
TITLE 511 INDIANA STATE BOARD OF EDUCATION

Notice of First Public Comment Period

LSA Document #24-220

HIGH SCHOOL GRADUATION REQUIREMENTS BEGINNING IN THE 2028-2029 SCHOOL YEAR

PURPOSE OF NOTICE

The Indiana State Board of Education (state board) is soliciting public comment on adding and amending rules at [511 IAC 6-7.1-4](#) and [511 IAC 6-7.2](#) concerning Indiana's high school diploma requirements. The state board seeks comment on the affected citations listed and any other provisions of Title 511 that may be affected by this rulemaking.

ADDITIONAL DOCUMENTS

Regulatory Analysis: [20240626-IR-511240220RAA](#)

Notice of Public Hearing: [20240626-IR-511240220PHA](#)

CITATIONS AFFECTED: [511 IAC 6-7.1-4](#); [511 IAC 6-7.2](#)

AUTHORITY: [IC 20-19-2-8](#); [IC 20-19-2-21](#); [IC 20-30-5](#); [IC 20-30-10-2](#)

OVERVIEW

Basic Purpose and Background

The proposed rule establishes new diploma requirements that allow students to: (1) increase their educational attainment; (2) develop in-demand skills; and (3) participate in individualized high school experiences aligned to their interest and aspirations. The new diploma requirements include academic credentials of value and employability skills, which will better prepare students for postsecondary success.

Parties impacted by the rule change include approximately: 418 school corporations encompassing 1,874 schools; 369 accredited nonpublic schools; 862,676 current prekindergarten through grade 9 students; 66,838 teachers; and 1,333 high school counselors. Schools, teachers, and high school counselors will need to know how to effectively navigate the new requirements to ensure student success. Students will be directly impacted by the updated requirements because they will need to complete the new requirements to graduate from high school. In the short term, as high school counselors work to implement new systems and supports for students, students may need to devote additional time to considering their new options (designations and seals), including the pathways aligned to their chosen career path, to ensure they are on track to meet the new graduation requirements.

In addition to the parties listed above, the proposed rule will impact Indiana's approximately 58 colleges and universities, as each institution may have to update their transcript review infrastructure, potentially revisit historical admissions policies, and update communications materials to high school students to reflect the changes in graduation requirements.

For purposes of [IC 4-22-2-28.1](#), small businesses affected by this rulemaking may contact the Small Business Regulatory Coordinator:

William Ottensmeyer
Staff Attorney
Indiana Department of Education
100 North Senate Avenue
Indianapolis, IN 46204
(317) 233-5490
wottensmeyer1@doe.in.gov

For purposes of [IC 4-22-2-28.1](#), the Small Business Ombudsman designated by [IC 5-28-17-6](#) is:

Matthew Jaworowski
Small Business Ombudsman
Indiana Economic Development Corporation
One North Capitol, Suite 700
Indianapolis, IN 46204
(317) 650-0126
majaworowski@iedc.in.gov

Resources available to regulated entities through the small business ombudsman include the ombudsman's

duties stated in [IC 5-28-17-6](#), specifically [IC 5-28-17-6\(9\)](#), investigating and attempting to resolve any matter regarding compliance by a small business with a law, rule, or policy administered by a state agency, either as a party to a proceeding or as a mediator.

REQUEST FOR PUBLIC COMMENTS

At this time, the state board is soliciting public comment on the proposed rule. Comments may be submitted in one of the following ways:

- (1) By Jotform at <https://form.jotform.com/241416447370959>.
- (2) Attend scheduled public hearing.

COMMENT PERIOD DEADLINE

All comments must be postmarked or time stamped not later than July 26, 2024.

The rule, Regulatory Analysis, appendices referenced in the Regulatory Analysis, and materials incorporated by reference (if applicable) are on file at the Indiana State Board of Education, 200 West Washington Street, Room 228, Indianapolis, Indiana and are available for public inspection. Copies of the rule, Regulatory Analysis, and appendices referenced in the Regulatory Analysis are available at the office of the Indiana State Board of Education.

If the state board does not receive substantive comments during the public comment period or public hearing, the rule may be adopted with text that is the same as or does not substantially differ from the text of the proposed rule published in this notice.

