

Academic Dismissal FAQs

Your dismissal letter provides information about your current academic standing and explains options for continued study in the College of Arts and Sciences at Indiana University. The [*College of Arts and Sciences Bulletin*](#) contains the full text of the academic probation and dismissal standards and describes official policy. The FAQs below provide additional information.

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Dismissal definitions and standards

1. Why was I dismissed?

Students are dismissed from the College of Arts and Sciences when, in the judgment of the Academic Retention Committee, they fail to make adequate progress toward their degree. Students who fall below a minimum grade point average (GPA) of 2.000 (C) in any two semesters and who have a cumulative grade point average (GPA) below 2.000 (C) are dismissed automatically. (Note that these students will have been placed on probation at least once before dismissal.) Whether or not students have been placed on probation before, the Academic Retention Committee may dismiss students if their record reveals any of the following:

- failing or near-failing performance in any semester
- failure to make adequate progress toward completion of major requirements
- failure to make progress toward completion of degree requirements in any semester
- a cumulative grade point average below 2.000 (C)

2. What does dismissal mean for my access to IU services, such as financial aid, housing, email accounts, and official records such as transcripts?

Dismissal *may* affect your access to services made available to degree-seeking students, but the impact will vary by service and service provider.

- **Financial Aid.** Contact [Student Central](#) for information regarding aid eligibility and your repayment status.
- **Housing.** [Residential Programs and Services](#) generally cancels the housing contracts of students dismissed from the university, but you will need to check with them directly regarding eligibility and fee questions.
- **Email.** [University Information Technology Services \(UITs\)](#) manages email accounts, and they regularly review and deactivate accounts for graduated students, students who have stopped attending IU, as well as for students who have been dismissed. Removal of student email access is not instantaneous, but you should ensure that you have an alternate email on file that you check regularly. Students enrolled as non-degree-seeking students taking classes on the Bloomington campus during the summer and students taking courses at other IU campuses will continue to have some eligibility for IUB email and computing services, but you should confirm with UITs.
- **Transcripts and other official IU records.** Students in dismissal status continue to have access to their academic records. You can request transcripts via [One.IU](#) or via the [Registrar's webpage](#).

3. Why were my classes cancelled?

As a student in dismissal status, you are no longer eligible to continue your enrollment in the College of Arts and Sciences; thus, all of your courses for the current or upcoming semesters are cancelled. Dismissed students will generally have been placed on probation and notified of their academic status, so this should not come as a surprise.

4. Is dismissal final?

No. Students dismissed from the College may apply for readmission after completing academic repair work (if applicable) and filing a petition for readmission.

5. If I raise my Cumulative Grade Point Average back up to 2.000, will I be readmitted automatically?

No, readmission is not automatic, nor is it guaranteed. Although the 2.000 minimum cumulative GPA is one of the contributing factors to dismissal, it is not an absolute threshold that ensures readmission. The Academic Retention Committee will evaluate each student's petition for readmission individually, assessing the student's readiness to return to their studies and prospects for successful completion of a degree.

Readmission petitions, eligibility policies, procedures, and timelines

6. How do I know whether to petition for readmission?

As a student in dismissal status, you need to think carefully about your educational goals and your current circumstances. You should consult with a member of the College retention team, a major advisor, and family and friends to get a number of perspectives on this question. Readmission is neither automatic nor guaranteed, and you need to weigh all of your options including changing majors, schools, or transferring away from IUB.

The goal of the probation and dismissal system is not to prevent students from completing their education, but rather to intervene when a student has been caught in a pattern of academic performance that may jeopardize his/her chances of completing a degree in the College, on the Bloomington campus, or at another institution.

Dismissed students who are considering petitioning for readmission should first begin to identify the obstacles and issues that contributed to their academic difficulties. Once they begin to identify and implement strategies for resolving or coping with these challenges, dismissed students may be ready to petition for readmission.

7. How can I get a readmission petition?

Dismissed students must first meet with a member of the College retention team to discuss their academic difficulties, determine their eligibility to petition, and learn about petitioning procedures and timelines. To schedule a meeting, please call (812) 855-1647. (The office is open from 9:00 a.m. – noon and 1:00 – 5:00 p.m. Monday through Friday.) Only after the meeting will the Office of Undergraduate Academic Affairs provide the student with the link to the petition.

