



# Guidelines for Students Encountering Challenges in Meeting the General Education Quantitative Reasoning and/or Second Language Requirements & Academic Adjustments

## Advice to Students

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.

The vast majority of students who experience difficulty in fulfilling the Quantitative Reasoning and/or Second Language Competency will experience success by employing any number of academic supports and/or advising strategies. Advice to students is provided below.

### *Quantitative Reasoning Requirement*

Students may encounter challenges in fulfilling the Q (quantitative reasoning) requirements due to lack of adequate preparation, anxious reactions to math content/exams, and/or disability-related difficulties, among other reasons. Despite these challenges, such students are often able to fulfill the University's Q requirements by utilizing instructional supports available to *all* UConn students, including:

- Enrollment in MATH 104Q *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 102Q *Problem Solving* as the 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://web.uconn.edu/qcenter/>
- Meetings with the instructor and/or private math tutors
- Enrollment in a reduced course load

### *Second Language Requirement*

Students may encounter challenges in fulfilling the second language requirements due to lack of adequate preparation or disability-related challenges, among other reasons. Despite these challenges, such students are often able to fulfill the University's Second Language Requirement by utilizing instructional supports available to *all* students, including:

- Taking second language courses in the summer
- Utilizing the Multimedia Language Lab
- Meetings with the instructor and/or second language tutors
- Enrollment in a reduced course load

## Academic Adjustments

In limited cases involving a significant disability, the graduation expectations for the quantitative skills and/or second language proficiency has been a barrier to degree completion. In an effort to respond to the extraordinary circumstances of students while maintaining the academic integrity of General Education and program requirements, the University has established a policy and procedures for considering academic adjustments to General Education requirements that would remove this barrier. It should be noted that 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.

Academic adjustments are only considered after a student has demonstrated that he or she is unable to complete the competency at the University. These situations will involve a student with a significant disability whose documentation and educational history provide compelling evidence that an academic adjustment is reasonable. Academic adjustments are granted only when it is clear that the completion of the requirement is impossible due to a disability. Waivers of General Education Competencies are never granted.

Academic adjustments are granted on a case-by-case basis. 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. 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.

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, or enrollment unit.
- Academic adjustments will not reduce the number of courses/credits normally required to complete General Education requirements.
- 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 individuals listed below.

- Designee from the Vice-Provost for Undergraduate Education and Instruction (Chair)
- University Program for College Students with Learning Disabilities Director or Designee
- Center for Students with Disabilities Director or Designee
- Designees from the Dean's office in the petitioning student's school or college or Academic Center for Exploratory Students (ACES) as appropriate
- Designee from the Department of Mathematics or Department of Modern and Classical Languages
- Designee from the General Education Oversight Committee

Students should submit all materials to the Vice Provost for Undergraduate Education and Instruction prior to the end of the 3<sup>rd</sup> week of the semester. Committee decisions will be made before the 5<sup>th</sup> week of the semester and communicated in writing to the student and his or her school/college of enrollment.

*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 might delay graduation.*