu/ill/.

Atkins Express Services
You can request any articles from our print periodical collection to be scanned and sent to you electronically. Most requests are filled within 24 hours and delivered to your desktop the next business day. You can request the items using our interlibrary loan service (http://library.uncc.edu/ill).

Where to Get Help:
- *Your Personal Librarian:* Judy Walker, Education Librarian • 704-687-1157 • Email: jwalker@uncc.edu
- *Online Research Guide:* http://guides.library.uncc.edu/cti
- *Information Desk* • 704-687-0494
  A great place to get started! Staff can provide general information or refer you to the appropriate specialist.
- *Reference/Ask Atkins Services* • 704-687-1164 • Email: askatkins@uncc.edu or go to http://library.uncc.edu/contact/
  Onsite help with research and finding what you need. Live online assistance via email and chat.
- *Circulation Desk* • 704-687-1141 • Email: circdesk@uncc.edu
  Check out and return materials.
- *Special Collections* • 704-687-2449 • Email: spec-coll@uncc.edu
  Located on the 10th floor, contains rare books, university archives, manuscripts, oral histories and local documents.

Information Technology Accounts and Services

Davidson College IT Accounts and Computer Services

A personal IT account has been established to give you access to the Davidson College computer network and services. You will receive a letter with account information at the orientation. This account allows you to access the college's computer network, including internet access, from any computer on campus, as well as the E. H. Little Library website and online databases from your home computer (www.davidson.edu/library).

Davidson College IT Help Desk
If you have questions about these resources and services or need computer assistance, please e-mail the Davidson College Help Desk (helpdesk@davidson.edu) or, if support is urgent, call 704-894-2900, option 5. The HelpDesk is open Monday-Friday, 8:30 am – 5:00 pm.

Davidson College Computer Facilities Available to CTI Fellows
Most on-campus Davidson computers require you to log in with your username and password before you can begin working on them. Clusters of both Windows and Macintosh computers are available for use in E. H Little Library (bldg. #32 on campus map).

Most computers in E.H. Little Library are networked to printers. Printing is free, but you need to swipe your Davidson College CatCard to release print jobs.

Important Information about Your Davidson IT Account

Your Davidson IT Account should be activated by your first seminar meeting.

Your account includes an assigned **username** and **password** (see personal letter from Davidson College).

- This account will allow you to log into a campus Windows/Mac computer and use standard software applications. No email account is provided.
- Charlotte Teachers Institute is responsible for this account, and the CTI Director decides who should have access to this account. Therefore, you should consider this information confidential and not share the username and password information with anyone.
- If any inappropriate or illegal behavior is reported related to this account, the account will be disabled immediately. You will be held responsible for any inappropriate or illegal behavior.

Connecting Your Computer to the Davidson Wireless Network
1. On your personal computer,
   a. Windows: turn on or verify that your wireless antenna is on.
   b. Macintosh: turn on or verify that your Airport is on.
2. View Available Wireless Networks.
   a. Windows: (Right-click the wireless antenna icon in the bottom right corner of your Windows screen, usually next to the system clock.) Select DavidsonGuest then choose Connect.
   b. Macintosh: Click the Airport icon (fan) and choose DavidsonGuest.
3. Open your web browser and attempt to load a web page.
4. The Guest User registration page will open. (If the registration page does not immediately open, try accessing another website such as www.cnn.com.)
5. Type your email address.
6. This access provides Internet connectivity for up to eight hours per session. You may renew the session by entering a valid email address.

Please read the following Davidson College Acceptable Use Policy. The AUP applies to everyone who uses a network account at Davidson College.

<p align="center">Davidson College Acceptable Use Policy</p>

Permission is granted to me by Davidson College for academic and administrative non-commercial use of the Davidson campus network according to the terms of this agreement. It is the responsibility of each user to comply with Davidson College regulations and all federal state and local laws.

Information Technology Services (ITS) maintains a list of supported hardware and software. A "best guess" attempt will be made to connect nonstandard computers and computers with nonstandard network cards or software to the network, but there are no guarantees that nonstandard equipment can be made to work on the Davidson network. Nonstandard hardware and software will receive low priority and limited support.

User responsibilities extend to the computers on the network and to the network itself. All mail and notices originating from a computer and the security of individual devices on the network are the responsibility of the owner. No device which is connected to the campus network may provide connections from outside of Davidson College onto the campus network without the authorization of ITS. Packet capture devices or software may not be used except by personnel authorized by ITS to troubleshoot network problems. ITS is not responsible for any hacker attempts, break-ins, viruses or other unauthorized activities.

