

Indiana Commission for Higher Education

New Certificate Program Proposal for Public Institutions

2025-2026

[Certificate]

To Be Offered by [Institution]

Program Details	
Certificate Level (Award of less than 1 academic year; Award of at least 1 but less than 2 academic years; Post-Baccalaureate Certificate; or, Post-Master's Certificate):	
Credit Hours (13 or more):	
Suggested CIP Code:	
Distance Education (On Campus Only, On Campus/Online, or Online Only):	
Nature of Distance Education (100% Online, Blended, or None):	

Only proposals for credit-bearing certificates of at least 13 credit hours or more must complete this application. Certificates of 12 credit hours or less may use the 'Academic Program Inventory (API) Change Request' form via a Routine Staff Action.

1.	Instructional Locations	3
2.	Certificate Program Description and Rationale	3
3.	Career Relevance and Evidence of Market/Societal Need	4
4.	Positive Student Outcomes: Job Placement, Wages, and Student Debt	6
5.	Market Intelligence: Student Demand, Provider Competition, and Projected Enrollment	8
6.	Program of Study: Curriculum, Quality, and High-Impact Practices.....	9
7.	Programmatic Costs	11
8.	External Letter(s) of Support (Optional)	13

1. Instructional Locations

a. Campus/Campuses

- Specify the campus/campuses to offer the certificate program, as applicable:

Ivy Tech Community College:		Indiana University:	
ALL ITCC Campuses	<input type="checkbox"/>	Indiana University Bloomington	<input type="checkbox"/>
ITCC Anderson	<input type="checkbox"/>	Indiana University Indianapolis	<input type="checkbox"/>
ITCC Anderson	<input type="checkbox"/>	Indiana University East	<input type="checkbox"/>
ITCC Bloomington	<input type="checkbox"/>	Indiana University Columbus	<input type="checkbox"/>
ITCC Columbus	<input type="checkbox"/>	Indiana University Fort Wayne	<input type="checkbox"/>
ITCC Evansville	<input type="checkbox"/>	Indiana University Kokomo	<input type="checkbox"/>
ITCC Fort Wayne	<input type="checkbox"/>	Indiana University Northwest	<input type="checkbox"/>
ITCC Indianapolis	<input type="checkbox"/>	Indiana University South Bend	<input type="checkbox"/>
ITCC Kokomo	<input type="checkbox"/>	Indiana University Southeast	<input type="checkbox"/>
ITCC Lafayette	<input type="checkbox"/>		
ITCC Lake County	<input type="checkbox"/>	Purdue University:	
ITCC Hamilton County	<input type="checkbox"/>	Purdue University Global	<input type="checkbox"/>
ITCC Lawrenceburg	<input type="checkbox"/>	PU West Lafayette	<input type="checkbox"/>
ITCC Madison	<input type="checkbox"/>	PU in Indianapolis	<input type="checkbox"/>
ITCC Marion	<input type="checkbox"/>	PU Fort Wayne	<input type="checkbox"/>
ITCC Muncie	<input type="checkbox"/>	PU Northwest	<input type="checkbox"/>
ITCC Richmond	<input type="checkbox"/>	PU Polytechnic Statewide	<input type="checkbox"/>
ITCC Sellersburg	<input type="checkbox"/>		
ITCC South Bend/Elkhart	<input type="checkbox"/>	Vincennes University:	
ITCC Terre Haute	<input type="checkbox"/>	ALL VU Campuses	<input type="checkbox"/>
ITCC Valparaiso	<input type="checkbox"/>	VU Vincennes	<input type="checkbox"/>
		VU Jasper	<input type="checkbox"/>
		VU ATC	<input type="checkbox"/>
		VU Marion County	<input type="checkbox"/>

2. Certificate Program Description and Rationale

a) Program Description

- Provide a short, comprehensive description of the proposed certificate program that would be available to prospective students and other interested stakeholders. This description, or a slightly altered version, would be included on the institution's web site upon launch and relevant promotional materials.

b. Stackability or Embeddedness to Credential Pathways

- Clarify whether the proposed certificate will be embedded and/or stackable to a longer credential pathway or multiple relevant pathways. Briefly describe those pathways, if applicable.

c. Rationale: General

- What problem is this proposed certificate program trying to solve? A brief rationale must make a compelling justification why establishing a new certificate program is responsive to current and future talent needs of the applicable region(s) and/or state under (3.b.).

3. Career Relevance and Evidence of Market/Societal Need

a. Indiana-Specific Talent Needs and Relevant Occupations

- Briefly explain how this proposed certificate program would help address Indiana’s talent priorities in relation to specific occupations, general occupational classifications, and industry sectors that are the most relevant to the proposed certificate in terms of competencies, knowledge, skills, and experiences listed under (6.a.), including any accreditation/licensure standards, if applicable.
 - If applicable, summarize the most prevalent job titles that are most relevant to the proposed certificate program as well as any credential pathway in which it is embedded, if applicable.

b. Occupational Outlook: Projected Employment Trends

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed certificate program under (3.a.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate graduates of the proposed certificate program should have promising career opportunities. The proposal should also address occupations relevant to any applicable longer credential pathways in which the certificate is stackable/embedded.

