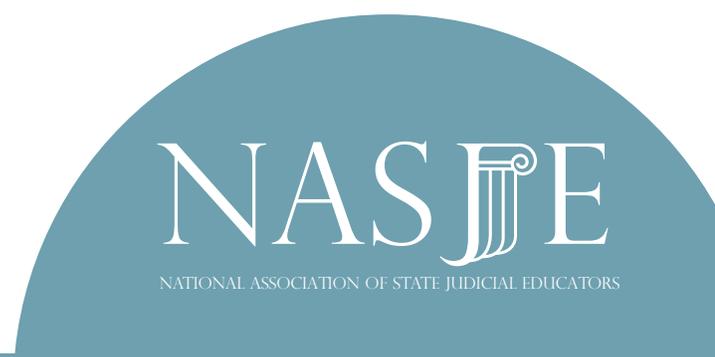


NASJE

**CURRICULUM
DESIGN**

MAXIMIZING THE USE OF CURRICULUM AND
PROGRAM DEVELOPMENT MODELS

CURRICULUM DEVELOPMENT: Experienced Level Content



NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Maximizing the Use of Curriculum and Program Development Models

This is a summary of the content in this curriculum design.

- A. Processes
 - a. Curriculum development
 - b. Program development
- B. Knowledge Management
 - a. Definition
 - b. Uses
 - c. Strategies to adopt/implement
 - d. Facilitating and inhibiting factors
 - e. Relationship to and relevance of curriculum development
 - f. Relationship to and relevance of program development
- C. Learning Organization
 - a. Definition
 - b. Uses
 - c. Strategies to adopt/implement
 - d. Facilitating and inhibiting factors
 - e. Relationship to and relevance of curriculum development
 - f. Relationship to and relevance of program development
- D. Choosing and Implementing Models
 - a. Curriculum development model
 - b. Program development model
 - c. Educating judicial branch educators

NASJE Curriculum Designs The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

The first number refers to the NASJE Core Competency.

For example:

2 indicates the NASJE competency addressed in this curriculum design is curricula and programs

The second number refers to entry- or experienced-level content. (Entry indicates that the content is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:

2.1 is the entry-level curricula and programs curriculum design

2.2 is the experienced level

The third number refers to the section of the design.

For example:

2.2.1 is the content section for experienced-level curricula and programs

2.2.2 is the faculty resources section

2.2.3 is the participant activities section

2.2.4 is the bibliography and selected readings

The final number refers to the order of items in a section.

For example:

2.2.1.1 is the first content (the overview) in experienced-level curricula and programs

2.2.2.5 is the fifth faculty resource

2.2.3.3 is the third participant activity

Maximizing the Use of Curriculum and Program Development Models

Table of Contents

| | |
|---|----|
| Use of NASJE Curriculum Designs | 3 |
| Adult Education Principles | 4 |
| 2.2.1.0 Curriculum Design – Competency Area 2 Curriculum and Program Development: Experienced-Level Content | 6 |
| • 2.2.1.1 Curriculum Design Overview | 6 |
| • 2.2.1.2 Special Notes for Faculty | 6 |
| • 2.2.1.3 Participant Learning Objectives | 7 |
| • 2.2.1.4 Educational Content | 8 |
| • 2.2.1.5 Resources for Faculty | 13 |
| • 2.2.1.6 Related Educational Areas | 13 |
| • 2.2.1.7 Learning Objective, Resource, and Activity Chart | 14 |
| 2.2.2.0 Faculty Resources | 17 |
| • 2.2.2.1 Curriculum Development Process Steps | 19 |
| • 2.2.2.2 Curriculum Development Template | 22 |
| • 2.2.2.3 Program Development Template | 25 |
| • 2.2.2.4 Curriculum Development Timeline and Process | 32 |
| • 2.2.2.5 Program Development Timeline and Process | 34 |
| 2.2.3.0 Participant Activities | 37 |
| • 2.2.3.1 Curriculum and Program Development Models [Learning Objective 1] | 39 |
| • 2.2.3.2 Organizational Development Possibilities [Learning Objective 2] | 48 |
| • 2.2.3.3 Knowledge Management and Learning Organizations: The Unique Environment of the Courts [Learning Objective 3] | 50 |
| • 2.2.3.4 Implementing Curriculum Development [Learning Objective 4] | 52 |
| • 2.2.3.5 Implementing Program Development [Learning Objective 5] | 54 |
| • 2.2.3.6 Educating Local Judicial Branch Educators | 56 |

| | |
|---|----|
| [Learning Objective 6] | |
| 2.2.4.0 Bibliography and Recommended Readings | 59 |

Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the [NASJE Core Competencies](#). Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing to design and deliver a course.

Developing any course from a curriculum design will require that faculty (a) utilize an [instructional design model](#) (in the appendix), (b) employ [adult education principles](#) (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept:** *They evolve from being dependent to self-directed.*
2. **Experience:** *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated.* (Knowles, 1984).

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**
Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**
Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**
Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**
Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**
Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

[Instructional Design: The Backbone of Effective Education](#) and [Developing Faculty](#) NASJE curriculum designs include additional information on adult education theory and practical application

Title: Maximizing the Use of Curriculum and Program Development Models

NOTES:

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms [underlined and in blue](#) indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

Related to NASJE Competency:

[Competency Area 2 – Developing and Implementing Curricula and Programs](#)

(available on the NASJE website) Competency Summary: Effective judicial branch education is dependent on implementation of certain processes to ensure that the content delivered is the result of a carefully developed plan, both at the curriculum and program level. At the curriculum level, the content needs to be part of a system of education designed for a target audience, each component being dependent on and/or complementary to other components. At the program level, courses need to be supported by an effective learning environment and comprehensive logistical support.

Target Audience:

Judicial branch educators who are ready to implement curriculum and program development models in their local environment; participants should be at the policy-making level in their local environment or be assigned to implement curriculum and program development models

Content Level: _____ Entry X Experienced

(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work the content or become proficient with it.)

Date Approved: June 18, 2013 Last Updated:

2.2.1.0 Curriculum Design

2.2.1.1 Curriculum Design Overview:

(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)

This curriculum design is intended to provide a basis for planning courses for judicial branch educators who have decided to implement curriculum and program development processes. Content will guide judicial branch educators in examining the most effective uses of models and strategies. Content will also provide a review of the processes involved in curriculum and program development (described in more detail in the entry-level curriculum design, [Curricula and Programs: The Basics of Development, Models, and Implementation](#)). Part of this review includes benefits and drawbacks of curriculum and program development processes and potential issues or challenges with using models with various target audiences and faculty.

In addition to curriculum and program development processes and models themselves, content includes exploration of the relationship between these educational models and knowledge management and learning organizations.

