The University Senate enacted General Education requirements to ensure that all University of Connecticut undergraduate students become articulate and acquire intellectual breadth and versatility, critical judgment, moral sensitivity, awareness of their era and society, consciousness of the diversity of human culture and experience, and a working understanding of the processes by which they can continue to acquire and use knowledge. A critical element of General Education is demonstrated competency in five fundamental areas - computer technology, information literacy, quantitative skills, second language proficiency, and writing. The development of these competencies involves two thresholds: establishing entry-level expectations and meeting graduation expectations.

In limited cases involving a significant disability, the graduation expectations for the quantitative skills and/or second language competency has been a barrier to degree completion. The University has established a policy for considering academic adjustments to the University General Education and individual school/college requirements in an effort to respond to the extraordinary circumstances of students while maintaining academic integrity.

Academic adjustments are only considered after a student has demonstrated that he or she is unable to complete the competency at the University. In these cases, this situation will involve a student with a significant disability whose documentation and educational history provide compelling evidence that an academic adjustment is reasonable.

The University provides a range of academic support for all students and provides appropriate support and reasonable accommodations for students with documented disabilities as defined by state and federal statute.

Each academic adjustment will be based on the individual case and should not compromise the academic integrity of the requirements for a specific major or degree. Academic adjustments may include an exception to an academic rule, such as allowing a student to complete a required course(s) on a pass/fail basis or substituting an alternative course(s) for a required course.

The following rules will apply:

- If quantitative or second language competency is deemed as an essential element of a program or course of study, then a substitution is not permitted. The question of "essential element" will be decided by the Dean of each school or college or head of program.
- Academic adjustments will not reduce the number of courses/credits normally required to complete General Education requirements. Waivers of General Education requirements are never granted.
- If the student changes his or her school or college of enrollment, academic adjustments will be reviewed by the appropriate Dean's Office in the new school or college of enrollment.
- Academic adjustments will be subject to the 8-year rule.

All decisions involving academic adjustments will be determined by a University committee and submitted to the Vice Provost for Undergraduate Education and Instruction for final approval. The committee will include the following individuals:

- Designee from the Vice Provost for Undergraduate Education and Instruction (Chair)
- Designee from the Center for Students with Disabilities Designee from the Department of Mathematics
- Designee from the Department of Literature, Cultures and Languages Department
- Designee from the General Education Oversight Committee
- Designee from the Dean's Office of the petitioning student's school or college or Academic Center for Exploratory Students (ACES) as appropriate

It is in the best interest of the student to determine at the earliest possible time whether to apply for an academic adjustment. Failure to do so in a timely fashion may delay graduation.
RESOURCES FOR SUPPORT

Quantitative Reasoning Competency
Students are often able to fulfill the University’s Q requirement by utilizing instructional supports available to all UConn students, including:

- Enrollment in MATH 1011Q Introductory College Algebra and Mathematical Modeling as a first Q course. This course is recommended as preparation for Q courses for students whose high school algebra needs reinforcement since it emphasizes basic algebraic notions and their manipulations and the practice of solving multi-step problems from other disciplines, called mathematical modeling.

- Enrollment in MATH 1020Q Problem Solving as an additional Q course in Mathematics. This course is an introduction to the techniques used by mathematicians to solve problems; including skills such as externalization (pictures and charts), visualization (associated mental images), simplification, trial and error, and lateral thinking learned through the study of mathematical problems.

- Tutoring services at the Q Center. See http://qcenter.uconn.edu/

- Meetings with the instructor and/or private math tutors

- Enrollment in a reduced course load

Second Language Competency
Students are often able to fulfill the University’s Second Language Competency by utilizing instructional supports available to all students, including:

- Taking second language courses in the summer

- Enrollment in American Sign Language: This course is recognized as one of the critical languages used to fulfill the Second Language Requirement

- Utilizing the Multimedia Language Lab

- Meetings with the instructor and/or second language tutors

- Enrollment in a reduced course load

For students looking for information on how to manage second language learning difficulties, a helpful website to review is: http://www.ldonline.org/article/22725/?theme=print
PETITION

**Purpose:** This form is for students seeking an academic adjustment to the General Education Competency Requirements of Quantitative Reasoning or Second Language proficiency.

**Procedure:** Consideration for an academic adjustment is done on a case-by-case basis. This Academic Adjustment Petition should be prepared as early as possible in your undergraduate career and no later than the semester prior to your last year so that you will have ample time to complete the requirements. As soon as it is apparent that an academic adjustment should be considered, you should initiate the process through the Dean’s Office of your school/college, the Director of the Academic Center for Exploratory Students (ACES), or, if you attend a regional campus, your student services director. You should submit all materials indicated in the checklist below to the Vice Provost for Undergraduate Education and Instruction prior to the end of the 4th week of the semester. **Committee decisions will be made before the end of the semester.** The committee’s decision will be communicated to both you and your Dean’s Office through electronic correspondence.