8. When are readmission petitions due?

Readmission petitions must be completed and submitted by June 20th for the fall semester and by October 1st for the spring semester. Only students who have met with a member of the College retention team and who meet other eligibility requirements may submit readmission petitions.

9. What are the eligibility standards for petitioning for readmission?

Students must have a grade point deficit of 10 hours or less to qualify to petition for readmission. This deficit is the total number of hours a student must complete in Indiana University classes with B grades to raise their cumulative GPA to 2.000, which is the minimum for good standing. Keep in mind that this is an average; grades higher than B will reduce the deficit more quickly, and grades below B will reduce the deficit more slowly. Grades of C- or lower will increase the deficit. (Transfer work from other universities does not impact the IUB GPA, but the credit can count towards degree.) In addition to reducing the deficit to 10 hours or less, students must meet with a member of the College retention team and with the academic advisor of the major they will pursue if readmitted.

10. How do I calculate my credit point deficit?

The credit point deficit is the amount of B work that you would need to complete at Indiana University to raise your GPA to 2.000. Since this is an average, grades higher than B raise the GPA and reduce the deficit more quickly, and grades lower than B raise the GPA and reduce the deficit more slowly. Detailed instructions on how to figure a credit point deficit are available [here](#).

A 10-hour deficit is almost a full-semester's worth of work, and the Academic Retention Committee believes that students with larger deficits are not yet in a position to be successful in academic enrollments during regular semesters. These students must demonstrate their readiness by repairing their record prior to submitting a readmission petition.

11. What can I do to repair my academic record while in dismissal status?

When you are in dismissal status, you have a number of options for completing academic repair work including:

- finishing work for any incomplete ("I") grades listed on your transcript
- enrolling in summer classes at IUB as a non-degree seeking student, or
- transferring coursework earned at other institutions

The grades you earn for work completed in either of the first two (2) options mentioned above will affect your IU GPA and credit deficit. These options are discussed in more detail below.

Incompletes. Finishing work for incomplete courses means that the "I" on your transcript will be replaced by the letter grade you earn when you complete the course. The Academic Retention Committee views completion of incomplete coursework as evidence that a student has begun to take the necessary steps to repair their record and meet academic obligations. Conversely, as Incompletes must be removed within a year, and once the deadline passes they are automatically replaced with an F by action of the Registrar. The Committee views Incompletes as potential grades of F that could be added to a student's record. Since you have already paid tuition for courses in which you earned an Incomplete, you can do repair work for Incompletes without taking on additional financial obligations. Keep in mind that earning a grade in an incomplete course will not automatically rescind dismissal or probation, even if the grade earned raises a student's semester GPA or cumulative GPA above 2.000.

Summer non-degree-seeking enrollment status. This is the only classroom enrollment available through the College to students in dismissal status; *no equivalent option for classroom enrollment is available through the College during either the fall or spring semester.* Dismissed students may call the College Recorder's Office at (812) 855-1821 to arrange such enrollments for summer terms. This non-degree-seeking status may impact a student's eligibility for financial aid. Students with questions about their aid eligibility for non-degree-seeking enrollments should contact [Student Central](#).

The College makes non-degree-seeking enrollment available to all of its students in dismissal status during the summer because it believes that students can benefit from taking one or two classes only in these short sessions. With the focus that this limited enrollment provides, students may be able to earn higher grades. Summer sessions can be intense due to the shortened schedule, and students should give careful consideration to the types of courses that they take, choosing classes that play to their academic strengths or that address key gaps in their academic preparation. Summer enrollments should be limited to four courses with no more than two concurrent classes.

Transfer work from other universities: Completing coursework at other colleges and universities and then transferring the credit to IUB can help students in dismissal status, but the grades the student earns will not improve the cumulative GPA nor reduce the credit deficit. A student who is ineligible to petition due to a large credit-point deficit must reduce the deficit with grades earned at IUB or at another IU campus. While the Academic Retention Committee places a premium on Indiana University Bloomington coursework, it also recognizes the value of work completed at other institutions, where students may undertake remedial work to shore up fundamental skills, earn credit to continue progressing towards a degree, or explore courses that could lead to new majors.