Finally, content provides judicial branch educators with a curriculum design to develop a course they might use locally to educate judicial branch education personnel about curriculum and program development.

2.2.1.2 Special Notes for Faculty:

This curriculum design is adaptable to designing courses that are responsive to the needs of the particular audience. Judicial branch educators who participate in courses based on this design are in organizations that have committed to adopting curriculum and program development models. Each participant will need to think and work within the parameters of the local environment and the decisions made by local administrative and stakeholder-based entities.

Since this is an experienced-level design, learners will already be familiar with the basics of curriculum and program development and will have already obtained a degree of support from local committees and the overarching administrative organization. Section A in this design is a review of curriculum and program development to ensure judicial branch educators have a shared understanding of basic approaches.

Descriptions of [knowledge management](#) and [learning organizations](#) in this curriculum design are abbreviated and addressed only with regard to their

relationship to curriculum and program development. Additional information and detail on knowledge management and learning organizations is available in the curriculum designs on leadership, in which judicial branch educators are challenged to implement these organizational development approaches [see the entry-level design for leadership, [Judicial Branch Education - Leadership Potential](#) and the experienced-level curriculum design for leadership, [Judicial Branch Education - Leadership in Action](#), and associated faculty resources].

The Curriculum Committee believes that issues of diversity, fairness, ethics, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the experienced level curriculum design for curricula and programs, faculty should address these areas as appropriate for a specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- Diversity and Fairness: The importance of including fairness/diversity and cultural competency in curricula for all target audiences; ensuring diversity on committees guiding curriculum and program development.
- Ethics: The importance of including ethics in curricula for all target audiences; allocation of resources for implementation of curriculum and program development models; decisions about priorities and phasing-in application of models for certain target audiences; strategies for applying models to all target audiences.
- Technology: The importance of including appropriate technology education in curricula for all target audiences; use of technology for implementing and managing curriculum and program development models, resources, and products.

2.2.1.3 Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

In General:

1. Analyze for local use the recommended templates for curriculum and program development.
2. Develop a rationale to tie curriculum and program development to knowledge management and a learning organization.

3. Prioritize the facilitating and inhibiting factors of implementing knowledge management and learning organization strategies/structures in the courts.

For the Individual Situation:

4. Formulate an approach to implement at least one curriculum development model that would be effective in your court or organization – or alternatively formulate strategies to address the facilitating and inhibiting factors of maintaining an existing model.
5. Outline the steps to implement at least one program development model that would be effective in your own court or organization – or alternatively prioritize the facilitating and challenging factors of maintaining an existing model.
6. Develop a presentation or course outline for providing education to your own department regarding curriculum development and/or program development.

2.2.1.4 Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline is to provide faculty with the overarching question the particular heading is designed to address.)

A. Processes [1]

- a. Curriculum development – developing an overarching plan of education for a target audience(s) that will guide course development
 - i. Three models [see 2.2.2.1 [Curriculum Development Process Steps](#), pg. 19] (*what are the benefits and drawbacks of models; what are the steps to implement*) – three basic approaches:
 1. List of topics – planners and faculty develop courses for the topics with freedom to include whatever they desire
 2. Outline/guide/template – planners and faculty rely on the outline for certain information (educational need, course goal, learning objectives, key content points, and more)
 3. Fully developed courses designs – faculty follow designs
 - ii. Role of committees (*what is expected*) – assessing learner needs, and for some models developing/reviewing/approving learning objectives and related content
 - iii. Role of judicial branch educator (*what is expected*) – ensuring use of an effective model; and for some models effective statement of learning objectives and relevance of content to the learning objectives

- iv. Role of individuals not in the target audience (*what can non-court perspectives add to curriculum development*) – justice system partners, content experts, etc., may address what learners do-not-know-they-do-not-know; provide perspectives from outside the target audience
 - v. Adherence and enforcement (*what is the role of relevant committees and the judicial branch educator*) – consider engaging faculty and others in discussions of a curriculum-based model, its importance, the expectations of policy-makers, effective use or resources, ensuring content consistency, etc.
 - vi. Use with paid faculty (*what are the expectations*) – judicial branch educators need strategies for engaging paid faculty in use of curriculum designs (e.g., providing them with resources, saving them time, ensuring they meet expectations, etc.).
 - vii. Implementation of template used by NASJE [see 2.2.2.2 [Curriculum Development Template](#), pg. 22] (*what needs to be done to adopt and use the template to develop curricula for local target audiences*) – consider timelines and process, including what will be required to develop curricula [see 2.2.2.4 [Curriculum Development Timeline and Process](#), pg. 32]; consider how to introduce the model, including presentation of its benefits, its use for in-person and electronic courses, etc.
- b. Program development – establishing standard practices to support all of the tasks that surround course development and delivery
- i. Models (*what are benefits and drawbacks of different models*)
 - 1. Timelines – purpose is to ensure tasks are completed by certain dates; often same timelines apply to similar programs; drawbacks include lack of full program-specific information
 - 2. Overarching planning template – purpose is to guide planners, staff and faculty; coordinate and document work among a variety of people; create a shared approach; often includes timelines for certain tasks
 - ii. Role of planning committees (*what is expected*) – utilizing a program planning model; determining basic program information (may include identifying faculty, determining delivery mechanism, etc.)
 - iii. Role of judicial branch educator (*what is expected*) – coordinating and documenting work of faculty, planners, and staff; assisting committee with program details; assisting faculty with instructional design; coordinating logistics (announcements, registration, etc.); managing delivery
 - iv. Adherence and enforcement (*what is the role of relevant committees and the judicial branch educator*) – educating

- committee members and department personnel on use of a model; monitoring use of the model; establishing a policy for use of the model
- v. Faculty (*what are the expectations*) – faculty will benefit from having relevant timelines and basic program information from a model; they will also benefit from submitting certain information to planners and personnel to ensure they receive the needed support for course development and delivery
 - vi. Implementation of a program development template [see 2.2.2.3 [Program Development Template](#), pg. 25] (*what needs to be done to adopt and use the template*) – consider the timelines and process for program development [see 2.2.2.5 [Program Development Timeline and Process](#), pg. 35]; introduce the template and educate committee members and personnel on its value and use
- B. Knowledge Management [2] (*what is the relationship between knowledge management, curriculum development and program development*)
- a. Definition – strategies and practices to retain/share intellectual capital, insights, and experiences
 - b. Uses (*why would implementing knowledge management be beneficial, as a department or as larger organization*) – capturing/sharing institutional knowledge, ensuring valuable knowledge does not leave the organization with departing judges/staff, sharing knowledge over time for continued improvement, etc.
 - c. Strategies to adopt/implement (*what is needed for implementation and maintenance*) – role of technology in capturing knowledge, need for changes in organizational structure to share knowledge, etc.
 - d. Facilitating and inhibiting factors [3] – unique environment of the courts, level of readiness to adopt the concept, time needed to make the change, institutionalization strategies, etc.
 - e. Relationship to and relevance of curriculum development (*how could implementing curriculum development support or lead toward knowledge management*) – curriculum development as an approach to capturing and sharing knowledge within the department/division and across the organization
 - f. Relationship to and relevance of program development (*how could implementing program development support or lead toward knowledge management*) – program development, especially course outlines for specific topical areas, is an approach to capturing and sharing knowledge within the department/division and across the organization
- C. Learning Organization [2] (*what is the relationship between a learning organization, curriculum development and program development*)

