



NASJE

CURRICULUM
DESIGN

CURRICULA AND PROGRAMS –
THE BASICS OF MODELS, DEVELOPMENT AND IMPLEMENTATION
CURRICULUM AND PROGRAM DEVELOPMENT: Entry Level Content



NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Curricula and Programs: The Basics of Models, Development, and Implementation

*This is a summary of the content in this curriculum design.
Although content is divided into two parts, headings are continuous A – E.*

I. Basics for the Judicial Branch Educator

- A. Issues Regarding Curriculum and Program Development
 - a. Governance issues
 - b. Readiness
 - c. Ethical issues

II. Basics of Curriculum and Program Development

- B. Developing a Curriculum
 - a. What is it?
 - b. Who develops it?
 - c. Why do it?
 - d. What are some approaches?
 - e. How can it be managed?
 - f. What is its role?
 - g. Balance
- C. Developing Programs
 - a. What is it?
 - b. Who develops it?
 - c. Why do it?
 - d. What are some approaches?
 - e. How can it be managed?
 - f. What is its role?
- D. Interface: Curriculum and Program Development
 - a. Relationships and scope
 - b. Practical application/use of models/templates for curriculum development and program development
 - c. Using a curriculum to develop a course
- E. Your Local Court
 - a. Readiness for curriculum and program development models
 - b. Facilitating and inhibiting factors
 - c. Next steps

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 Curriculum and Program Development.

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 curriculum and program development curriculum design

2.2 is the experienced level

The third number refers to the section of the design.

For example:

2.1.1 is the content section for entry-level curriculum and program development

2.1.2 is the faculty resources section

2.1.3 is the participant activities section

2.1.4 is the bibliography and selected readings

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

For example:

2.1.1.1 is the first content (the overview) in entry-level curriculum and program development

2.1.2.7 is the seventh faculty resource

2.1.3.3 is the third participant activity

Curricula and Programs: The Basics of Models, Development, and Implementation

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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: Curricula and Programs: The Basics of Models, Development, and Implementation

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 Curriculum 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 new to developing and implementing curricula and programs

Content Level: X 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 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 with the content or become proficient with it.)

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2.1.1.0 Curriculum Design

2.1.1.1 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.)

Judicial branch educators are responsible for the overarching structure of education in the courts, which includes development and implementation of both curricula and programs. The content in this curriculum design is to assist judicial branch educators who are new to curriculum and program development with regard to defining these structural elements, understanding their components, and putting them to use within the educational environment of the court system.

In this curriculum design: (1) a curriculum is defined as an overarching plan of education for a target audience; (2) a program is defined as an event, including course design, course-related information, delivery mechanism and related issues, deadlines, staff responsibilities, and more; (3) a course is defined as the actual delivery of content, including instructional design and related issues.

The content addressed in this design will put curricula and programs in the context of both broader educational issues (such as governance) and more discrete educational practices (such as models for planning and delivering courses). Curriculum development is addressed in broad terms and content includes various models judicial branch educators may choose to implement locally. Program development is also addressed in broad terms, going beyond the design of a course(s) to include delivery-related considerations and activities. The program development template highlighted in this curriculum design includes instructional design, information on logistical and technical support, delivery mechanisms and more. While varied aspects of program development are addressed briefly in this curriculum design, the focus is on the overall program development process. Judicial branch educators would benefit from a more comprehensive exploration of several related educational areas, including NASJE curriculum designs or curriculum-based courses that are or will be available such as Instructional Design, Logistics and Delivery Mechanisms.

2.1.1.2 Special Notes for Faculty:

The content outline is divided into two parts, although the outline continues consecutively with headings A - E throughout the entire outline. The two parts are to assist faculty in first addressing how the content of this curriculum design plays-out in the environment of the court system [I. Basics for the Judicial Branch Educator] and then addressing the content itself [II. Basics of Curriculum

and Program Development]. If learners are new to judicial branch education, faculty needs to explore the first part of the content, which deals with issues in the environment in which learners will work, before addressing details of curriculum and program development. If learners are experienced judicial branch educators, but new to curriculum and program development, faculty may decide to focus only on the second part of the content. The headings (A - E) are consecutive throughout, regardless of the section, to assist faculty in referencing specific areas in the content outline when reviewing faculty resources and participant activities that reference specific headings.

Content in this curriculum design includes roles and responsibilities of administrative and stakeholder-based entities as well as the judicial branch educators and the judicial branch education department/division. While the overarching relevance of this content is strong, and will be presented in a broad way, the local relevance will depend on what exists in the local environment.

The initial part [I. Basics for the Judicial Branch Educator] is to alert judicial branch educators to things that need attention before curriculum and program development models are introduced, decisions that need to be made in order to begin the process of curriculum and program development, and infrastructure issues that need to be considered in order to support curriculum and program development.

The second part [II. Basics of Curriculum and Program Development] deals with curriculum and program development in their broadest sense. Because there are various models for both, and because judicial branch educators may not have selected specific models for use locally, content is focused on information that may be applicable to a variety of models.

Faculty for a course based on this curriculum design needs to be familiar with the models and templates provided as faculty resources. In addition, faculty may want to invite judicial branch educators to bring their own models and templates for sharing. Finally faculty may have other models or templates to share.

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

- Diversity and Fairness: The need for diverse representation in making decisions about adoption of curriculum and/or program development.

- Ethics: Balancing professional and stakeholder views regarding adoption of curriculum and program development models; application of curriculum and program development models for all target audiences.
- Technology: Use of technology in adopting, sharing, and managing potential models for curriculum and program development; use of technology to document and manage content in that results from curriculum and/or program development.

2.1.1.3 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. Discuss the roles and responsibilities of judicial branch educators in relation to curriculum and program-related activities.*
2. Explain the terms curriculum development, program development and course development as generally used in judicial branch education.
3. Distinguish between curriculum-based planning and event-based planning.
4. Identify the benefits and challenges of curriculum-based planning and event-based planning.
5. Use a curriculum guide/plan/template as a basis to outline a course.

