

NASJE

CURRICULUM DESIGN

LOGISTICS AND DETAILS OF JUDICIAL BRANCH EDUCATION

MANAGING LOGISTICAL ARRANGEMENTS:
Entry Level Content



NASJE

NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS

Logistics and Details of Judicial Branch Education

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

- A. Logistics and Details Associated with Judicial Branch Education
 - a. Tasks for logistics and details
 - b. Planning for logistics and details
- B. Supporting Program Development and Implementation [*NOTE: This section addresses generalized support for programs, regardless of the delivery mechanism*]
 - a. Provide a foundation and structure for the planning committee
 - b. Document program information
 - c. Announce the program
 - d. Oversee registration
- C. Supporting Course Development and Delivery [*NOTE: This section addresses generalized support for courses, regardless of the delivery mechanism*]
 - a. Provide a foundation and structure for faculty
 - b. Make final preparations for course delivery
- D. Supporting the Delivery Mechanism [*NOTE: This section adds to previous content some specific types of support based on the delivery mechanism*]
 - a. Provide a foundation and structure for in-person delivery
 - b. Provide a foundation and structure for electronic delivery
- E. Supporting Evaluation of the Program, Course(s), and Faculty [*NOTE: This section addresses several types of evaluation for all delivery mechanisms*]
 - a. Prepare templates or forms
 - b. Determine means of dissemination
 - c. Disseminate and gather forms
 - d. Compile and summarize evaluation results
 - e. Provide evaluation summary or compilation of results to appropriate individuals or groups
- F. Supporting Development and Delivery of Education Locally
 - a. What timelines and checklists are currently used?
 - b. What issues or problems are encountered?
 - c. What are some potential enhancements?
 - d. What are some problems or issues that may require contingency planning?

NOTE: Content in this design addresses a vast array of tasks associated with logistics and details that support judicial branch education processes and procedures; the processes and procedures themselves (such as instructional design, evaluation) are addressed in other curriculum designs. A faculty resource included in this document provides an overview of tasks, first grouped by category and then chronologically; viewing this resource may assist in understanding the organization of the content: see 6.1.2.1 [Basic Logistics and Details Template](#), pgs. 39–43

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:

6 indicates the NASJE competency addressed in this curriculum design is Managing Logistical Arrangements Needed for Instructional Delivery Mechanisms

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:

6.1 is the entry-level logistics curriculum design

6.2 is the experienced level

The third number refers to the section of the design.

For example:

6.1.1 is the content section for entry-level logistics

6.1.2 is the faculty resources section

6.1.3 is the participant activities section

6.1.4 is the bibliography and selected readings

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

For example:

6.1.1.1 is the first content (the overview) in entry-level logistics

6.1.2.7 is the seventh faculty resource

6.1.3.3 is the third participant activity

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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: Logistics and Details of Judicial Branch Education

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:

[Managing Logistical Arrangements Needed for Instructional Delivery Mechanisms](#) (available on the NASJE website)

Competency Summary: The effectiveness of any instructional delivery mechanism is dependent on appropriate use of the mechanism and on appropriate logistical support. Logistical support for any of a variety of delivery mechanisms involves a number of variables that are unique to the mechanism and may be unique to the content of the course being delivered. While logistical support may be provided directly by the judicial branch education department, by a vendor, or by a selected site, the responsibility for management of logistical support rests with the judicial branch educator.

Target Audience: Judicial branch educators new to managing logistics

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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6.1.1.0 Curriculum Design

6.1.1.1 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 both the design and delivery of education for target audiences assigned to them. Part of those responsibilities is managing logistics and details that support and coordinate educational efforts. Although judicial branch educators may delegate some tasks dealing with logistics and details to other personnel, understanding the scope and nature of what is required to support judicial branch education is crucial to success.

Almost every process in judicial branch education needs attention to logistics and details that are not directly a part of the process itself. For example, program and course planning generally engages judicial branch education personnel in working with committees and/or individuals. While the processes are defined, supporting logistics and details includes providing a foundation and structure for committees and individuals (such as faculty) to be effective. While the delivery mechanism chosen for a program has clearly defined processes for instructional design of courses and a rationale for choosing any given type of delivery, underpinning logistics and details include program and course announcements, registration, management of participant materials, etc.

Handling tasks that deal with logistics and details may involve many types of personnel and a variety of functions including administrative, technical, course-related, and general. Regardless of the type of task and the personnel assigned, judicial branch educators are responsible for ensuring that logistics and details are managed effectively and efficiently. All judicial branch educators will benefit from examining the array of tasks that underpin and support development and delivery of education in the judicial branch.