- a. Definition – there are a variety of definitions; five commonly-stated defining factors: (1) systems thinking, (2) personal mastery, (3) mental models, (4) shared vision and (5) team learning
 - b. Uses (*why would becoming a learning organization be beneficial, as a department or as larger organization*) – continued improvement and evolution of an organization; connectedness among all in the organization; input from the bottom to the top of the traditional hierarchy; shared responsibility for success of the organization, evolutionary step for judicial branch education, etc.
 - c. Strategies to adopt/implement (*what is needed for implementation and maintenance*) – organizational change to create a culture that: values the contributions of all members of the organization; encourages critical thinking and risk-taking to test new ideas; supports everyone’s continuous learning; learns and changes based on past experience and experimentation; and disseminates new knowledge throughout the organization for incorporation into daily work activities
 - d. Facilitating and inhibiting factors [3] – unique environment of the courts; traditional hierarchy; division between judicial and administrative functions; level of readiness to adopt the concept; time needed to make the change; institutionalization strategies, etc.
 - e. Relationship to and relevance of curriculum development (*how could implementing curriculum development support or lead toward a learning organization*) – curriculum development is an approach to facilitating personal mastery and team learning within the department/division and across the organization
 - f. Relationship to and relevance of program development (*how could implementing program development support or lead toward a learning organization*) – program development, especially course outlines for specific topical areas, as an approach to facilitating personal mastery and team learning within the department/division and across the organization
- D. Choosing and Implementing Models – Making Decisions for Your Environment
- a. Curriculum development model [4]
 - i. Choosing a model – consider what the local needs are for developing a curriculum; think about which target audience(s) would benefit from a curriculum; evaluate the benefits of engaging them (or a few representatives) in choosing a model; consider which model would meet the needs of that (or those) target audiences
 - ii. Local benefits and drawbacks – consider what is to be gained by implementing curriculum development; consider whether there may be negative consequences and how to address them

- iii. Local facilitating and inhibiting factors – consider who and what may assist in developing and implementing a curriculum-based approach; consider who and what may present resistance
 - iv. Strategies for implementation – consider what needs to be in place for success:
 - 1. Change management strategies
 - 2. Document management processes
 - 3. Steps for the chosen model
 - 4. Timelines for development or adoption of a model, its introduction, and its implementation
 - 5. Stakeholder champions
 - 6. Staff champions
 - b. Program/Course Development Model **[5]**
 - i. Choosing a model – consider what the local needs are for program development; think about the people involved in program development; evaluate the benefits of engaging them in choosing a model; consider what type of model would best meet their needs
 - ii. Local benefits and drawbacks – consider what is to be gained by implementing a program development model; consider whether there may be negative consequences and how to address them
 - iii. Local facilitating and inhibiting factors – consider who and what may assist in developing and implementing a formalized program development approach; consider who and what may present resistance
 - iv. Strategies for implementation – consider what needs to be in place for success:
 - 1. Change management strategies
 - 2. Document management processes
 - 3. Steps for the chosen model
 - 4. Timelines for development or adoption of a model, its introduction, and its implementation
 - 5. Stakeholder champions
 - 6. Staff champions
 - c. Educating judicial branch educators **[6]** (*what do you need to provide*)
 - i. Model/process chosen – highlight the benefits of the model(s) and how target audiences are the true beneficiaries; discuss changes to how personnel will do their work
 - ii. Implementation strategies and timelines – discuss how and when the model(s) will be introduced to stakeholders; discuss how personnel can support use of the model(s); consider developing a short presentation for personnel to use as they introduce and implement the model(s) with stakeholders

2.2.1.5 Resources for Faculty:

(This is a list of documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided more detailed resources.)

- 2.2.2.1 [Curriculum Development Process Steps](#), pg. 19
- 2.2.2.2 [Curriculum Development Template](#), pg. 22
- 2.2.2.3 [Program Development Template](#), pg. 25
- 2.2.2.4 [Curriculum Development Timeline and Process](#), pg. 32
- 2.2.2.5 [Program Development Timeline and Process](#), pg. 34
- [NASJE Core Competencies](#) (available on the NASJE website)

2.2.1.6 Related Educational Areas:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may include or reference some of this material in courses developed from this curriculum design.)

Other NASJE curriculum designs or curriculum-based courses:

[Developing Faculty](#)

[Curricula and Programs: The Basics of Models, Development, and Implementation](#)

[The Basics of Governance in Judicial Branch Education](#)

[Judicial Branch Education – Leadership Potential](#)

[Judicial Branch Education – Leadership in Action](#)

[Instructional Design: The Backbone of Effective Education](#)

[Overcoming Challenges in Instructional Design](#)

[Needs Assessment: The Basics of Processes and Models](#)

[Evaluation: the Basics of Five Approaches](#)

[Selecting and Managing Instructional Delivery Mechanisms](#)

[Logistics and Details of Judicial Branch Education](#)

Other relevant educational areas:

Ethics

Technology

Fairness and Diversity

Legal Terminology

The Court System

Last reviewed April 11, 2013

Maximizing the Use of Curriculum and Program Development Models

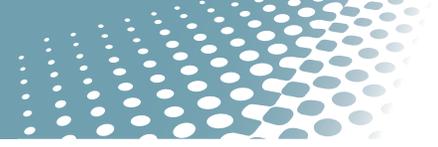
Learning Objective, Resource, and Activity Chart

This chart shows the relationship among learning objectives, certain faculty resources, and participant activities; there are faculty resources that do not have any relationship to learning objectives and thus are not referenced in this chart.

