



INSTRUCTIONS

To be completed by proposing department or program.

Please complete all required sections. For any certificates to be offered at any level of online status, contingent approval by the IU Office of Online Education must be secured by initiating the [OOE Initial Request Form](#) before this proposal will be considered. OOE Approval notice must accompany this form when submitted into APPEAR.

For stand-alone certificates for which financial aid eligibility is requested, sections 5-7 are required, as they will also inform the post-approval processes with the campus financial aid director.

SECTION 1: CONTACT INFORMATION *(Required for ALL Certificate Programs)*

Name	Mike Beam
Title	Assistant Vice President for School Partnerships
E-mail Address	mibeam@indiana.edu
Phone Number	812-855-4268

SECTION 2: PROGRAM IDENTIFYING INFORMATION *(Required for ALL Certificate Programs)*

Type of Certificate	<input type="checkbox"/> Area Certificate <i>(only available with a degree program)</i>	
	<input checked="" type="checkbox"/> Stand-Alone Certificate <i>(Indicate Financial Aid status below)</i>	
Financial Aid Eligibility	<input checked="" type="checkbox"/> NO <i>(Complete sections 1-4)</i>	<input type="checkbox"/> YES <i>(Complete sections 1-7)</i>
Academic Level	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Post-Baccalaureate
	<input type="checkbox"/> Graduate	<input type="checkbox"/> Post-Master's
Mode of Instruction	<input checked="" type="checkbox"/> On Campus	<input checked="" type="checkbox"/> Online (<input type="checkbox"/> Y, <input type="checkbox"/> Y8)
	<input type="checkbox"/> Hybrid (Y5)	<input checked="" type="checkbox"/> Collaborative
Campus(es) offering Certificate	IUE, IUK, IUNW, IUS, IUSB	
Academic Unit(s) offering certificate program		
Certificate Name	Indiana College Core Certificate	
Proposed Program CIP Code <i>From the Classification of Instructional Programs (Search HERE for help)</i>	Please confirm	
Minimum Program Credit Hours <i>Enter the minimum number of credit hours necessary to satisfy certificate requirements (range not acceptable)</i>	30	
Normal Time for completion <i>Enter number of weeks, and number of academic terms (range not acceptable)</i>	4 years (224 weeks); 8 academic terms (during high school)	
Other Delivery Aspects <i>(Field experience, such as Co-ops, Internships, Clinicals, Practica, etc.)</i>		



SECTION 3: RATIONALE AND SOURCE OF STUDENTS

(Required for ALL Certificate Programs)

a. Rationale

Alignment with institutional mission and strengths.

Indiana University is the largest public institution in the State of Indiana to offer a liberal arts education. IU’s Advanced College Project (ACP) is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and offers 36 dual credit courses through partnerships with 900 high school teachers from 220 high schools across four states. More than 20,000 students will be enrolled in ACP courses in the 2021-2022 AY, earning credit towards their degree requirements. Only \$25 per credit or free from students who qualify financially, ACP prepares students for the rigor of higher education, reduces costs of attending college, and enables students to graduate college faster.

According to the [Early College Credit Report](#) (2021), the average number of dual credits high school students earn is 13.5. In fact, 14 percent of dual credit earners earn 24 credits. The Indiana Department of Education has incentivized high schools to partner with institutions of higher education to identify a series of 30 college credits that can be transferred as a block to any public institution. The proposed Indiana College Core certificate will encourage high school students to pursue more dual credit courses through Indiana University and achieve a well-rounded liberal arts credential that increases the likelihood of early or on-time degree completion.

b. Student population

Describe the target population and long-term student pipeline. For example, are students expected to be from existing degree programs, area employers, certain industries, etc? This information should justify sustainable enrollment in the certificate.

The target population is high school students who attend a high school that has a partnership (MOU) on file with Indiana University’s ACP program, which certifies the high school teacher is qualified to teach college-level curriculum that meets the IU course requirements as required by the Higher Learning Commission. There are 682 high schools in Indiana (555 public and 127 private) and ACP has established partnerships with 220 of those and seeks to increase it’s partnerships as the demand for dual credit offerings continues to increase.

