Teacher Education Conversion Program - Mathematics or Science

Degree Type
Certificate

NHTI's Teacher Education Conversion Program – Mathematics or Science certificate program provides those who already possess a bachelor's degree the opportunity to become licensed to teach mathematics, science, or computer science.

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

Career Information

Students who complete the program are recommended to the N.H. State Department of Education – Bureau of Credentialing for licensure. NHTI also has transfer (articulation) agreements in place for students want to pursue a master's degree. The NHTI Teacher Education Conversion Programs offers certification in the following areas:

- Chemistry grades 7 – 12
- Computer Science grades K-12
- Earth/Space Science grades 7 – 12
- Life Science grades 7 – 12
- Mathematics grades 5 – 8, 7 – 12
- Middle-Level Science grades 5 – 8
- Physical Science Education grades 7-12
- Physics Education grades 7 – 12

Admission Requirements

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

Application Process

Applicants are required to have:

- A TECP application
- Official transcripts from all undergraduate and graduate programs attended; candidates must hold a Bachelor's and/or Master's degree
- Current resume
- Two letters of recommendation or reference forms
- Copy of teaching certification or N.H. Statement of Eligibility (if applicable)
- PRAXIS™ Core Academic Skills for Educators Exam tests scores, if applicable (unless candidate holds a current teaching certification)

Once the application is complete, transcripts are reviewed by faculty to assess the candidate's fundamental knowledge of the N.H. content standards. Applicants are interviewed by faculty and the TECP director and will discuss the transcript review results. Determination is then made regarding acceptance, and the applicant is notified of the decision.

Program Requirements

Candidates must maintain a cumulative grade point average of at least a 2.75 to remain in the program. A criminal record check will be required. To be recommended for the N.H. teaching license a candidate must:

- Pass Praxis Core Academic Skills Test before student teaching/practicum
- Successfully complete all required coursework
- Successfully complete a supervised student teaching or practicum experience
- Earn a passing score on the N.H. Teacher Candidate Assessment of Performance where applicable
- Successfully complete an electronic portfolio approved by the Education faculty

Curriculum

Item #	Title	Lecture Hours	Lab Hours	Credits
TECP50C	Introduction to Exceptionalities	3	0	3
TECP51C	Foundations of Education	3	0	3
TECP60C	Supporting Students with Challenging Behaviors	3	0	3
TECP61C	Legal and Ethical Issues in Education	3	0	3
TECP63C	Instructional Technology	3	0	3
TECP66C	Curriculum and Assessment	4	0	4
TECP68C	Content Literacy	3	0	3
TECP69C	Cross-Cultural Education Seminar	2	0	2
TECP92C	The Teaching Portfolio	1	0	1
	Subtotal Credits	**25**	**0**	**25**

Choose one of the following options:

Option 1 – For Mathematics TECP candidates who do not hold a current certification:

Item #	Title	Lecture Hours	Lab Hours	Credits
	TECP80C or both TECP95C and TECP96C	2	30	1-14
	Subtotal Credits	**2**	**30**	**1-14**

Option 2 – For Mathematics TECP candidates who do hold a current license:

Item #	Title	Lecture Hours	Lab Hours	Credits
TECP84C	Practicum and Methods for Teaching Middle/Secondary School Mathematics	2	15	7
	Subtotal Credits	**2**	**15**	**7**

Option 3 – For Science TECP candidates who do not hold a current certification:

Item #	Title	Lecture Hours	Lab Hours	Credits
	TECP81C or both TECP93C and TECP94C	2	30	1-14
	Subtotal Credits	**2**	**30**	**1-14**

Option 4 – For Science TECP candidates who do hold a current license:

Item #	Title	Lecture Hours	Lab Hours	Credits
TECP85C	Practicum and Methods of Teaching Middle/Secondary School Science	2	15	7
	Subtotal Credits	**2**	**15**	**7**

Option 5 – For Computer Science TECP candidates who do not hold a current certification:

Item #	Title	Lecture Hours	Lab Hours	Credits
TECP97C	Methods/Student Teaching for Computer Science K-12	2	30	12
	Subtotal Credits	**2**	**30**	**12**
	Total Credits			**26-39**

Additional Information

The Teacher Education Conversion Programs focus on areas of teaching that are in critical need in the state. Many candidates could already be teaching while still completing this program, and most could be hired as teachers upon completion.

Accreditation

The Teacher Education Conversion Programs hold N.H. State Board of Education Accreditation.

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.