| Learning Objective | Faculty Resource | Participant Activity |
|---|---|--|
| 1. Analyze for local use the recommended templates for curriculum and program development. | 2.2.2.2 Curriculum Development Template , pg. 22 and 2.2.2.3 Program Development Template , pg. 25 | 2.2.3.1 Curriculum and Program Development Models , pg. 39 |
| 2. Develop a rationale to tie curriculum and program development to knowledge management and a learning organization. | None | 2.2.3.2 Organizational Development Possibilities , pg. 48 |
| 3. Prioritize the facilitating and inhibiting factors of implementing knowledge management and learning organization strategies/structures in the courts. | None | 2.2.3.3 Knowledge Management and Learning Organizations: The Unique Environment of the Courts , pg. 50 |
| 4. Formulate an approach to implement at least one curriculum development model that would be effective in your court | 2.2.2.4 Curriculum Development Timeline and Process , pg. 32 | 2.2.3.4 Implementing Curriculum Development , pg. 52 |

| | | |
|---|---|--|
| <p>or organization – or alternatively formulate strategies to address the facilitating and inhibiting factors of maintaining an existing model.</p> | | |
| <p>5. Outline the steps to implement at least one program/course development model that would be effective in your own court or organization – or alternatively prioritize the facilitating and challenging factors of maintaining an existing model.</p> | <p>2.2.2.5 Program Development Timeline and Process, pg. 34</p> | <p>2.2.3.5 Implementing Program Development, pg. 54</p> |
| <p>6. Develop a presentation/course outline for providing education to your own department regarding curriculum development and/or program development.</p> | <p>None</p> | <p>2.2.3.6 Educating Local Judicial Branch Educators, pg. 56</p> |

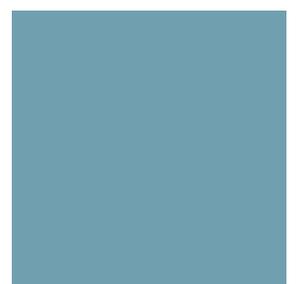
[This page intentionally left blank for duplex printing]



NASJE

CURRICULUM DESIGN

 **FACULTY RESOURCES**



[This page intentionally left blank for duplex printing]

Maximizing the Use of Curriculum and Program Development Models

Explanation of Faculty Resource

2.2.2.1 Curriculum Development Process Steps

Purpose of resource/document

This document has two pages. The first provides judicial branch educators with some idea of the steps for three approaches or models that may be used in developing curricula; the second outlines many of the benefits and drawbacks for the three approaches/models.

Use of resource/document

This document would be most effective if used after discussing the range of possible approaches to curriculum development and engaging participants in thinking about their local environment [see A, [Processes](#), pg. 8 in the curriculum design]. The information provided will reinforce the differences in the three approaches, provide participants with concrete action steps in order to determine the most appropriate model for their local environment, and provide the benefits and drawbacks of each approach or model.

Related documents or materials

None

Maximizing the Use of Curriculum and Program Development Models

Curriculum Development - Three Models - Examples of Process Steps

Each of the three approaches begins with (a) identifying target audiences, and (b) conducting a broad-based assessment of needs. Assessing needs may be done through a written needs assessment, a task analysis, or use of competencies. For illustrative purposes only, each example below uses a different approach to assessing needs, which are interchangeable.

LIST OF TOPICS

Staff and target audience work

- Identify target audience groups;
- Conduct a written needs assessment;
- Compare needs assessment results to current topic offerings;
- Develop topical list inclusive of all topics;
- Provide topical list to planners, committees.

OUTLINE/TEMPLATE

Staff work

- Identify target audience groups;
- Select members for target audience focus group work;

Target audience and stakeholder focus group work

- Conduct informal task analysis;
- Discuss skills, abilities, and knowledge needed to perform tasks

Staff work

- Organize all data/content into topical areas with subtopics;
- Organize all data/content into template format;

Target audience and stakeholder focus group work

- Review and revise work;

Staff work

- Educate faculty regarding the use of the curriculum templates;
- Work with faculty to effectively use the curriculum in developing courses.

COMPLETE COURSE DESIGNS

Staff and target audience focus group work

- Identify target audience groups;
- Develop [or use existing] competencies for the target audience;

Staff and content expert work

- Engage content experts to use competencies to develop course goals, learning objectives, content, materials, and agenda;

Staff and target audience focus group work

- Review, revise, test the courses;
- Educate/certify faculty to use the course designs.

Maximizing the Use of Curriculum and Program Development Models

Curriculum Development - Three Models – Benefits and Drawbacks

The information provided on each model is illustrative, may not include all benefits and drawbacks, and may or may not apply to your local environment.

| Model | Benefits | Drawbacks |
|------------------|---|---|
| List of topics | <ul style="list-style-type: none"> • Short time to develop; • Inexpensive; • Easily adopted; • Easily used/reviewed/updated; • Allows for adaptation. | <ul style="list-style-type: none"> • Potential for inconsistency; • Minimized importance. |
| Outline/template | <ul style="list-style-type: none"> • Reasonable time to develop; • Provides adequate guidance; • Allows for adaptation; • Saves faculty time; • Ensures some consistency; • Involves many perspectives. | <ul style="list-style-type: none"> • Potential expense: <ul style="list-style-type: none"> ○ Time ○ Money • Potential for inconsistency; • Faculty need training on use; • Faculty may resist use. |
| Course Designs | <ul style="list-style-type: none"> • Ensures complete consistency; • Provides all needed resources; • Saves faculty time. | <ul style="list-style-type: none"> • Length of time to develop; • Potential expense: <ul style="list-style-type: none"> ○ Time ○ Money • Faculty need training for use; • Faculty may resist use; • Reduced faculty ownership; • Does not allow adaptation; • Time for review/revision. |

Maximizing the Use of Curriculum and Program Development Models

Explanation of Faculty Resource

2.2.2.2 Curriculum Development Template

Purpose of resource/document

This template provides judicial branch educators with an example of the curriculum development approach recommended by the National Association of State Judicial Educators. Participants may determine another curriculum development model is appropriate for their local environment.

Use of resource/document

This template is probably most effective when discussing possible approaches to curriculum development [see A, a, [Curriculum development](#), pg. 8 in the curriculum design].

The template may also be useful when discussing the interface between curriculum development and program development. This is only one example of a curriculum development template/format. Participants may discuss other ideas and/or the benefits and drawbacks of this example.

Related documents or materials

Faculty resource

2.2.2.3 [Program Development Template](#), pg. 25

Participant activity

2.2.3.1 [Curriculum and Program Development Models](#), pg. 39

Maximizing the Use of Curriculum and Program Development Models Curriculum Development Template

Title:

Target Audience:

Content Level: _____ **Entry** _____ **Experienced**

(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years experience in judicial branch education may be at the entry content level for a topic with which they have not had an opportunity to work or become proficient)

Date Adopted: **Last Updated:**

Curriculum Design Overview:

(This is a narrative to provide an overview and state the purpose for this educational area. This narrative is not inclusive of all the detail shown in the content outline, but is instead intended to provide a brief synopsis of the content.)