PROPOSED RULE

SECTION 1. [511 IAC 6-7.1-4](#) IS AMENDED TO READ AS FOLLOWS:

[511 IAC 6-7.1-4](#) Minimum required and elective credits

Authority: [IC 20-19-2-8](#); [IC 20-30-5](#); [IC 20-30-10-2](#)

Affected: [IC 20-30-5-9](#)

Sec. 4. (a) **Except as provided in [511 IAC 6-7.2-15\(g\)](#) and [511 IAC 6-7.2-16\(c\)](#)**, for a student who enters high school in the 2006-2007 school year or a subsequent school year, ~~a minimum of~~ **at least** forty (40) credits is **are** necessary for high school graduation. Thirty-four (34) of the credits ~~shall~~ **must** be earned in the areas of study specified in subsection (b), and six (6) of the credits ~~shall~~ **must** be earned from courses in these and other approved areas of study.

(b) The thirty-four (34) required credits consist of the following:

(1) Language arts	8 credits
(2) Social studies	4 credits
(3) Mathematics	4 credits
(4) Science	4 credits
(5) Health and wellness	1 credit
(6) Physical education I and II, adapted as necessary	2 credits
(7) College and career pathway	6 credits
(8) Flex credits	5 credits

(c) Courses that may be counted toward the required credits prescribed in subsection (b) are subject to the following provisions:

(1) Language arts credits must include a balance of literature, composition, and speech. ~~A minimum of~~ **At least** six (6) credits of the language arts ~~requirement~~ **requirements** must be from the English language arts area of study. Two (2) credits may be from:

- (A) business technology;
- (B) family and consumer sciences;
- (C) technology education; or
- (D) career-technical;

courses having predominately language arts content. For a student who successfully completes a Level III world language course, the student's school may waive two (2) credits of the language arts requirement.

(2) Social studies credits must include the following:

- (A) Two (2) credits in United States history.
- (B) One (1) credit in United States government.
- (C) One (1) credit in another social studies course, global economics, or consumer economics.

(3) Four (4) mathematics credits must be earned after ~~the~~ a student enters high school. Mathematics credits earned ~~prior to~~ before entering grade 9 may meet specific course requirements but not the credit requirements for graduation. ~~Such~~ **These** credits are considered elective mathematics credits. The purpose of taking mathematics courses before entering grade 9 is to give the student the opportunity to take an additional mathematics course ~~in high school~~ or take a challenging mathematics course in high school over an extended period. ~~of time~~. If the student completes any of the required mathematics courses before entering high school, the student must complete additional mathematics courses in high school. Mathematics credits must include two (2) credits in algebra I or integrated mathematics I unless a student has completed algebra I or integrated mathematics I before entering high school. ~~A minimum of~~ **At least** two (2) credits of the mathematics requirement ~~shall~~ **must** be from the mathematics area of study. Two (2) credits may be from:

- (A) business technology;
- (B) family and consumer sciences;
- (C) technology education; or
- (D) career-technical;

courses having predominately mathematics content.

(4) **Except as provided in [511 IAC 6-7.2-15\(g\)](#) and [511 IAC 6-7.2-16\(c\)](#)**, a student who enters high school in the 2012-2013 school year or a subsequent school year must earn two (2) mathematics or quantitative reasoning credits during the student's junior or senior year.

(5) Subject to subdivisions (6) through (8), the health and wellness credit ~~shall~~ **must** be from a course in the health education area of study that has comprehensive health education content.

(6) The health and wellness credit requirement may be waived for a student if the student's program includes one (1) of the following:

(A) Three (3) credits from the following family and consumer ~~sciences~~ **science** courses:

- (i) Child development and parenting.
- (ii) Human development and family wellness.
- (iii) Interpersonal relationships.
- (iv) Nutrition and wellness.
- (v) Preparing for college and ~~of~~ careers.

(B) Two (2) credits from the following health careers education courses offered through career-technical programs:

- (i) Integrated health sciences I.
- (ii) Integrated health sciences II.

(7) One (1) credit substitution of either a science, family and consumer sciences, or health and physical education credit may be used to fulfill the health and wellness credit requirement for a student who qualifies under the religious objection provision of [IC 20-30-5-9](#) (hygiene instruction).

(8) Science credits must include two (2) credits in biology I. The four (4) **science** credits ~~of science~~ **shall must** include content from more than one (1) of the **following** major science discipline categories: ~~which are the following~~:

- (A) Life science.
- (B) Physical science.
- (C) Earth and space science.

Two (2) credits may be from family and consumer sciences or career-technical courses having predominately science content.

(9) Flex credits must include five (5) credits in any combination from the following:

(A) Additional courses to extend the college and career pathway.

