
TITLE 511 INDIANA STATE BOARD OF EDUCATION

Notice of Second 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.

HISTORY

Notice of First Public Comment Period published June 26, 2024: [20240626-IR-511240220FNA](#)
Regulatory Analysis submitted with Notice of First Public Comment Period: [20240626-IR-511240220RAA](#)
Date of First Hearing: July 30, 2024

ADDITIONAL DOCUMENTS

Regulatory Analysis: [20241009-IR-511240220RAA](#)
Notice of Public Hearing: [20241009-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.

SUMMARY/RESPONSE TO COMMENTS

The state board requested public comment from June 26, 2024, through July 30, 2024, and during the public hearing on July 30, 2024. The comments received and the state board's responses to the comments are summarized as follows: Stakeholders emphasized the importance of maintaining certain course requirements, such as world history, health, economics, and world languages – the new proposal includes health and world perspectives credit requirements. Furthermore, the enrollment honors and honors plus seals require world language credits. Stakeholders also emphasized the importance of ensuring flexibility for students to change paths – the new readiness seals are specifically designed to be permeable, allowing students to pivot if their original interests and goals change; students can also earn more than one seal. The seals include overlapping requirements so that students may complete expectations for multiple seals with the same activity. Stakeholders made comments about wanting to ensure that Indiana students were competitive in college admissions nationwide – the new proposal ensures this competitiveness by including the enrollment honors and honors plus seals, which provide a roadmap of what it takes to be competitive in college admissions. Stakeholders made comments wanting clear guidance on what students need to meet admissions standards at most universities – the new proposal utilizes the enrollment seal as a roadmap to what a majority of postsecondary universities are looking for in applicants. Stakeholders made comments concerned that students would not have enough time to balance work-based learning with other academic requirements – the new proposal offers the ability for students to meet the credit requirements while still affording them the opportunity to pursue work-based learning. The proposal requires 42 credits to graduate, and students have the opportunity to earn approximately 60 credits during their high school experience. Stakeholders highlighted the barriers students may face in accessing work-based learning opportunities – there are many complementary policies to the diploma rule that support the expansion of work-based learning opportunities. For example, each student enrolled in work-based learning CTE courses generates \$500 per high school credit hour to help fund the creation of the WBL experience. Indiana's 2023 budget provided \$5M in intermediary capacity building grants to support organizations that work with educators and employers to codesign WBL experiences. The 2023 budget also established the career scholarship account (CSA) program which equips students with a \$5,000 spending account which can be used to pay for career preparation experiences, incentivizing the establishment of more WBL opportunities. Stakeholders commented on their concern that schools would not have sufficient time to implement the new diploma requirements – this is addressed by shifting from the GPS and GPS plus diplomas to an Indiana Diploma that more closely resembles the current expectations with optional seals that students may pursue if they choose. The new graduation requirements will be effective with the graduating class of 2029; many of the core course requirements remain similar with additional flexibility in the options students have to meet credit requirements.

REQUEST FOR PUBLIC COMMENT

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 November 8, 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.

This notice is the second of two (2) thirty (30) day periods in which the public may comment on the proposed rule. Following this second public comment period, the state board may adopt a version of the proposed rule that is the same as or does not substantially differ from the text of the proposed rule published in this notice.

EXPLANATION OF DIFFERENCES IN PROPOSED RULE

The proposed rule has been streamlined and simplified to include one base diploma, the Indiana diploma, with flexible requirements to allow each student to pursue coursework that best aligns with their future goals. Credit requirements for health and world perspectives have been added for all students. Additionally, the new proposal features honors seals in the areas of enrollment, employment, and enlistment. These honors seals have been crafted in collaboration with higher education, industry, the National Guard, principals, superintendents, students, and Hoosiers from around the state. The new proposal also includes course and credit requirements in world perspectives which includes course work such as foreign language or world history. Removed in the new proposal were the diploma names of Graduates Prepared to Succeed (GPS) and GPS Plus. New definitions were added and include "communication and collaboration skills", "diploma seal", "leadership role", "mentorship experience", "public service", and "work ethic skills". The definition of "commission" was removed.

