

Undergraduate Admissions Policy

BL-ACA-H11

About This Policy

Effective Dates:

02-21-2006

Last Updated:

04-04-2023

Responsible University Office:

Office of the Vice Provost for Undergraduate Education

Scope

All applicants beginning with those who apply to matriculate at Indiana University, either as first-time students or as external or inter-campus transfer students, for the 2021 terms.

Policy Statement

Academic Preparation

Indiana University Bloomington has adopted the following standards for academic preparation to ensure that its undergraduate students are properly prepared for college work.

All persons applying for admission to baccalaureate programs shouldⁱ complete, before they matriculate, at least thirty-four (34) credits of college-preparatory courses, advanced placement courses, and/or college courses (note: the phrase "one credit" means a one-semester course, such as a one-semester course in high school, a three credit-hour college semester course, or a four credit-hour college quarter course), including:

1. eight credits of English, of which one credit may be speech and one credit may be journalism;
2. seven credits of mathematics, including (i) four credits of algebra and two credits of geometry or an equivalent six credits of integrated algebra and geometry, and (ii) one credit of precalculus, trigonometry, statistics, finite, or calculus or an alternative course demonstrating advanced math preparationⁱⁱ;
3. six credits of social science including two credits of U.S. history, two credits of world history/civilization/geography, and two additional credits in government, economics, sociology, history, or similar topics;
4. six credits of sciences, including at least four credits of laboratory sciences - biology, chemistry, physics;
5. four credits of world languagesⁱⁱⁱ; and
6. three or more credits of additional college-preparatory courses: trigonometry and additional mathematics credits are recommended for students intending to pursue a science degree; additional world language credits are recommended for all students.

If a student's high school does not offer the courses needed to meet one or more of these course requirements, then alternative college-preparatory courses may be substituted for those courses that are not available.

If the requirements of a student's high school diploma preclude satisfying these course requirements, then alternative college-preparatory courses may be substituted where necessary, but the student should satisfy as many of these requirements as possible.

Indiana residents must have completed or, if still in high school, must be on track to complete a Core 40 curriculum or equivalent or a Core 40 Academic Honors curriculum or equivalent as a condition to be offered admission.

Indiana residents must complete a Core 40 curriculum or equivalent or a Core 40 Academic Honors curriculum or equivalent before matriculating.^{iv} A Core 40 Academic Honors curriculum that includes precalculus, trigonometry,

statistics, finite, calculus or an alternative course demonstrating advanced math preparation will satisfy all of the math course requirements above. Indiana residents who were residents of other states while attending high school for one or more terms may request appropriate exceptions.^{iv}

Some of the Schools and academic programs at Indiana University Bloomington may require additional or equivalent coursework for direct admission.

Academic Achievements, Abilities, Motivation, and Maturity

Admission to Indiana University Bloomington is holistic and selective. Academic success at the college level depends upon a range of factors in addition to academic preparation including: academic achievement; verbal, quantitative, and reasoning abilities; academic motivation, work, and persistence; and academic maturity.

Academic achievement can be demonstrated by grades and grade trends in college-preparatory coursework, class rank, and scores on standardized subject exams.

An applicant may choose whether to have scores on a nationally standardized college admissions exam (SAT or ACT) considered as part of their review for admission.

For students who choose to have standardized test scores (SAT or ACT) considered,

- Preference will be given to applicants who have a grade point average greater than a 3.0 on a 4-point scale in their college-preparatory courses.
- Preference will be given to students who score above the national average.

For students who, at the point of application, choose not to have standardized test score(s) (SAT or ACT) considered as part of the admission review process,

- Preference will be given to students who have a grade point average (GPA) above a 3.5 on a 4.0 scale in their college-preparatory courses.

Essays; honors, dual-credit, Advance Placement (AP), International Baccalaureate (IB), and/or Advanced College Project (ACP) courses; extra-curricular activities; letters of recommendation; community service; and work experience may also be considered as evidence of maturity and academic motivation.^v

First-time Undergraduate Students

Applicants for admission as first-time undergraduate students must have followed or be following a program of study that will meet the standards described within Academic Preparation in order to be admitted and should be evaluated according to the criteria specified in Academic Achievements, Abilities, Motivation, and Maturity.

An admission decision may also take account of the known strengths and weaknesses of an applicant's college preparation program and of the trend of an applicant's grades in college-preparatory courses.

An admission decision may also take account of an applicant's potential contribution to a diverse educational environment as one factor in an individualized holistic evaluation for admission.

U.S. residents who are not home-schooled should, under normal and ordinary circumstances, complete a high school diploma.

For applicants who are at least twenty-one years old, have been out of high school three or more years, or did not graduate from a high school, admission can be based also on factors such as a high school equivalency exam, including the Indiana test assessing high school completion (TASC), the General Educational Development (GED) diploma, or the HiSET Program, maturity, work experience, and military service, as determined by the campus and by the schools and academic programs to which they apply.^v

Applicants who were home-schooled must have followed or be following a program of study that will meet the standards described within Academic Preparation in order to be admitted and should be evaluated according to the criteria specified within Academic Achievements, Abilities, Motivation, and Maturity.

The campus may, at its discretion, admit a student on a probationary or conditional basis and/or through faculty sponsorship.

Some schools and academic programs at Indiana University Bloomington may have higher standards and specific requirements for direct admission in addition to those mentioned here.