For the Individual Situation:

6. List the facilitating and inhibiting factors of implementing or maintaining curriculum-based planning and program development models in your own environment and department/division.

* The basis for this learning objective is from Competency Area 1, Governance: Roles, Responsibilities, Structures, and Functions of Boards, Advisory and Planning Committees, and is addressed here only as it overlaps with curriculum and program development.

2.1.1.4 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 provides faculty with the overarching question the heading is designed to address.)

I. Basics for the Judicial Branch Educator

A. Issues Regarding Curriculum and Program Development [1]

- a. **Governance** issues [see 2.1.2.1 [Stakeholder-Based Governance Model](#), pg. 21] (*where is the authority to develop curricula and programs, what are the roles and responsibilities of administrative and stakeholder-based entities*) – involves roles of the overarching administrative organization, stakeholder groups, and the judicial branch education department or division in implementing curriculum and/or program development processes and models
 - i. Administrative governance – the role of the supreme court, administrative office of the courts, the university, or association regarding curriculum and program development processes and models; the administrative governance entity provides authority to the judicial branch education department to choose and implement curriculum and program development; it represents the larger organization of the court system in adopting and using processes and models
 - ii. Stakeholder-based governance – the role of groups in stakeholder-based organizational structure regarding curriculum and program development; stakeholder governance provides buy-in for a variety of groups in the court system
 1. Judicial branch education oversight or policy committee – provides high-level agreement for new processes and use of models; possibly assists in determining the processes and models to use
 2. Audience-specific content oversight committees – provides support for implementing new processes and models; possibly implements curriculum and/or program development processes or delegates to other groups
 3. Program and/or course development committees – groups that will use new processes and models
- b. Readiness (*what is needed to support introduction of models for curriculum and program development*) – need for: authority and support from knowledgeable administrative and stakeholder entities;

support of knowledgeable content committees; well-educated and competent judicial branch education staff; strategies for introducing and managing the change

- i. Introducing and managing change – using a change model; working with stakeholders and addressing their concerns
 - ii. Managing documents – using technology in capturing and organizing curriculum and program data; addressing access issues, editing and updating issues, etc.
 - iii. Maintaining viable content – establishing routine review/revision and intermittent need-driven review/revision
 - iv. Evaluating processes – clarifying roles and responsibilities for monitoring and assessing effectiveness of models used; verifying adherence to use of models; gathering and using feedback from faculty committees, and staff
- c. Ethical issues (*what are some things to consider*)
- i. Decisions regarding what is “in” or “out” (*who decides*)
 - ii. Deployment of resources (*are all audiences addressed equally*)
 - iii. Balancing divergent perspectives (*are opposing ideas, opinions, perspectives included in decision-making*)

II. Basics of Curriculum and Program Development

B. Developing a Curriculum **[2]** (*what constitutes a curriculum and what is its relevance to and its role in judicial branch education*)

a. What is it?

- i. Definition – an overarching plan of education for a target audience; can be achieved through developing a list of topics, a series of outlines [e.g., NASJE], or a series of fully developed courses [e.g., ICM]
- ii. Applicability – may serve as a guide for learners in pursuing their self-directed education; is a resource for planners and faculty to use when developing courses; represents a long-range plan for education providers
- iii. Relationship to instructional design – depending on the model, generally provides information for some instructional design components, such as:
 1. Needs assessment – assesses needs broadly during development; states needs for overall job performance
 2. Course goal(s) – provides an overview and statement of purpose for content and courses
 3. Learning objectives – provides agreed-upon and prioritized statements of what participants should be

- able to say or do during the course to demonstrate learning
- 4. Content – outlines topics and subtopics based on learning objectives
- 5. Other – some models include complete course design as well as teaching aids, participant materials, activities, teaching methods, delivery mechanism, etc.
- b. Who develops it?
 - i. Includes potential learners
 - ii. Involves a variety of other individuals in order to have the broadest perspective possible, such as education planners, judicial branch stakeholders, those with whom the potential learners work, relevant experts, etc.
- c. Why do it? **[2]**
 - i. Potential benefits – provides a full spectrum of content with broad-based input; ensures consistency of content over time; is an educational path for learners; provides resources for and guides faculty, etc.
 - ii. Evolution of judicial branch education – addresses the ongoing needs of each target audience; provides equal attention to each job category or target audience; involves learners in the overarching design of their education, etc.
- d. What are some approaches? **[2]**
 - i. Models and possible processes – examples/details of models and procedures [Virginia, NASJE, California, ICM]; each model has benefits and drawbacks [see 2.1.2.5 [Curriculum Development Template](#), pg. 30]
 - ii. Key decisions – appropriate scope/level of detail; level of expected use for existing and new courses; procedures and steps for development [see 2.1.2.4 [Curriculum Development Process Steps](#), pg. 27]; type of documentation; people to involve, including potential decision-makers
 - iii. Relationship to professional development – may involve working with human resources personnel to develop desired educational path for specific type of work
 - iv. Importance of “champions”
 - 1. Stakeholder champions – individuals perceived as not having an educational “agenda,” who understand the reality of the work done by the target audience
 - 2. Staff champions – individuals who will facilitate the work, engage stakeholders in the process, be the gatekeepers of the final products
- e. How can it be managed? **[2]**

