Academic Standards Committee
Minutes of the Meeting  Tuesday, February 3, 1998
3:40-5:05 PM


1) Copies of the by-laws were distributed, revised as of Oct. 1993, with “more reasonable” number to constitute a quorum.

2) Bill Singleton came to answer questions about how the Banner program (which will replace CSUSIS) will deal with the problem of students’ registering for courses without having completed prerequisites. Bill said it will take until the 2001-2002 academic year for that capacity to be programmed into the new system, because such student information is much more complicated than the ones that will be taken care of first, such as a new finance system. When it is in place, it will enter what is in the catalogue; therefore, the requirement of a prerequisite must appear there.

In terms of how to survive between now and then, especially when students are able to register by phone, we must be more vigilant, and check each student’s transcript, even though CSUSIS is a cumbersome process.

Bill said, “you can’t let a computer system dictate academic policy. Now is an excellent time to review policy, practices, and procedures. Do they make sense now and for the future, or is there a better way?”

The issue of Pass/Fail/F policy at CCSU, which is different from that at other CSU campuses, was discussed in terms of information systems. Also discussed was the issue of recalculating credits to replace others that a student failed.

Although Banner will be more flexible than CSUSIS, and will be able to deal with phone registration, there will be limitations in terms of access to certain data—e.g., re: ethnicity of students.

3) Dylan Pattenaude spoke of his research on the repeat policy system.

4) Discussion of issue of faculty teaching load. It was agreed to defer the full discussion until Loftus Jestin could come, right at 3:30 next time, since he has gathered data about how other schools deal with this issue. David Blitz shared a position paper on the subject, to be read for next time. Some questions had to do with: the relationship of faculty credits to student credits for a particular course, how to assure both faculty and student focus, what it means that the work load is so uneven within the campus, and where to go with whatever recommendations we come up with. The overall issue
seems to be how to achieve equity even when legitimate circumstances vary so widely.

5) That discussion led the committee to a brief but lively consideration of what it means that so many students are coming in with what seem to be less than college level skills in math and reading, and what we might do about it. Remediate? Accept only such of those students who have first gone to community colleges? Rethink the whole idea of what represents intellectual ability, and how to teach/test for it, in terms of recent research on multiple intelligence theory?

Respectfully submitted, Liz Aaronsohn, note-taker