

Indiana University School of Education
Office of Teacher Education
ELEMENTARY PROGRAM – ACADEMIC MINOR PROPOSALS

The undergraduate academic advisors serving the School of Education propose the addition of the following academic minors to fulfill Part III of the Elementary Education degree requirements (Area of Concentration, Academic Minor or License Addition):

- [African American and African Diaspora Studies](#)
- [Asian American Studies](#)
- [East Asian Languages and Cultures](#)
- [East Asian Studies](#)
- [Latin American and Caribbean Studies](#)
- [Latino Studies](#)
- [Native American and Indigenous Studies](#)

REPA states that a minor is one way in which an Elementary Education candidate can amass and demonstrate knowledge regarding the developmental and content standards listed in section 1(a)(2) of REPA. One of the content areas listed is 511 IAC 15-6-25, Social Studies. Within the content area of Social Studies, individuals at the secondary level can seek licensure in Economics, Geographical Perspectives, Government & Citizenship, Historical Perspectives, Psychology and Sociology. We believe that the above listed minors deepen and expand candidate knowledge in the license area of Historical Perspectives, if not also Geographical Perspectives and Government & Citizenship. If one also looks closely at the Indiana Social Studies standards for grades K-6, a candidate's ability to teach many of the standards would be enhanced via completion of one of these listed minors. Some of the related standard indicators include:

- Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Standard 2.2.4)
- Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. (Standard 5.1.3)
- Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved. (Standard 6.1.22)

Furthermore, completion of one of the above listed minors will expand a candidate's knowledge and understanding beyond the traditional content canon that they typically engage with in their program - a canon that all too often marginalizes the voices, experiences, and viewpoints of those who are not White, male, and economically privileged. Such expansion is invaluable and directly connects with the Ethnic Studies standards published by the Indiana Department of Education.

It is important to remember that the classrooms in which candidates will teach one day are growing increasingly diverse. The above listed minors can provide candidates the opportunity to develop deep knowledge of student populations that they will most certainly work with in their classrooms. This knowledge can help build a bridge between candidates and their students that will allow for enhanced instruction, personal connection, and optimal learning in a diverse classroom environment.

It is also important to note that School of Education candidates are already interested in these minors. Some candidates want to pursue these minors to enhance their knowledge about people who are culturally different from them. Some seek these minors because they offer a unique opportunity to learn about themselves, to participate in an academic setting in which their own typically marginalized culture is at the center. For some of these latter candidates, this is the first time they have ever had this opportunity in an academic setting. Sadly, most candidates interested in these minors are unable to complete them because they do not have the resources to add extra time to their degree path for the purpose of completing a minor of interest. By completing one of these minors as part of their degree program, not only can candidates flourish personally, but also they can develop knowledge and skills needed for a critical teaching practice.