- depends on standard practices and/or a model that surrounds and supports course development and delivery
- ii. Applicability – a program includes all details, timelines, etc. that are necessary for course development and delivery; may follow a model, template, or set of timelines that encompasses most or all necessary tasks [see 2.1.2.6 [Program Development Template](#), pg. 33]
 1. For judicial branch educators – a model or template provides comprehensive, sequential steps for planning; ensures documentation “for the record”; guides staff (individuals and groups) in the planning process
 2. For faculty – a model or template ensures faculty receives needed information to develop a course(s) and provides information needed by staff; portions may be shared with substitute faculty and/or future faculty
 - iii. Relationship to instructional design – depending on the model, may include predetermined course goal(s), learning objectives; may include content provided by faculty, agenda/timing, teaching methods, evaluation strategies, etc.
- b. Who develops it? – various portions of a program are the responsibility of planning committees, judicial branch educators, and faculty; use of a model or template provides a shared document reflecting highlights of everyone’s work on a program
 - c. Why do it?
 - i. Potential benefits – a template or model includes headings for all relevant considerations for delivery; it ensures all aspects of a program are addressed
 1. When in use, it provides guidance for faculty and enables staff to document all relevant activities
 2. When complete, it provides staff and others with a comprehensive preview of a program, including but not limited to an overview of a course(s)
 - ii. Relevance to faculty – a template or model informs, guides, and engages faculty; it ensures that faculty plans ahead and provides a means of informing staff of their course design and their needs for course delivery
 - d. What are some approaches?
 - i. Models, templates, timelines, or other guidelines
 - ii. Process steps – planning steps, people involved [see 2.1.2.7 [Program Development Process Steps](#), pg. 40]

- iii. Relationship to curriculum – may be used with curriculum-based or event-based courses; may become part of a repository for future reference
 - e. What is its role? (*what is the impact on planning*) – provides a common planning document; may include portions of instructional design; may be used with court and non-court faculty; may involve use of strategies to introduce to existing faculty; may require considerations regarding how to ensure consistent use
- D. Interface: Curriculum and Program Development [5] (*what is the relationship*)
 - a. Relationships and scope [see 2.1.2.2 [Curriculum Development Scope Model](#), pg. 23 and 2.1.2.3 [Curriculum and Program Development Relationship Model](#), pg. 25] (*how do curriculum and programs relate to each other and to professional development and course development*)
 - i. Professional development – a variety of activities to prepare individuals to assume greater responsibility; involves education, human resource management, mentoring, succession planning, etc.
 - ii. Curriculum – an overarching plan of education for a specific target audience; prepares and equips individuals for their roles and responsibilities; ensures consistency of content for learners over time; development involves potential learners and other stakeholders (possibly justice system partners, other members of the court system, experts, etc.
 - iii. Program – a discrete educational endeavor; includes one or more courses, and related tasks such as registration, logistics, administrative and technical support, and more; development involves committees, faculty, judicial branch education personnel, support staff, etc.
 - iv. Course – the actual delivery of educational content; includes learning environment, content, participant materials, etc.; development involves faculty and judicial branch educators
 - v. Instructional design – a series of sequential steps to plan and deliver a course; development is responsibility of faculty
 - b. Practical application and use of models or templates for curriculum development and program development [see 2.1.2.5 [Curriculum Development Template](#), pg. 30 and 2.1.2.6 [Program Development Template](#), pg. 33] (*how do these models and templates relate to each other*) – depending on the models used, a curriculum may impact program development; program development, most specifically course(s) content, may link back to a curriculum

- c. Using a curriculum to develop a course (*how do you actually use a curriculum*) – work will vary when designing a specific course based on a curriculum using the three models discussed
 - i. List of topics – planning committees and judicial branch educators may leave all decisions on a course to faculty; or planning committees and judicial branch educators may determine some detail on a topic before engaging faculty (educational need, course goal, and/or learning objectives)
 - ii. Outline/template [see [Creating a Course from a Curriculum Design](#) for details on how to use the NASJE curriculum designs] – planning committees and judicial branch educators may use a curriculum outline or template to identify educational need, course goal, learning objectives, and key content components for the target audience; faculty uses that information as the basis to develop a course
 - iii. Complete course designs – each course is complete (script, teaching aids, and materials) before faculty is engaged; faculty follows the design to deliver the content
- E. Your Local Court **[6]**
- a. Readiness for curriculum and program development models (*how do you determine whether the timing is right*) – apply factors needed for curriculum/program development to the local situation
 - b. Facilitating and inhibiting factors (*what are they in your particular environment*) – assess the local environment, including governance and administrative factors
 - c. Next steps (*what can you do*) – determine how to implement curriculum and/or program development practices in the judicial branch education department or division; decide how to present ideas and new approaches to staff and stakeholders

2.1.1.5 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 to more detailed resources.)

- 2.1.2.1 [Stakeholder-Based Governance](#), pg. 21
- 2.1.2.2 [Curriculum and Program Scope](#), pg. 23
- 2.1.2.3 [Curriculum and Program Relationships](#), pg. 25
- 2.1.2.4 [Curriculum Development Process Steps](#), pg. 27
- 2.1.2.5 [Curriculum Development Template](#), pg. 30
- 2.1.2.6 [Program Development Template](#), pg. 33
- 2.1.2.7 [Program Development Process Steps](#), pg. 40
- [NASJE Core Competencies](#) (available on the NASJE website)

2.1.1.6 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/reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

[The Basics of Governance in Judicial Branch Education](#)
[Instructional Design: The Backbone of Effective Education](#)
[Needs Assessment: The Basics of Processes and Models](#)
[Evaluation: the Basics of Five Approaches](#)
[Selecting and Managing Instructional Delivery Mechanisms](#)
[The 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

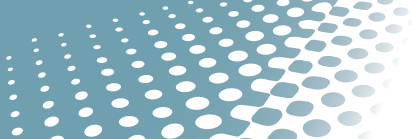
Curriculum and Programs: The Basics of Models, Development, and Implementation

