

## **INSTRUCTIONAL DESIGN**

### **Curriculum**

Temple College endeavors to build its curriculum in direct relation to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. Curriculum is therefore designed along the following lines:

1. University parallel courses, which may be transferred for full credit to senior institutions toward the completion of baccalaureate degrees.
2. Curriculum of a developmental nature, which prepares students for regular college-level work.
3. Specialized community occupational programs in business, professional, and technical areas to prepare individuals for employment after completion of the programs at Temple College.
4. Enrichment programs and courses on a non-credit basis to enhance the individual's technical and/or a vocational development.
5. Supplementary occupational training designed to either enhance or re-train persons for gainful employment in the various occupational fields within the college service area.

The curriculum for college courses is developed using a systematic approach. The primary responsibility for the content, quality, and effectiveness rests with the faculty. Faculty members desiring to propose changes to courses or programs should submit the current Curriculum Course Proposal form to their department chair. The department chair then proposes the request change or changes to the Curriculum Committee for review and approval. Approved curriculum changes are submitted to the Division Director, Student and Enrollment Services to ensure appropriate changes are reflected in the student information system. Guidelines have been established which involve the submission of a written proposal, a review procedure including all instructional administrators and councils affected by the change, and approval of the President and Board of Trustees via catalog adoption. All approved curricular revisions will be presented to the Curriculum Committee before being included in official college publications.

### **Testing**

Tests should be objective, fair, and graded in a consistent manner. Exams should be monitored at all times. Please see the Proctored Testing policy for information on proctoring examinations. The following is a list of general principles regarding test preparation:

1. The test should cover the important aspects of the course in relative proportions to the emphasis in instruction.
2. Tests should measure the important outcomes of the course.
3. Question difficulty should range from easy to difficult.
4. Tests may utilize a wide variety of questioning techniques, e.g., essay, multiple choice, true/false.
5. Tests should not include ambiguous questions and/or language.

6. Test directions should be clear, complete, and concise.
7. Students should be aware of the relative importance or weight associated with each test item.