The Tech to Teaching certificate is comprised of two phases, a foundation content level and a teaching capstone. The foundation level is organized around 10 learning outcomes, which participants can achieve through academic courses or through an individualized pathway. After attending a workshop or completing an on-line learning resource, participants submit the evidence of learning assignment on T-square to be reviewed by CTL faculty. When participants finish a course (on campus or the CIRTL MOOC), they automatically receive credit for that learning outcome. Participants need to earn ONLY ONE learning outcome in each column. The rows in this matrix provide the various options from which participants can choose to satisfy each outcome.

The following options to satisfy the foundation level are available on campus at Georgia Tech.

<table>
<thead>
<tr>
<th>On campus Program Options</th>
<th>Evidence of Learning</th>
<th>2018-2019 Schedule</th>
<th>How People Learn</th>
<th>Learner Differences</th>
<th>Evidence-based Teaching</th>
<th>Assessment</th>
<th>Integrating Ed Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTL Course: CETL 8713 Fundamentals in Teaching and Learning</strong></td>
<td>Exempt</td>
<td>Fall, Spring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td><strong>CTL Course: CETL 8717 Course Design</strong></td>
<td>Exempt</td>
<td>Fall, Spring</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>CTL Postdoc Series 1: Foundations of Teaching and Learning</strong></td>
<td>Submit assignments</td>
<td>Spring</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>CTL Postdoc Series 2: Course Design</strong></td>
<td>Submit assignments</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>CTL Course: CETL 8000 Graduate Teaching Assistant Preparation</strong></td>
<td>Exempt</td>
<td>Fall, Spring</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td><strong>CTL Workshop: How Learning Works</strong></td>
<td>Written Assignment</td>
<td>Oct 19 9:00-10:30</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>CTL Workshop: Teaching with Technology</strong></td>
<td>Written Assignment</td>
<td>Oct 19 10:30-noon</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>CTL Workshop: Writing Learning Outcomes</strong></td>
<td>Written Assignment</td>
<td>Nov 16 9:00-10:30</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td><strong>CTL Workshop: Measuring Learning</strong></td>
<td>Assessment Plan</td>
<td>Nov 16 10:30-noon</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td><strong>CTL Workshop: Student Motivation for Learning</strong></td>
<td>Case Study</td>
<td>Feb 15 9:00-10:30</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>CTL Workshop: Diversity in the Classroom</strong></td>
<td>Worksheet</td>
<td>Feb 15 10:30-noon</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td><strong>CTL Workshop: Evidence-based Teaching</strong></td>
<td>Written Assignment</td>
<td>March 8 9:00-10:30</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td><strong>CTL Workshop: Classroom Assessment Techniques</strong></td>
<td>Written Assignment</td>
<td>March 8 10:30-noon</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td><strong>CTL Independent Project: Teaching &amp; learning article review</strong></td>
<td>Written Assignment</td>
<td>Independent Study</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
In addition to the on-campus options, Tech to Teaching participants have access to a variety of on-line resources to satisfy foundation-level learning outcomes.

The Center for the Integration of Research, Teaching and Learning (CIRTL) provides courses, workshops, and presentations on a variety of teaching and learning topics. Some of these satisfy learning outcomes for Tech to Teaching. Register for free access at CIRTL.net to access the direct links below. Georgia Tech also maintains free access to Lynda at Lynda.gatech.edu. Sign in with your Georgia Tech credentials for access to the teaching and learning resources listed here.

<table>
<thead>
<tr>
<th>On-line Program Options</th>
<th>Evidence of Learning</th>
<th>2018-2019 Schedule</th>
<th>How People Learn</th>
<th>Learner Differences</th>
<th>Evidence-based Teaching</th>
<th>Assessment</th>
<th>Integrating Ed Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRTL MOOC: An Introduction to Evidence-based Undergraduate STEM Teaching</td>
<td>Statement of completion</td>
<td>Begins Oct 1</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>CIRTL Course: Equity in STEM for All Genders</td>
<td>Case Study</td>
<td>Begins Oct 4</td>
<td></td>
<td>X</td>
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<tr>
<td>CIRTL Short Course: Practicum in Development Assessments</td>
<td>Written Assignment; Assessment Plan</td>
<td>Begins Oct 2</td>
<td></td>
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</tr>
<tr>
<td>CIRTL Workshop: Understanding and Implementing Metacognition in the Classroom</td>
<td>Written Assignment</td>
<td>9/26 &amp; 10/3</td>
<td>X</td>
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</tr>
<tr>
<td>CIRTLCast Series: Addressing Implicit Bias in STEM</td>
<td>Case Study</td>
<td>Oct 1, 8, 22, 29</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynda.gatech.edu: Writing Effective Learning Objectives</td>
<td>Written Assignment</td>
<td>On Demand</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lynda.gatech.edu: Create Effective Learning Assessments</td>
<td>Written Assignment</td>
<td>On Demand</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynda.gatech.edu: Found. of Teaching with Tech</td>
<td>Technology Plan; Case Study</td>
<td>On Demand</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tech to Teaching Capstone**
After the foundation level is complete, participants enroll in the Tech to Teaching Capstone. The capstone can be completed as a co-instructor or instructor of record, and may be completed for credit (CETL 8715 or CETL 8719) or not-for-credit. Participants complete the [Tech to Teaching Capstone Application](#) to enroll.