

School of Education



# **MAJOR OPTIONS:**

**ELEMENTARY EDUCATION** 

# **MINOR OPTIONS:** SECONDARY EDUCATION

## CONTACT DEPARTMENT FOR MORE INFORMATION:

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### WHY CHOOSE EDUCATION?

- **EDUCATORS EQUIP THE NEXT GENERATION OF LEADERS** WITH THE TOOLS TO ACHIEVE THEIR DREAMS.
- A CAREER IN TEACHING **CAN LEAD TO MANY JOB OPPORTUNITIES BEYOND** THE CLASSROOM.
- **TEACHING IS ONE OF THE MOST DIRECT WAYS TO MAKE** AN IMPACT THAT CAN TRANSFORM COMMUNITIES.

#### **ELEMENTARY EDUCATION MAJOR**

Within the Department of Curriculum & Instruction (C&I), faculty prepare candidates to become teachers in Elementary (1-6), Secondary (7-12), and Special Education (K-12). The B.S. in Elementary Education and the minor in Secondary Education are designed to prepare teachers that can facilitate optimal teaching and learning for all students, particularly in urban communities, Candidates in the program must pass the applicable Praxis exams administered by ETS, before completing the program.

#### **PROGRAM HIGHLIGHTS**

- · Students will have a STEM intensive curriculum, which prepares them for a competitive career in education.
- The undergraduate program includes a domestic and global student teaching experience.
- · Here are a few locations where our alumni are curently teaching: Washington D.C., New York City, Chicago, Louisville, and Spain.

the Common Application.

#### **ELEMENTARY EDUCATION PATHWAYS\***

- Elementary School Teachers \$58,105
- Curriculum Specialist \$74,337
- Education Consultant \$99,736
- K-12 School Principals \$106,093
- · School District Superintendents -\$160,125

\*The average starting salaries were retrieved from https://www.salary.com on September 20, 2019.

100% of program graduates pass the Praxis exams needed for teacher certification.

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To apply for programs in the Department of Curriculum and Instruction, please visit the website for additional admission requirements: http://education.howard.edu. Contact us at (202) 806-7343 or teach@howard.edu if you have additional questions or comments.