6.1.1.2 Special Notes for Faculty:

Although the competency upon which this **curriculum design** is based focuses on the logistics of instructional delivery mechanisms, content in this design addresses a broader set of tasks. Support of delivery mechanisms is included, but some content applies to logistics and details that support development and implementation of programs and development and delivery of courses. **Faculty** for a course based on this design should keep in mind that handling logistics and details involves many tasks, some large and overarching and others small but crucial. How logistics and details are handled will differ from provider to provider, so a course based on this curriculum design needs to offer possibilities and incorporate ideas and resources from learners. In addition, faculty needs to

(a) remember that this content is only an introduction to the many aspects of work that support judicial branch education, its processes, and its products; over time judicial branch educators will learn from their experience and will discover there are many approaches for managing logistics and details in their local situation; and (b) incorporate or invite learners to add content on issues that may be unique locally, such as security practices.

As a foundation for a course based on this design, faculty needs to differentiate between a program and a course. Many tasks associated with logistics and details apply directly to faculty's work in designing and delivering courses and others apply to the larger framework of programs within which courses are offered. A program encompasses a variety of things that surround and support a course (such as establishing and supporting a planning committee, announcements, participant registration, and reserving equipment).

Because handling logistics and details depends on a variety of educational tasks, faculty designing a course based on this design may need to refer to other curriculum designs for details on certain processes and procedures mentioned in this content. See [Developing Faculty](#), [Instructional Design: The Backbone of Effective Education](#), [Curricula and Programs: The Basics of Models, Development and Implementation](#), [Selecting and Managing Instructional Delivery Mechanisms](#), and [Evaluation: The Basics of Five Approaches](#).

Faculty resources for this curriculum design are extensive. These resources may be altered to meet the needs of learners in any specific course. Faculty may also ask learners to bring any timelines, checklists, guidelines, or other documentation used in their organization for handling logistics and details; these documents may be shared among learners and may assist judicial branch educators with a participant activity that involves them in identifying possible improvements to their local processes, procedures, and documentation.

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 logistics and details, 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: Ensuring access for persons with disabilities for all programs and courses
- Ethics: Implementing processes that are effective and efficient
- Technology: Use of technology for course planning, delivery of education, announcing programs, managing registration, disseminating materials, and conducting evaluation processes

6.1.1.3 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:

1. Define the terms "logistics" and "details" as applicable to judicial branch education.
2. Outline logistics and details generally associated with development and delivery of education.
3. Discuss the components of program announcements that may be fundamental for informing and attracting participants.
4. List the benefits of registration.
5. Describe logistics and details associated with providing faculty with a foundation and structure to develop and deliver a course.
6. Identify basic logistics and details specifically associated with in-person delivery of education.
7. Identify basic logistics and details specifically associated with electronic delivery of education.
8. Highlight logistics and details associated with room setup for in-person delivery.
9. State the logistics and details associated with evaluation processes.

For the Individual Situation:

10. Discuss local resources and approaches for managing logistics and details.
11. Identify any problems or issues encountered locally when dealing with logistics and details of judicial branch education.
12. Develop an action plan to implement enhancements for handling logistics and details at the local level.

6.1.1.4 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.)

- A. Logistics and Details to Support Judicial Branch Education Programs **[1]** (*how can we address logistics and details to support judicial branch education*) – many tasks underpin the processes and procedures used to develop and deliver education; tasks may engage a variety of judicial branch education personnel, but the individual judicial branch educator has overall responsibility to ensure logistics and details are effectively and efficiently managed for assigned programs [see 6.1.2.1 [Basic Logistics and Details Template](#), pg. 39]
- a. Tasks for logistics and details – although tasks may be grouped in the following ways, tasks to handle logistics and details are intertwined, interdependent, and complementary; depending on the judicial branch education provider, all tasks may be handled by a few individuals or specific types of tasks may be assigned to personnel who specialize in certain areas
 - i. Administrative tasks – include scheduling meetings, handling correspondence, keeping records, registering participants, etc.
 - ii. Technical tasks – include support for use of audiovisual equipment, ensuring systems support and assistance for use of technology, etc.
 - iii. Course-related tasks – include developing substantive information for program announcements, supporting faculty, etc.
 - iv. General tasks – include determining the work needed to support each program, assigning them to personnel, conducting personnel meetings, etc.
 - b. Planning for logistics and details **[2]** – involves outlining tasks that support processes to develop and implement a particular program and development and delivery of the associated course(s)
 - i. Tasks that support small programs (such as a program with a single course and/or with few participants) may be different from those needed for large or complex programs (such as a conference with many courses and/or a large number of participants, or a series of courses offered electronically over a period of time)
 - ii. Some tasks are relevant to all programs regardless of the delivery mechanism; others are specific to the delivery mechanism