**Checklist: (to be completed in the following order)**

- Meet with your Dean’s Office or Academic Center for Exploratory Students (ACES) representative to discuss process (contact information is listed on page 4).
- Meet with a representative of the Center for Students with Disabilities (CSD) to ensure that you have an updated and comprehensive copy of Disability Documentation on file and have provided sufficient information regarding the request to enable the CSD representative on the Academic Adjustments Committee to adequately comment on your petition (www.csd.uconn.edu).
- Include the following with your petition (this page):
  - a personal statement outlining an explanation of the difficulties you have experienced in quantitative and/or language courses including evidence that you have actively pursued academic support.
  - a list of the quantitative and/or language courses you have attempted to date.
  - a copy of your unofficial high school transcript(s) (copies of high school transcripts may be requested from the Office of the Registrar).
  - letters of support from high school teacher, college instructors or other professionals are also welcome, though not required.
- Once your petition is complete ensure that you have signatures from all of the following:
  - Your deans’ office or ACES representative.
  - CSD representative.
- Submit completed petition to the office of the Vice Provost for Undergraduate Education and Instruction located in Gulley Hall on the Storrs campus or mail to: 352 Mansfield Road, Unit 1086, Storrs, CT 06269-2086. If you wish to submit your petition electronically, please scan the completed petition and all supporting documentation and email it to Kathleen.Mcdermott@uconn.edu.

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**Student Name:**
Please indicate which substitution you are requesting
- [ ] Quantitative Analysis
- [ ] Second Language

**Student ID (PeopleSoft #):**

**Phone:**

**Student School/College and Major:**

**Advisor’s Name:**

**Student Email Address:**

**Advisor’s Name:**

**CSD Signature:**

**Date:**

**Dean/ACES representative’s signature:**

**Date:**

Submit to Vice Provost for Undergraduate Education and Instruction, University of Connecticut Storrs campus,
## IMPORTANT CONTACT INFORMATION

### Dean’s Office/ACES Representatives

<table>
<thead>
<tr>
<th>Dean’s Office/ACES Representatives</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Center for Exploratory Students &lt;br&gt;(Storrs campus) &lt;br&gt;www.aces.uconn.edu</td>
<td>Jim Hill (ACES director) or Kimeta Straker (ACES director’s designee)</td>
<td>860-486-1788</td>
</tr>
<tr>
<td>Bachelor of General Studies &lt;br&gt;<a href="http://cell.uconn.edu/bgs">http://cell.uconn.edu/bgs</a></td>
<td>Pat Harkins (BGS designee)</td>
<td>860-486-5985</td>
</tr>
<tr>
<td>College of Agriculture, Health and Natural Resources &lt;br&gt;<a href="http://www.cag.uconn.edu/canr/contactus.html">http://www.cag.uconn.edu/canr/contactus.html</a></td>
<td>Meagan Ridder (Dean’s designee)</td>
<td>860-486-2919</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences &lt;br&gt;www.clasadvising.uconn.edu</td>
<td>Bevin Goodniss (Dean’s designee)</td>
<td>860-486-2822</td>
</tr>
<tr>
<td>School of Education &lt;br&gt;<a href="http://neag.uconn.edu/advising/">http://neag.uconn.edu/advising/</a></td>
<td>Ann Traynor (Dean’s Designee)</td>
<td>860-486-1354</td>
</tr>
<tr>
<td>School of Engineering &lt;br&gt;www.engr.uconn.edu/resourcesadvising.php</td>
<td>Brian Schwarz (Dean’s Designee)</td>
<td>860-486-5462</td>
</tr>
<tr>
<td>School of Fine Arts &lt;br&gt;www.finearts.uconn.edu</td>
<td>Eva Gorbants (Assistant Dean)</td>
<td>860-486 3016</td>
</tr>
<tr>
<td>School of Nursing &lt;br&gt;www.nursing.uconn.edu</td>
<td>Pam Cartledge (Dean’s Designee)</td>
<td>860-486-1701</td>
</tr>
<tr>
<td>School of Pharmacy &lt;br&gt;www.pharmacy.uconn.edu</td>
<td>Andrea Hubbard (Associate Dean)</td>
<td>860-486-2216</td>
</tr>
<tr>
<td>School of Business &lt;br&gt;<a href="http://undergrad.business.uconn.edu/">http://undergrad.business.uconn.edu/</a></td>
<td>Brandy Nelson (Dean’s Designee)</td>
<td>860-486-2315</td>
</tr>
</tbody>
</table>

### Regional Campus Student Services Representatives

<table>
<thead>
<tr>
<th>Regional Campus Student Services Representatives</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avery Point</td>
<td>Trudy Flanery</td>
<td>860-405-9024</td>
</tr>
<tr>
<td>Stamford</td>
<td>Melissa Reynolds</td>
<td>203-251-9505</td>
</tr>
<tr>
<td>Torrington</td>
<td>Christine Mosman</td>
<td>860-626-6831</td>
</tr>
<tr>
<td>Waterbury</td>
<td>Stuart Brown</td>
<td>203-236-9847</td>
</tr>
<tr>
<td>West Hartford</td>
<td>Jacqueline Santiago</td>
<td>860-570-9204</td>
</tr>
</tbody>
</table>

### Center for Students with Disabilities (CSD) Representatives

<table>
<thead>
<tr>
<th>Center for Students with Disabilities (CSD) Representatives</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storrs campus</td>
<td>Jennifer Lucia</td>
<td>860-486-2020</td>
</tr>
</tbody>
</table>

Note: If a student is pursuing a dual degree, signatures from each dean’s designees must be included in petition.