**SECTION 4: CERTIFICATE REQUIREMENTS** *(Required for ALL Certificate Programs)*

Please list – or provide a list of – all courses that make up a certificate program. Include Course name, course number, and credit hours for each course. Also, please include an asterisk (*) after the course name for any courses NOT currently in any existing degree programs.		
Course name and Number	Credit Hours	Course Modality (online, on campus)
<i>Written Communication 3 credits</i>		
ACP ENG-W131 Reading, Writing, & Inquiry	3	Dual Credit/online/on campus
<i>Speaking and Listening 3 credits</i>		
ACP COLL-P155/S121 Public Speaking	3	Dual Credit/online/on campus
<i>Quantitative Reasoning 3-5 credits</i>		
ACP MATH-M118 Finite Math	3	Dual Credit/online/on campus
ACP MATH-M119 Brief Survey of Calculus	3	Dual Credit/online/on campus
ACP MATH-M211/215 Calculus I	4-5	Dual Credit/online/on campus
ACP MATH-M212/216 Calculus II	4-5	Dual Credit/online/on campus
ACP MATH-M125 Precalculus Mathematics & MATH M126 Trigonometric Functions	5	Dual Credit/online/on campus
Any course identified by the delivery campus as meeting this ICC competency – and included in the ICC Certificate MOU	3	Dual Credit/online/on campus
<i>Scientific Ways of Knowing 5-12 credits (one must be natural science noted with an asterisk)</i>		
*ACP BIOL-L 100 Humans and the Biological World	5	Dual Credit/online/on campus
*ACP CHEM-C101 & 121 Introductory Chemistry	Counts as 2 courses for 5 credits	Dual Credit/online/on campus
*ACP PHYS-P221 Physics I	5	Dual Credit/online/on campus



*ACP PSY-P101 Introductory Psychology I	3	Dual Credit/online/on campus
ACP CSCI-C102 Great Ideas in Computing	3	Dual Credit/online/on campus
Any course identified by the delivery campus as meeting this ICC competency – and included in the ICC Certificate MOU	3	Dual Credit/online/on campus
<i>Social and Behavioral Ways of Knowing 6-12 credits</i>		
ACP HIST-H105 American History I	3	Dual Credit/online/on campus
ACP HIST-H106 American History II	3	Dual Credit/online/on campus
ACP PSY-P102 Introductory Psychology II	3	Dual Credit/online/on campus
ACP ECON-E201/103 Introduction to Microeconomics	3	Dual Credit/online/on campus
ACP ECON-E202/104 Introduction to Macroeconomics	3	Dual Credit/online/on campus
ACP POLS-Y103 Intro to American Politics	3	Dual Credit/online/on campus
ACP SOC-S100 Introduction to Sociology	3	Dual Credit/online/on campus
ACP EDUC-F200 Examining Self as Teacher	3	Dual Credit/online/on campus
ACP BUS-X100 Business Administration: Introduction	3	Dual Credit/online/on campus
Any course identified by the delivery campus as meeting this ICC competency – and included in the ICC Certificate MOU	3	Dual Credit/online/on campus
<i>Humanistic Ways of Knowing 6-12 credits</i>		
ACP ENG-L111 Discovering Literature	3	Dual Credit/online/on campus
ACP ENG-L202 Literary Interpretation	3	Dual Credit/online/on campus
Online FOLK-F111 World Music Culture	3	Online/on campus



INTL-I100 Introduction to International Studies	3	Online/on campus
AFAM-A150 Survey of the Culture of Black Americans	3	Online/on campus
Any course identified by the delivery campus as meeting this ICC competency – and included in the ICC Certificate MOU	3	Dual Credit/online/on campus
<i>Other Approved Courses</i>		
ACP FRIT-F150 First-Year French Level II	3	Dual Credit/online/on campus
ACP FRIT-F200 Second-Year French Level I	3	Dual Credit/online/on campus
ACP FRIT-F250 Second-Year French Level II	3	Dual Credit/online/on campus
ACP GER G150 First-Year German Level II	3	Dual Credit/online/on campus
ACP GER G200 Intermediate German Level I	3	Dual Credit/online/on campus
ACP GER G250 Intermediate German Level II	3	Dual Credit/online/on campus
ACP HISP S150/104 First-Year Spanish II	3	Dual Credit/online/on campus
ACP HISP S200/105 Second-Year Spanish I	3	Dual Credit/online/on campus
ACP HISP S250/204 Second-Year Spanish II	3	Dual Credit/online/on campus
CHRI-C151 Minority People in the United States	3	Online/on campus
Any course identified by the delivery campus as meeting an ICC competency – and included in the ICC Certificate MOU	3	Dual Credit/online/on campus



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FOR NEW CERTIFICATES TO BE OFFERED WITH STAND-ALONE FINANCIAL AID ELIGIBILITY

Please complete all requested information for each Certificate program for which you intend to seek financial aid eligibility.

NOTE: The authorization to provide student access to Federal Student Aid funds for certificate programs requires that the certificate meet certain employment wage expectations, as supported in the following sections. Financial Aid availability may only be indicated after successful inclusion of the certificate program in the Program Participation Agreement (PPA) between the campus and the Office of Federal Student Aid.

