CEP considers proposal to change pass/fail

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Freshmen often do not sufficiently learn their core subjects such as math and physics, Taylor noted. "There is a feeling in some departments some of their students are not prepared for upper-level classes" because they took prerequisites at pass/fail, he said.

The proposal is intended to ease the adjustment to grades in the sophomore year, said Heine. "We are hoping for...a more gradual adjustment to [that] pressure," he said.

Mseud noted he had never heard a student comment on the shock of transition to grades sophomore year, though a survey might prove otherwise. "Legislation by anecdotally is not very fruitful," he added.

In Spring, 1991, a CEP task force headed by Professor Margery Renneck suggested lowering the maximum limit on freshman credits. A recent study performed by Peggy Richardson, Executive Officer of the USASO, indicated, however, that students with heavy academic course loads had higher grade point averages than students with average course loads, and the CEP dropped consideration of a 24-unit limit on freshman loads.

"You cannot completely divorce the operation of the pass/fail system from the operation of the advisory system, there would be no need to change pass/fail, he explained. "Ideally, a system would work by persuasion, not coercion." He added. "The advising system clearly works well." The advising system clearly can be improved," noted Mund, turning to rules will not solve freshman advising problems, he added.

Sophomore advisors will have full information on their students' freshman year, including all hidden grades, Villars noted. Villars said he hopes the CEP will conclude debate on the pass/fail question this semester. He noted that in the future "I see Proposals for minimum grade point average standards for continued attendance and graduation being discussed by some faculty members, noted Villars. "I think students should not be unsympathetic to that idea because it protects the value of a degree."

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