# *APC Guideline Concerning*
# *Colleague Input for Curricular Proposals*

In the past five to seven years we as a faculty have placed greater emphasis on student learning through interdisciplinary/integrative study. This has included introduction of the First-Year Colloquium and Critical Connections courses, the expansion of our interdisciplinary programs (e.g., Gerontology and Gender Studies) and a renewed commitment by faculty to think, learn and teach with an interdisciplinary mind set. We should congratulate ourselves on successfully moving forward with these curricular innovations. However, the Academic Policies Committee (APC) has also observed "growing pains" accompanying this growth. As we place greater emphasis on having an interdisciplinary curriculum, it is also crucial to emphasize interdisciplinary collaboration and communication amongst the faculty.

When proposing new curricular offerings APC encourages faculty members to consult with other departments who offer similar courses and other faculty who have expertise in the relevant academic area. This is based on the following observations.

• Such consultation provides the proposer a fuller view of related curriculum and possible impacts on programs having similar courses. In addition to reviewing the substance of course and curriculum proposals, APC is mindful of the proliferation of course offerings—thus the issue of course redundancy and overlap is also considered when proposals are reviewed. Advance consultation allows such concerns to be addressed before proposals come to APC and the full faculty, and also facilitates timely approval.

• Discussing a course proposal with faculty members having relevant expertise often provides new insights and resources that can be synthesized into the development of the course.

• Such consultation is a courtesy to colleagues — a courtesy that can improve the way we work together and help us avoid the discomfort experienced when input has not been sought on a proposal relevant to our own expertise and programs.

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