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 6-7.2-19\(g\)](#)**, 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 ~~the~~ **after** 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 6-7.2-19\(g\)](#)**, 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,

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

Rule 7.2. High School Graduation Requirements for Students Entering High School in the 2025-2026 School Year or a Subsequent 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 Placement Scholar with Distinction award" defined

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

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

Sec. 2. "Advanced Placement Scholar with Distinction award" means the award issued by the College Board to students that receive an average score of at least 3.5 on all Advanced Placement (AP) Exams taken, and scores of 3 or higher on five (5) or more AP Exams.

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

[511 IAC 6-7.2-3](#) "Cambridge Advanced International Certificate of Education Diploma Program" defined

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

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

Sec. 3. "Cambridge Advanced International Certificate of Education Diploma Program" means the Cambridge Advanced diploma program established by Cambridge International.

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

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

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

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

Sec. 4. "Credit" means demonstrating proficiency against academic standards in a course, learning activity, or experience meeting the following requirements:

- (1) The course, learning activity, or experience aligns with a state board approved course description.
- (2) For those courses for which Indiana academic standards are defined, the course is consistent with Indiana academic standards.
- (3) For courses, learning activities, and experiences 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 6-7.2-4](#))

[511 IAC 6-7.2-5](#) "Communication and collaboration skills" defined

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

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

Sec. 5. "Communication and collaboration skills" include the following:

- (1) Ability to give and receive constructive feedback.

- (2) Apply empathic listening skills to enhance the understanding of what the other person is saying.
- (3) Working as part of a team to achieve a common objective.
- (4) Exchanging information and intentions in a way that is clear and understood by the intended audience.

(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 who completes and earns a "C" average in at least two (2) nonduplicative advanced courses in a single 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](#) "Diploma Seal" defined

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

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

Sec. 8. "Diploma seal" means a designation added on to a student's transcript for successful completion of all requirements established by the state board in section 18 of this rule.

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

[511 IAC 6-7.2-9](#) "International Baccalaureate Diploma Programme" defined

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

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

Sec. 9. "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 6-7.2-9](#))

[511 IAC 6-7.2-10](#) "Leadership role" defined

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

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

Sec. 10. "Leadership role" refers to a designation, position of title, or responsibility where a student demonstrates effective communication, decision-making, and organizational skills within a group, organization, or activity to guide, influence, and motivate others to achieve common goals that extend beyond basic membership or participation.

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

[511 IAC 6-7.2-11](#) "Mentorship experience" defined

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

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

Sec. 11. "Mentorship experience" means a supportive relationship between a student and an individual specified in [511 IAC 6-7.2-18\(b\)\(5\)\(E\)](#), wherein the individual acting as the mentor provides guidance, feedback, and encouragement to help the student achieve personal and academic growth as well as an understanding of the mentor's field.

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

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

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

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

Sec. 12. "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 6-7.2-12](#))

[511 IAC 6-7.2-13](#) "Public service" defined

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

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

Sec. 13. "Public service" is defined as service that:

- (1) is intended to benefit the general public and enhance the quality of life in communities;
- (2) actively engages students with their communities through selfless service; and
- (3) allows students to gain interpersonal skills and broad understanding of communities through voluntary involvement with groups, teams, organizations, committees, collectives, or bodies that benefit the public.

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

[511 IAC 6-7.2-14](#) "Service based learning" defined

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

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

Sec. 14. "Service based learning" refers to learning that:

- (1) integrates academic study with meaningful service experience to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities; and
- (2) includes:
 - (A) reflection on larger social, economic, and societal issues; and
 - (B) collaboration between students, schools, and community partners.

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

[511 IAC 6-7.2-15](#) "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. 15. "State board" has the meaning set forth in [IC 20-18-2-19](#).

