

This draft rule remains subject to change. The final published version may be different in form and substance due to technical changes through the rulemaking authorization process. The official public comment period commences following approval by the State Budget Agency and the Office of Management and Budget, who shall provide the Department with authorization to commence the official public comment period. The final proposed rule language will then be published in the Indiana Register. Once this occurs, the Department will issue a Notice of First Public Comment Period to the Indiana Register along with a hearing notice. The comment period is thirty days and will conclude with a public hearing to consider additional comment.

## **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 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 of 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

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

Sec. 6. "CTE Concentrator" means a student earning a C average in at least two non-duplicative advanced courses, courses beyond an introductory course, within a particular CTE program or CTE 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 ages sixteen (16) and nineteen (19). (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) the integration of 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) involve an employer assigning a student meaningful job tasks to develop the student’s skills, knowledge, and readiness for work; and

(3) include 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 20-30-5; 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 15 and 16 of this rule are the minimum requirements for granting a high school diploma to a student entering high school in the 2025-2026 school year or a subsequent 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**

Authority: IC 20-19-2-8

Affected: IC 20-30-5-5; IC 20-30-5-6; IC 20-30-5.6-1; IC 20-31-3-1

Sec. 14 (a) To be eligible for an Indiana diploma, a student 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, including two (2) in a life science and two (2) in a physical 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

- (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 shall be 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 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 board's website.

(5) Civic, financial, and digital literacy

- (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 the experience 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 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 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 permits multiple credits to be awarded. (Indiana State Board of Education; 511 IAC 6-7.2-14)

**511 IAC 6-7.2-15 Indiana Graduates Prepared to Succeed diploma designation**

Authority: IC 20-19-2-8;

Affected: IC 20-32

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 (g).

(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 career and technical education (CTE) concentrator.

(13) Four (4) points for earning an industry recognized or 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 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 or 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) Beginning with the 2025-2026 school year, a student may be eligible for 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 diploma designation**

Authority: IC 20-19-2-8

Affected: IC 20-32; IC 20-51.4-2-9.5

Sec. 16. (a) To be eligible for an Indiana diploma with an Indiana 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 board; and
- (3) demonstrate college or career readiness by:
  - (A) earning an industry recognized or 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 AP Scholar with Distinction award;
  - (D) earning the Advanced International Certificate of Education Diploma; or
  - (E) completing the International Baccalaureate Diploma Programme.
  - (F) completing the Indiana College Core defined in IC 20-19-2-21.
  - (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 that have been 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) Beginning with the 2025-2026 school year, a student may be eligible for 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

Affected: IC 20-19-2-28; IC 20-30-4-2

Sec. 17. (a) Subject to 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) The state board shall develop, and the department shall make available on its website, course offerings and course sequences that must be completed by a student to earn a particular seal in subsection (a). The course offerings and course sequences are subject to the following:

(1) The Enrollment Ready Seal course offerings and course sequences must meet the minimum entrance requirements for enrollment at the majority of state educational institutions specified in IC 21-7-13-32 and be jointly developed with and approved by the commission.

(2) The Employment Ready Seal course offerings and course sequences must be developed in consultation with entities described in IC 20-19-2-21 (f)(4).

(3) The Enlistment Ready Seal course offerings and course sequences must be developed in consultation with the Indiana National Guard.

(c) If a student plans to pursue a seal or seals 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 established for a particular seal established under subsection (a), the seal shall be reflected on the student's high school transcript. (Indiana State Board of Education; 511 IAC 6-7.2-17)