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Core Curriculum Committee Achieves Needed Revisions

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Core Curriculum Committee Achieves Needed Revisions

Goldie Rouse tells the story

The purpose of the student core curriculum committee is to obtain and represent student opinion concerning curriculum. This includes all activities supervised by the college to help fulfill its aims. The 21 members are nominated by junior college counselors and heads of departments and are voted upon by the committee. The discussion in the combined student-faculty curriculum committee meetings is confidential to encourage free expression of ideas. Alertness and contact with many types of students is important in giving a true representation of student opinion.

The students on the committee present ideas and make suggestions concerning courses to the faculty committee. They frequently attend meetings with the faculty on their sub-committees which are working on student use of time and energy, faculty-student relationships, clothing, broad social point of view, science prerequisites, extracurricular activities, human relationships, health and hygiene. Every staff member is on one of these committees and at least three departments are represented on each.

These faculty committees under the general Home Economics Curriculum Committee, set up in the fall of 1944, analyze each course in the curriculum, both alone and in its relation to other subjects. If survey statistics, student, faculty or alumnae demand or ideas from other schools suggest a change, and it is approved by the head of the department concerned, an All-College Curriculum Committee reviews the recommendation. When it is passed by this group, approved by President Friley and the general faculty, the desired change is made.

One of the revisions in curriculum that has resulted from student-faculty planning is the combining of the freshman zoology course with human physiology, thus making a more integrated course. The freshman orientation course has been given two hours credit. Although it is still in the experimental stage, more help is being given each individual in social problems, general college living and choosing a vocation. The costume design course now precedes the general textile course so that students may learn how to select and judge clothing in their freshman year. Students enrolled in clothing construction have a practical test before taking the course and are assigned to sections according to their aptitudes. If this is entirely satisfactory, other courses may well use the same procedure.

The student-faculty teas held in the Institution Tea-room on designated Wednesdays are also an outgrowth of the work of the curriculum committees. In the survey made last spring, it was found that students desired more personal contact with the instructors. Students can wear usual class clothes and chat informally with faculty members from all departments.

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