

In preparing a proposal for a CAP course, faculty will notice that one of the prompts they are asked to respond to in the [Course Inventory Management \(CIM\)](#) system asks:

What other departments/programs/units have been consulted? What were the results?

The [CAPC Procedures document](#) offers some guidance on the Consultation process, explaining:

“Consultations are defined as seeking the advice and expert opinion from departments, programs, and units that may affect or be affected by the course proposal or whose input may strengthen the course. Consultations and the results of consultations are used by the CAPC in its evaluation of the proposals and are therefore an important element in the course proposal approval process. If the CAPC feels that there has not been sufficient or broad enough consultation the CAPC will return the proposal for additional consultation.” (CAPC Procedures, Section 4.3).

Put simply, the point of consultation is to talk with colleagues around campus about plans for a CAP course with the intent that those conversations might provide insights to strengthen the proposal, and therefore the course, and to share with others new or redesigned courses that will be offered for our students.

The purpose of this document is to address two common queries about consultation:

1. Under what circumstances should consultation be part of the CAP course development process?
2. What is the substantive intent of consultation?

Circumstances

It is difficult to articulate precisely every circumstance that warrants consultation in course development given the variability in course content and CAP components. Generally speaking, courses that are being proposed that integrate multiple disciplinary perspectives should seek consultation if the course content intersects other areas beyond a superficial level. For instance, courses that are proposed for all four types of Crossing Boundaries courses should seek consultation beyond the course’s home department. Additionally, courses that are intended for the Advanced Studies components and the Diversity and Social Justice component should also seek consultation from appropriate departments/ programs/units. The CAP Office is happy to help identify departments/programs/units and to assist in facilitating the consultation process.

Substantive Intent

The intent of the consultation process is twofold: (1) to foster conversation with colleagues outside of one’s department about a course and its content and (2) to share information about a new or redeveloped course that may be of interest to students in other academic areas. These conversations can only strengthen a course proposal and foster dialogue about teaching.

It should be noted that consultation should not be seen as an obstacle to the course development process since other departments may not block a course proposal from seeking CAP approval. Departments should view consultation as an opportunity to aid in course development and not as a perfunctory exercise.

Tips

- Requests for consultation should be directed to department chairs or program directors.
- When asking for a consultation, proposers need to give adequate time for those reviewing the proposal. In most cases, one month is recommended. If a consultation was requested but no response was received, the proposer should indicate in the course proposal the attempts that were made and proceed with submitting the proposal through the review process.
- If a consultation request elicits an unsupportive response, the proposer might consider following up to ask what could make the course work better to garner support. It is important to remember, though, that if a program or department is unsupportive, that does not equate with the course proposal not moving forward.
- Library Resources: Consultations about library resources are advisable when the proposer anticipates additional financial outlay is needed in order to provide library resource support for the course. In particular, proposers should consult the library when the course:
 - Requires new streaming video resources.
 - Utilizes an e-book from the library collection as a textbook, thereby requiring multi-user licenses.
 - Requires significant additions to the collections and when such sources are not readily available via OhioLINK. Significant additions can include videos, journals, and books (print and electronic).
 - Is for a new program or discipline, where the library has just begun to build a collection.
- Academic units may have additional guidelines for consultation; proposers should check with their Dean's Office.

October 2019