No modifications to the network topology including retransmission of signals, extension of wiring, use of a network hub within my room/office, and the installation of a wireless access point or wireless hub may be made without permission from ITS. Troubleshooting of any problems with the data jacks should be left to ITS personnel. Due to traffic impact on the Davidson network, servers and services may not be set up without the written authorization of ITS. ITS will monitor and may restrict as needed certain types of traffic.

Unauthorized use of the Davidson network includes, but is not limited to the following illustrative examples: illegal or criminal activities; sending fraudulent electronic mail; mass emails; sending excessive amounts of e-mail to a user (mail bombing); the unauthorized use, deletion or alteration of accounts or files belonging to other users; use, attempted use, or possession in one's account of programs intended to crash the system, fraudulently imitate system responses or gain unauthorized access to privileges, accounts, data, software or computers; harassing or intimidating others; interfering with the reasonable and normal use of the network by others; copying licensed proprietary software; or deliberately altering or damaging hardware or software in any way that would prevent or interfere with the intended use of the network by others.

Davidson College requires network users to have a current copy of an anti-virus application installed on their computers. The software must be kept up to date with the latest anti-virus patterns to protect their computers and help to eliminate the spread of viruses on campus.

ITS maintains a list of IP addresses and computer names and each computer must have a unique address and use the owner's network account name or tag number as its computer name. ITS reserves the right to disconnect any network device or computer, which is causing excessive traffic or other problems on the Davidson network. In emergencies, the network or segments of it may be taken down with little or no notice for maintenance, problems, or servicing.

ITS may immediately suspend network access privileges of anyone suspected of violating ITS policies. Upon violation of the terms of this agreement or ITS policies, ITS retains the right to permanently deny all future access privileges and network services. Anyone violating this agreement may also be subject to further disciplinary action by Davidson College and/or the Honor Council, as well as legal action by the proper authorities where violations of state or federal law are involved.

October 2, 2012

UNC Charlotte NinerNET Accounts and Services

Your NinerNET account has been established to give you access to the UNC Charlotte computer network and services. This account allows you to access the institution's computer network (including internet access) from any computer on campus as well as email and other online resources from your home computer. You will also have access to UNC Charlotte's J. Murrey Atkins Library website and online databases (library.uncc.edu).
*** *Find out about connecting to the NinerWiFi-Secure wireless. For more information go to our IT Services website:* *https://itservices.uncc.edu/faculty-staff-services/network-connectivity/niner-wifi-overview*

UNC Charlotte IT Service Desk
If you have questions about these resources and services or need computer assistance, please contact the UNC Charlotte IT Service Desk at 704-687-5500, option 1 or via e-mail at help@uncc.edu**.**

UNC Charlotte Computer and Printing Facilities Available to CTI Fellows:
Most on-campus UNC Charlotte computers require you to log in with your username and password before you can begin working on them. Over 200 computers (both PCs and Macs) are available for use in Atkins Library (Bldg. #4 on campus map).

Most computers in Atkins Library are networked to printers. The cost for black and white printing is $.09 per page and color printing is $.30 per page. You must use your UNC Charlotte 49er ID Card to print. There are two machines in the library where you can add money to your 49er Account. One machine is located near the public printer on the first floor near the stairs. The second machine is located in the REPROS Copy Center in the lower level of the Prospector. Both machines take only bills and will not give change. You can also add money to your 49er ID Card online:
https://ecard.sequoiars.com/uncc/eCardCardholder/

Important Information about Your UNC Charlotte NinerNET Account
Directions to Activate your UNC Charlotte NinerNET Account:
1. Go to PW Manager located at: *http://pwmanager.uncc.edu*.
2. Click on the "Activate my NinerNET Account" button.
3. Agree to abide by the listed University policies (please read all, particularly Policy #66, listed below).
4. Complete the form requesting basic information about the new account owner, including UNC Charlotte ID number (see personal letter from UNC Charlotte).
5. Answer at least 6 of the 10 security questions presented.
6. Create a password.
7. Take note of your username.

Your NinerNET account consists of your **username** and self-created **password**. Passwords must be reset every 90 days for security reasons. **You must re-set your password (as needed) in order to keep your account active during the time you are a CTI Fellow.**
- This account will allow you to log into an on campus Windows/Mac computer and use standard software applications.
- Charlotte Teachers Institute is responsible for this account, and the CTI Director decides who should have access to this account. Therefore, you should consider this information confidential and not share the username and password information with anyone.
- If any inappropriate or illegal behavior is reported related to this account, the account will be disabled immediately. You will be held responsible for any inappropriate or illegal behavior.

Please read the following UNC Charlotte Policy Statement #307. The policy applies to everyone who uses a network account at UNC Charlotte.