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

[511 IAC 6-7.2-16](#) "Work based learning" defined

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

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

Sec. 16. "Work based learning" means learning delivered in an employment relationship 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 plan that includes a partnership agreement between the student participating in the work based learning, the school corporation or school in which the student is enrolled, and the employer assigning the student meaningful job tasks;

(B) a structured learning component; and

(C) a final assessment or recognition of skills.

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

[511 IAC 6-7.2-17](#) "Work ethic skills" defined

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

Affected:

Sec. 17. "Work ethic skills" includes the following:

(1) Demonstrating professionalism by meeting expectations of promptness, attendance, preparedness, completing tasks, following policies, rules and regulations, and taking responsibility for work product.

(2) Clarifying goals, develop a timeline, and determine most effective strategies to complete goals on time.

(3) Completing tasks or activities with no prompting and minimal guidance.

(4) Ability to exercise flexibility in responding to change.

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

[511 IAC 6-7.2-18](#) 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. 18. 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 section 19 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 20-exceeding these minimum standards, in which case the local standards take precedence.

(2) The state board recognizes only high school diplomas awarded by state accredited schools as defined in [IC 20-18-2-18.8](#).

(Indiana State Board of Education; [511 IAC 6-7.2-18](#))

[511 IAC 6-7.2-19](#) Indiana Diploma Requirements

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

Affected: [IC 20-30-5-5](#); [IC 20-30-5-6](#); [IC 20-30-5.6-1](#); [IC 20-31-3-1](#)

Sec. 19. (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) complete a minimum of forty-two (42) high school credits consistent with the Indiana diploma course and credit requirements set forth in subsection (b); and**
- (2) except as provided in [511 IAC 6-7.2-20\(e\)](#), 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 set forth in subsection (f).****

(b) Indiana diploma course and credit requirements consist of the following:

- (1) Eight (8) credits in Language arts, two (2) of which must be in English 9 or an equivalent course, and one (1) of which must be in communication courses.**
- (2) Six (6) credits in mathematics, two (2) of which must be Algebra I credits.**
- (3) One (1) credit in Personal Financial Responsibility.**
- (4) Four (4) credits in science, two (2) of which must be Biology I credits.**
- (5) One (1) credit in Computer Science.**
- (6) Two (2) credits in science, technology, engineering, or mathematics.**
- (7) Two (2) credits in U.S. history.**
- (8) One (1) credit in U.S. government.**
- (9) Two (2) credits in world perspectives.**
- (10) One (1) credit in physical education.**
- (11) One (1) credit in health and wellness.**
- (12) One (1) credit in career preparedness.**
- (13) Twelve (12) personalized elective credits.**

(c) Only courses designated as approved Indiana diploma courses by the state board may be used to satisfy the course requirements set forth in subsection (b).

(d) Unless otherwise prohibited by law or regulation, high school credit earned in courses designated as approved Indiana diploma courses prior to a student entering high school may be used to satisfy both the course and credit requirements specified in this rule.

(e) A student may satisfy the credit requirements in subsection (b)(13) by enrolling in a modern youth apprenticeship, as defined in [IC 20-51.4-2-9.5](#), and satisfying the requirements set forth in [IC 20-51.4-2-9.5\(1\) – \(5\)](#).

(f) To be eligible for an Indiana diploma, 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 an Armed Forces Qualification Test score of at least thirty-one (31) on the Armed Services Vocational Aptitude Battery, and meet the requirements specified in [IC 20-32-4-1.5\(i\)](#).**
- (4) Earn an industry recognized or a postsecondary credential. Only credentials designated as approved graduation qualifying credentials by the state board may be used to satisfy this requirement.**
- (5) Complete a federally recognized apprenticeship or apprenticeship program as defined in [IC 20-43-8-0.3](#).**
- (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. At least one (1) of the courses used to satisfy this requirement must be an English, mathematics, science, or social studies course.**
- (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 if the student:

- (1) satisfies the requirements in subsection (a); and**
- (2) earns at least one (1) of the diploma seals established in section 20 of this rule.**

(Indiana State Board of Education; [511 IAC 6-7.2-19](#))

511 IAC 6-7.2-20 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. 20. (a) In addition to earning an Indiana diploma, a student may earn one (1) or more of the following Indiana diploma seals by completing the Indiana diploma seal requirements set forth in subsection (b):

- (1) An Enrollment Honors Seal.
- (2) An Enrollment Honors Plus Seal.
- (3) An Employment Honors Seal.
- (4) An Employment Honors Plus Seal.
- (5) An Enlistment Honors Seal.
- (6) An Enlistment Honors Plus Seal.

(b) Indiana diploma seal requirements consist of the following:

(1) To be eligible for an Enrollment Honors Seal a student must:

- (A) Earn at least four (4) credits of the same world language;
- (B) Earn at least six (6) social studies credits;
- (C) Earn at least eight (8) mathematics credits as follows:
 - (i) Two (2) credits of Algebra I;
 - (ii) Two (2) credits of Geometry;
 - (iii) Two (2) credits of Algebra II or two (2) credits of any advanced math credit; and
 - (iii) Two (2) credits of any advanced mathematics credit.
- (D) Complete at least six (6) science credits as follows:
 - (i) Two (2) credits of Biology I;
 - (ii) Two (2) credits of Chemistry; and
 - (ii) Two (2) credits of any lab science credit.
- (E) Earn a grade of "C" or higher in the courses required in clauses (A)(B)(C)(D);
- (F) Earn a cumulative grade point average of at least "B"; and
- (G) Complete one (1) of the following:
 - (i) Earn four (4) AP credits and receive a passing score on the corresponding AP exams;
 - (ii) Earn six (6) college credits in courses listed in the Core Transfer Library established under [IC 21-42-5](#);
 - (iii) Earn four (4) International Baccalaureate credits and take the corresponding exams;
 - (iv) Earn a score of at least 1250 on the SAT; or
 - (v) Earn a score of at least 26 on the ACT.

(2) To be eligible for an Enrollment Honors Plus Seal a student must:

- (A) meet all the requirements specified in [511 IAC 6-7.2-20\(b\)\(1\)](#);
- (B) complete one of the following:
 - (i) earn an industry recognized or a postsecondary credential. Only credentials designated as approved Enrollment Honors Plus Seal credentials by the state board and the commission for higher education defined by [21-18-1-3](#) may be used to satisfy this requirement;
 - (ii) earn the Advanced Placement Scholar with Distinction award;
 - (iii) complete the requirements for the Advanced International Certificate of Education Diploma;
 - (iv) complete the requirements for the International Baccalaureate Diploma Programme; or
 - (v) earn the Indiana College Core as defined in [IC 21-42-3-5](#);
- (C) complete at least one hundred (100) hours work based learning; and
- (D) demonstrate communication and collaboration or work-ethic skills that have been verified by an individual or entity recognized by either the student's high school or the state board using the verification forms established by the department. The department shall establish model verification forms and other documentation requirements pertaining to the verification requirements specified in this subdivision.

(3) To be eligible for an Employment Honors Seal a student must:

- (A) complete one of the following:
 - (i) earn an industry recognized or a postsecondary credential. Only credentials designated as approved Employment Honors Seal credentials by the state board and the governor's workforce cabinet defined by [IC 4-3-27-2](#) may be used to satisfy this requirement; or
 - (ii) complete three (3) career and technology education courses in a next level programs of study pathway.