Is the certificate or a very similar certificate listed on the State of Indiana’s ‘Credentials of Value List,’ if applicable?

Yes <input type="checkbox"/>	No <input type="checkbox"/>
-------------------------------------	------------------------------------

In statewide and/or regional terms, are any of the most relevant occupations identified under (3.a.) listed among the top-three categories under the Indiana Department of Workforce Development’s (DWD) [‘Top Jobs’](#) occupational ranking methodology:

5- Star ‘Top Jobs’	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List and specify statewide/region:		
4-Star ‘Top Jobs’	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List and specify statewide/region:		
3-Star ‘Top Jobs’	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List and specify statewide/region:		

In statewide, regional, and/or national terms, are any of the most relevant occupations or occupational classifications identified under (3.d.) categorized by the U.S. Department of Labor's (USDOL) Bureau of Labor Statistics (BLS) as the '[Fastest Growing \(Projected\)](#)' or '[Most New Jobs/Occupations with the Most Job Growth \(Projected\)](#)' or by USDOL's O*Net as a '[Bright Outlook](#)' occupation:

Yes <input type="checkbox"/>	No <input type="checkbox"/>
-------------------------------------	------------------------------------

List, specifying the geography, respective designation(s), and any applicable growth rate category:

4. Positive Student Outcomes: Job Placement, Wages, and Student Debt

a) Student Career Exploration and Planning

- As required under IC 21-18-9-5(b), explain how the proposed certificate program will advise students on career exploration and planning that includes timely information about the labor market and career pathways?

b) Connecting Students with Employment Opportunities

- As required under IC 21-18-9-5(b), explain how the proposed certificate program will facilitate direct connections between students and employment opportunities?

c) Job Placement

- As required under IC 21-18-9-5(b), provide the projected job placement rate for program graduates, including the projected job placement rate related to a graduate's level of education or training. (Link to cited sources as a basis for the projection.)

d) Graduate Retention

- In reference to facilitating direct connections between students and employers under (5.b.) and the regional/state workforce demand data under (3.b.), describe how this program will improve the institution's in-state graduate retention rate.

- As required under IC 21-18-9-5(b), provide the program's projected graduate retention rate upon graduation and after five years. (Link to cited sources as a basis for the projection.)

e) Student Return-on-Investment (ROI): Wages and Student Debt

- As required under IC 21-18-9-5(b), provide the estimated wages for graduates at the following career milestones (Link to cited sources as a basis for the estimates.):
 - Starting:
 - Three years after graduation:
 - Five years after graduation:
 - 10 years after graduation:

- Compare the estimated wages (above) to the most recent authoritative median wage of the region/state, living wage of the region/state (e.g., MIT Living Wage Calculator), and median wage for individuals with the same or similar postsecondary credential in the region/state (e.g., PSEO and PSEO Coalition).

Appendix 1: Provide a summary of wage data for graduates from similar certificate programs at the proposing institution and/or peer institutions as well as wages by experience level for the relevant occupations identified under (3.b.), citing authoritative sources such as the U.S. Census Bureau's Post-Secondary Employment Outcomes' PSEO Explorer data, the PSEO Coalition's 'Living Wage vs. Postsecondary Graduate Earnings' by certificate level, Indiana DWD and 'Top Jobs', the MIT 'Living Wage Calculator' for Indiana and region, U.S. BLS, Lightcast, other proprietary tools, etc. (This appendix should contain tables upon which the above estimates are based upon and/or relevant pages from the analyses.)

- As required under IC 21-18-9-5(b), provide the estimated average total student debt and average monthly student debt payment of in-state graduates. Explain the basis for the calculations. (Link to any cited sources.)
- Overall, briefly explain how graduates of the certificate program will realize a positive return-on-investment in terms of completion rate, time to completion, net cost, job placement, and upward mobility to help address the sixth statewide goal [‘6. Measurable distinction in economic and social mobility and prosperity outcomes’] of the [HOPE \(Hoosier Opportunities & Possibilities through Education\) Agenda](#)? (Link to any cited sources.)

5. Market Intelligence: Student Demand, Provider Competition, and Projected Enrollment

a. Evidence of Student Demand and Interest

- The proposal must briefly provide evidence of strong interest and demand amongst prospective students, describing how the institution investigated and assessed authoritative data. Briefly describe the proposed certificate program's recruitment and enrollment strategy.

b. Provider Market Inventory: Details on Similar Programs at Other Institutions

- List similar certificate programs at Indiana institutions (on-campus and/or distance education). (Provide a link to each certificate program's primary webpage.)

c. Projected Enrollment/Completion Rate

- As required under IC 21-18-9-5(b), provide the projected enrollment, completions, and completion rate over the next five years.