- iii. Timelines for implementing supportive tasks are affected by both the degree of complexity of the program and the delivery mechanism
- iv. After basic decisions are made about a program, an initial approach to tasks related to logistics and details involves the following:
 1. Identify tasks and associated timelines for the program
 2. Assign tasks to department personnel
 3. Develop a system to document when tasks are completed
 4. Schedule routine update meetings with program-related personnel to review progress and make adjustments as necessary

[NOTE: Because various tasks may be assigned to different individuals, tasks associated with logistics and details are grouped in this design by category; each category is addressed thoroughly without regard to other tasks that will occur simultaneously and are addressed in other sections of this design.]

- B. Supporting Program Development and Implementation **[2]** (*what are the logistics and details that support programs*) [see 6.1.2.2 [Program Development Template](#), pg. 44] – involves documenting program-related decisions and information, scheduling the program and related meetings, designing and disseminating announcements, overseeing registration procedures, and other tasks; depending on departmental policy, planning committee members and/or faculty members may participate in making some program decisions; after preliminary or basic decisions are made about a program, the following may be included to handle logistics and details
- a. Provide a foundation and structure for the planning committee (*what do judicial branch educators need to do to ensure planning committees are effective*) – a planning committee is the governance aspect of program development and implementation; the work of the planning committee underpins and guides the work of judicial branch education personnel and faculty; once potential committee members are identified, tasks to support committee work may include the following:
 - i. Pre-program
 1. Contact potential members – this is generally done verbally and involves explaining the role, the time commitment, and other committee responsibilities; tasks include documenting or recording participants' names, titles, and other identifying information to create a committee roster; this information is

- important for future communication and may be important in assessing the diversity of the committee (small court/large court, urban court/rural court, new/experienced, male/female, etc.) [see 6.1.2.3 [Planning Committee Member Contact Form](#), pg. 51]
2. Confirm participation – this is generally done in writing, either hard copy or electronic; includes expressing appreciation for service, reiterating roles and responsibilities, and providing preliminary information on the program [see 6.1.2.4 [Planning Committee Member Confirmation Letter](#), pg. 53]
 3. Schedule meeting(s) – tasks include determining the date, time, and means for the meeting (in-person or electronic), notifying members, and providing them with travel or access information
 4. Plan the committee meeting – the meeting may involve discussions about, e.g., initial program purpose and description, course topic(s), and potential faculty; tasks include developing an agenda [see 6.1.2.5 [Planning Committee Meeting Agenda](#), pg. 55], ensuring meeting materials are prepared and disseminated (agenda, committee roster, reference documents, etc.), and determining how the meeting will be conducted (in-person or electronically).
 5. Arrange for member participation – if the meeting is electronic, schedule technology and notify members about how to participate; if the meeting is in-person, schedule space, plan food and beverage service, arrange audiovisual equipment, and make travel and lodging reservations for members or provide recommendations
 6. Document and disseminate decisions or outcomes – decisions and outcomes of the meeting may include, e.g., decisions about committee procedures, final definition of the target audience, course(s) topic(s), name(s) of potential faculty, type of delivery mechanism, and program or course-related assignments for committee members
 7. Arrange travel and lodging for program – if committee members will need to travel to participate in the program or observe faculty, logistics and details involve making reservations or providing recommendations for lodging and travel