Special Notes for Faculty:

Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning while participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. Learning objectives are listed in priority order, with the most important objectives listed first. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

- 1.
- 2.
- 3.
- 4.

Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parenthesis after key headings of the outline is to provide faculty with the overarching question the particular heading is designed to address.)

Potential Resources for Faculty:

(This is a list of existing documents, reference materials, and other sources of information that faculty may find useful. In addition to those materials that are attached, links are provided to reveal more detail regarding certain resources.)

Other Educational Areas That Intersect:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty needs to be familiar with these areas and may include/reference some of this material in courses developed from this curriculum design.)

Maximizing the Use of Curriculum and Program Development Models

Explanation of Faculty Resource

2.2.2.3 Program Development Template

Purpose of resource/document

This template provides judicial branch educators with an example of what might be included in a program design. The National Association for State Judicial Educators recommends this template for program development. Participants may determine that another model is appropriate for their local environment.

Use of resource/document

This template is probably most effective when discussing possible approaches to or models of program development [see A, b, [Program development](#), pg. 9 in the curriculum design].

In any use, participants need to be aware of the differences between curriculum and program development. This is only one example of a program development template/format. Participants may discuss other ideas and/or the benefits and drawbacks of this example.

Related documents or materials

Faculty resource

2.2.2.2 [Curriculum Development Template](#), pg. 22

Participant activity

2.2.3.1 [Curriculum and Program Development Models](#), pg. 39

Program Development Template

This template is to be completed by planners/staff and faculty prior to a program. A program may be a conference, which includes multiple courses, or it may be an event with only a single course. The design of the course(s) is part of the program development template.

This information is to be completed and used by planners/staff:

Program Name and/or Content Selected:

(e.g., for multiple courses - Judicial Conference: Ethics, Demeanor, Pro Se Litigants, etc.
– or – for a single course: Annual Legislative Update)

Date(s) and Location of Program:

Time Frame: (Overall duration of program, e.g., 2 ½ days – or – 3 hours)

Target Audience: (General description of intended audience, e.g., District Court Judges)

Overall Anticipated Number of Participants:

Program Goal: (Reason for the program)

Delivery Mechanism(s): (e.g., in-person delivery – or – electronic delivery - synchronous or asynchronous – e.g., synchronous broadcast or asynchronous online course, etc.)

Staff Requirements for Delivery: (e.g., for in-person delivery - staff needed for on-site registration, etc.; or for recording - staff needed to run teleprompter, etc.)

Faculty Selection: (when faculty should be selected/confirmed)

Program Development Template (continued)

This information to be completed and used by staff:

Deadlines for Faculty: (When faculty should have information to staff; this information should be provided to faculty early in the planning process)

Completed Copy of Course Development Template:

Participant Materials:

PowerPoint Presentation:

Other:

Deadlines for Staff: (When staff should complete gathering information)

Registration Information Disseminated:

Registration Completed:

Materials Ready for Printing:

Other:

Finished Product Deadlines: (When staff need to have finished products; these deadlines should be shared with others in the planning process, such as print shop, AV staff, etc.)

Participant Materials/Handouts:

PowerPoint Presentations:

Other:

Course Development Segment

This template is to be completed by planners/staff and faculty prior to course delivery. Sections with asterisks () denote information that may come from a curriculum design.*

This portion of the template may be duplicated if there are multiple courses.

This template may be used for courses offered through in-person or electronic delivery.

This information to be completed by planners/staff and given to faculty

Content Area* (If course is based on curriculum design) **or Course Topic/Title:**

Delivery Mechanism: (e.g., in-person delivery – or – synchronous or asynchronous electronic delivery)

Date, Time and Location of Course: (When and where faculty are to be present for content delivery, whether in-person or electronic delivery)

Time Frame: (Total amount of time for content delivery, excluding breaks, e.g., 2 hours)

Target Audience: (Specific description of intended audience, e.g., Juvenile Court Judges)

Number of Participants for Course (Anticipated number or, if applicable, maximum and minimum number – e.g., in-person delivery, 30 participants – or – electronic delivery, N/A)

Course Goal*: (Reason the course is offered)

Faculty: (The name(s) of selected faculty)

Course Development Segment (continued)

This information to be provided by planners/staff or by faculty or through a combined staff and faculty effort:

Learning Objectives*: (How participants will demonstrate learning; What participants will say or do during the course to indicate their ability to use new information or skills. No specific number of learning objectives is required.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Course Development Segment (continued)

This information to be provided by faculty:

Participant Activities/Evaluation Strategies*: (A list of planned activities to measure participant achievement of learning objectives, such as "large group discussion," "individual problem solving," etc., listed to correspond to the number of the learning objective.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(Other activities, not related to measurement of learning objectives, e.g. "field trip")

Audiovisual Needs: (What staff needs to provide, e.g., projector, computer, easel/paper)

Participant Materials: (A synopsis or list of materials to be provided to participants, including PowerPoint handouts, models, flow charts, etc.)

Seating Arrangement: (A description of the preferred seating arrangement for participants, e.g., "rounds of 6.")

Maximizing the Use of Curriculum and Program Development Models

Explanation of Faculty Resource

2.2.2.4 Curriculum Development Timeline and Process

Purpose of resource/document

This document provides a timeline for judicial branch educators to consider when developing curricula. The timeline provided is for the curriculum outline or template, which is mid-ground for the other two curriculum development models and is the model recommended by the NASJE Curriculum Committee. The list of topics model would take less time and the course design model would take more time. The timeline is written for a single target audience but could be applied to several target audiences if the curriculum development work occurs simultaneously.

Use of resource/document

This document would be most effectively used when discussing curriculum development implementation [see A, [Processes](#), pg. 8 in the curriculum design]; with this use the timeline would be an overview.

The document could also be used when judicial branch educators are considering their local environment [see D, [Choosing and Implementing Models](#), pg. 11 in the curriculum design] as a way to predict activity when undertaking curriculum development.