(B) Courses involving workplace learning, which may include the following courses:

- (i) Career exploration internship.
- (ii) Preparing for college ~~and~~ or careers, **or both**.
- (iii) Business cooperative experiences.
- (iv) Cooperative family and consumer sciences.
- (v) Industrial cooperative training.
- (vi) Interdisciplinary cooperative education.
- (vii) Marketing field experience.

(C) Advanced career-technical education college credit.

(D) Additional courses in:

- (i) language arts;
- (ii) social studies;

- (iii) mathematics;
- (iv) science;
- (v) world languages; or
- (vi) fine arts.

- (d) The college and career pathway is recommended, but not required, if a student, after completing grade 11:
- (1) transfers to a school accredited by the board from a school not accredited by the board, including a school outside Indiana; or
 - (2) initially begins course work under the Core 40 diploma and changes to the requirements of this section.

(Indiana State Board of Education; [511 IAC 6-7.1-4](#); filed Oct 20, 2005, 11:30 a.m.: 29 IR 802; filed Dec 21, 2010, 10:15 a.m.: [20110119-IR-511090383FRA](#); filed Jan 6, 2012, 10:24 a.m.: [20120201-IR-511110327FRA](#), eff Jul 1, 2012; readopted filed Oct 23, 2018, 2:37 p.m.: [20181121-IR-511180327RFA](#))

SECTION 2. [511 IAC 6-7.2](#) IS ADDED TO READ AS FOLLOWS:

Rule 7.2. High School Graduation Requirements Beginning in the 2028-2029 School Year

[511 IAC 6-7.2-1](#) Applicability

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 1. The definitions in this rule apply throughout this rule.

(Indiana State Board of Education; [511 IAC 6-7.2-1](#))

[511 IAC 6-7.2-2](#) "Advanced International Certificate of Education Diploma" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 2. "Advanced International Certificate of Education Diploma" means the diploma issued by Cambridge International.

(Indiana State Board of Education; [511 IAC 6-7.2-2](#))

[511 IAC 6-7.2-3](#) "Advanced Placement Scholar with Distinction award" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 3. "Advanced Placement Scholar with Distinction award" means the award issued by the College Board to students who receive an average score of at least 3.5 on all Advanced Placement (AP) exams taken, and a score of at least 3 on at least five (5) AP exams.

(Indiana State Board of Education; [511 IAC 6-7.2-3](#))

[511 IAC 6-7.2-4](#) "Commission" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#); [IC 21-7-13-11](#)

Sec. 4. "Commission" refers to the commission for higher education defined by [IC 21-7-13-11](#).

(Indiana State Board of Education; [511 IAC 6-7.2-4](#))

[511 IAC 6-7.2-5](#) "Credit" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 5. "Credit" means demonstrating proficiency against academic standards in a course meeting the following requirements:

- (1) The course is an approved course and complies with the approved course description.
- (2) For courses defining Indiana academic standards, the course is consistent with those standards.
- (3) For courses with an end of course assessment, the required proficiency is equal to or greater than that needed to pass the assessment.

(Indiana State Board of Education; [511 IAC 6-7.2-5](#))

[511 IAC 6-7.2-6](#) "CTE concentrator" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-18-2-3](#); [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 6. "CTE concentrator" means a student earning a "C" average in at least two (2) nonduplicative advanced courses, which are courses beyond an introductory course, in a particular career and technical education program or program of study.

(Indiana State Board of Education; [511 IAC 6-7.2-6](#))

[511 IAC 6-7.2-7](#) "Department" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-18-2-3](#); [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 7. "Department" has the meaning set forth in [IC 20-18-2-3](#).

(Indiana State Board of Education; [511 IAC 6-7.2-7](#))

[511 IAC 6-7.2-8](#) "International Baccalaureate Diploma Programme" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 8. "International Baccalaureate Diploma Programme" means the programme established by the International Baccalaureate designed for students between sixteen (16) years of age and nineteen (19) years of age.

(Indiana State Board of Education; [511 IAC 6-7.2-8](#))

[511 IAC 6-7.2-9](#) "Project based learning" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 9. "Project based learning" refers to learning that:

- (1) allows students to gain knowledge and skills by working for an extended period to investigate and respond to authentic, engaging, and complex questions, problems, or challenges;
- (2) actively engages students in a project framed by a meaningful problem to solve or question to answer, at the appropriate level of challenge; and
- (3) requires students to engage in a rigorous, extended process of asking questions, finding resources, and applying information.

