When new courses are created or existing courses are modified, sometimes the issue of discipline placement arises. In such instances, the goal should always be to arrive at collegial consensus regarding discipline placement. Consensus can be a tricky thing, and it should be acknowledged first and foremost that actions are taken with the students’ best interest in mind. Give and take will be required when reviewing course descriptions, course content, and course objectives. Theoretical frameworks should be collegially compared when discussing a course from multiple disciplinary perspectives. **Final decisions will not be taken until all interested stakeholders have had an opportunity for input.** The following steps are recommended by the Chaffey College Curriculum Committee, in following with best practices recommended by the ASCCC Curriculum Committee:

- Initial discipline placement will be made by the course originator in consultation with the discipline faculty, discipline coordinator, and school dean. In the case where a new course proposal, or a proposal for an existing course modification, gives rise to discipline placement questions, the issue will be initially discussed within the curriculum committee. The curriculum committee chair will send an email to appropriate faculty summarizing the issues discussed at the curriculum committee meeting.
- If a consensus regarding discipline placement is not reached at this first curriculum committee discussion, the Curriculum Committee will identify areas of concern and request further review by curriculum committee representatives in collaboration with the proposal initiator, representatives from the additional discipline, as well as appropriate deans.
- Review will be conducted under the guidelines in *Minimum Qualifications for Faculty and Administrators in California Community Colleges, 2014*. The placement recommendation will be based on a careful review of course content, course objectives, comparable courses at other institutions, and other relevant issues.
Upon completion of review, curriculum committee representative(s) will recommend placement of course in appropriate discipline[s] in one of four categories:

- **Single Discipline**: For purposes of both student credit and faculty qualifications, course should be taught in one discipline only. The vast majority of courses at Chaffey College are identified and taught by one discipline.

- **Dual-Coded**: Students will have the option to get credit in more than one listing. Dual-coding addresses student credit only; it does not specify faculty preparation. This option allows students to legitimately fulfill program or graduation requirements. The course would be taught by faculty in one discipline only.

- **Cross-Listed**: Course will be listed in two or more disciplines. Cross-listing, unlike Dual-Coding, addresses faculty qualifications, specifying that faculty with minimum qualifications in either discipline can teach the course. Qualifications of individual faculty will remain the purview of the schools or union as appropriate.

- **Interdisciplinary**: Course will be identified as interdisciplinary and may be offered in two or more disciplines as determined by the appropriate schools. The course would be either team-taught by faculty in both disciplines or taught by a single instructor with preparation in both disciplines, as specified in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. The issue here is faculty qualifications.

Curriculum committee members involved with the discipline placement discussion will submit discipline placement recommendation with rationale to Curriculum Committee and to school representatives.

Rationale will be reviewed by the entire Curriculum Committee at second reading. Initiator and/or school representatives will have an opportunity to address committee at this time. **Final decisions will not be taken until all interested stakeholders have had an opportunity for input.**

The task of assigning courses to disciplines is important for two reasons. First it helps describe the course by classifying it in a discipline (e.g., Anthropology 103 is clearly an anthropology course). Second, it indicates what preparation is needed to teach the course. Only a faculty member with a master’s degree or its equivalent in anthropology may teach Anthropology 103 (except if this course is also listed under another discipline).

A college curriculum committee must be very careful to place courses in disciplines according to the preparation needed by the person who will be determined qualified to teach them. Curriculum committee members should remember that placing courses within disciplines is done to assure that the instructor qualified to teach those courses are likely to possess the appropriate preparation to teach them effectively. Curriculum committee members should resist the impulse to place courses in disciplines primarily to broaden the pool of those who may be considered qualified to teach those
courses or to restrict the pool of potential instructors as a means of protecting the assignments of any faculty member or group of faculty who have traditionally taught such courses.

We also must keep in mind that cross-listing a course might affect its articulation status. If, for example, Journalism 140 is also listed as Speech Communication 140, then the articulation agreements for either course need to be extended to the other course title. Articulation could be denied if a receiving institution questions the appropriateness of such a cross-listing on the grounds that a course whose content could be taught by an instructor in a different discipline would not have sufficient concentration in the discipline for which it is being articulated. This problem would be more likely to occur with articulation to University of California campuses, which require faculty review of community college courses, than at California State University campuses, where articulation relies on community college certification. For this reason, curriculum committees should include your college’s articulation officer, who can provide insight into these concerns and make suggestions. (From ASCCC (2004) Qualifications for Faculty Service In The California Community Colleges: Minimum Qualifications, Placement of Courses Within Disciplines, and Faculty Service Areas. http://www.asccc.org/sites/default/files/publications/FacultyQuals_0.pdf)