LSU | Communication Across the Curriculum

👋 **To type into this worksheet, go to FILE→MAKE A COPY to save to your own Google Drive, or go to FILE→DOWNLOAD to save to your device.**

This worksheet is designed to help you draft your C-I course certification application. When you are ready to officially submit your application, please follow [these Workday instructions](#).

Note:

- *If you are teaching multiple sections of this specific course, you only need to submit one application.*
- *Only the sections of this course for which you are the Instructor of Record will be considered for C-I Course Certification. If different instructors are teaching other sections of this course, they will need to submit their own C-I Course Certification application.*
- *If this course is cross-listed (e.g., ANTH 4000/GEOG 4000), you will need to submit two applications—one under each course name/number.*

If you have any questions about this application, please reach out to the CxC Team at 225.578.7795 or cxc@lsu.edu.

COURSE DETAILS

COURSE DEPT & NUMBER (e.g., AAAS 1001)	
SEMESTER START: For which upcoming semester would you like this C-I Course Certification to go into effect? *Note: Once your application is approved, the C-I Certification for this course will be valid for 3 years.*	**On the app, you will have the option of selecting which semester you want it to start. Examples: Fall 2025*, Spring 2026, etc.** *The application deadline for Spring 2026 is January 7* What semester do you want to start teaching the course as a certified C-I course?
How many credit hours is this course?	**On the app, you will select one of these options:** ○ **1 credit hour** ○ **2 credit hours** ○ **3 or more credit hours**
CERTIFICATION MODES: Which communication modes are directly connected to the learning outcomes of this course? **Choose 1 mode for 1 credit hour courses; Choose 1 or 2 modes for 2 credit hour courses; Choose 2 modes for 3-5 credit hour courses.	**On the app, you will select one or two of these options. Choose 1 mode for 1-2 credit hour courses; Choose 2 modes for 3-5 credit hour courses.** ○ **WRITTEN** ○ **SPOKEN** ○ **VISUAL** ○ **TECHNOLOGICAL**

OBJECTIVES: List the student learning objectives/outcomes (SLOs) for this course, and note which SLOs are directly related to the communication modes(s) you selected above for certification.	

LEARNING *C-I courses embed course content learning within assignments/activities that promote iterative practice, feedback, and demonstration of communication skills development.*

💡 ***Looking for some inspirational resources? Check these out:***
- ★ [Practice/process & demonstration Activity Ideas](#)
- ★ [What's the difference between practice/process & demonstration?](#)
- ★ [Foundations for effective feedback](#)
- ★ [Common feedback examples](#)

PRACTICE/PROCESS

For **Mode 1**, describe the C-I activities/assignments students complete to **PRACTICE/PROCESS** the communication skills you are teaching.	
For **Mode 2**, describe the C-I activities/assignments students complete to **PRACTICE/PROCESS** the communication skills you are teaching.	

DEMONSTRATION

For **Mode 1**, describe the C-I assignments/projects students complete to **DEMONSTRATE** their competence in the communication skills you are teaching.	
For **Mode 2**, describe the C-I assignments/projects students complete to **DEMONSTRATE** their competence in the communication skills you are teaching.	

FEEDBACK

For **Mode 1**, describe your processes for giving students **FEEDBACK** on the communication skills you are teaching within this course. Explain how your feedback will be incorporated into the practice and process elements, and how it will help students complete/improve their demonstration assignments.	

For **Mode 2**, describe your processes for giving students **FEEDBACK** on the communication skills you are teaching within this course. Explain how your feedback will be incorporated into the practice and process elements, and how it will help students complete/improve their demonstration assignments.	

TEACHING *In addition to assigning communication activities that will deepen content learning, C-I instructors intentionally dedicate time to explaining/teaching what makes for effective communication within the discipline/field/industry/profession related to this course.*

For **Mode 1**, describe what you do and/or what materials you share to make it clear what good communication looks like for this mode within the discipline/field/ industry/profession.	
For **Mode 2**, describe what you do and/or what materials you share to make it clear what good communication looks like for this mode within the discipline/field/ industry/profession.	

COURSE SUPPORT

Do you or your students plan to use any C-I Course teaching and learning support services/ resources offered through the CxC Studios for this class (i.e., workshops, peer coaching, learning technologies)?	○ **Yes! Please reach out to me so we can coordinate needed services/ resources for my course.** ○ **I'm unsure; please reach out to me as I would like to learn more about what is available.** ○ **No, but I'll reach out to CxC if that changes.**

GRADING

💡 **GRADING ALIGNMENT:** *This is a quantified way for you to check yourself against your own amazing ideas and ambitions. Are you trying to pack too much into one course? Are you planning to spend a lot of time and energy on teaching and learning that isn't credited within the grading scheme? Taking the time now to ensure that your teaching and the students' learning accurately reflect what they will be graded on will help you and your students stay on track throughout the semester.*

Outline the course grading breakdown/weighting and note which aspects are directly related to the C-I activities/assignments/	

projects described above. ***Note: The minimum required percentage is 40% for 3-5 credit hour courses, and 20% for 1-2 credit hour courses.*	

SUPPORTING INFORMATION

DOCUMENTS UPLOAD: In the official C-I Application you will be asked to upload your syllabus/supporting course documents directly related to the C-I certification of this course (assignment details, assessment criteria, etc.).

Note: CxC reserves the right, within the scope of LSU's intellectual property policies, to use this information respectfully within teacher development workshops, program reviews, and public celebrations of the incredible work being done collectively by the C-I faculty community (that's you!). Maximum of 5 files.

CONCENTRATION OF C-I TEACHING & LEARNING: Considering your course as a whole, what percentage of your teaching and learning activities (formal and informal) are communication-intensive for the specific mode(s) you selected?	○ **Less than 60%** ○ **60-79%** ○ **More than 80%**

COMMITMENT

As a C-I instructor, I commit to:
- talking with my students about the importance of effective communication within the discipline/field/industry/profession, and sharing information with my students about LSU CxC support resources and services available to them (see www.cxc.lsu.edu).
- teaching my students effective communication techniques specific to the discipline/field/industry/profession.
- assigning C-I activities that help my students practice/process their communication skills, deepen their content learning, and demonstrate their competence in communication.
- providing timely feedback that enriches my students' C-I learning experience.
- including the C-I course certification statement on my syllabus (see www.cxc.lsu.edu).
- notifying CxC if I alter my teaching or course design in a way that could potentially compromise the C-I course certification.

○ **I AGREE**