Qualification Guidelines for ACP Instructor Applicants at Indiana High Schools

General: Teacher applicants should have at least two years experience in the classroom and have a strong undergraduate background in the content area. Ideally, applicants have taught upper level honors or advanced courses. Successful applicants will collaborate with the ACP office to develop a plan to meet the Higher Learning Commission faculty credentialing requirement. This requirement calls for a faculty member to hold a master’s degree or higher in the discipline in which he or she is teaching. If a faculty member holds a master’s degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline.

Biology L100: Applicants should have experience teaching either honors level General Biology or Advanced Placement Biology (not Anatomy & Physiology or Ecology). Applicants should submit instructional materials that include a teacher-created curriculum or syllabus of the most advanced course taught. The faculty liaison seeks evidence of course rigor and pays close attention to the personal statement.

Business X100: Applicants must have a graduate degree and graduate coursework in Business.

Chemistry C101 & C121: Applicants should have grades of C or better in undergraduate courses in general, organic, intermediate inorganic, physical, and analytical chemistry.

Communication C121: Applicants should have coursework in communication studies and some teaching experience related to speech such as debate, speaking or theater of some kind. Applicants with no coursework in communication studies must have experience teaching speech. Applicants should include a curriculum or syllabus and a speech assignment with rubric.

Economics E201: Applicants should have on the order of 15 credit hours in undergraduate economics including introduction to microeconomics, introduction to macroeconomics, intermediate microeconomics, and at least one upper division micro-based field course. Ideal applicants will have at least a master’s degree with at least 9 credit hours of graduate level economics coursework. Economics E202: Applicants should have on the order of 15 credit hours in undergraduate economics including introduction to microeconomics, introduction to macroeconomics, intermediate macroeconomics, and at least one upper division macro-based field course. Ideal applicants will have at least a master’s degree with at least 9 credit hours of graduate level economics coursework. The faculty liaison does consider applicants’ potential and does, at times, deviate from strict adherence to the above criteria.

English W131 and L202: Preference is given to applicants who have some graduate coursework in English. Applicants should submit instructional materials that include a teacher-created curriculum or syllabus of the most advanced course taught and a writing assignment. W131 class size is capped at 24 students, regardless of how many are taking the course for college credit. L202 class size is capped at 30 students, regardless of how many are taking the course for college credit.
French F200 and F250: Applicants should submit a teacher-created curriculum or syllabus of the most advanced course taught. The faculty liaison seeks evidence of course rigor and pays close attention to the personal statement.

Geology G103: Applicants should have grades of C or better in undergraduate courses in oceanography, environmental geology, earth materials, physical geology, petrology, sedimentology & stratigraphy, geomorphology, structural geology, mineralogy, geochemistry, economic geology, petroleum geology, geophysics, paleobiology, planetary science, historical geology, geobiology, climatology, or meteorology. G103 applicants should be well versed in physical geology.

German G200 and G250: Applicants should submit a teacher-created curriculum or syllabus of the most advanced course taught. The faculty liaison seeks evidence of course rigor and pays close attention to the personal statement.

History H105 and H106: Applicants must show a personal and institutional commitment to offering a college-level ACP course. If the ACP courses are taught in conjunction with AP U.S. History, the ACP curriculum must be the primary curriculum. Types of instructional materials to submit include a syllabus, lesson plan, or assignment. Preference is given to applicants whose academic background includes at least (1) four undergraduate US history courses, all with grades of A or B or (2) two undergraduate US history courses and a graduate US history course, all with grades of A or B.

Mathematics M118: Applicants must have a strong background in probability theory and linear algebra. In addition to the standard introductory courses applicants should have at least one theoretical course in probability. Mathematics M119 and M211: Applicants should have at minimum a strong background in the theory of calculus beyond the level of the material in Calculus I, II, and III, i.e., single and multivariable calculus as represented in standard university-level calculus textbooks. Applicants are expected to have taken either Theory of Calculus or Real Analysis.

Physics P221: Applicants must have coursework in calculus-based physics; upper division undergraduate physics coursework is preferred. It is also recommended that applicants have a bachelor’s degree in physics, ideally a master's degree.

Political Science Y103: Applicants should have substantial coursework in Political Science.

Psychology P101: This course covers the history of experimental psychology, experimental methodology, neuroscience and biological basis of behavior, genetic basis of behavior, sensation and perception, cognitive processes in general and memory in particular, language and thought, and the physiological basis of motivation and emotion. Applicants should have the equivalent of an undergraduate degree in psychology and recent coursework on the neural basis of behavior and cognitive psychology.

Spanish S200 and S250: Applicants should submit a teacher-created curriculum or syllabus of the most advanced course taught. The faculty liaison seeks evidence of course rigor and pays close attention to the personal statement.