2.1.1.7 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. Discuss the roles and responsibilities of judicial branch educators in relation to curriculum and program-related activities.	2.1.2.1 Stakeholder-Based Governance Model , pg. 21	2.1.3.1 Curriculum Development Roles and Responsibilities , pg. 45
2. Explain the terms curriculum development, program development and course development as generally used in judicial branch education.	2.1.2.2 Curriculum and Program Scope Model , pg. 23 and 2.1.2.3 Curriculum and Program Relationship Model , pg. 25	2.1.3.2 Terms and Definitions , pg. 47
3. Distinguish between curriculum-based planning and event-based planning.	None	2.1.3.3 Types of Courses , pg. 49
4. Identify the benefits and challenges of curriculum-based planning and event-based planning.	None	2.1.3.4 Curriculum-based and Event-based Planning , pg. 51
5. Use a curriculum guide/plan/template as a basis to outline a course.	2.1.2.5 Curriculum Development Template , pg. 30	2.1.3.5 Using a Curriculum Template , pg. 53

<p>6. List the facilitating and inhibiting factors of implementing or maintaining curriculum-based planning and program development models in your own local environment and department/division.</p>	<p>2.1.2.4 Curriculum Development Process Steps, pg. 27 and 2.1.2.7 Program Development Process Steps, pg. 40</p>	<p>2.1.3.6 Curriculum Development – Readiness Chart, pg. 55</p>
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CURRICULUM DESIGN

 **FACULTY RESOURCES**



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Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Faculty Resource

2.1.2.1 Stakeholder-Based Governance Model

Purpose of resource/document

This chart provides judicial branch educators with an overview of the potential levels of governance that may be involved in making decisions about curriculum and program development models. In general, decisions about adopting models for curriculum and program development are not solely within the authority of the judicial branch education department or division. If the authority is in the department/division, buy-in, especially among stakeholders, is critical to the success of implementing any model(s).

It is also a visual representation of the role and responsibility of judicial branch educators in informing and educating various levels of governance regarding these models and in implementing a model(s) once chosen. The chart implies an ongoing connection between judicial branch educators and their levels of governance.

Use of resource/document

This chart may be used when addressing issues and concerns regarding curriculum and program development [See A, [Issues Regarding Curriculum and Program Development](#), pg. 9 in the curriculum design]. In this use, it may serve both to illustrate what a governance model may entail and to generate discussion of the governance models in place in the various states represented by participants.

The chart may also be used in measuring participant achievement of learning objective 1. In this use, participants may review the chart and then discuss in more detail their roles and responsibilities with regard to levels of governance.

With any use, participants need to understand the critical and pivotal role of judicial branch educators.

Related documents or materials

Participant activity

2.1.3.1 [Curriculum Development Roles and Responsibilities](#), pg. 45

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.

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Faculty Resource

2.1.2.2 Curriculum and Program Scope Model

Purpose of resource/document

This document illustrates the varying levels of scope or “reach” of various developmental and educational activities and models. The visual shows that professional development has the greatest scope with a variety of activities of which education is only one; a curriculum would be part of professional development, but its scope is smaller since it deals with education only; an even smaller scope is a program which involves a course and many support-related activities; within a program is a course, and within the course is instructional design.

Use of resource/document

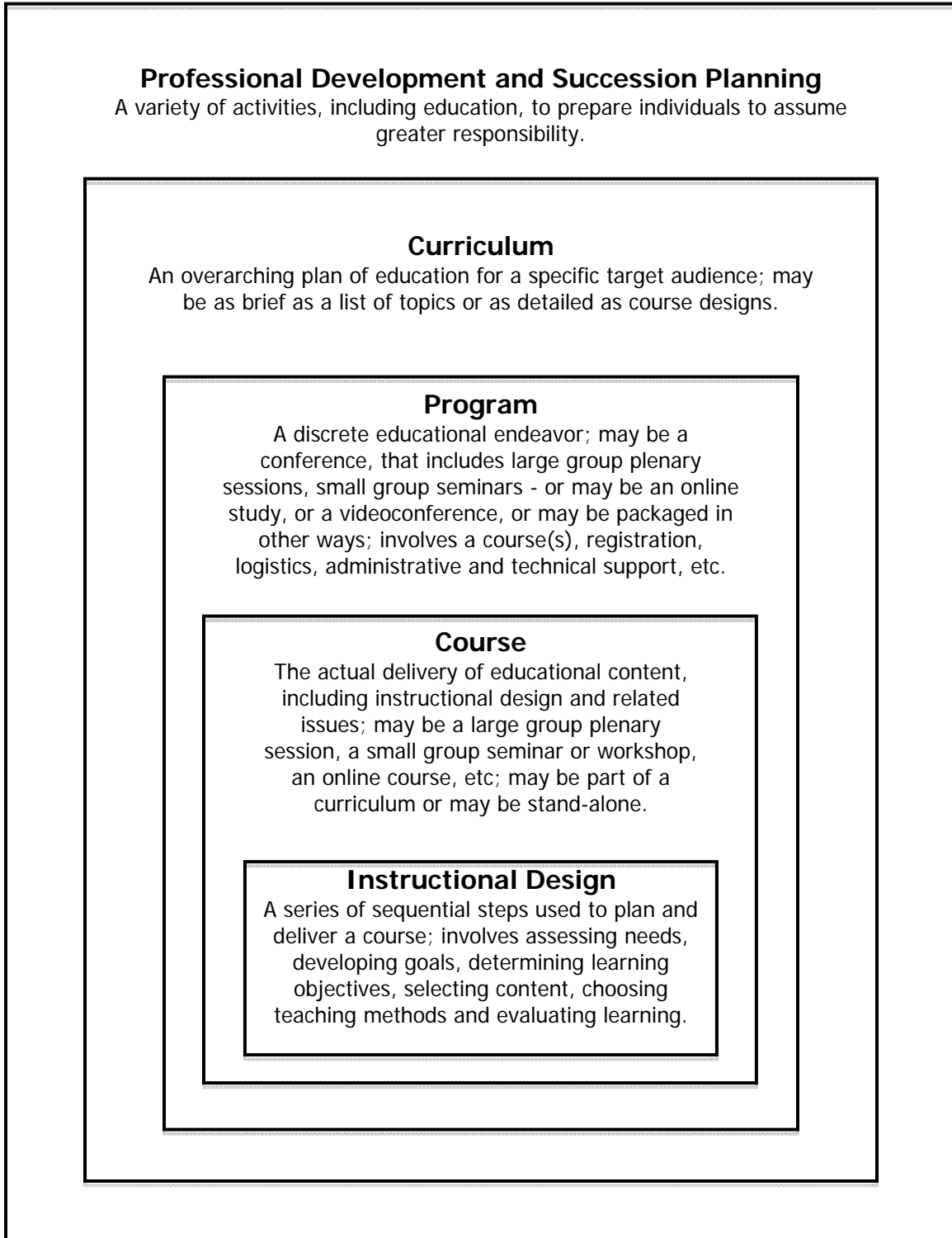
This document may be used when addressing the interface between curriculum and program development [see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design] or it could be used progressively as a tool when discussing curriculum [see B, [Developing a Curriculum](#), pg. 10 in the curriculum design] and programs [see C, [Developing Programs](#), pg. 12 in the curriculum design], and then referenced in terms of their interrelationship [see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design].