(Indiana State Board of Education; [511 IAC 6-7.2-9](#))

[511 IAC 6-7.2-10](#) "Service based learning" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 10. "Service based learning" refers to learning that:

(1) integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities; and

(2) includes:

(A) integrating academic study with service experience;

(B) reflection on larger social, economic, and societal issues; and

(C) collaboration between students, schools, and community partners.

(Indiana State Board of Education; [511 IAC 6-7.2-10](#))

[511 IAC 6-7.2-11](#) "State board" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-18-2-19](#); [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 11. "State board" has the meaning set forth in [IC 20-18-2-19](#).

(Indiana State Board of Education; [511 IAC 6-7.2-11](#))

[511 IAC 6-7.2-12](#) "Work based learning" defined

Authority: [IC 20-19-2-8](#)

Affected: [IC 20-26-5-1](#); [IC 20-30-5-7](#)

Sec. 12. "Work based learning" means learning that:

(1) occurs in either a:

(A) workplace; or

(B) structured workplace environment, virtually or in person, allowing students to complete meaningful job related tasks and demonstrate relevant knowledge and skill development;

(2) involves an employer assigning a student meaningful job tasks to develop the student's skills, knowledge, and readiness for work; and

(3) includes the following components:

(A) A written work based learning partnership agreement and plan between a student and an employer assigning the student meaningful job tasks.

(B) A structured learning component.

(C) A final assessment or recognition of skills.

(Indiana State Board of Education; [511 IAC 6-7.2-12](#))

[511 IAC 6-7.2-13](#) Minimum standards

Authority: [IC 20-19-2-8](#); [IC 20-19-2-21](#); [IC 20-30-5](#); [IC 20-30-10-2](#)

Affected: [IC 20-30-4-2](#); [IC 20-30-5-7](#)

Sec. 13. The following general principles are a guide to school corporations in certifying to the state board that students are qualified for high school graduation:

(1) The standards in sections 14, 15, and 16 of this rule are the minimum requirements for awarding a high school diploma to a student entering high school in the 2025-2026 school year or a subsequent school year. School corporations may establish graduation requirements exceeding these minimum standards, in which case the local standards take precedence.

(2) The state board recognizes only high school diplomas given by schools accredited by the state board.

(Indiana State Board of Education; [511 IAC 6-7.2-13](#))

[511 IAC 6-7.2-14](#) Foundational knowledge and skills

Sec. 14. (a) To be eligible for an Indiana diploma, a student who enters high school in the 2025-2026 school year or a subsequent school year shall:

(1) demonstrate foundational knowledge and skills in:

- (A) academic mastery;
- (B) career and postsecondary readiness;
- (C) communication and collaboration;
- (D) work ethic; and
- (E) civic, financial, and digital literacy;

by satisfying the foundational knowledge and skills requirements set forth in subsection (b); and

(2) successfully complete the requirements for at least one (1) of the designations set forth in sections 15 and 16 of this rule.

(b) The foundational knowledge and skills requirements consist of the following:

(1) Academic mastery, as follows:

(A) Four (4) credits in science, two (2) of which must be in biology and two (2) of which must be in physical science, life science, or Earth and space science.

(B) Four (4) credits in mathematics, two (2) of which must be in Algebra. If a student earns mathematics credit before grade 9, the student must still earn a total of four (4) credits in mathematics after grade 8.

(2) Career and postsecondary readiness, as follows:

(A) One (1) credit in career preparedness.

(B) Completing at least three (3) of the following activities:

(i) A career aptitude test.

(ii) Work based learning.

(iii) A virtual or an in person college visit approved by the school corporation in which the student is enrolled or a career fair, as defined in [IC 20-30-5.6-1](#).

(iv) A dual credit or enrollment course.

(v) A career and postsecondary readiness activity approved by the state board and published on the state board's website.

(3) Communication and collaboration, as follows:

(A) Four (4) credits in English, two (2) of which must be in English 9.

(B) Four (4) verifications, one (1) of which must be an external verification, of communication and collaboration skills aligned with the grade 9 and grade 10 communication and collaboration standards established under [IC 20-31-3-1\(a\)\(1\)](#). The four (4) required verifications of communication and collaboration are in addition to the four (4) required English credits.

(4) Work ethic, as follows:

(A) Two (2) credits in physical education or health and wellness.

(B) Successfully completing at least three (3) of the following activities:

(i) An attendance rate of at least ninety-four percent (94%) or greater each year while the student is in grades 9 and 10. The attendance rate is calculated by dividing a student's days in attendance by the total number of student instructional days conducted by a school.

(ii) A three percent (3%) increase in the attendance rate between grades 9 and 10.