UNC Charlotte Policy Statement #66: Responsible Use of University Computing and Electronic Communication Resources *http://legal.uncc.edu/policies/up-307*

Note: See Peer-to-Peer Supplemental Regulation at: www.legal.uncc.edu/policies/p2p.html

I. Introduction

The computing and electronic communication resources that UNC Charlotte provides for faculty, staff, and students are essential to carrying out the University's primary missions of instruction, research, and public service. Protecting and preserving University computing and electronic communication resources is a cooperative effort that requires each member of the University community to act responsibly and guard against abuses.

The University's computing and electronic communication resources include its servers, networking facilities, e-mail system, personal computers, software, video distribution system, and telephone system. This policy applies to all users of UNC Charlotte computing and electronic communication resources, including faculty, staff, students, guests, individuals not otherwise affiliated with the University, and external organizations and individuals accessing external network services, such as the Internet, through University facilities.

II. Standards of Responsible Use

Responsible use of University computing and electronic communication resources demonstrates respect for unobstructed access, intellectual property rights, truth in communication, ownership of data, system security and integrity, and individuals' rights. Responsible use includes, but is not limited to, respecting the rights of other users, sustaining the integrity of systems and related physical resources, and complying with all relevant policies, laws, regulations, and contractual obligations.

Use of University computing and electronic communication resources is conditioned upon the obligation of each user to adhere to the following standards of responsible use:

1. Observe all federal and state laws, as well as policies of UNC Charlotte and the University North Carolina Board of Governors in the use of University computing and electronic communication resources. The University may take any immediate steps necessary to deal with alleged violations of law or policy, including removing illegal material from the University server or other University computing or electronic communication resources.

2. Respect the privacy and personal rights of others by ensuring that use of University computing and electronic communication resources does not constitute invasion of privacy, harassment, defamation, threats, intimidation, unwarranted annoyance or embarrassment, or discrimination based on race, sex, national origin, disability, age, religion, or sexual orientation.

3. Respect and preserve the performance, integrity, and security of University computing and electronic communication resources. Ensure that use of those resources does not circumvent system security and does not achieve or aid others to achieve unauthorized access. The University may take any immediate steps necessary to deal with threats to performance or degradation of its computing and electronic communication resources.

4. Protect the purpose of University computing and electronic communication resources to carry out the University's primary missions by ensuring that use does not result in improper commercial gain for the University, or personal commercial gain or private profit, except as allowed under University research and intellectual property policies; Policy Statement #1, "External Professional Activities of Faculty and Other Professional Staff Exempt from the State Personnel Act"; and corresponding policies and rules applicable to employees covered by the State Personnel Act.

5. Respect the intellectual property rights of others by ensuring that use of University computing and electronic communication resources does not violate any copyright or trademark laws, University licensing agreements (including licensed software), or Policy Statement 301, "Patent Policy."

III. Authorization

The University provides a NinerNET account to students, faculty, and staff when they commence enrollment or employment at the University. Logging in to University computers using NinerNET credentials (username and password) provides access to basic computing services such as use of email, access to office automation software, the Internet, and access to systems and information that are provided based on the group the person belongs to or the position he or she holds at the University. Applicable departments or units will provide access to additional resources as appropriate.

IV. Appropriate Uses

Examples of computer and network uses that are encouraged, with the appropriate authorization if necessary, include, but are not limited to, the following:

- Use of microcomputers in student labs for class assignments;
- Instructor preparation;
- Thesis and dissertation research support;
- Publishable research;
- Personal computing to improve computing literacy, or to learn new computer hardware and software;
- Use of public computers for review of generally available individual or campus information;
- Use of computers provided by the university to faculty and staff in support of their work;
- Approved use of the university's information and administrative systems; and
- Use of Internet resources to promote collegial interaction and research.

V. Violation of Policy

Violations of responsible use of University computing and electronic communication resources include, but are not limited to, the following:

1. Use of another person's NinerNET credentials without his or her authorization;
2. Accessing or transmitting information that belongs to another user or for which no authorization has been granted;
3. Any attempt to make unauthorized changes to information stored on the University's computer systems;
4. Unauthorized copying of information stored on the University's computer systems;
5. Tapping phone or network lines in violation of any federal or state law;
6. Any action that jeopardizes the availability or integrity of any University computing, communication, or information resource;
7. Use of IT resources that interferes with work of other students, faculty, or staff or the normal operation of the University computing systems;
8. Any attempt to bypass the University IT security systems;
9. Copying or distributing without authorization software licensed to UNC Charlotte;
10. Violation of federal, state or local laws, including copyright infringement;
11. Use of University-owned IT resources for commercial purposes; and
12. Use of electronic mail messages or Web pages that constitute invasion of privacy, harassment, defamation, threats, intimidation, unwarranted annoyance or embarrassment, or discrimination based on race, sex, national origin, disability, age, religion, or sexual orientation.