Related documents or materials

This document is related to and may be contrasted to the 2.1.2.3 [Curriculum and Program Relationship Model](#), pg. 25. Although many of the same topics are included in both documents, the purpose of these documents is different, as reflected in their titles.

Curricula and Programs: The Basics of Models, Development, and Implementation

Model of Scope



Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Faculty Resource

2.1.2.3 Curriculum and Program Relationship Model

Purpose of resource/document

This document both defines and illustrates the differences and relationships among curriculum, programs and courses – how they are dependent on and influence one another as well as where they differ.

Use of resource/document

This document may be used when addressing the interface between curriculum and program development [see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design] or it could be used progressively as a tool when discussing curriculum [see B, [Developing a Curriculum](#), pg. 10 in the curriculum design] and programs [see C, [Developing Programs](#), pg. 12 in the curriculum design], and then referenced in terms of their interrelationship [see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design].

Faculty needs to point out that a curriculum contains many content areas and from each content area many courses may be developed; for a course, the curriculum provided content and may provide some instructional design steps; a program includes a course, but involves factors outside the curriculum, such as registration, logistical arrangements, administrative and technical support, etc.

Related documents or materials

This document is related to and may be contrasted to the 2.1.2.2 [Curriculum and Program Scope Model](#), pg. 23. Although many of the same topics are included in both documents, the purpose of these documents is different, as reflected in their titles.

Curricula and Programs: The Basics of Models, Development, and Implementation

Curriculum and Program Relationship Model

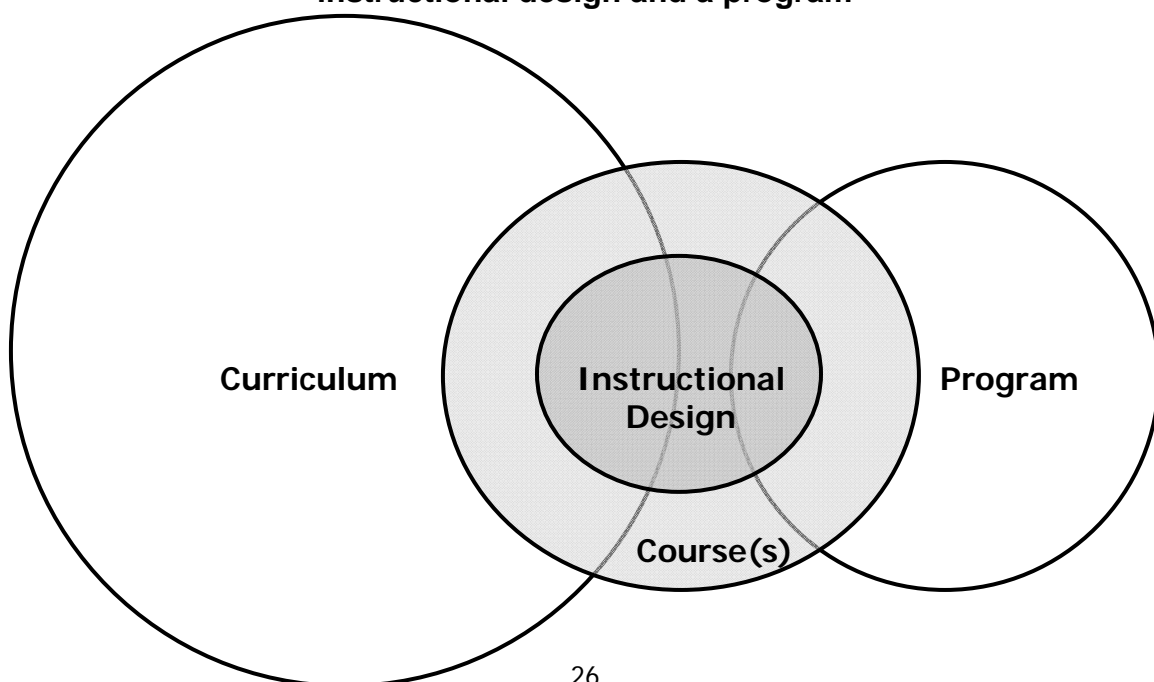
Curriculum: an overarching plan of education for a specific target audience; may be as brief as a list of topics or as detailed as course plans with relevant materials; used to guide the education of the target audience; at a minimum involves a broad-based needs assessment; curriculum-based planning is a process that assures that comprehensive, relevant education is available to individuals throughout their careers and/or assignments.

Program: 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.

Course: the actual delivery of educational content, including instructional design and related issues; may be a large group plenary session, a small group seminar or workshop, an online study, a videoconference, a DVD or may be in other formats; may be part of an overarching curriculum or may be stand-alone.