Scholarship and outreach programs may, independent of the admissions process, take into account factors not mentioned here.

External Transfer Students

Applicants who are classified as a transfer students according to the Indiana University definition^{vi} but have not attended any campus of Indiana University must have satisfied the course requirements described within Academic Preparation either in high school or in their prior college studies, and must satisfy the following requirements:

1. Applicants must submit official transcripts from all institutions previously attended and demonstrate a cumulative grade point average of at least 2.3 on a 4-point scale for Indiana residents and at least 2.5 on a 4-point scale for non-residents. For applicants who have not attended a community college, college, or university within the past three years, admission can be based also on factors such as a high school equivalency exam, including the Indiana test assessing high school competency (TASC), the General Educational Development (GED) diploma, or the HiSET Program, maturity, work experience, and military service, as determined by the campus and by the schools and academic programs to which they apply.
2. Applicants who have fewer than 26 transferable semester hours should also satisfy the guidelines specified within Academic Achievements, Abilities, Motivation, and Maturity.

The campus may, at its discretion, admit a student on a probationary or conditional basis and/or through faculty sponsorship.

Non-Admitted Applicants

Applicants who are not admitted should be advised of what steps to take in order to be reconsidered at a later date.

Implementation and Accountability

1. This policy shall go into effect beginning with applicants who apply to matriculate at Indiana University, either as first-time students or as external or inter-campus transfer students, for the 2024 terms
2. The Office of Admissions will, as soon as is reasonable, begin encouraging prospective students to meet the course requirements described within Academic Preparation and begin applying the criteria specified within Academic Achievements, Abilities, Motivation, and Maturity.
3. The President and the Provost of Indiana University Bloomington shall be held responsible for the admission procedures followed on the campus, for insuring compliance with the goals and guidelines herein set forth, and for achieving satisfactory levels of student academic quality and success. They, or their designee, shall consult with the Bloomington Faculty Council if adjustments are needed. They, or their designee, may approve exceptions for individuals from time to time. If a need for a policy exception should arise, then that matter must be brought back to the Bloomington Faculty Council for consideration and approval. Admission to the University is at the discretion of the University.
4. This policy shall be reviewed by the Educational Policies Committee of the Bloomington Faculty Council every three years, or as needed in response to changes in the curriculum defining requirements for high school graduation in Indiana.

ⁱ Wherever the word “should” appears in this policy, it means that an applicant is required to satisfy the specified conditions unless there are extraordinary circumstances which prevent it; in most instances, the policy describes such circumstances and set forth alternative conditions. Wherever the word “must” is used, there are no exceptions.

- ii The alternatives of discrete mathematics and quantitative reasoning are specifically excluded here. Precalculus and trigonometry are foundational high school courses for college-level mathematics courses. The calculus, finite, and statistics courses offered in Indiana high schools are often dual-credit or advanced placement courses, so they may afford the opportunity to earn college credit.
- iii The phrase “world languages” here encompasses non-English, ancient and modern languages that were or are both spoken and written. It also includes sign language. It does not include computer programming language.
- iv Section 20-40-4-2 of the Indiana Code, current as of the 2016 regular session, require that a student who is an Indiana resident must have completed either (1) the Core 40 curriculum established under IC 20-30-10, or (2) a curriculum that is equivalent to the Core 40 curriculum, as a general requirement for regular admission as a freshman to a state educational institution.
- v There is a distinction between “maturity” and “academic maturity”. The former is a matter of age and personality, which may serve as a basis for an exception to the normal requirements for admission; this exception is normally relevant only to non-traditional students. The latter is a matter of academic preparation and intellectual development, which is the sense employed in the section of the policy addressing Academic Achievements, Abilities, Motivation, and Maturity as one of the positive factors for granting admission.
- vi Indiana University defines a transfer student as an individual who, at the time of application, has completed, or is on track to complete, 12 college-level, non-remedial credit hours from a regionally accredited institution after high school graduation.

Policy Summary

Indiana University is committed to the goals of quality, diversity^{viii}, and access in its admissions policies. The University will strive to have an undergraduate student body whose members are well-qualified for the University's courses and programs and who represent the full range of diversity within our state, nation, and world.

Indiana University will base its admission decisions on the academic quality of the applicants; no one will be denied admission on grounds of sex, age, race, religion, ethnic origin, veteran status, disability, and/or sexual orientation. In its admission policies, Indiana University supports and complies with Affirmative Action regulations.

Indiana University will base its admission decisions on an overall evaluation of applicants' merits, strengths, and weaknesses. An applicant should demonstrate a combination of academic preparation, achievements, abilities, motivation, and maturity that promises success in Indiana University's academic programs. Indiana University does not use a rigid set of rules. Admission to the University is at the discretion of the University.

^{viii} Diversity is recognized as a central component of the academic mission at Indiana University Bloomington as expressed in the Bloomington Faculty Council statement on diversity (<http://www.indiana.edu/~bfc/resolutions-statements/diversity.html>)

History

Approved: BFC 2/21/2006.

Amended and approved: BFC 3/21/17, 01/21/2020, 04/04/2023.

The title of this policy was changed from “Undergraduate Admissions Policy for Fall 2011” when the policy was moved into the updated database in 2016.

Previous versions of the policy:

[02/21/2006 - 03/21/2017](#)

03/21/2017 - 01/21/2020

01/21/2020 - 04/04/2023