Failure to use UNC Charlotte computing and electronic communication resources responsibly in accordance with the standards set forth in this policy threatens the atmosphere for the sharing of information, the free exchange of ideas, and the secure environment for creating and maintaining information. Any member of the University community who violates this policy may be subject to disciplinary action under appropriate University disciplinary procedures.

The University may take such action as may be necessary in its discretion to address any use violation(s) under this policy, including termination of a user's account. In addition, UNC Charlotte reserves the right to limit or restrict the use of its computing and electronic communication resources when there is evidence of a violation of applicable University policies, contractual agreements, or state or federal laws.

Yale National Initiative Online Resources

The Yale National Initiative Web Site

The Yale National Initiative to strengthen public schools is a long-term endeavor to establish Teachers Institutes, following the approach first developed in New Haven in 1978, in states throughout the country. There are currently five members of the Yale National Initiative League of Institutes – New Haven, Charlotte, New Castle County (DE), Pittsburgh and Philadelphia. These cities all have local Teachers Institutes based on the Teachers Institute model.

In addition to local Teachers Institutes, the Yale National Initiative hosts an annual Summer Intensive Session – two weeks of seminars at Yale University for teachers participating in local Teachers Institutes or teachers from cities considering launching a Teachers Institute.

The Yale National Initiative website (http://www.teachers.yale.edu) contains an extensive collection of documents, including most of the curriculum units written by Fellows participating in local or national seminars. You may search or browse the curriculum units at http://teachers.yale.edu/units/. Once CTI Fellows complete their curriculum units, Yale will post these units on this website, and teachers from all over the world will have access to the work of CTI Fellows. CTI will also post the units on its website (http://charlotteteachers.org/curriculum-units-page/). Retrieving and browsing through these units is easier than going through shelves of volumes and can be done from any computer with access to the Internet. In addition, the website includes the topical indexes and guides to units, which can be searched using keywords of your choice. The website also contains numerous other Institute publications.

CTI and the Yale National Initiative encourage teachers who use these curriculum units to provide comments through the Yale National Initiative and CTI websites regarding the efficacy of the units and student response. Selected comments by unit users appear on the web site.

CTI Forms to Complete

2014 Revised Unit Topic, Reading List and Prospectus Form

Your choice of a revised topic and readings should be based on an individual meeting with your seminar leader, as well as on your preliminary research and discussion with other Fellows in your seminar. *The following information should be submitted to your seminar leader by **Friday, June 13.***

Name of Fellow:

Revised Unit Topic *(descriptive and concise)***:**

Ideas for readings you might use for researching your topic:

Questions you have about resources you may need:

Please attach a Prospectus (2-4 pages) describing what you intend the unit to contain.

Curriculum Unit Title

by (Fellow's name), 2014 CTI Fellow
(Name of School)

This curriculum unit is recommended for:
(Specify courses/curriculum areas/grade levels)
(Note: you may include multiple courses and grade levels)

Keywords: (Insert search terms for your unit)

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards. For directions on how to insert a hyperlink, see Fellows Handbook, p. 29.)

Synopsis: (Insert your synopsis -- 200 words/single space)

*I plan to teach this unit during the coming year in to (**specify number**) students in (**specify courses** or **curriculum areas**/**grade levels**).*

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work

2014 Final Checklist

Submit to Seminar Leader:

_____ Revised Unit Topic, Reading List and Prospectus Form **(June 13)**

_____ Curriculum Unit Draft #1 **(September 27)**

_____ Curriculum Unit Draft #2 **(November 1)**

_____ Final Curriculum Unit with your Cover Sheet attached to the front and Appendix 1: Implementing Teaching Standards included at the end of your unit. **(November 24)**

_____ A separate copy of Appendix 1: Implementing Teaching Standards **(November 24)**

Submit to CTI Office:

_____ Final Curriculum Unit with your Cover Sheet attached to the front and Appendix 1: Implementing Teaching Standards included at the end of your unit. **(November 24)**

_____ A separate copy of Appendix 1: Implementing Teaching Standards **(November 24)**

_____Online Evaluation: Fellows Questionnaire **(December 2)**

_____Updated Personal Contact Information **(December 2)**

Davidson College and UNC Charlotte:

_____ Return all books/periodicals

2014 Fellows Handbook Agreement

I, _____(print name), have read and agree to the expectations of the Charlotte Teachers Institute set forth in the 2014 CTI Fellows Handbook. I will do my best to attend all the seminar meetings, complete my curriculum unit work in a timely fashion, and be a positive member of my learning community. I understand that this is a significant part of my professional development and I support the values of the Charlotte Teachers Institute: collaboration, creativity, leadership, and dedication to content knowledge linked to pedagogy.

Fellow's Signature:_____Date:_____

Please remove this signed page from your handbook and return to your Seminar Coordinator no later than Thursday, May 8, 2014.