Students interested in taking courses at other institutions should visit the [Admissions Credit Transfer Service](#). This database has a tool that lists how a particular course previously transferred to IUB by another student will be counted towards degree. Keep in mind that only courses in which a student earns at least a C can be transferred to IUB and carry credit toward degree.

12. How do I schedule an appointment for a dismissal meeting?

Dismissed students who wish to discuss their academic standing and the options for readmission can schedule an appointment by calling (812)855-1647. Dismissal meetings can be held in person or conducted by Zoom or phone if necessary. The Family Education Records and Privacy Act (FERPA) limits the information that can be shared with a third party, so students who wish to have anyone else participate in the meeting must authorize this by registering through ferpareleases.indiana.edu.

13. What will happen during a dismissal meeting?

The dismissal meeting will consist of an evaluation of the student's academic record and a discussion of alternatives. The staff member will evaluate a student's record to identify areas of concern and weakness that the student will need to address prior to petitioning for readmission. They will also discuss various routes for academic repair, explain summer non-degree-seeking enrollment, and provide information regarding the process for petitioning for readmission.

14. How should I prepare for a dismissal meeting?

To make the most of your dismissal meeting, you should give some thought to the following questions:

- What are the root causes of the academic difficulty you have experienced?
- If you are not thriving in a particular field of study, should you continue or change course?
- How does your chosen major or the type of undergraduate degree you are pursuing figure into your long term professional goals?
- What alternative paths might help you achieve your long term goals if your chosen major or focus of the degree are not going to play a determinant role in it?
- Should you return to Bloomington, or are there better educational opportunities for you closer to home?

Prepare a list of questions that you would like addressed in the meeting and be prepared at the meeting to ask your questions and to take notes about the process.

15. If I am dismissed from the College, can I enroll immediately through another school, at another IU campus, or at another institution?

Individual schools and campuses in the Indiana University system control their own enrollment. Normally students dismissed from one unit at IU must sit out two regular semesters (1 year) prior to seeking enrollment through another unit. There may be some exceptions to this policy. You should contact the officials of the school or campus in which you wish to enroll directly.

General considerations and strategies for improving academic performance and getting readmitted

16. What are my chances for readmission?

The approval rate of readmission petitions is generally around 50% each semester. Students can resubmit petitions for a future semester if they are not successful that time. See the advice on academic repair work and the readmission petition for further guidance.

17. What makes for a good readmission petition?

The Academic Retention Committee reads nearly 60 readmission petitions a year, and there are a number of features that the strongest petitions have in common. They are thoughtful, clearly written, complete, and free of errors. Students must allow sufficient time to gather relevant documentation and information and consult with academic advisors to secure their signature on the form. The goal of the process is to allow students to confront, analyze, and, ideally, resolve many of the contributing issues that have interfered with their studies. Incomplete petitions are not reviewed by the Committee.

The readmission petition itself contains advice about writing the required essays and lists factors that students may wish to consider. The items listed will not apply to all students, and in fact, to write a good essay, students need to identify, prioritize, and discuss only those factors that were most important in their individual cases.

The Committee denies petitions that show signs of hasty preparation. Students who turn in petitions that are incomplete or submitted past the deadline or that contain incomplete or inaccurate information about proposed majors and remaining degree requirements are usually not approved for readmission. Students who propose unrealistic enrollments beyond what is suggested on the petition are rarely approved for readmission. Students petitioning to continue in a major in which they have a deficit are rarely readmitted for that major. Since students select their own major, it should not only represent an area of interest but also of strength in the academic record. If poor grades in the student's chosen major contributed to the student's dismissal, the Academic Retention Committee will be reluctant to readmit the student for that major. Readmission petition essays that simply promise that a student will never earn another grade below A and that state that "Dismissal was a real wake-up call..." do not impress the Academic Retention Committee.

18. Why do I need to meet with an academic advisor, and what should I do if I am changing majors or schools?

The petition requires the signature of an academic advisor in the major you are proposing to complete because advisors are experts on the specific requirements to earn a degree. Academic advisors can also help you analyze your record to highlight potential obstacles and recommend courses, schedules, and instructors that can help you to maximize your chances for success. If you intend to complete your degree outside the College, you should take the readmission petition form to an academic advisor in the unit offering the major you hope to pursue. The academic advisor form contains completion instructions, and these advisors can call the College's Office of Undergraduate Academic Affairs at (812)855-1647 with questions.

