

Curricula and Programs: The Basics Stakeholder-Based Governance Model

Authority	S T A F F I N F O R M S * E D U C A T E S * I M P L E M E N T S	The highest level of governance provides the authority to develop and implement curricula and programs. This group or entity may be directly involved in these activities or delegate that responsibility to a Judicial Branch Education oversight group and/or the Judicial Branch Education Division/Department. This group may be the State Supreme Court, the Administrative Office of the Courts, an association, a university, or other entity.
Policy		An oversight group, generally a committee or board with responsibility for policy decisions, makes decisions regarding the overall direction of Judicial Branch Education. This group makes decisions about whether curriculum and/or program development models will be implemented. The group may be actively engaged in determining the models or may instead delegate that responsibility to other committees and/or the Judicial Branch Education Division/Department
Curriculum		A curriculum development committee(s) decides which model best meets the needs of the target audience(s) the group represents. The committee may have responsibility for initially designing the full curriculum for a target audience or may delegate responsibilities to others.
Program and Course		A series of committees develops or adopts a program development model to best meet the needs of planners, faculty and staff. They use available curriculum designs to determine which specific topics/courses will be offered. This group may have responsibility for choosing faculty and ensuring those chosen adhere to the development model(s).
Faculty		Individuals chosen by program committees and/or staff use the program and/or course development model to plan and deliver content.
Staff		Judicial branch educators have responsibility for introducing effective models of curriculum and program development for adoption by relevant committees and for ensuring their use.