- ii. During program – depending on several variables, committee members may be involved during the program as participants, observers, or evaluators; logistics and details to support committee members during a program may depend on the delivery mechanism for the program
- iii. Post-program
 - 1. Schedule a final debrief meeting – tasks include planning a date, place, and time for a debrief meeting; may involve travel and lodging arrangements, food and beverage service, duplication of materials; may also involve review of evaluations and documenting decisions or outcomes that will affect future programs
 - 2. Send letter of appreciation to thank members for their time and effort [see 6.1.2.6 [Planning Committee Member Appreciation Letter](#), pg. 57]
- b. Manage and disseminate program information (*what kind of program information is important*) – managing program information is important to guide a variety of actions; program information includes decisions or outcomes of the planning committee meeting, policies of the judicial branch education department, directives from the judicial branch educator, and information provided by other personnel; disseminating program information involves ensuring relevant information goes to committee members, faculty, potential participants, and program-related personnel
 - i. Information that will affect faculty's work and the program announcement includes:
 - 1. Target audience description – may be determined based on role(s) or position(s), jurisdiction, tenure, or other factors
 - 2. Topic(s) and/or course title(s)
 - 3. Date(s)
 - 4. Delivery mechanism and associated details
 - 5. Duration of program and time allotment(s) for course(s)
 - 6. Anticipated number of participants
 - ii. Information that will affect how judicial branch education personnel handle registration and program delivery includes:
 - 1. Policy on guests (individuals not part of the target audience, such as participants' children, spouses, members of the media, attorneys, and/or others)
 - 2. Limitations on number of participants – there may be no limitations on participation or limitations may be based on space, delivery mechanism, or other factors

- c. Announce the program [3] – the contents of the announcement are based on the documented program information; the timing of the announcement is based on when relevant information is available and the date(s) of the program; the announcement needs to give potential participants sufficient notice but not so far in advance that it will not warrant their attention; information may be provided in hard copy or electronically; it should include details about the program; it should be clear, attractive, and concise but complete [see 6.1.2.7 [Program Announcement, Registration, and Confirmation](#), pg. 59]; tasks related to the program announcement may include:
- i. Determine method(s) or means of announcing the program – multiple methods may be most effective (hard copy, email, electronic calendars, etc.); use general dissemination or send to specific individuals; use a single announcement or a series; may include full registration information; etc.
 - ii. Include information that will inform and attract potential participants
 1. Who – the target audience
 2. What – information on the content
 - a. Program title – should be an interesting title to appeal to participants and descriptive enough to appeal to individuals who approve their participation and/or approve funding associated with the program; some possibilities include Contemporary Challenges in Criminal Justice (rather than Criminal Justice Update), or Case Management in the Information Age (rather than Effectively Managing Cases); if only one course is involved, the program title may be the same as the course title
 - b. Program purpose – should briefly describe why the target audience would want to participate and why the program is offered
 - c. Content overview – should include how and/or why content is relevant to and/or timely for the target audience; may include titles of courses (if more than one), learning objectives, faculty name(s) and relevant credentials or experience
 3. When – dates and time if in-person or synchronous electronic delivery (including time registration opens); date for access for asynchronous electronic delivery; may address this with a “save the date”

- announcement before the actual program announcement
4. Where – location for access to program; for in-person delivery, include city, state, facility, address for the program, lodging deadlines, etc.; for electronic delivery include how learners will participate in the program (may be stating the electronic delivery mechanism for the program, with specific access information provided later to those who register)
 5. Accommodations for accessing content – information about access for individuals with special needs (ADA compliance)
 6. Registration information – if appropriate, information on any restrictions or limitations, directions on how to enroll; if appropriate, registration costs and deadline
 7. Who to contact – may include contact information for individuals who can provide information on registration or provide technical assistance and/or who can answer content questions
 8. Travel and lodging information – if appropriate, suggested travel options, how to reserve a room, location, and map with directions (if necessary)
 9. Additional information – information may include:
 - a. Photos or graphics to illustrate the learning opportunity or highlight content – this is important for visual learners, is an attention grabber, and adds dimension to the announcement text
 - b. Reasons to participate – comments from former learners about the program, statements about the timeliness of the program, or information about special events (content-related field trips, special guests, etc.)
 - c. Appropriate dress – whether dress is business, casual, etc.; suggestion to layer clothing for comfort in case of temperature fluctuation
 - d. Any relevant reimbursement information
 - e. Opportunities for credit, such as CJE or CLE
- iii. Disseminate announcement
- d. Oversee registration **[4]** – involves determining if registration is necessary, and if so, planning and implementing the process(es) [see 6.1.2.7 [Program Announcement, Registration, and Confirmation](#), pg.59]; once basic registration decisions are made, tasks may include:

- i. Pre-program registration – involves obtaining information on participants well before a program is implemented; this information is helpful to the planning committee and judicial branch educators because it assists in managing any participation limitations, provides an estimate of overall participation numbers, gives an overview of participant roles and experience levels, and offers a snapshot of diversity (urban court/rural court, small court/large court, gender, etc.); may include learner choice(s) for courses
 1. Gather information affecting registration – based on decisions by the planning committee and/or judicial branch education personnel, ensure registration materials include information on:
 - a. Qualifications for participation – may include role or title, tenure, location, or other factors
 - b. Limited or unlimited participation numbers – may affect entire program or specific course(s)
 - c. Guaranteed participation or application to participate (which may be accepted or rejected based on certain criteria)
 - d. Policy on guests – a policy statement about whether participation is limited to the target audience and what (if anything) others wishing to attend need to do; for example, a policy may state that non-target audience participation requires a written request and a decision by the planning committee chair and the judicial branch education department director or manager
 - e. Cancellation process, timeline, and whether there are penalties (such as forfeit of fee)
 - f. Parameters (such as preregistration required)
 2. Determine means – hard copy or electronic
 3. Develop a format for registration information and state a deadline; provide space for:
 - a. Name, title, position, emergency contact, and any other relevant information
 - b. Court, address, and other contact information
 - c. Special needs – for access and/or dietary restrictions
 - d. Payment information – if applicable, include directions or options for payment
 - e. Other – space for additional information may include tenure, prerequisite courses attended,

faculty's role is to design and deliver a course(s) based on guidance from the planning committee and/or the judicial branch educator; once potential faculty members are identified, tasks may include the following:

- i. Pre-program faculty support
 1. Contact potential faculty – this is generally done verbally and involves explaining the role, time commitment, and other faculty responsibilities to determine willingness to serve; includes providing basic information on the program and the specific course or topic; if he or she agrees to serve, verify contact information, determine any financial obligation, etc. [see 6.1.2.8 [Faculty Contact Form](#), pg. 62]
 2. Confirm faculty commitment – this is generally done in writing, either in hard copy or electronic form, and includes expressing appreciation for agreeing to serve, reiterating roles and responsibilities, and providing primary information on the program and specific course [see 6.1.2.9 [Faculty Initial Confirmation Letter](#), pg. 64]
 3. Contract with faculty [see 6.1.2.10 [Faculty Contract Checklist](#), pg. 66] – if appropriate, determine and document service parameters, content ownership, financial obligations, etc.
 4. Provide deadlines for planning – involves alerting faculty to dates when information is due and explaining the sequence of tasks that depend on him or her meeting deadlines
 5. Provide basic course information – faculty's effectiveness in instructional design is guided by basic course information; the planning committee and the judicial branch educator may make basic course decisions or they may partner with faculty to make those decisions; faculty needs the following information, preferably in writing, to effectively design a course [see 6.1.2.2 [Program Development Template](#), pg. 44]
 - a. Topic
 - b. Delivery mechanism
 - c. Time allotment
 - d. Target audience
 - e. Number of participants anticipated

- f. Course goal – this assists faculty in understanding why the topic is being offered and the overall expected outcome
 - g. Learning objectives – these may be preliminary and be provided to guide faculty during instructional design or they may be definitive to direct faculty during instructional design; faculty may work with the planning committee and or judicial branch educator to alter or revise learning objectives based on faculty's judgment and expertise
 - h. Basic instructional design model [see the entry-level curriculum design for instructional design, [Instructional Design: The Backbone of Effective Education](#), faculty resource 3.1.2.3 [Recommended Instructional Design Model](#), pg. 34 in that document]
6. Schedule a faculty meeting – the purpose of a meeting with faculty is to ensure faculty's understanding of processes and anticipated outcomes of faculty service; tasks include determining whether the meeting will be in-person or electronic, determining the date, and notifying faculty
7. Arrange for faculty participation – if the meeting is in-person, tasks include making reservations or providing recommendations to faculty about travel and lodging; if the meeting is electronic, tasks include determining the technology and notifying faculty of how to access the meeting
8. Plan the faculty meeting – a meeting with faculty is important to ensure that faculty understands expectations of their service, is able to ask questions, and develops a working relationship with planning committee members and/or the judicial branch educator [see 6.1.2.11 [Faculty Meeting Agenda](#), pg. 68]; may be with individual faculty member or collective gathering; if electronic, tasks involve reserving and establishing electronic linkage as well and notifying faculty how to participate; if in-person, tasks include reserving a place, arranging food and beverage service, preparing materials, etc.
9. Provide guidelines for service – generally in writing, guidelines will assist faculty in meeting expectations of the planning committee and judicial branch

education personnel and in successfully designing and delivering a course; tasks include disseminating guidelines as part of a faculty meeting or as part of hard-copy or electronic communication; guidelines may differ depending on the delivery mechanism [see 6.1.2.18 [In-Person Delivery – Faculty Service Guidelines](#), pg. 85 and 6.1.2.21 [Electronic Delivery – Faculty Service Guidelines](#), pg. 93]