19. What sort of evidence can I provide in support of my petition for readmission?

Good grades earned in Indiana University Bloomington classes are the strongest evidence that a student can provide to the Committee; however, a number of other factors may be relevant.

- Students who faced health issues that negatively impacted their grades can submit letters from doctors and other healthcare professionals as pertinent documentation
- Students who experienced an economic hardship may want to consider presenting records that establish a timeline or otherwise indicate the source and severity of a crisis
- Dismissed students who experienced a death in the family, or other significant personal crises, can submit obituaries and death notices that establish date and family relationship

20. What other offices and programs on campus can help?

Dismissed students need to identify, analyze, and address the primary issues contributing to their poor grades. A number of services on campus are dedicated to helping students in these situations:

- **Counseling and Psychological Services (CAPS)**. CAPS provides medical advice and treatment for students coping with psychological conditions that interfere with their academic performance. Dismissed students may not be eligible for onsite treatment, but CAPS can help with referrals and also connect students with related services on campus and in the community.
- **Student Academic Center (SAC)**. SAC coordinates a number of courses and regularly conducts workshops throughout the fall and spring semester that address study and time management skills that can help students improve their academic performance.
- **The College of Arts & Sciences Walter Center for Career Achievement**. The Walter Center for Career Achievement provides career counseling and advice taking a student's academic background and particular interests into account. They can help students who have reached a crossroads in their undergraduate career to reassess and redirect the course of their studies or to redefine career goals as a means of strengthening the motivation and discipline necessary to complete their undergraduate studies at IUB.

21. What can I learn from reviewing my transcript and Academic Advisement Report (AAR)?

The transcript and the Academic Advisement Report are academic tools that Indiana University provides to students to help them track their academic standing and progress to degree. These reports arrange the information in your academic record to provide two views of your academic career— chronologically and by degree requirement. You can access your AAR over the web through the Student Center in [One.IU](#). Use the “My Academics and Grades” tab to find “View My Advisement Report.”

The transcript is a chronological list of all classes you have taken and grades you have earned as an Indiana University student. It is arranged in a semester-by-semester format, and it includes work you have transferred into the system. The chronological view that the transcript provides can help you recognize patterns that develop from one semester to the next, as you advanced from freshman to sophomore standing and beyond. It can help you see the links between your academic performance to particular events and circumstances outside the classroom, such as family crises, illnesses, or other time-specific events that may have interfered with class attendance, time management, and focus.

The AAR describes how the courses you have taken and the credits you have earned fulfill degree requirements in the College of Arts and Sciences, and it tracks your progress in your declared major(s) and minor(s). The AAR tracks performance in individual classes in relationship to particular degree requirements, indicating requirements that have not been completed and demonstrating how a given class is or is not counting towards degree.

The AAR shows patterns of poor performance clustered together by department and subject. It not only shows you where you have struggled, but it can also point to unexpected areas of academic strength. The AAR tracks the cumulative GPA and major GPA, which are the standards the College uses to determine academic standing and your eligibility for graduation.

22. What can the AAR and transcript tell me about my evolution as a student at Indiana University?

How did you do in your first few semesters in introductory classes? Did you struggle in foundational courses in your major in which important skills were introduced? If so, are there courses or other steps you can take to strengthen your understanding of this material and thereby improve your performance in related upper-level courses or is a change of major advisable?

23. How do my AAR and transcript reflect challenges that I faced in particular semesters, and what are the common denominators?

The following questions aim at identifying issues specific to your individual circumstances. Many of the issues you identify as you analyze these documents will interact with each other, compounding the challenges you have faced as a student. Getting to specifics is an important step in this sort of self-analysis.

24. How many credits can I successfully complete in a semester, and how many hours can I work at a job to earn money for expenses?

The precise answers to these questions depend upon the individual student, but the convention that many instructors use when designing syllabi and reading lists is that students will do 2-3 hours of work outside the classroom (reading, studying, researching, and writing) for every one hour of classroom contact. Following this model, a 15-credit-hour semester should result in a 45-60 hour academic work week.