6. Program of Study: Curriculum, Quality, and High-Impact Practices

a) Certificate Program Learning Outcomes: Competencies, Skills, Knowledge, and Experiences

- List the significant learning outcomes that students completing this certificate program are expected to master, which would be public. If applicable, specify usage of industry-recognized standards, any non-HLC programmatic accreditation standards, licensure/certification standards, and/or industry qualification frameworks. If applicable, briefly explain how the certificate's competencies, skills, knowledge, and experience are embedded/stackable within a relevant credential pathway. Address how the certificate will remain aligned to evolving industry standards and employer demand, if applicable. (Link to any specified standards.)

b) Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

c) Coursework Overview

- Provide an overview of the certificate's course requirements. Include short course descriptions and, if necessary, notations for new courses or courses needing to be developed.

d) Accelerated Delivery Options

- As required under IC 21-18-9-5(b), specify and describe whether the proposed course of study provides options for accelerated delivery, if applicable.

e) Opportunities for Credit for Prior Learning

- As required under IC 21-18-9-5(b), list and describe all opportunities to earn credit for prior learning (CPL) through military experience and prior workforce/professional experience. Briefly explain how prospective and entering students will be informed of these opportunities. (Insert or link to the proposing institutions' applicable certification CPL crosswalks, Joint Service Transcript CPL crosswalks, Indiana Collegiate Purple Star information, if applicable, and/or policies on CPL individual assessments or CPL portfolio reviews.)

f) Opportunities for Embedded, Stackable Credentials and Degrees

- As required under IC 21-18-9-5(b), list and describe all embedded, stackable credentials a student can readily earn within the course of study, including microcredentials, credit-bearing certificates, and industry-recognized credentials. Very briefly describe their respective learning outcomes and currency. Clarify whether the proposed certificate will be embedded and stackable to a longer credential pathway or pathways. (Link to any applicable websites for these respective credentials/degrees.)

g) Work-Based Learning and/or Experiential Learning Requirement

- As required under IC 21-18-9-5(b), specify whether the proposed program of study requires a work-based learning or experiential learning experience, including On-the-Job-Training, clinicals, practica, and/or other structured experiences, yes or no? If yes, briefly describe the requirements.

Work-Based Learning Requirement	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Experiential Learning Requirement	Yes <input type="checkbox"/>	No <input type="checkbox"/>

- If there are no such requirements, briefly explain why not.

h) Licensure and Certification

Students who earn the certificate will be prepared to earn the following, if applicable:

- State License:
- National Professional Certifications (including the bodies issuing the certification):
- Third-Party Industry Certifications (including the bodies issuing the certification):

i) Defined Pathways for Certain Student Populations

- As required under IC 21-18-9-5(b), provide defined pathways for the following student populations to complete the program, estimating time to completion:
 - High School
 - Returning
 - Adult

7. Programmatic Costs

a. Fiscal Support

- Characterize the budgeting source to launch and sustain this program followed by a brief explanation of the context:

New <input type="checkbox"/>	Existing <input type="checkbox"/>	Reallocated <input type="checkbox"/>
-------------------------------------	--	---

- Summarize any recent reallocation of resources to support this program, including any eliminated or downsized certificate and/or degree programs to provide resources for this program?
- Elaborate on any innovative fiscal strategies to sustain this certificate program.

b. Cost to Operate and Per Student Cost

- As required under IC 21-18-9-5(b), provide the projected cost to operate the proposed certificate program, including the estimated cost per FTE student in the program.

c. Faculty and Staff

- Of the faculty and staff required to offer this proposed program, how many are preexistent and how many will need to be added? Specify whether the proposed program will utilize adjunct or clinical faculty, such as industry experts and practitioners.

d. Physical Plant and Capital Equipment Costs

- Summarize physical plant and capital equipment cost requirements to successfully launch and deliver the proposed program, such as renovations to existing facilities, requests for new capital projects, the leasing of new space, and/or the purchase of needed equipment.

e. Collaborative Support and Curricular Synergies

- Identify programs at the proposing institution that overlap, complement, strengthen, or otherwise would be impacted by the proposed program, such as potentially cannibalizing enrollment or, conversely, providing opportunities to leverage interdisciplinary assets, curricular synergies, and the pooling of resources.

- Indicate any collaborative arrangements in place or planned to support the program, such as multicampus arrangements or inter-institutional agreements. Please provide details on estimated cost savings and/or other benefits in relation to (7.b.) above.

8. External Letter(s) of Support (Optional)

- List, by source, any external letters received in support of the proposed certificate program.

The letter(s) should address the strong workforce and/or societal need for certificate holders in this field of study, how the proposed curriculum aligns with current and future talent needs, and the various career opportunities for graduates, especially in Indiana. The Commission particularly values original letters from external stakeholders that were directly involved in the genesis and/or development of the proposed certificate program, including those with formalized relationships with the institution, e.g., an employer advisory board or regular employer of interns or graduates. Ideal submitters will be impacted by the certificate program's graduates, such as in-state employers (including local, state, or federal government), business and industry organizations, economic development entities, non-profit organizations, philanthropies, professional organizations, and graduate/professional schools.

Appendix 12: Optional Letter(s) of Support, Detail (This appendix should contain any letters of support for the certificate program.)