Related documents or materials

Participant activity

2.2.3.4 [Implementing Curriculum Development](#), pg. 52

Maximizing the Use of Curriculum and Program Development Models

Curriculum Development Timeline and Process

This timeline represents activity that takes place after administrative and stakeholder buy-in for implementation of curriculum development. The model/process highlighted is the curriculum design recommended by the NSJE (i.e., outline/guide/template model). Throughout the timeline, judicial branch educators need to update all interested groups.

| Month | Activity | People Responsible |
|-------|--|--|
| 1 | A. Educate staff, committees, faculty; B. Define roles and responsibilities; C. Determine target audience(s); D. Establish timelines. | Judicial branch educator responsible for curriculum development |
| 2 | E. Implement needs assessment process: 1. Written assessment instrument; or 2. Competencies; or 3. Task Analysis: a. Select focus group members; b. Conduct brainstorming for specific job/work: i. Tasks performed; ii. Skills/abilities needed; iii. Resources accessed; iv. Relevant beliefs/values. | Judicial branch educators involved in process [Focus group: members of the target audience, and possibly those with whom the target audience interacts] |
| 3 | F. Analyze results of needs assessment: 1. Organize data; 2. Determine topics and subtopics; 3. Add any missing information. | Judicial branch educators |
| 4 | G. Review and revise organized data; H. Determine level of detail for curriculum outline/template; I. Determine level of detail for associated documents (participant activities and/or resources for faculty). | A target audience focus group or committee and judicial branch educators |
| 5 | J. Use data to complete curriculum templates for each topical area. | Judicial branch educators |
| 6 | K. Review and revise templates. | Target audience focus group and judicial branch educators |
| 7 | L. Complete any associated documents (participant activities/resources for faculty). | |
| 8 | M. Educate faculty regarding use of curriculum templates. | Judicial branch educators |
| 9 | N. Introduce use of curriculum. | Judicial branch educators |

Program Development Models

Explanation of Faculty Resource

2.2.2.5 Program Development Timeline and Process

Purpose of resource/document

This document provides a timeline for judicial branch educators to consider when developing programs. The timeline provided is for a program of mid-range complexity; less complex programs might have a simpler and shorter timeline, while very large and complex programs might have a longer and more detailed timeline. The timeline supports the components of the program development model recommended by NASJE.

Use of resource/document

This document would be most effectively used when discussing program development implementation [see A in the curriculum design]; with this use the timeline would be an overview.

The document could also be used when judicial branch educators are considering their local environment [see D, [Choosing and Implementing Models](#), pg. 11 in the curriculum design] as a way to predict activity when undertaking program development.

Faculty may want to remind participants that a program is a discrete educational endeavor; may be a conference that includes large group plenary sessions, small group seminars or workshops – or – may be an online study, a videoconference, a DVD – or – may be packaged in other ways; involves course(s), registration, logistics, administrative and technical support, and more

Related documents or materials

Participant activity

2.2.3.5 [Implementing Program Development](#), pg. 54

Faculty resource

2.2.2.3 [Program Development Template](#), pg. 25

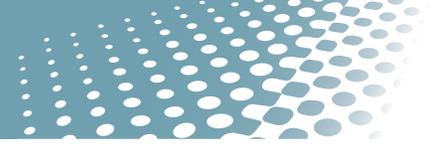
Maximizing the Use of Curriculum and Program Development Models

Program Development Timeline and Process

This timeline represents activity that takes place after administrative and stakeholder buy-in for implementation of program development. The model/process highlighted supports the program development model recommended by NASJE. This timeline is for in-person or electronic delivery program of mid-range complexity. While the process and activities remain the same, programs which are simpler may require less time, and those that are more complex, more time.

| Months Ahead | Activity | People Responsible |
|--------------|---|--|
| 12 | <ul style="list-style-type: none"> A. Identify target audience and conduct needs assessment (e.g., focus group or use pre-established curriculum); B. Review/determine budget; C. Determine date(s); D. Secure/contract site [or secure/schedule technology for distance delivery] E. Determine general content and overall program goal(s); F. Establish timelines for all activities. | Judicial branch educator responsible for program development; relevant planning committee, judicial branch education (JBE) administrative staff. |
| 10 | <ul style="list-style-type: none"> G. Determine specific program topics, as well as goals and learning objectives for each; H. Identify potential faculty member, or members if the program involves multiple courses; I. Set limitations on number of participants [this may not apply to certain types of distance delivery]. | Judicial branch educators; relevant planning committee; focus group from target audience; JBE administrative staff. |
| 9-6 | <ul style="list-style-type: none"> J. Contact/confirm/contract faculty; K. Provide faculty with: <ul style="list-style-type: none"> 1. Content information: <ul style="list-style-type: none"> (a) Course goal; (b) Learning objectives (c) Resources (e.g., curriculum, staff assistance with planning, etc.) 2. Target audience and number expected to participate 3. Program date(s) and site [or the distance delivery mechanism and associated support available]; 4. Time allotted for his/her course; 5. Planning timelines/deadlines; 6. Expectations (course outline, handouts, audiovisual use, seating arrangement, etc.) 7. Faculty development course or faculty | Judicial branch educators. |

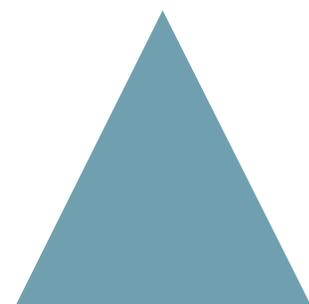
| | | |
|---------|---|--|
| | <p>meeting date;</p> <p>8. Faculty guidelines (information on ownership of materials, copyright issues, ethical considerations, etc.)</p> <p>9. Contact information for relevant staff.</p> | |
| 6-3 | L. Develop and disseminate promotional material. | Judicial branch educators and JBE administrative staff. |
| 5-3 | M. Assist faculty with course development and design. | Judicial branch educators. |
| 3-2 | <p>N. Collect course information from faculty:</p> <ol style="list-style-type: none"> 1. Course outline/agenda 2. Learning objectives and associated participant activities 3. Master copy of handout material 4. AV needs, associated materials <p>O. Document and share course information [Program Development Template];</p> <p>P. Conduct registration.</p> | Judicial branch educators, faculty and JBE administrative staff. |
| 2 | <p>Q. Review all materials from faculty;</p> <p>R. Prepare materials for program:</p> <ol style="list-style-type: none"> 1. Print and organize handouts 2. Post or save to CD PowerPoint presentations <p>S. Prepare for on-site work [or for work to be done during distance delivery]</p> <ol style="list-style-type: none"> 1. Schedule needed staff [for some types of distance delivery, arrange for local facilitators to assist during course]; 2. Schedule any AV equipment; <p>T. Finalize arrangements with site staff [and/or for distance delivery, finalize technological needs both for delivery and local reception]</p> <ol style="list-style-type: none"> 1. Space, seating, etc. 2. Technology needed <p>U. Prepare participant evaluation forms.</p> | Judicial branch educators and JBE administrative staff. |
| 1 | <p>V. Conclude/finalize registration;</p> <p>W. Finalize all program support;</p> <p>X. Provide to faculty for review all course materials as finalized by staff (handouts, PowerPoint presentations, etc.)</p> | Judicial branch educators and JBE administrative staff. |
| Week of | <p>Y. Make final preparations for program;</p> <p>Z. Execute plan for delivery of course(s).</p> | Judicial branch educators |



NASJE

CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



[This page intentionally left blank for duplex printing]

Maximizing the Use of Curriculum and Program Development Models

Explanation of Participant Activity

2.2.3.1 Curriculum and Program Development Models

Purpose of activity

This activity engages judicial branch educators in analyzing two templates for potential use in their local environment. The National Association for State Judicial Educators recommends use of both templates, however, judicial branch educators may need to modify one or both for local use. The templates are included in the curriculum design as faculty resources.