10. Assist faculty with final preparation for course
 - a. If requested, gather additional participant information, such as experience, tenure with court, specific questions for faculty, etc.
 - b. Although faculty will provide the content for teaching aids, review them to ensure their quality and appropriateness – teaching aids that are projected (such as PowerPoint®) need to be easy to read (light letters on a dark background to reduce screen glare, a sans serif font, and text no smaller than 24 point); language needs to be gender free; depictions of people need to incorporate diversity
 - c. Although faculty will provide content for participant materials, review them to ensure their quality and appropriateness – materials need to be easy to read (such as black letters on a light background, a sans serif font, and text no smaller than 11 point); text needs to be clear and crisp; obtain a high-quality original (preferably not a copy of a document); ensure proper order and gender-free language; information needs to incorporate diversity
11. Arrange travel and lodging for the program or specific course – make reservations or provide faculty with recommendations and deadlines for travel and lodging arrangements to deliver the course; ensure that faculty has reservations at the appropriate site
12. Confirm final details with faculty before the course
 - a. Ensure course information from faculty is documented [see 6.1.2.2, [Program Development Template](#), subpart [Course Development Segment](#), pgs. 47–50]
 - b. Obtain master of participant materials to disseminate or post, or obtain a list of materials faculty will provide to learners

- c. Obtain faculty biography or curriculum vitae
 - d. Provide final course details to faculty – generally in writing (hard copy or electronic); faculty needs a reminder and a final confirmation of course details including:
 - i. Final number of participants and names if available
 - ii. Date, time, and location to deliver course
 - iii. Reminder about travel or lodging arrangements
 - iv. Other relevant information, such as audiovisual equipment reservations, and assistance department personnel will provide
13. Prepare brief introduction for faculty for inclusion in materials as a written biography or for a verbal introduction – include name, title, organization, experience, publications, special area(s) of expertise, etc.; ask faculty for anything he/she would like included, such as an experience related to the session or something that piques interest or emotions
- ii. Supporting faculty during the course(s) – faculty may need support during delivery of a course; some support will depend on the delivery mechanism [see D, [Supporting the Delivery Mechanism](#), pg. 21]; general tasks include:
 - 1. Manage time – assist with ensuring that the course begins on time, breaks occur as planned, and the course concludes within the allotted time
 - 2. Ensure that appropriate space is set up for faculty to deliver the course – may include adequate lighting, space for faculty materials, water, a stool, etc.
 - 3. Assist with operating any needed equipment – may include ensuring equipment is present and operational as well as operating it if necessary
 - iii. Post-course work with faculty – tasks to do after delivery of the course
 - 1. Obtain faculty feedback on their service – faculty’s perspectives on the delivery mechanism, the number of learners, staff support, etc., is valuable for future decision-making [see 6.1.2.13 [Faculty Feedback on Service](#), pg. 72]; faculty input may be gathered formally through a series of predetermined questions or statements for faculty to complete or informally

- through general conversation (individually or on a collective conference call or in an electronic meeting format)
2. Send faculty appreciation letter – may be hard copy or electronic; expresses thanks for their service; may include participant evaluation summary of the program and/or a specific course [see 6.1.2.14 [Faculty Appreciation Letter](#), pg. 74]; may also involve sending a letter of thanks to faculty's superior
- b. Make final preparations for course delivery (*what do personnel need to do, independent of faculty, to prepare for course delivery*); once instructional design is complete, tasks may include:
- i. Prepare participant materials for dissemination – tasks for hard copy materials include duplication and shipping; if materials are electronic, tasks include preparing materials and posting them for access
 - ii. Ensure audiovisuals are available – involves reviewing audiovisual needs for the course(s), reserving, and making arrangements for their presence at the course(s)
 - iii. Schedule course support personnel – tasks include determining who is needed and informing them of their role
- D. Supporting the Delivery Mechanism (*what difference does the delivery mechanism make in handling logistics and details of programs and courses*)
- a. Provide a foundation and structure for in-person delivery [6] [see 6.1.2.15 [In-Person Delivery – Timelines](#), pg. 76] – in addition to the tasks that address logistics and details for all programs, in-person delivery involves some additional tasks
 - i. Select and manage the site for in-person delivery – the location of an in-person program is crucial to the educational experience; individuals will gather at the site and possibly remain there for an extended time
 1. Pre-program
 - a. Determine site needs – many factors will affect choosing a site; several sites may be considered before a decision is made; factors may include:
 - i. Event-related space available – includes considering the following needs
 1. Course(s) – number and size of meeting rooms to accommodate anticipated participation
 2. Storage – for equipment and materials