- (B) complete at least one hundred (100) hours of work based learning;
- (C) demonstrate communication and collaboration or work-ethic skills that have been verified by an individual or entity recognized by either the student's high school or the state board using the verification forms established by the department. The department shall establish model verification forms and other documentation requirements pertaining to the verification requirements specified in this subdivision; and
- (D) complete one (1) of the following:
- (i) at least one (1) school year with no more than three (3) days of unexcused absences; or
 - (ii) at least one hundred (100) hours of work based learning experience with no more than three (3) unexcused absences.
- (4) To be eligible for an Employment Honors Plus Seal a student must:
- (A) earn an industry recognized or a postsecondary credential. Only credentials designated as approved Employment Honors Seal credentials by the state board and the governor's workforce cabinet defined by [IC 4-3-27-2](#) may be used to satisfy this requirement;
- (B) complete at least six hundred and fifty (650) hours of work based;
- (C) demonstrate communication and collaboration or work-ethic skills that have been verified by an individual or entity recognized by either the student's high school or the state board using the verification forms established by the department. The department shall establish model verification forms and other documentation requirements pertaining to the verification requirements specified in this subdivision; and
- (D) complete one (1) of the following:
- (i) at least one (1) school year with no more than three (3) days of unexcused absences; or
 - (ii) at least one hundred (100) hours of work based learning experience with no more than three (3) unexcused absences.
- (5) To be eligible for an Enlistment Honors Seal a student must:
- (A) complete one (1) of the following:
- (i) an introduction to public service course;
 - (ii) one year of a junior reserve officers' training corps program;
 - (iii) one year as a member of the Indiana wing of civil air patrol; or
 - (iv) a locally created course that covers the same content as an introduction to public service course.
- (B) complete the Armed Services Vocational Aptitude Battery Career Exploration Program by:
- (i) completing the Armed Services Vocational Aptitude Battery and earning a score of at least thirty-one (31);
 - (ii) exploring the career portal; and
 - (iii) completing the post-test interpretation with a trained facilitator.
- (C) achieve at least one (1) school year with no more than three (3) days being unexcused absences.
- (D) demonstrate communication and collaboration or work-ethic skills through a mentorship experience with a:
- (i) member of the military on active duty as defined by [IC 20-26-19-1](#);
 - (ii) member of the National Guard as defined by [IC 10-18-9-6](#);
 - (iii) veteran as defined by [IC 23-14-54.5-5](#);
 - (iv) law enforcement officer as defined by [IC 10-10.5-1-3](#);
 - (v) firefighter as defined by [IC 35-44.1-4-3](#) or
 - (vi) public servant as defined by [IC 35-31.5-2-261](#).
- The department shall establish model verification forms and other documentation requirements pertaining to the verification requirements specified in this subdivision.
- (6) To be eligible for an Enlistment Honors Plus Seal a student must:
- (A) enroll in a military service academy of the United States as defined by 33 USC § 3021(a)(3);
- (B) enroll into a reserve officers' training corps program at an accredited institution of higher education; or
- (C) meet all the requirements specified in subdivision (b)(5); and
- (D) achieve a minimum score of 50 on the Armed Forces Qualification Test score on the Armed Services Vocational Aptitude Battery; and
- (E) demonstrate excellence in leadership through one (1) of the following:
- (i) complete at least one hundred (100) hours of public service;
 - (ii) hold a leadership role in a cocurricular or extracurricular activity for at least two (2) semesters;
 - (iii) complete two (2) seasons of a team-based physical sport or activity.
- (c) A student shall specify the following in their graduation plan developed under [IC 20-30-4-2](#):

(1) an intent to pursue one (1) or more diploma seals; or

(2) an individualized plan that includes the courses and activities a student intends to complete that are aligned with their enrollment, employment, or enlistment goals after high school.

(d) If a student completes the requirements for one or more Indiana Diploma seals established in this rule, the seal shall be specified in the student's high school transcript.

(e) A student may satisfy the requirements set forth in [511 IAC 6-7.2-19](#)(a)(2) by meeting the requirements for one or more Indiana diploma seals established in this rule.

(Indiana State Board of Education; [511 IAC 6-7.2-20](#))

SECTION 3. SECTIONS 1 and 2 of this document take effect July 1, 2025.

Posted: 10/09/2024 by Legislative Services Agency
An [html](#) version of this document.