Use of activity

This activity may be used early in a course based on this curriculum design [see A, [Processes](#), pg. 8 in the curriculum design].

This is an individual activity. Judicial branch educators may individually review the templates included with this curriculum design as faculty resources and then discuss any issues or concerns with a small group or with faculty and the full group of participants.

The templates are attached.

Relevant Learning Objective

1. Analyze for local use the recommended templates for curriculum and program development.

Curriculum Development Template

Title/Content Area:

Target Audience:

Content Level: _____ **Entry** _____ **Experienced**

(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years experience in judicial branch education may be at the entry content level for a topic with which they have not had an opportunity to work or become proficient)

Date Adopted: **Last Updated:**

Curriculum Design Overview:

(This is a narrative to provide an overview and state the purpose for this educational area. This narrative is not inclusive of all the detail shown in the content outline, but is instead intended to provide a brief synopsis of the content.)

Special Notes for Faculty:

Participant Learning Objectives:

(These are statements of what participants can say and/or do to demonstrate learning while participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. Learning objectives are listed in priority order, with the most important objectives listed first. Included with this curriculum design are participant activity suggestions for each learning objective.)

As a result of this education, participants will be able to:

- 1.
- 2.
- 3.
- 4.

Educational Content:

(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parenthesis after key headings of the outline is to provide faculty with the overarching question the particular heading is designed to address.)

Potential Resources for Faculty:

(This is a list of existing documents, reference materials, and other sources of information that faculty may find useful. In addition to those materials that are attached, links are provided to reveal more detail regarding certain resources.)

Other Educational Areas That Intersect:

(This is a list of content and/or contextual issues that are relevant to this educational area; faculty needs to be familiar with these areas and may include/reference some of this material in courses developed from this curriculum design.)

Program Development Template

This template is to be completed by planners/staff and faculty prior to a program. A program may be a conference, which includes multiple courses, or it may be an event with only a single course. The design of the course(s) is part of the program development template.

This information is to be completed and used by planners/staff:

Program Name and/or Content Selected:

(e.g., for multiple courses - Judicial Conference: Ethics, Demeanor, Pro Se Litigants, etc.
– or – for a single course: Annual Legislative Update)

Date(s) and Location of Program:

Time Frame: (Overall duration of program, e.g., 2 ½ days – or – 3 hours)

Target Audience: (General description of intended audience, e.g., District Court Judges)

Overall Anticipated Number of Participants:

Program Goal: (Reason for the program)

Delivery Mechanism(s): (e.g., in-person – or – electronic delivery – synchronous or asynchronous – e.g., synchronous broadcast or asynchronous online course, etc.)

Staff Requirements for Delivery: (e.g., for in-person delivery - staff needed for on-site registration, etc.; or for recording - staff needed to run teleprompter, etc.)

Faculty Selection: (when faculty should be selected/confirmed)

Program Development Template (continued)

This information to be completed and used by staff:

Deadlines for Faculty: (When faculty should have information to staff; this information should be provided to faculty early in the planning process)

Completed Copy of Course Development Template:

Participant Materials:

PowerPoint Presentation:

Other:

Deadlines for Staff: (When staff should complete gathering information)

Registration Information Disseminated:

Registration Completed:

Materials Ready for Printing:

Other:

Finished Product Deadlines: (When staff need to have finished products; these deadlines should be shared with others in the planning process, such as print shop, AV staff, etc.)

Participant Materials/Handouts:

PowerPoint Presentations:

Other:

Course Development Segment

This template is to be completed by planners/staff and faculty prior to course delivery. Sections with asterisks () denote information that may come from a curriculum design.*

This portion of the template may be duplicated if there are multiple courses.

This template may be used for courses offered through in-person or electronic delivery.

This information to be completed by planners/staff and given to faculty

Content Area* (If course is based on curriculum design) **or Course Topic/Title:**

Delivery Mechanism: (e.g., face-to-face delivery – or – recorded for DVD)

Date, Time and Location of Course: (When and where faculty are to be present for content delivery, whether in-person or electronic delivery)

Time Frame: (Total amount of time for content delivery, excluding breaks, e.g., 2 hours)

Target Audience: (Specific description of intended audience, e.g., Juvenile Court Judges)

Number of Participants for Course (Anticipated number or, if applicable, maximum and minimum number - e.g., in-person delivery, 30 participants – or – electronic delivery, N/A)

Course Goal*: (Reason the course is offered)

Faculty: (The name(s) of selected faculty)

Course Development Segment (continued)

This information to be provided by planners/staff or by faculty or through a combined staff and faculty effort:

Learning Objectives*: (How participants will demonstrate learning; What participants will say or do during the course to indicate their ability to use new information or skills. No specific number of learning objectives is required.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Course Development Segment (continued)

This information to be provided by faculty:

Participant Activities/Evaluation Strategies*: (A list of planned activities to measure participant achievement of learning objectives, such as "large group discussion," "individual problem solving," etc., listed to correspond to the number of the learning objective.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(Other activities, not related to measurement of learning objectives, e.g. "field trip")

Audiovisual Needs: (What staff needs to provide, e.g., projector, computer, easel/paper)

Participant Materials: (A synopsis or list of materials to be provided to participants, including PowerPoint handouts, models, flow charts, etc.)

Setting for Learners: (A description of the setting that would be most effective for learners; for in-person delivery – room set up and seating arrangement; for electronic delivery – how learners will experience the course, such as in groups or as individuals)

Maximizing the Use of Curriculum and Program Development Models

Explanation of Participant Activity

2.2.3.2 Organizational Development Possibilities

Purpose of activity

This activity involves judicial branch educators in thinking beyond the implementation of curriculum and program development approaches. These approaches are important for their own worth, but they also can be steps toward organizational development, specifically knowledge management and a learning organization. This activity seeks to have judicial branch educators discover the potential and connection between all of these activities.

There are many potential answers to the questions in this activity. There are no correct or incorrect answers. Faculty may develop a few possible answers in order to generate discussion: program development and curriculum development contribute to knowledge management through documentation of content that can be used and accessed in many ways; program development and curriculum development contribute toward a learning organization through encouraging learning, bringing people together to share thoughts/perspectives and through making learning a valued part of professional life.