3. Registration tasks – space conducive to on-site registration to accommodate the anticipated number of participants
 4. Breaks and meals – space to accommodate program-related food and beverage service and/or space for participants to access on their own
- ii. Lodging space available – may be at one site or several nearby locations; size and condition of rooms and ADA compliance; reduced room block rate; complimentary rooms based on size of program
 - iii. Food and beverage service available – options and cost of food and beverage
 - iv. Audiovisual equipment and support – availability, cost, technical support, etc.
 - v. Location of site – may need to be near an airport, in an urban setting, central to potential participants, etc.
 - vi. Parking – location and cost
 - vii. Dates of availability – may need to be specific dates based on faculty availability or other factors
- b. Conduct site visit(s) – if financially possible, visit sites that are likely to meet program needs and verify suitability [see 6.1.2.16 [In-Person Delivery – Site Selection Checklist](#), pg. 81]; discuss the program with site staff, look at meeting space and sleeping rooms (if needed)
 - c. Choose a site – tasks involved with choosing a site may include:
 - i. Competitive bidding – some statutes or organizational policies require competitive bidding before a contract can be signed; if only one site can meet program needs, an exception to the bidding process may be available; if several sites can meet program needs, engage them in bidding; considerations to award a contract may include:
 1. Meeting room cost
 2. Lodging room cost

3. Food and beverage costs
 4. Other factors – such as complimentary rooms, audiovisual costs, parking location and cost, Internet access and cost
 - ii. Special considerations that may affect choosing a site when bids are comparable
 1. Location – convenience, learner access, etc.
 2. Unique setting for content – near a model court, justice or detention facility to be toured, etc.
 3. Accommodation for persons with disabilities
- d. Contract with a site – the site may have its own contract or the judicial branch education provider may have a standard site contract; if using the site’s contract, ensure basic conditions are included, such as the space reserved (lodging, courses, etc.) and costs for various services [see 6.1.2.17 [In-Person Delivery – Site Contract Checklist](#), pg. 83]
- e. Assign room(s) or space(s) for various purposes – designating space for various program functions involves many tasks
 - i. Assign room(s)s for course(s) based on space needed for participant activities and anticipated participant numbers; although the site may provide room capacities, their estimates do not always incorporate an appropriate setting for learning or space needed for participant activities; limit participation rather than overcrowd a room
 - ii. Determine space for meal(s) – meals are preferably in separate rooms, but in some situations meals may involve using rooms designated for courses, so ensure that site staff can clear the room, serve the meal, and reset the room in the time available

- iii. Decide which space(s) will be used for breaks; may involve setting food and beverage service in each course room or planning a common space(s) for breaks
 - iv. Designate room(s) for any committee meetings based on number of participants and audiovisual needs
 - v. Plan space for storage of equipment, materials, and other program-related items
 - vi. Identify space for on-site registration – may involve use of a room or common space
 - vii. Identify space for displays (vendors, treatment providers, etc.)
 - viii. Ensure access for persons with disabilities – may include working with site staff on physical space arrangements, ensuring materials and food/beverage items will be placed within easy reach, providing assistive hearing devices, etc.
- f. Prepare any program-related materials
- i. Participant materials, such as DVDs or hard copy handouts, meal tickets, nametags, and tent cards
 - ii. Evaluation forms for participants and peer or planner evaluators
 - iii. Signs and/or maps to identify functions or direct participants to certain places
 - iv. Information for faculty (program agenda, break schedule, course roster)
 - v. Program packets, such as an overview of the agenda or schedule; information about the site, the city, restaurants etc.
- g. Schedule judicial branch education personnel and arrange travel and lodging, if necessary
- h. Communicate program needs to site staff by agreed-upon deadlines
- i. Final number of registrants for food and beverage service
 - ii. Setup for each room or space (includes seating arrangement, placement of equipment, etc.) [see 6.1.2.19 [In-](#)

