**Defining Characteristics of a Communication Enhanced Curriculum**

1. Communication is intentionally incorporated into student learning outcomes
2. Disciplinary communication expectations are explicitly articulated and directly taught
3. Communication assignments and activities are an integral component of the curriculum
4. Communication assignments and instruction are scaffolded and sequenced across the curriculum
5. Communication is adopted as method of learning

**What does this mean at the department-level?**

1. Departmental student learning outcomes identify disciplinary communication competencies to be taught and developed over the course of the degree
2. Development of communication competencies is scaffolded across core courses and into concentrations
3. Department has identified several courses that adopt a communication enhanced curriculum

**What does this mean at the course-level? (Note: Not all courses in a Communication Enhanced Curriculum need to meet all 7 requirements).**

1. Course level student learning outcomes identify disciplinary communication competencies to be taught and practiced in this class
2. Faculty provides some direct instruction on disciplinary communication expectations
3. Students frequently participate in informal communication activities to practice disciplinary communication throughout the semester
4. Students complete at least one significant formal communication assignment
5. Students engage in revision of at least one significant formal communication assignment
6. Students are provided feedback by faculty, peers, or self on several communication activities and assignments
7. Faculty adopts communicating-to-learn strategies as one of the primary methods of teaching