Contact Responsibilities: The program contact agrees to take responsibility for ensuring that consumer information disclosures, required by the Department of Education and created by the University Director of Financial Aid, are posted anywhere the program is described. This includes the program’s web page, the bulletin and on any promotional materials created for the program. The contact will also be consulted when any new information must be collected to complete future version of the disclosures, which are updated annually. The contact understands that failure to comply puts the university at risk and may result in termination of aid eligibility for students in the program.

SECTION 5: PROGRAM OUTCOMES *(All information is required)*

<p>Recognized Occupation Code Enter the Standard Occupation Code and title that corresponds to the recognized occupation for which the proposed program prepares completers. (Search HERE if you need help.)</p>				
<p>Placement Rates Select the option that applies to the program's job placement rate requirements: Select the indicator below the appropriate requirement. → Note: If required, the program’s contact will be asked to provide specific data, annually.</p>	<p>Required to calculate a job placement rate for the program completers by our Accrediting Agency.</p>	<p>Required to calculate a job placement rate for the program completers by our State.</p>	<p>Required to calculate a job placement rate for the program completers by both our Accrediting Agency and State.</p>	<p>Not currently required to calculate a job placement rate for program completers.</p>



Licensure Requirements

Your institution is required to provide information about whether this program meets licensure requirements for any states in the metropolitan statistical area (MSA) in which the institution is located, as well as for any states for which the institution is aware of whether the program satisfies all education prerequisites to qualify a student for licensure.

Select the states that meet any of the following criteria and whether or not it satisfies all educational prerequisites:

- The state(s) in which your institution is required to obtain state authorization pursuant to 34 CFR 6009
- All states in the metropolitan statistical area(s) (MSA) in which your program is offered
- Any other states for which you have determined that your program does or does not meet licensure requirements

In items A-E, below, select or enter the appropriate licensure designations. Note that Indiana MUST be included within item A, and that any state may only be captured within a single selection.

A: Program meets licensure requirements in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i>
B: Program does not meet licensure requirements in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i>
C: Program qualifies students to sit for licensure exam in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i>
D: Program does not qualify students to sit for licensure exam in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i>
E: The following States do not have licensure requirements for this profession:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i>

SECTION 6: PROPOSED SCHEDULE

(Please enter "N/A" for requests pertaining to existing programs.)

The first day the program was or will be offered by the institution	
The day you would like to begin disbursing Title IV funds to students enrolled in the program.	



SECTION 7: NARRATIVE RESPONSES

Narrative description of how the institution determined the need for the program.

For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

Indiana set a goal that 60% of working-age Hoosiers would have a college degree or credential by 2025 because the vast majority of jobs being created require education beyond high school (Lumina Foundation, [A Stronger Nation](#), 2021). The Commission for Higher Education and the Department of Education are working together to make earning a college credential an affordable and realistic option for every high school student in the State. One promising solution is earning college credits while in high school (e.g., dual credit courses) because it offers significant cost savings and research shows that students who complete these courses are more likely to enroll in college and are successful when they get there.

Indiana College Core (ICC), formerly the Statewide General Education Core (STGEC), was established in 2012 (Senate Enrolled Act 182) and identified at least 30 credit hours that meet a set of agreed upon statewide competencies and associated learning outcomes. While Indiana University has provided a list of courses that meet the STGEC competencies, high schools are encouraged to develop partnerships with at least one institution of higher education to deliver the ICC through dual credit course offerings and become “demonstration sites.”

Advance College Project (ACP) has long established MOUs with high schools that offer ACP courses and in compliance with NACEP (National Alliance of Concurrent Enrollment) standards. High schools are interested in developing an ICC partnership with IU using ACP courses to meet the minimum requirement of 15 credit hours from one institution of higher education. In order to ensure high school students can achieve the ICC while in high school, IU seeks to establish one certificate that outlines which courses count towards their general education or program of study requirements, regardless of which IU campus they enroll.

Developing the IU ICC certificate gives high school students a credential to work towards, further incentivizing them to take more dual credit course, which contributes to college-going and on time degree completion.

Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.

For example, indicate if Bureau of Labor Statistics data or State labor data systems information was used, and/or if State, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

According to the [2020 American Community Survey](#) census, of people aged 25 and older, 26% have some college or an associates degree. According to the [Indiana Early College Credit Report](#) (2021), the number of high school students earning some college credit is 64%, an increase of 7% in the last five years. The average number of credits earned is 13.5, which is up 3.6 compared to five years ago. In fact, 14% of dual credit earners complete 24 credits. The ICC requires 30 credit hours and the number of students meeting this milestone has increased from 42 students in 2014 to 1,638 in 2019.

