

Program Overview

The Graduate Certificate in Technology for Teaching and Learning in the Classroom is open to all ASU degree-seeking and non-degree seeking graduate students but is geared towards classroom teachers who want to become highly skilled at successfully integration technology in the curriculum. Students will acquire the knowledge and skills needed to meet the National Education Technology Standards for Teachers (NETS) developed by the International Society for Technology in Education (ISTE) and being adopted by the National Council for Accreditation of Teacher Education (NCATE). This certificate program is comprised of 15 semester hours of coursework. Students must complete four out of a possible six educational technology courses before completing a 3-credit hour required capstone course: EDT530 – Technology Integration Methods across the Curriculum. This program is unique in that all of the courses will be offered online (as well as face-to-face); thus we not only expect that in-service teachers across Arizona will enroll in this certificate program but teachers nationwide. Our expected annual enrollment is 50 students.

The Graduate Certificate in Technology for Teaching and Learning can be completed easily within a two-year period as a complement to another degree or as a stand-alone certificate. It is appropriate for working professionals and ASU students, many of whom will be entering the educational workforce after obtaining their degree. It also provides opportunities for in-service K-12 teachers interested in learning how to leverage technology in their classrooms to create more productive learning environments.

Among other goals, the certificate program is intended to increase enrollment in the Educational Technology MEd program. Three of the five courses required for the certificates may be applied towards a master's degree. With that in mind, the courses associated with each certificate were selected based on their suitability for the MEd as well. Students that hold a certificate in Technology Integration in the Classroom and elect to pursue the MEd degree may apply three educational technology courses toward their MEd degree program with the prior approval from the Educational Technology MEd program, provided he or she applies by his or her third course in the certificate.

How to Apply

Admissions Criteria

The Graduate Certificate in Technology for Teaching and Learning is available to all ASU graduate students irrespective of their major and to non-degree graduate students provided they meet eligibility criteria. To be eligible for this program, the applicant must (a) hold a bachelor's degree or equivalent from a regionally accredited institution, and (b) have a cumulative junior/senior undergraduate GPA of 2.50 or higher. Students

interested in earning this certificate must formally apply to the certificate program via the online Graduate Admissions Application.

Admissions Requirements

In order to be considered for admission to the Graduate Certificate in Technology in Teaching and Learning Certificate Program, applicants must complete a Graduate Admissions Application available online at:

www.asu.edu/gradapp

When completing the application online, applicants will need an electronic copy of their curriculum vita or résumé, which they will be asked to upload during the application process. The document must be in MS Word (.doc), Rich Text (.RTF), or Text (.txt) file format to upload properly. During the application process, the applicant must also select that he/she is seeking admission to the Technology in Teaching and Learning Certificate Program, one of two certificate programs in the Educational Technology area.

Applicants must also arrange for one set of official transcripts from every college and university (excluding ASU) that they attended while earning their Bachelors (and any other higher degree) to be sent to:

Arizona State University
Graduate College
Interdisciplinary Building, B-Wing, Room 170
PO Box 871003
Tempe, AZ 85287-1003

It is the applicant's responsibility to ensure that all materials arrive, and incomplete applications will not be considered.

The Executive Committee will review applications and make admission recommendations on a monthly basis. Through written communication, the Dean of the Graduate College will notify applicants about admissions decisions.

Program Requirements

The Graduate Certificate in Technology for Teaching and Learning requires a minimum of 15 credit hours. Students are permitted to apply a maximum of 9 hours taken in the certificate program towards the Educational Technology MEd program with the prior approval from the Educational Technology MEd program.

Required Courses

Students must complete four out of a possible seven elective courses before completing a 3-credit capstone course. See Appendix A for an example program of study.

Elective Courses (<i>Prefix & Number</i>)	Credit Hours
Select four courses from below (12 credit hours)	
EDT503 – Instructional media design	3
EDT505 – Multimedia presentation technologies	3
EDT511 – Technology application in education	3
EDT523 – Distance education theory and practice	3
EDT591 – Games, simulations & virtual environments	3
EDT591 – Teachers Toolbox	3
EDT591 – Teaching and Training with Technology	3
Culminating Experience (<i>if applicable</i>)	Credit Hours
EDT530 - Technology Integration Methods across the Curriculum	3
Total required credit hours	15

The final required Certification project is to complete an Technology Integration Methods across the Curriculum experience based on teaching grade level and subject taught (EDT530). In this course, students will design and teach a unit lesson plan (preparation for at least one week), which uses technology as part of the instruction. Students will specifically outline how they will use the technology they have selected to teach the subject matter. The Unit should be interdisciplinary and cover multiple content areas. Students will also indicate how they will adapt the lesson for students with special needs.

Academic Advisor

The students will be appointed a certificate faculty advisor who will be responsible for monitoring students' progress toward completion of certification requirements.

Sustained Progress

The Certificate Executive Committee and the Division of Advanced Studies in Learning, Technology and Psychology in Education will monitor the progress of the students on a

semester-by-semester basis. The students will also be appointed a certificate faculty advisor that will be responsible for monitoring students' progress toward completion of certification requirements.

Satisfactory student academic progress will include: (a) a minimum B (3.0) cumulative GPA required, and (b) successful completion of culminating experience. The maximum time limit is three years or by executive committee approval.

Graduate Faculty in Educational Technology

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Affiliated Graduate Faculty in Educational Technology

Winslow Burleson

Assistant Professor (PhD, Massachusetts Institute of Technology, 2006)

Ira A. Fulton School of Engineering

Human computer interaction; smart product design creativity; and innovation research

Michelle Chi

Professor (PhD, Carnegie-Mellon University, 1975)

Division of Advanced Studies in Learning, Technology and Psychology in Education

Unified theory of misconceptions and conceptual change; understanding effective ways of learning from self-explaining, collaborating, tutoring, and observing learning dialogues

James Gee

Mary Lou Fulton Presidential Chair in Literacy Studies (PhD, Stanford University, 1975)

Division of Advanced Studies in Learning, Technology and Psychology in Education

“New Literacies Studies,” encompassing the study of language, learning, and literacy in an integrated way in the full range of their cognitive, social and cultural contexts

Elisabeth Hayes

Professor (EdD, Rutgers University, 1987)

Division of Advanced Studies in Learning, Technology and Psychology in Education

Gender, literacy and technology-based learning; how children and adults learn language and develop IT skills outside of school through new technologies (e.g., games)

James A. Middleton

Professor (PhD, University of Wisconsin at Madison, 1992)

Division of Advanced Studies in Learning, Technology and Psychology in Education

Mathematics methods for teachers; children's mathematical thinking; technological innovation in mathematics education; motivational processes

Kurt Van Lehn

Professor (PhD, Massachusetts Institute of Technology, 1983)

Computer Science

Applications of artificial intelligence to education and cognitive modeling

Contact Us

Division of Advanced Studies in Learning, Technology and Psychology in Education

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Appendix A – Sample Program of Study

Technology Integration in the Classroom Certificate (15 hours)

Sample electives (12 hours)

- EDT 503 Instructional Media Design (3)
- EDT 505 Multimedia Presentation Technologies (3)
- EDT 511 Technology Applications in Education (3)
- EDT 523 Distance Education Theory and Practice (3)
- EDT 591 Games, Simulations, and Virtual Environments (3)

Required capstone course (3 hours)

- EDT 530 Integrating Technology into the Curriculum (3)