(iii) Two (2) seasons of a cocurricular or an extracurricular activity.

(iv) A 3.0 grade point average when the student enters grade 11.

(v) One hundred sixty (160) hours of paid employment.

(vi) A work ethic activity approved by the state board and published on the state board's website.

(5) Civic, financial, and digital literacy, as follows:

(A) Two (2) credits in U.S. history.

(B) One (1) credit in U.S. government.

(C) One (1) credit in personal finance.

(D) One (1) credit in computer science.

(E) One (1) external verification of:

(i) digital literacy aligned to the computer science standards adopted by the state board;

(ii) financial literacy aligned to the financial literacy standards adopted by the state board; or

(iii) civic literacy aligned to the civic standards adopted by the state board.

(c) To satisfy the requirements set forth in subdivisions (b)(3)(B) and (b)(5)(E), the student's high

school, or an external entity recognized by either the student's high school or the state board, must verify the activity or experience, or both, used to satisfy that the requirement meets or exceeds the standards established for the corresponding characteristics using the verification forms established by the department under this subsection. The department shall establish verification forms and other documentation requirements pertaining to the verification requirements set forth in subdivisions (b)(3)(B) and (b)(5)(E).

(d) Only courses designated as approved foundational knowledge and skills courses by the state board may be used to satisfy the foundational knowledge and skills credit requirements set forth in subsection (b).

(e) A course, a learning activity, or an experience may be used to satisfy more than one (1) foundational knowledge and skills requirement set forth in subsection (b). Multiple credits may not be awarded for the same course unless the approved course description allows awarding multiple credits.

(Indiana State Board of Education; [511 IAC 6-7.2-14](#))

[511 IAC 6-7.2-15](#) Indiana Graduates Prepared to Succeed designation

Authority: [IC 20-19-2-8](#); [IC 20-19-2-21](#)

Affected: [IC 20-32-4-1.5](#)

Sec. 15. (a) To be eligible for an Indiana diploma with an Indiana Graduates Prepared to Succeed (GPS) designation, a student entering high school in the 2025-2026 school year or a subsequent school year must:

- (1) meet the foundational knowledge and skills requirements established in section 14 of this rule;
- (2) earn a total of twenty (20) points from the options listed in subsection (b), which must include at least:
 - (A) four (4) points of English language credit; and
 - (B) two (2) points of mathematics credit; and
- (3) demonstrate college or career readiness by completing:
 - (A) a project based, work based, or service based learning experience; and
 - (B) at least one (1) postsecondary readiness competency outlined in subsection (f).

(b) Points may be earned through the following options:

- (1) One (1) point for each mathematics credit.
- (2) One (1) point for each English language credit.
- (3) One (1) point for each science credit.
- (4) One (1) point for each world language credit.
- (5) One (1) point for each fine arts credit.
- (6) One (1) point for each social studies credit.
- (7) One (1) point for every sixty (60) hours of work based learning.
- (8) One (1) point for each dual credit course.
- (9) One (1) point for an advanced placement, an International Baccalaureate, or a Cambridge International course.
- (10) Three (3) points for achieving a college ready benchmark score on the Scholastic Aptitude Test (SAT) or American College Testing (ACT).
- (11) Four (4) points for completing a junior reserve officer training corps program.
- (12) Four (4) points for completing a CTE concentrator.
- (13) Four (4) points for earning an industry recognized or a postsecondary credential established under [IC 20-32-4-1.5\(c\)\(5\)](#).

(c) Only courses designated as approved Indiana GPS courses by the state board may be used to satisfy a credit requirement included in the options described in subsection (b). A course used to fulfill a credit requirement included in section 14 of this rule may not be used to earn points under subsection (b).

(d) Only credentials designated as approved Indiana GPS credentials by the state board may be used

to satisfy a credential requirement included in the options described in subsection (b).

(e) Not more than two (2) of the twenty (20) points required under subsection (a)(2) may be earned through work based learning.

(f) To be eligible for an Indiana diploma with an Indiana GPS designation, a student must complete at least one (1) of the following postsecondary readiness competencies:

- (1) Score at or above the national college ready benchmark on the SAT.
- (2) Score at or above the national college ready benchmark on the ACT.
- (3) Earn at least a minimum Armed Forces Qualification Test score on the Armed Services Vocational Aptitude Battery to qualify for placement into one (1) of the branches of the U.S. military, and demonstrate an intent to enlist in the military.
- (4) Earn an industry recognized or a postsecondary credential established under [IC 20-32-4-1.5\(c\)\(5\)](#). Only credentials designated as approved Indiana GPS credentials by the state board may be used to satisfy this requirement.
- (5) Complete a federally recognized apprenticeship.
- (6) Complete a CTE concentrator.
- (7) Earn at least a "C" average in at least three (3) advanced placement, International Baccalaureate, dual credit, or Cambridge International courses.
- (8) Complete a state board approved locally created pathway.

