Education

Degree Type
Associate of Science

NHTI's Education degree program allows you to gain a broad-based teacher education preparation with hands-on practical experiences in the field.

Do you have questions? Contact Cynthia Lucero, department chair, at clucero@ccsnh.edu or 603-271-6484 x4246.

Career Information

The NHTI Education degree program prepares students to work in elementary, middle, or secondary schools. Students can pursue related field such as counseling, outdoor education, or community-based programs.

Admission Requirements

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

Applicants are required to have:

- Strong verbal and written English language skills
- Personal interview with department chair and/or faculty member
- Credit for experiential learning, workshops and/or college courses taken at other institutions is available; students interested in receiving credit must supply appropriate documentation and meet with the director of admissions and the department chair.
- A criminal record check is required of all students before all clinical experiences in the schools.

All associate degree programs at NHTI require successful completion of at least one semester of college-level mathematics. NHTI strongly recommends that all applicants successfully complete high school Algebra I with a C or higher prior to admission. Those students whose placement testing does not demonstrate readiness for college level mathematics may require more than two years to complete their degree.

Curriculum

First Year

Fall Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
EDU101C	Introduction to Exceptionalities	3	0	3
EDU104C	Foundations of Education	3	0	3
ENGL101C	English Composition	4	0	4
	Mathematics elective (MATH 120C or higher level)	4	0	4
PSYC105C	Introduction to Psychology	3	0	3
	Subtotal Credits	**17**	**0**	**17**

Spring Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
EDU200C	Supporting Students with Challenging Behaviors	3	0	3
	EDU 208C or EDU 211C	3	0	3
PSYC220C	Human Growth and Development: The Life Span	3	0	3
	General elective	3	0	3-4
	Humanities/Fine Arts/Language elective	3	0	3-4
	Subtotal Credits	**15-17**	**0**	**15-17**

Second Year

Fall Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
EDU201C	Legal and Ethical Issues in Education	3	0	3
EDU203C	Teaching Strategies for Diverse Learners	3	0	3
EDU209C	Curriculum and Assessment	4	0	4
SOCI105C	Introduction to Sociology	3	0	3
	Subtotal Credits	**13**	**0**	**13**

Spring Semester

Item #	Title	Lecture Hours	Lab Hours	Credits
EDU204C	Instructional Technology	3	0	3
EDU210C	Cross-Cultural Education Seminar	2	0	2
EDU220C	Field Experience in Education	1	6	3
	Lab Science elective	3	2	4
	General elective	3	0	3-4
	Subtotal Credits	**12-13**	**8**	**15-16**
	Total Credits		60-63	

Additional Information

You'll be expected to achieve a minimum passing score stipulated by the N.H. Department of Education on the PRAXIS™ Core Academic Skills for Educators tests. Those who intend to transfer to a college in the University System of N.H. must achieve a minimum GPA of 2.7 in addition to passing the PRAXIS Core Skills exam. NHTI also has transfer affiliations with Granite State College, New England College, Plymouth State University, Rivier College, and Southern New Hampshire University.

Health, Character, and Technical Requirements

Candidates are encouraged to explore health requirements associated with employment in a school setting.

Character Expectations

- The health and safety of children, adolescents, and other learners is of paramount concern. Applicants for teaching positions in public and private schools in N.H. should be aware that background checks through the N.H. Department of Safety must be completed by potential employers prior to employment.
- Applicants who have been in difficulty with the law, depending upon the nature of the problem, may not be employable or even eligible for practica. Applicants need to discuss these issues in an interview or meeting so future goals will not be compromised.

Technical Standards

These have been established to provide guidance to students about the skills and abilities required to function successfully in public and/or private school classroom as teachers. Applicants who think they may not be able to meet one or more of the technical standards should contact program faculty members. Department faculty will give serious consideration to all academically qualified candidates as long as technical standards can be met with reasonable accommodations. Students in the Education program must have sufficient strength, stamina, and motor coordination to perform the following:

- Hearing and visual acuity to ensure a safe environment and respond quickly in the event of emergency
- Verbal ability to express and exchange information and interpret important instructions
- Writing skills to record students' daily progress and milestones as well as a variety of reports
- Emotional health to work with frequent interruptions, respond appropriately to unexpected situations, and cope with extreme variations in workload and stress levels

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.