It is not uncommon for students to inadvertently lengthen their time to degree when exceeding 15 credit hours or by taking on too many responsibilities. To get a better sense of how many hours of enrollment and work you can juggle, consider how many hours you have been taking from one semester to the next and reflect on the following questions:

- Is there an upper-limit above which your grades begin to drop?
- Have you been packing too much into your semesters?
- Are your grades much lower in semesters in which you had health crises or economic hardships?
- Are you earning poor grades in semesters in which you are employed for more than 10 hours a week?
- If you are working at night, are you getting assignments done and making it to class on a regular basis?
- In this context, how do wages you are earning compare to the tuition dollars you are investing in courses from which you withdraw or earn low grades?

You'll also want to consider how many withdrawals ("W" grades) are on your record. Why are they there? Are they the result of overly ambitious scheduling? Have you repeatedly enrolled in and dropped a course in which you lack the necessary foundational skills to succeed? You may need to take or repeat a lower-level course to move forward. Are you dropping early morning classes due to attendance issues?

25. How quickly can I finish my degree?

Time to degree completion is a real concern for most students, and this anxiety results in some poor decisions. Scheduling too many courses in one semester in an effort to "catch up" because of poor performance/withdrawals or combining the wrong classes can actually backfire, leading to multiple enrollments in courses students fail or drop.

Therefore, the Committee encourages you to plan on enrolling in, at most, 12-14 credit hours in your first semester after readmission. While the maximum is 12-14 credit hours, you would be welcome to enroll in fewer hours or even be part-time (11 or fewer enrolled credit hours in a term). Many students are more successful with a slower reentry to their studies and achieve the grades they would like to earn by slowing down the first semester back and then later resuming full-time enrollment. You may want to discuss with Student Central the financial aid implications that could exist with part-time, rather than full-time, semester enrollment, should that be a concern for you.

26. Will I meet with an academic advisor and consulting the College *Bulletin* prior to choosing classes?

Students often put themselves into difficult situations by failing to do the sort of research and planning that lays the groundwork for success. Sometimes students schedule classes back to back, and they appear to work well together until students realize that they are on opposite sides of campus. Leaving a class early or

regularly arriving late is a recipe for academic disaster. Sometimes this is inevitable, but in most instances students can avoid such problems with timely and careful planning.

Consider the following when you reflect on your scheduling and course selection:

- Have you been scheduling too many courses in one subject area in a given semester?
- Have you been combining enrollments in subject areas in which you struggle such as foreign language study and mathematics, chemistry and physics, or any other number of combinations that may make balancing academic obligations difficult?
- Have you been clustering your courses on Tuesdays, Wednesdays, and Thursdays? If so, has this closely packed schedule interfered with your ability to complete assignments, assimilate material, and differentiate key concepts from various classes?

27. Am I sticking with a major because I believe it is “too late to change,” because it is the fastest route to degree completion, or because I believe it is a direct path to a career?

These are complex questions. You will want to make your decisions about your course of study in light of concrete information drawn from the transcript and AAR, and you should discuss them with people you trust. Some undergraduate majors do lead students directly into careers; however, most majors in the College of Arts and Sciences are not pre-professional but rather focus on a broad education in the liberal arts and sciences intended to prepare students with the tools they will need to be successful during their working years and beyond. These majors instruct students in a variety of highly valued skills, such as critical analysis, verbal and written expression, and other intellectual tools that foster the sort of flexibility and problem-solving skills that employers value in job candidates. To this end, success and smooth progress toward degree completion may outweigh the particular major a student chooses to complete.

Consider the following when you reflect on your choice of major and the focus of your studies:

- What exact requirements do you have left to finish?
- Are there courses that you need to take that you may fail and need to repeat?
- How would the classes that you have already completed for acceptable grades fit into an alternative degree program or major?
- Do the remaining courses you need to take interest you?

One aspect of this decision that you may wish to consider is whether a change in degree objective makes sense at the undergraduate level. For example, it may be that grinding out the one or two remaining requirements for your French major, and then choosing a graduate program in teacher preparation makes more sense than transferring to the School of Education now; however, such decisions should be made in consultation with academic advisors, with a clear and unvarnished understanding of the requirements involved, and with the time and skills needed to complete them. In contrast, you may be a Biology major with one or two classes left that you just cannot pass, but your dream has been to become a doctor—how close are you to this goal? What are your chances for admission to medical school, and what alternative careers may be available to you in the fields of health and medical sciences? Is there another major that could open doors?