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Full-Time ____________  Part-Time _____________

Please state request:
________________________________________________________________________________________
________________________________________________________________________________________

Please attach a full written explanation of the request you are making along with a course description, syllabus and other appropriate materials such as assignments or reading lists. In the case of a request for an Intellectual Practice, use the criteria attached to this sheet to describe how the course fits the key elements of the Intellectual Practice.

Incomplete petitions will not be considered.

Student Signature: ________________________________

Advisor Recommendation:
I support / do not support this petition.

Printed Name   Signature   Date

Submit completed form to Lindsay McGann, Taylor Hall, Room 112.

For office use only

AU Curriculum Coordinator Recommendation (if necessary)
I support / do not support this petition.

Signature: ________________________________ Date: ________________________________

Dean’s Recommendation

APPROVED: ________________________________ DATE: ________________________________

DENIED: ________________________________ DATE: ________________________________
Crossing Boundaries (CB)
Please answer the following questions as specifically as possible, attaching a syllabus and/or other course materials, if available.

- Crossing Boundaries courses are not just about global content; they are meant to help students develop intellectual practices that allow them to identify, analyze and respond to interconnections, interdependence and inequity across national boundaries. What key global questions did the course address?
- In what ways did this course help you to develop new ways of viewing, understanding, discussing, and analyzing global issues/concerns?
- How did the assignments address a comparative, transnational perspective and/or assist you in analyzing how the U.S. is part of the world?
- In what specific ways did the course address global interconnections, interdependence and/or inequity across national boundaries?
- What are key things that you learned about how to approach global problems or understand global events through this course?
- Did the course alter the way that you see yourself and your role in the world? If so, how? If not, can you imagine ways that you might use the course content to approach a future academic or professional issue in new ways that would include a global perspective?

Quantitative Reasoning (QR)
Please answer the following questions as specifically as possible, attaching a syllabus and/or other course materials, if available.

- How does this course require you to design experiments, compose problems, draw conclusions, or make predictions, using either data, algorithms, or geometry?
- How does this course help you learn about problem solving or problem posing strategies?
- How does this course investigate the ways that mathematical or quantitative interpretations of real world situations may influence the study of those situations?
- How does this course help you to develop skills of writing that use quantitative reasoning to explain ideas across subject areas and boundaries?

Visual Literacy (VL)
Please answer the following questions as specifically as possible, attaching a syllabus and/or other course materials, if available.

- How did the course visually convey meaning for a variety of audiences?
- In what ways did the course discuss what makes some images more powerful or persuasive than others in particular contexts?
- Provide examples of ways in which you discussed the ethical issues involved in utilizing visual images?
- How did you interpret images of the past and explain subject matter, purpose, and the techniques used to create the image?
- In what ways did you evaluate the aesthetic merit of images?
- How did the course describe the social and cultural context of images?
**Writing (W)**
Please answer the following questions as specifically as possible, attaching a syllabus and/or other course materials, if available.

- How did instruction in writing help you learn the course material?
- When you consider the sequence of assignments, how did the assignments build over the term to help you understand the course material?
- How many graded and ungraded pieces of writing did you produce over the term and how much did the writing count for the course grade?
- What specific types of writing instruction did you get, including things like sample papers, in-class discussions of assignments and writing issues, peer critiques comments on preliminary drafts, and/or revision assistance?
- Did the course give you a chance to write about the course content in ways that make you shift your language, formats, or use of research for a different audience or purpose?

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**Research Writing (RW)**
Please answer the following questions as specifically as possible, attaching a syllabus and/or other course materials, if available.

- How did the course help you use writing to select and narrow your research topic? How did it help you use research to select and narrow your research topic?
- How many pieces of published research did your professor examine in class to analyze the writing? How many pieces of student writing did the professor discuss with you?
- How many classes were devoted to ways to use writing in locating and processing research information? How many classes were devoted to ways to use research to help you improve your writing?
- How many research essays did you write? How many drafts were assigned, and what kind of feedback did you get on the drafts?
- Did the course ask you to write (either in connection with your research project or as a separate essay) in ways that made you shift your language and formats to meet the needs of different audiences or purposes? Did you learn about differences in documentations styles?

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**Integrative Learning (IL):**
Please describe specifically, attaching a course syllabus and/or course materials (if available), how this course combined intellectual preparation and practical application or was specifically interdisciplinary or multidisciplinary.