Education

Degree Type
Certificate

NHTI's Education certificate program provides you with the opportunity to work with learners in a variety of settings. Courses can applied to an associate degree and/or bachelor's degree program. This certificate is stackable into the Associate of Science in Education degree program. This program is financial aid-eligible and can be completed entirely online!

Do you have questions? Contact Kelly Dunn, department chair, at kdunn@ccsnh.edu or 603-271-6484 x4163.

Career Information

Students who complete this program can enter into the following professions (not an inclusive list):

- K-12 schools
- Community organizations specializing in working with learners

Admission Requirements

Apply for this program today on our Admissions page with step-by-step instructions and enrollment pathways build just for you!

Curriculum

Item #	Title	Lecture Hours	Lab Hours	Credits
EDU101C	Introduction to Exceptionalities	3	0	3
EDU104C	Foundations of Education	3	0	3
EDU200C	Supporting Students with Challenging Behaviors	3	0	3
EDU204C	Instructional Technology	3	0	3
EDU209C	Curriculum and Assessment	4	0	4
EDU210C	Cross-Cultural Education Seminar	2	0	2
	Subtotal Credits	**18**	**0**	**18**
	Total Credits			**18**

Additional Information

Program Learning Outcomes

Upon completion of the program of study the NHTI education student will:

- Demonstrate knowledge in the area of learner development by demonstrating an understanding of how learners develop, recognizing that patterns of learning and development vary, and demonstrate the ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner.
- In the area of learning differences, demonstrate an understanding of individual differences and diverse cultures and communities and demonstrate the ability to create inclusive learning environments that allow each learner to reach his or her full potential and the ability to employ universal design principles and assistive technology.

- In the area of the learning environments, demonstrate the ability to work with learners to create and access learning environments that support self-directed individual and collaborative learning and demonstrate the use of learning environments not limited to the classroom but extended into the larger community and virtual experiences.
- In the area of content knowledge, demonstrate an understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s) through demonstration of the creation of learning experiences that make the discipline(s) accessible and meaningful for learners and demonstrate innovative applications using differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues.
- In the area of learning facilitation, use multiple methods of assessment to engage learners in their own growth, document learner progress, provide learner feedback, and inform the educator's ongoing planning and instructional practices.
- Plan for learning facilitation, as demonstrated by being an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals.
- Demonstrate learning facilitation strategies, as demonstrated by an understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines and an ability to build skills in accessing, applying, and communicating information.
- In the area of professional responsibility, demonstrate being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community, the ability to adapt practice to meet the needs of each learner, and the ability to collaborate, as a member of the larger learning community with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.