Use of activity

This activity is most effective after discussion of the both knowledge management and learning organizations [see B, [Knowledge Management](#), pg. 10 and see C, [Learning Organization](#), pg. 10 in the curriculum design].

This is a small group activity. Faculty needs to have each group select a facilitator/reporter and a recorder for this activity.

Relevant Learning Objective

2. Develop a rationale to tie curriculum and program development to knowledge management and a learning organization.

Maximizing the Use of Curriculum and Program Development Models Organizational Development Possibilities

Knowledge Management

How could program development contribute to knowledge management processes?

How could curriculum development contribute to knowledge management processes?

Learning Organization

How could program development contribute toward the courts becoming learning organizations?

How could curriculum development contribute toward the courts becoming learning organizations?

Maximizing the Use of Curriculum and Program Development Models

Explanation of Participant Activity

2.2.3.3 Knowledge Management and Learning Organizations: The Unique Environment of the Courts

Purpose of activity

This activity engages judicial branch educators in assessing the facilitating and inhibiting factors present in the court environment regarding knowledge management and a learning organization. The previous activity engaged participants in identifying how curriculum and program development contributed to these two organizational activities, but this activity takes thinking further to identify other factors relating to these activities.

There are many potential answers to the questions in this activity. There are no correct or incorrect answers. Faculty may develop a few possible answers in order to generate discussion: inhibiting factors may include the court environment is often slow to change and there are clearly identified organizational hierarchies; facilitating factors may include the growing use of computers for knowledge storage/access and the increasing expectations of the public for the courts to become more responsive to current needs.

Use of activity

This activity is most effectively used after discussing both knowledge management and learning organizations [see B, [Knowledge Management](#), pg. 10 and see C, [Learning Organization](#), pg. 10 in the curriculum design].

This could be an individual or a small group activity.

Relevant Learning Objective

3. Prioritize the facilitating and inhibiting factors of implementing knowledge management and learning organization strategies/structures in the courts.

Maximizing the Use of Curriculum and Program Development Models

Knowledge Management and Learning Organizations The Unique Environment of the Courts

Use the chart below to record what might facilitate introduction of knowledge management and learning organization in the courts. Once factors are identified, use the # columns to prioritize facilitating factors that might be the most beneficial and inhibiting factors that might be the most challenging.

| | # | Facilitating Factors | # | Inhibiting Factors |
|--------------------------------|---|----------------------|---|--------------------|
| Knowledge Management | | | | |
| A Learning Organization | | | | |

Maximizing the Use of Curriculum and Program Development Models

Explanation of Participant Activity

2.2.3.4 Implementing Curriculum Development

Purpose of activity

This activity engages participants in planning for implementation of curriculum development locally. The activity is basically developing an action plan.

Use of activity

This activity is most effective near the conclusion of a course based on this curriculum design [see D, [Choosing and Implementing Models](#), pg. 11 in the curriculum design] after participants have discussed approaches to curriculum development and the relationship to knowledge management and a learning organization.

This is an individual activity.

Relevant Learning Objective

4. Formulate an approach to implement at least one curriculum development model that would be effective in your court or organization – or alternatively formulate strategies to address the facilitating and inhibiting factors of maintaining an existing model.

Maximizing the Use of Curriculum and Program Development Models

Implementing Curriculum Development

| | Action to Take | Anticipated Results | People to Involve |
|-----|-----------------------|----------------------------|--------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Maximizing the Use of Curriculum and Program Development Models

Explanation of Participant Activity

2.2.3.5 Implementing Program Development

Purpose of activity

This activity engages participants in planning for implementation of program development locally. The activity is basically developing an action plan.

Use of activity

This activity is most effective near the conclusion of a course based on this curriculum design [see D, [Choosing and Implementing Models](#), pg. 11 in the curriculum design] after participants have discussed approaches to program development and the relationship to knowledge management and a learning organization.

This is an individual activity.

Relevant Learning Objective

5. Outline the steps to implement at least one program/course development model that would be effective in your own court or organization – or alternatively prioritize the facilitating and challenging factors of maintaining an existing model.

Maximizing the Use of Curriculum and Program Development Models

Implementing Program Development

| | Action to Take | Anticipated Results | People to Involve |
|-----|-----------------------|----------------------------|--------------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Maximizing the Use of Curriculum and Program Development Models

Explanation of Participant Activity

2.2.3.6 Educating Local Judicial Branch Educators

Purpose of activity

This activity engages judicial branch educators in designing a course to educate local staff about curriculum and program development. The course would be offered locally in preparation for implementing models locally.

Faculty needs to make available to participants the NASJE curriculum designs for both the entry and experienced level content for curriculum and program development. Participants may use these designs for developing a local course or they may design a course based on content of their own choosing.

Judicial branch educators may design different courses for different categories of local judicial branch education departments/divisions; for example, administrative or support staff may need only an overview of these approaches, while individuals with responsibility for designing and delivering education may need a more comprehensive course.

Use of activity

This activity is most effective at the conclusion of a course based on this curriculum design. By the conclusion of the course, judicial branch educators will have determined a model for both curriculum and program development that will meet local needs. Their choice of a model (list of topics, outline/template, or course designs) will affect the course they design.

Relevant Learning Objective

6. Develop a presentation/course outline for providing education to your own department regarding curriculum development and/or program development.

Maximizing the Use of Curriculum and Program Development Models Educating Local Judicial Branch Educators

Use the headings and the outline on the following page to document plans for a local course on curriculum and/or program development.

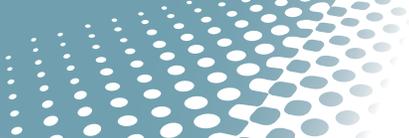
Course Goal:

Target Audience:

Learning Objectives:

As a result of this education, participants will be able to:

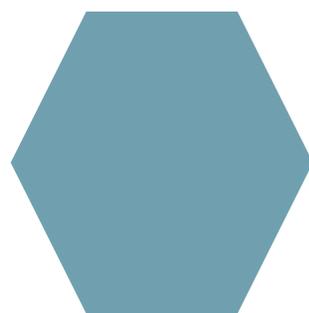
- 1.
- 2.
- 3.
- 4.
- 5.



NASJE

CURRICULUM DESIGN

 **BIBLIOGRAPHY**



[This page intentionally left blank for duplex printing]

Maximizing the Use of Curriculum and Program Development Models

2.2.4.0 Bibliography and Recommended Readings

Waldrop (Thorson), K. & Conner, M. (1994). *JERITT monograph four: curriculum, program, and faculty development: managing people, process and product*. East Lansing, MI: Judicial Education Reference, Information and Technical Transfer Project, Michigan State University.