There are significant disparities in who earns dual credit. While 65% of White students earn dual credit, 38% of Black students and 50% of Hispanic/Latino students earn dual credit. From an economic standpoint, students who are eligible for free- and reduced-price lunch are less likely to earn dual credit. Similarly, difference in dual credit vary by county. In short, some Hoosiers face additional barriers to dual credit and the benefits of dual credit are not evenly distributed (Indiana Early College Credit Report, 2020, p. 5).

This proposal builds upon the courses already identified for the ICC by identifying a set of courses that, when combined as a block of 30 credits, have significance (credential, not just transferring courses) and set students up for success for a liberal arts education. The certificate includes already approved ACP courses, which has processes in place to ensure NACEP and HLC standards are met. These processes ensure the high school teachers are delivering the highest quality and rigor that IU expects. In addition to ACP (in-person, taught by high school teachers), the certificate includes courses offered through IU Online to uphold the liberal arts degree. Offering the 100% online courses as part of the ICC addresses two major barriers – lack of credentialed high school teachers and low student enrollments. It allows IU to leverage IU faculty who have the necessary credentials (instead of identifying credentialed high school teachers who can teach courses in the humanities, which is rare). And, it increases access to the ICC for high school students who may come from a small school district where teaching a small number of students is not fiscally feasible.

IU's ability to offer the ICC certificate is extremely important to our partner high schools. While offering dual credits is not new, trying to find 30 credits hours and enough teachers credentialed to offer the courses does not come without challenges. Creating the ICC Certificate clarifies for the high schools, for students, and for families how to pursue a liberal arts degree at Indiana University and how we can partner to make it a reality.



Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.

The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following:

- Business advisory committees
- Program integrity boards
- Public or private oversight or regulatory agencies (not including the state licensing /authorization agency and accrediting agency)
- Businesses that would likely employ graduates of the program.

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the US Department of Education upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

The Commission for Higher Education hosted a meeting on March 3, 2021 to outline the criteria for determining a delivery site for the Indiana College Core.

1. A delivery site for the Indiana College Core is defined as a high school that has:
 - a. Partnered with at least one Indiana public, postsecondary institution to ensure that students at that high school can complete the Indiana College Core; and
 - b. Committed to send all current high school transcripts through Parchment as XML data files.
2. For a high school to be identified as a delivery site for the Indiana College Core, a Memorandum of Understanding must be signed between the high school and an Indiana public, primary postsecondary partner, which is the college or university that:
 - a. Will affirm that high school students who complete the Core have earned at least 30 semester hours of credit and have mastered the competencies required for the Core;
 - b. Will issue a transcript to students indicating they have completed the Core; and
 - c. May confer a postsecondary certificate to students who complete the Core.
3. The duties of the primary postsecondary partner include:
 - a. Delivering at least 15 of the 30 credit hours of coursework required to complete the Indiana College Core;
 - b. Coordinating the delivery of coursework from other postsecondary partners to avoid unnecessary course duplication and to ensure there are no gaps in the availability of courses needed for students to complete the Core;
 - c. Ensuring the availability of other methods, by which students can earn credit that applies toward the Core, such as AP examinations, courses delivered through dual enrollment, courses delivered through telecommunications, faculty sharing partnerships with other high schools/school corporations, and CLEP examinations;
 - d. Specifying the cohorts of students, by graduating classes, for whom the primary postsecondary partner commits to making available the courses and other methods needed for students to complete the Core; and
 - e. Following Commission for Higher Education instructions to ensure that the list of high schools at which students can complete the Indiana College Core is kept accurate and current on the Indiana Credential Registry.

The Office of School Partnerships and ACP reviewed the ICC requirements and determined ACP courses can be utilized to satisfy the competencies outlined in the ICC:

Foundational Intellectual Skills



- Written Communication (3 credits)
- Speaking and Listening (3 credits)
- Quantitative Reasoning (3-5 credits)

Ways of Knowing

- Scientific Ways of Knowing (3-12 credits, at least one lab course)
- Social and Behavioral Ways of Knowing (3-12 credits)
- Humanistic Ways of Knowing (3-12 credits)

Creating the ICC Certificate is in alignment with efforts at the CHE, the Indiana Department of Education, and in alignment with internal efforts within the ACP program and IU's Transfer office. The certificate built around IU's ACP courses will support the state's postsecondary attainment goals and provide Indiana schools with new pathways for delivering required curricula.

Disclaimers:

- Completion of the ICC certificate requires at least 30 credit hours.
- Completion of the ICC does not guarantee all general education requirements have been met. Depending on campus and program of study, additional courses may be required.
- Students must earn at least 15 credit hours through enrollment in IU coursework (ACP, on-campus, or online).
- Students are responsible for transferring any courses taken through another institution of higher education to IU.
- Certificates can only be conferred once all transfer credits and AP exam scores have been received.