Instructional Design: a series of sequential steps used to plan and deliver a course; involves assessing needs, developing course goals, determining learning objectives, selecting content, choosing teaching methods, and evaluating learning; some steps included/completed in some curriculum models.

The relationship of a curriculum, a course(s) based on the curriculum, instructional design and a program



Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Faculty Resource

2.1.2.4 Curriculum Development Process Steps

Purpose of resource/document

This document provides judicial branch educators with some idea of the steps that may be used in developing curricula. The steps shown are for example only and are not exclusive of other approaches or steps.

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 B, [Developing a Curriculum](#), pg. 10 in the curriculum design and see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design]. The information provided will reinforce the differences in three approaches as well as provide participants with concrete action steps for implementing curriculum development if they choose to do so.

Related documents or materials

None

Curricula and Programs: The Basics of Models, Development, and Implementation

Curriculum Development Process Steps

Each of the three approaches in this document 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. These approaches 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 focus group and stakeholder focus group work

- Conduct expanded needs assessment, such as an informal task analysis:
 - Identify tasks performed by target audience;
 - Identify skills and abilities needed to perform tasks;
 - Identify information needed to perform tasks;
 - Identify beliefs/values related to performing the tasks effectively;
 - Identify related or overlapping areas of content for inclusion.

Staff work

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

Target audience focus group 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;
- Prioritize the competencies;

Staff and content expert work

- Engage content experts to use competencies to:
 - Develop course goals;
 - Develop learning objectives;
 - Develop content and materials;
 - Plan agenda;

Staff and target audience focus group work

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

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Faculty Resource

2.1.2.5 Curriculum Development Template

Purpose of resource/document

This template provides judicial branch educators with an overview and an example of what might be included in a mid-range curriculum design – not as slim as a list of topics and not as robust as a collection of fully developed courses.

Use of resource/document

This template is probably most effective when discussing possible approaches to curriculum development [see B, [Developing a Curriculum](#), pg. 10 in the curriculum design and see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design]. It could be used earlier in this section of content, but it may be premature until participants have explored the basic reasons for curriculum development and its benefits.

The template may also be useful when discussing the interface between curriculum development and program development.

In any use, participants need to be aware of the differences between curriculum and program. 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

This template is related to the 2.1.2.6 [Program Development Template](#), pg. 33, since some of the information to be documented in that template may come from the Curriculum Development Template.

**Curricula and Programs:
The Basics of Models, Development, and Implementation
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.)

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Faculty Resource

2.1.2.6 Program Development Template

Purpose of resource/document

This template provides judicial branch educators with an overview and an example of what might be included in a program design. It also assists in defining what program development is, which may include designing a course(s), but is larger than the course(s) design. This template is mid-range; it is not as generalized as a promotional flyer and not as detailed as a full set of timelines and a fully designed course(s)

Use of resource/document

This template is probably most effective when discussing possible approaches to or models of program development [see C, [Developing Programs](#), pg. 12 in the curriculum design and see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design]. It could be used earlier in this section of content, but it may be premature until participants have explored the basic reasons for program development and its benefits.

The template may also be useful when discussing the interface between curriculum development and program development.

In any use, participants need to be aware of the differences between curriculum and program. 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

This template is related to 2.1.2.5 [Curriculum Development Template](#), pg. 30, since some of the information to be documented in this template may come from the Curriculum Development Template.

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 deliver - 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 tin-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: (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)

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Faculty Resource

2.1.2.7 Program Development Process Steps

Purpose of resource/document

This document provides judicial branch educators with some idea of the steps that may be used in developing programs. The steps shown are for example only and are not exclusive of other approaches or steps.

Use of resource/document

This document would be most effective if used after discussing the definition of program development and engaging participants in thinking about their local environment [see C, [Developing Programs](#), pg. 12 in the curriculum design and see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design]. The information provided is only one possible approach to program development. Faculty and judicial branch educator participants may have other models.

Related documents or materials

None

Curricula and Programs: The Basics of Models, Development, and Implementation

Program Development - Examples of Process Steps

The steps shown encompass the key considerations for program development. More complex programs may require additional steps. Steps are grouped under people involved so are not in chronological order.

Staff and planning committee work:

- Identify target audience and conduct needs assessment [use focus group or use pre-existing curriculum]
- Determine date(s) of program;
- Determine general content and overall program goal(s);
- Determine specific content;
- Identify potential faculty member or members if program includes multiple courses.

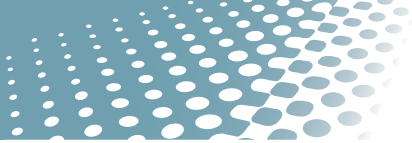
Staff work

- Develop budget for program;
- Establish timelines for all program planning activities;
- Secure/contract site [or secure technology for electronic delivery];
- Establish limitations on number or participants;
- Contact and confirm faculty;
- Provide faculty with:
 - Content information (course goals, learning objectives, available resources, etc.)
 - Target audience and number expected to participate;
 - Time allotted for course;
 - Planning timelines/deadlines
 - Expectations (course outline, handouts, audiovisual use, seating arrangement, etc.)
 - Dates of faculty development course or faculty meeting
 - Faculty guidelines (information on ownership of information, copyright issues, ethical considerations, etc.)
 - Contact information for relevant staff.
- Assist faculty in course development;
- Develop and disseminate promotional information;
- Collect course information from faculty
 - Course outline or agenda
 - Learning objectives and associated participant activities
 - Master copy of handouts
 - Audiovisual needs, etc.