(g) A student in a cohort expected to graduate in 2026, 2027, or 2028 may graduate with an Indiana diploma with an Indiana GPS designation if the student satisfies the requirements in subsection (a).

(Indiana State Board of Education; [511 IAC 6-7.2-15](#))

[511 IAC 6-7.2-16](#) Indiana Graduates Prepared to Succeed Plus designation

Authority: [IC 20-19-2-8](#); [IC 20-19-2-21](#)

Affected: [IC 20-32-4-1.5](#); [IC 20-51.4-2-9.5](#); [IC 20-19-2-21](#)

Sec. 16. (a) To be eligible for an Indiana diploma with an Indiana Graduates Prepared to Succeed (GPS) Plus designation, a student entering high school in the 2025-2026 school year or a subsequent school year must:

- (1) meet the foundational knowledge and skills requirements established in section 14 of this rule;
- (2) complete a work based learning course approved by the state board; and
- (3) demonstrate college or career readiness by:
 - (A) earning an industry recognized or a postsecondary credential established under [IC 20-32-4-1.5\(c\)\(5\)](#). Only credentials designated as approved Indiana GPS Plus credentials by the state board may be used to satisfy this requirement;
 - (B) completing a modern youth apprenticeship, as defined in [IC 20-51.4-2-9.5](#);
 - (C) earning the Advanced Placement Scholar with Distinction award;
 - (D) earning the Advanced International Certificate of Education Diploma;
 - (E) completing the International Baccalaureate Diploma Programme;
 - (F) completing the Indiana College Core as defined in [IC 20-19-2-21](#); or
 - (G) completing the requirements for an associate degree, including those earned through transfer as a junior pathways.

(b) Only work based learning experiences or courses designated as approved Indiana GPS Plus courses by the state board may be used to satisfy the work based learning requirement included in subsection (a)(2).

(c) A student in a cohort expected to graduate in 2026, 2027, or 2028 may graduate with an Indiana diploma with an Indiana GPS Plus designation if the student satisfies the requirements in subsection (a).

(Indiana State Board of Education; [511 IAC 6-7.2-16](#))

[511 IAC 6-7.2-17](#) High school diploma seals

Authority: [IC 20-19-2-8](#); [IC 20-19-2-21](#)

Affected: [IC 20-19-2-21](#); [IC 20-19-2-28](#); [IC 20-30-4-2](#); [IC 21-7-13-32](#)

Sec. 17. (a) Based on the requirements set forth in subsection (b), the state board shall establish the following:

- (1) An Enrollment Ready Seal.
- (2) An Employment Ready Seal.
- (3) An Enlistment Ready Seal.

(b) For each seal established under subsection (a), the state board shall establish, and the department shall make available on its website, course offerings and the required course sequences, and other requirements a student must complete to earn a particular seal. The required course sequences and other requirements established by the state board under this section are subject to the following:

- (1) The required course sequences and other requirements for the Enrollment Ready Seal must:
 - (A) meet the minimum entrance requirements for enrollment at the majority of the state educational institutions specified in [IC 21-7-13-32](#); and
 - (B) be developed in conjunction with and approved by the commission.
- (2) The required course sequences and other requirements for the Employment Ready Seal must be developed in consultation with entities described in [IC 20-19-2-21\(f\)\(4\)](#).
- (3) The required course sequences and other requirements for the Enlistment Ready Seal must be developed in consultation with the Indiana National Guard.

(c) If a student plans to pursue more than one (1) seal established under subsection (a), the diploma seal or seals the student plans to pursue must be specified in the student's graduation plan developed under [IC 20-30-4-2](#).

(d) If a student completes the requirements for a particular seal established under subsection (a), the seal shall be specified in the student's high school transcript.

(Indiana State Board of Education; [511 IAC 6-7.2-17](#))

SECTION 3. SECTIONs 1 and 2 of this document take effect:

(1) thirty (30) days after the date the requirements for the high school diploma seals established under [511 IAC 6-7.2-17](#) are published in the Indiana Register, as required under [IC 4-22-7-7](#); or

(2) July 1, 2025;

whichever is later.

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