Secondary Education

Mission:
The mission of the Department of Teacher Education and Leadership at Mississippi College is to provide collaborative, integrated professional educator preparation which is field connected and focused on teaching and learning; based on best practice which is driven and assessed by high national, state, and local standards which will develop reflective practitioners with the appropriate knowledge, dispositions and skills to lead the 21st Century enterprise in America.

Program Goals:
The underlying purpose of the Department of Teacher Education and Leadership is to further the aim of the University in offering the opportunity for well-rounded higher education is a Christian environment. The general objective is the professional preparation of classroom teachers and the offering of specialized work in educational leadership.
The Department of Teacher Education and Leadership is responsible for the preparation of teachers, supervisors, and principals. The University is a member of the American Association of Colleges of Teacher Education and is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Job Placement:
Students who graduate from the Teacher Education Program (TEP) register with the Office of Field Experiences for placement services that are helpful to graduates seeking educational positions. Licensure applications and services are also available for graduates.

What to expect from the TEP:
Core Curriculum taken Freshman and Sophomore years consisting of:

Hours	Disciplines
15	Humanities
13	Natural Science/Math
12	Social Studies
3	Fine Arts
6	Religion
3	Physical Education

4 semesters of Chapel Required

Concentrations taken Junior and Senior years consisting of:

Hours	Areas
25	Professional Education
50+	Subject Matter Specialization

Field Experience:
Courses in the Teacher Education Program bring reality to theory and research by illustrating and translating the abstract into concrete suggestions and activities for use in the classroom. Teacher candidates are involved in guided, active observation of students, teachers, administrators, schools, and communities. All experiences are designed to provide students with a realistic view of the teaching profession. During field experiences, secondary teacher candidates are able to utilize researched techniques in creating and organized, orderly environment in the complex secondary classroom. As well as nine (9) credit hours or fourteen (14) weeks of full-time student teaching, secondary teacher candidates spend thirty (30) clock hours observing in local classrooms.

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