- Document and share course information with relevant people;
- Prepare materials for program
- Print/organize handouts
 - Post PowerPoint or other materials for use during program
 - Prepare for on-site work (schedule staff, schedule AV equipment, etc.)
- Finalize arrangements with site staff [or for electronic delivery, finalize technological needs both for delivery and local reception]
- Space
- Seating
- Technology needed
- Prepare participant evaluation forms;
- Conclude/finalize registration
- Finalize all program support;
- Provide faculty with final versions of program materials (handouts, PowerPoint, etc)
- Make final preparations for program;
- Execute plan for delivery

Staff and Planning Committee Work

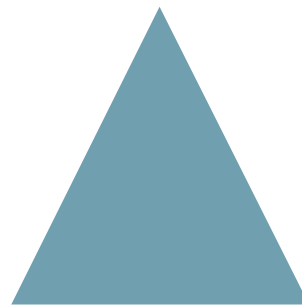
- Compile, review and share participant evaluations;
- Evaluate success of program:
 - Participant input
 - Faculty input
 - Staff input
- Implement changes as appropriate for future program planning.



NASJE

CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



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Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Participant Activity

2.1.3.1 Curriculum Development Roles and Responsibilities

Purpose of activity

This activity engages judicial branch educators in assessing the governance structure in judicial branch education with regard to introducing and implementing curriculum development. The activity asks participants to identify facilitating and inhibiting factors at each level of governance. After completing the activity, participants should have a framework to better understand their local environment with regard to use of curriculum development.

Use of activity

This activity is most effective if used after discussing the possible levels of governance in judicial branch education [See A, [Issues Regarding Curriculum and Program Development](#), pg. 9 in the curriculum design].

This is an individual activity.

Learning Objective addressed

1. Discuss the roles and responsibilities of judicial branch educators in relation to curriculum and program-related activities

Curricula and Programs: The Basics of Models, Development, and Implementation

Roles and Responsibilities

Answer the questions in the space provided

<p>Authority Where is the source of authority for adopting and implementing curriculum development and curriculum-based planning?</p>	<p>Answer:</p>	<p>What are the facilitating and inhibiting factors at this level?</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Policy Where is source of education policy to develop, implement and maintain curriculum-based planning?</p>	<p>Answer:</p>	<p>What are the facilitating and inhibiting factors at this level?</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Curriculum Where is the responsibility for developing the curriculum or curricula?</p>	<p>Answer:</p>	<p>What are the facilitating and inhibiting factors at this level?</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Program What will be the level of acceptance and buy-in for curriculum-based planning at the program development level?</p>	<p>Answer:</p>	<p>What are the facilitating and inhibiting factors at this level?</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Faculty What will be the level of acceptance and buy-in for curriculum-based planning among faculty?</p>	<p>Answer:</p>	<p>What are the facilitating and inhibiting factors at this level?</p> <ol style="list-style-type: none"> 1. 2. 3.
<p>Judicial Branch Educators What are staff roles and responsibilities to introduce curriculum development, educate stakeholders, and generate support?</p>	<p>Answer:</p>	<p>What are the facilitating and inhibiting factors at this level?</p> <ol style="list-style-type: none"> 1. 2. 3.

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Participant Activity

2.1.3.2 Terms and Definitions

Purpose of activity

This activity engages judicial branch educators in analyzing the differences between curriculum development, program development, and course development. Participants are asked to answer four questions about each term.

Use of activity

This activity could be used before providing an explanation of the terms curriculum development, program development and course development [see B, [Developing a Curriculum](#), pg. 10 in the curriculum design and see C, [Developing Programs](#), pg. 12 in the curriculum design]. If used in this manner, participants would draw from their experience and would be prepared to contribute to the discussion of these terms. However, faculty needs to let participants know that they are not expected to be absolutely correct since this is a preliminary exercise.

The activity could also be used after defining curriculum development, program development and course development [see B, [Developing a Curriculum](#), pg. 10 in the curriculum design and see C, [Developing Programs](#), pg. 12 in the curriculum design] as an opportunity for participants to summarize what they have learned during the discussion of these terms.

This could be an individual activity or a small group activity. Faculty could assign one of the three terms to each table so participants at various tables could have an exchange of thoughts when faculty presents/defines the terms.

[Since one of the models of curriculum development is a collection of course designs, participants may state that course designs comprise a curriculum.]

Relevant Learning Objective

2. Explain the terms curriculum development, program development, and course development as generally used in judicial branch education.

Curricula and Programs: The Basics of Models, Development, and Implementation Terms and Definitions

Answer the questions in the space provided.

Curriculum Development

Who is involved? _____

What is the product? _____

What is the lifespan of the product? _____

What are some unique features of the process and/or product? _____

Program Development

Who is involved? _____

What is the product? _____

What is the lifespan of the product? _____

What are some unique features of the process and/or product? _____

Course Development

Who is involved? _____

What is the product? _____

What is the lifespan of the product? _____

What are some unique features of the process and/or product? _____

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Participant Activity

2.1.3.3 Curriculum and Event-Based Planning

Purpose of activity

This activity involves judicial branch educators in examining the difference between curriculum-based planning and event-based planning in a hypothetical situation.

Use of activity

This activity would be most effective after defining curriculum-based planning and event-based planning [see B, [Developing a Curriculum](#), pg. 10 in the curriculum design]. If used in this manner, participants will have a basis for making a decision as to the nature of the course in the hypothetical situation.

This could be an individual or a small group activity.

Relevant Learning Objective

3. Distinguish between curriculum-based planning and event-based planning.

Curricula and Programs: The Basics of Models, Development, and Implementation

Curriculum and Event-Based Planning

Review the hypothetical situation and answer the questions at the conclusion.

As a judicial branch educator, you are in charge of planning, developing and implementing a two-and-one-half-day annual conference for court managers and supervisors. Typically more than 100 people attend; to accommodate all of the participants, the conference needs to include a couple of plenary sessions and at least 10 smaller courses. The conference is held in one of the three large cities in the state, rotating from year to year.

