Get involved with curriculum reform

As many of you know, over the last year and a half, the MIT community—faculty, students, and staff—has come together to re-examine its educational philosophy, curriculum, pedagogical methods, and learning environment. Fundamental questions are being asked.

What should today's science and engineering students—tomorrow's industrial and business leaders—know about the world's diverse humanistic and cultural traditions? How much scientific and technical education should a student receive in humanities or social sciences? How much time should a student majoring in the sciences curriculum and visions of MIT's humanities and social sciences curriculum, and visions of MIT in the future.

Consultations and forums held on educational policy-related issues? Undergraduate Association President Bryan Moser '87 summed it up: "To succeed at such reform—to implement educational policy reform, you must become familiar with the progress of the review process to date. There are six faculty committees that have participated in the review process so far, and at least one new committee planning to start up in the fall.

Five of the faculty committees and several student groups have issued reports which are now available to students in the Dewey and Humanities Libraries. Additional reports will be released in the fall. These reports make for fascinating reading on current thinking on topics such as the MIT student culture, the learning environment, the history of MIT's humanities and social sciences curriculum, and visions of MIT in the future.

Pass your thoughts on to the students representative of the forty currently active undergraduate education policy committees. You might consider applying for membership on one of these committees when a student position becomes vacant.

Attend faculty meetings that are devoted to discussions of the curriculum reform. If you have something really important to say, you can ask those students who have speaking privileges— the UA president and vice president, the GSC president, the student members of the Faculty Committees on Faculty Policy, Undergraduate Programs, and Graduate School Policy, and others invited by the chairman of the faculty— to convey it for you.

Submit comments or questions on undergraduate education that you would like printed to the Undergraduate Education Bulletin Board, room I-212. Intended for all members of the MIT community, the bulletin board will re-publish its weekly appearance in The Tech this fall.

These are just a few ways in which you can help chart the course of MIT's future program in undergraduate education. What else can you think of? Ask CEUE Chairman Jack Kerrebrock, associate dean of engineering, said, "If we all work together, we can make education at MIT more effective and also more fun. We need your ideas and enthusiasm."

Guest Column/Robin Wagner

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