Your department/division worked with a curriculum development committee a few years ago to develop a curriculum for managers and supervisors that includes topics, learning objectives and basic content for each topic. You bring the electronic version of the curriculum to the meeting. Historically, planning committees for this conference engage in both curriculum-based planning and event-based planning; they include several courses developed from the curriculum, several courses that are not based on the curriculum, and a few that are simply interesting quasi-personal or health-related sessions.

During discussion with the planning committee for the upcoming conference, you mention that it has been three years since the curriculum for ethics has been used for the conference. Committee members agree that ethics should be addressed at the conference. One committee member mentions that she has a friend who recently participated in an ethics course offered by a professor from the university in the conference city; she added that her friend thought the course was informative and done in an enjoyable and engaging fashion. Committee members agree that since the conference will not be in that particular city for the next two years, the professor should do the same course on ethics that the committee member described.

With the ethics course, is the committee doing curriculum-based planning or event-based planning? Why?

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Participant Activity

2.1.3.4 Curriculum and Event-Based Benefits/Challenges

Purpose of activity

This activity engages judicial branch educators in assessing the benefits and drawbacks of both curriculum-based and event-based planning. The activity will focus judicial branch educators on the nuances of each type of planning with regarding several issues.

Use of activity

This activity would be most effective if used after discussing curriculum-based planning [see B, [Developing a Curriculum](#), pg. 10 in the curriculum design] so judicial branch educators have full information before identifying benefits and drawbacks of each approach.

This could be an individual or a small group activity.

Relevant Learning Objective

4. Identify the benefits and challenges of curriculum-based planning and event-based planning.

Curricula and Programs: The Basics of Models, Development, and Implementation

Curriculum and Event-Based Planning

Beside the symbols, + indicating a benefit and – indicating a drawback, for each issue note benefits and drawbacks of the two types of planning.

Issue	Curriculum-based Planning	Event-based Planning
Choosing topics	+ -	+ -
Finding faculty	+ -	+ -
Faculty time to develop a course	+ -	+ -
Content completeness	+ -	+ -
Content/topic consistency over time	+ -	+ -
Long-range planning	+ -	+ -
Addressing current needs	+ -	+ -

Curricula and Programs: The Basics of Models, Development, and Implementation

Explanation of Participant Activity

2.1.3.5 Using a Curriculum Guide to Plan a Course

Purpose of activity

This activity engages judicial branch educators in actually using information from a curriculum to design a course, using one of the NASJE curriculum designs, which faculty may choose. Part of the activity is for judicial branch educators to experience (a) the flexibility of a curriculum, (b) the factors that faculty add to the curriculum content for a course design, and (c) the final steps in instructional design to apply to what the curriculum provides. [This activity is similar to an activity in the entry-level faculty development course, but with a different purpose.]

Use of activity

This activity would be most effective after completing discussions about curriculum development, program development and instructional design [see D, [Interface: Curriculum and Program Development](#), pg. 14 in the curriculum design].

A course outline template is provided for this activity, although faculty may choose to allow participants to outline a course in other ways.

Faculty needs to look for several things in the course design: learning objectives from the curriculum are addressed in priority order; content is selected based on the learning objectives; content addresses the subtopics provided in the curriculum, and a variety of teaching methodologies are included.

This is an individual activity.

Relevant Learning Objective

5. Use a curriculum guide/plan/template as a basis to outline a course.

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Course Outline**

Using the curriculum design provided by faculty, provide the following information for a day-long course; include time for breaks and lunch.

Time (e.g., 8:30 – 9:30)	Content (e.g., Overview of adult education principles)	Teaching Methodology (e.g., lecture, small group discussion, hypothetical activity, panel, etc.)	Audiovisual or Teaching Aid (e.g., easel/paper, responder system, PowerPoint, etc.)

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Explanation of Participant Activity

2.1.3.6 Curriculum Development – Readiness Chart

Purpose of activity

In this activity judicial branch educators apply what they have learned to their local environment. Each local environment will be different, so there will be different answers from participant to participant.

Use of activity

Since this activity asks judicial branch educators to assess their local environment, it may be most effective if used at or at the end of the section dealing with curriculum development or at the end of the course. After completing the chart, participants should have some ideas as to where work needs to be done if they choose to implement curriculum development.

This is an individual activity.

Relevant Learning Objective

6. List the facilitating and inhibiting factors of implementing or maintaining curriculum-based planning and program development models in your own local environment and department/division.

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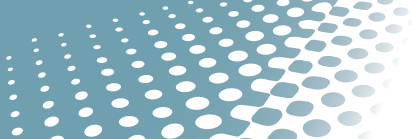
Curriculum Development – Readiness Chart

Use this chart to evaluate your readiness for curriculum development. If an issue is not relevant for you, note "N/A."

Facilitating Factors	Issue	Inhibiting Factors
	Administrative Buy-In Curriculum Development	
	Program Development	
	Stakeholder Buy-In Policy Level	
	Curriculum Level	
	Program Level	
	Faculty Level	

Facilitating Factors	Issue	Inhibiting Factors
	<p>Staff Buy-In</p> <p>Curriculum Development</p>	
	<p>Program Development</p>	
	<p>Curriculum Model</p> <p>List of Topics</p>	
	<p>Outline or Template</p>	
	<p>Complete Course Designs</p>	
	<p>Workable Program Model</p>	
	<p>Content/Document Management</p>	
	<p>Champions</p>	
	<p>Staffing Resources</p>	
	<p>Other Necessary Resources</p>	

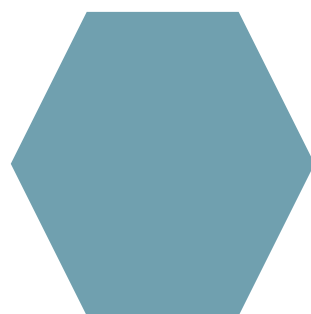
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NASJE

CURRICULUM DESIGN

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