- [Person Delivery – Room Setup Options](#),
pg. 87]
- iii. Audiovisual equipment for each room, including carts, extension cords, power strips, etc.
 - iv. Special accommodations needed
 1. For faculty, if needed, request a ramp for a riser, etc.
 2. For learners, ensure space for mobility devices, hearing enhancement equipment, etc.
 3. For faculty and learners, communicate any dietary needs
 - i. Develop a site security plan and/or share established security practices with staff
2. During program
- a. Conduct an opening meeting with site staff
 - i. Introduce judicial branch education personnel and key site staff
 - ii. Confirm program needs – rooms, food and beverage, special events, etc.
 - iii. Confirm site contacts for assistance with issues or problems
 - b. Manage the setting for learners – the room setup [8] and physical learning environment
 - i. Ensure room setup is appropriate for each course or activity; includes checking that seating arrangement is as requested, faculty space is appropriate, audiovisual aids and microphones are ready for use, and other room setup requests are met in a timely manner
 - ii. Ensure lighting, temperature, and sound are adequate throughout the room
 - iii. May include dissemination of participant materials and/or evaluation forms
 - iv. May include participant sign-in sheet for course(s) and ensuring access for persons with disabilities
 - c. Ensure accommodations for participants with special needs – verify adequate space for physical accommodations for mobility devices, ensure visual and auditory access (may involve offering materials in alternative formats,

- providing listening devices, incorporating space for sign language interpreters, etc.), and arrange for special dietary needs or restrictions
 - d. Post any needed signage to direct participants – may include a master map of meeting space, signs outside each room to identify a course(s) or other functions; avoid use of “judges” or “judicial” for security purposes
 - e. Manage time – ensure things begin and end on time, including course(s), breaks, meals, etc.; may involve providing faculty with a break schedule, having personnel open and close doors to rooms when breaks and/or meals begin and end; having a (pleasant) sound device to announce to participants that courses are about to begin; etc.
 - f. Oversee food and beverage service – ensure food and beverage service is on time, replenished, and cleared for meals and breaks; meet with site staff regularly to review needs and ensure correct billing
 - 3. Post-program
 - a. Conduct a closing meeting with site staff – compliment successes; review any problems
 - b. Reconcile expenses – ensure site invoice documentation is acceptable
- ii. Manage registration for in-person delivery
 - 1. Pre-program – in addition to previously mentioned tasks [see B, d, [Oversee registration](#), pg. 14], in-person delivery has some specific registration tasks
 - a. Consider gathering additional pre-program registration information – because participants are physically present, additional information may be important, such as emergency contact, dietary restrictions, special accommodations for disabilities, name preference for name tag, etc.
 - b. Prepare for on-site registration – involves establishing a check-in process, an on-site location, and scheduling personnel
 - c. Create name tags – if appropriate, include name, position, and court or location; ensure names are easily readable at conversational distance

- d. Gather any program-related materials to be disseminated during registration, such as:
 - i. Program schedule, course assignment(s), and course location(s)
 - ii. Site information and a site map
 - iii. Flyers on local attractions and/or restaurants
 - iv. Tickets for various program components (e.g., field trip or meals)
 - v. Depending on the program, special information may be provided to faculty and/or planning committee members in attendance, such as the break schedule
2. During program – implement the on-site registration process, disseminate program materials, and handle any registration issues or problems
- b. Provide a foundation and structure for electronic delivery [7] [see 6.1.2.20 [Electronic Delivery – Timelines](#), pg. 90]
 - i. Select and support faculty for electronic delivery – may include revising current faculty development courses to address electronic delivery; selecting faculty who have technology experience; educating individual faculty for specific types of electronic delivery; engaging specialized personnel to assist faculty before and during course delivery
 - ii. Select and manage the equipment and technology for electronic delivery – options include audio only or audio and video, synchronous or asynchronous delivery, individual access at work location or group access at designated places
 1. Pre-program – depending on the type of electronic delivery, tasks may include:
 - a. Reserve, rent, borrow, or purchase equipment and/or reserve access time
 - i. Online courses may require use of a learning management system
 - ii. Offline courses may require producing CDs or DVDs
 - iii. Videoconferences may require access to broadband lines, cameras, and receiving equipment
 - iv. Broadcasts may require transmission equipment, cameras, and “air time”
 - v. Audio conferences may require technology to link multiple phone lines

- b. Reserve local space if learners will access content at one location and/or if learners will gather locally in groups
 - c. Conduct tests before the program date to ensure the delivery mechanism is operational and participants can access it
 - d. Educate faculty on effective use of the delivery mechanism and/or providing them with time to practice with the technology
 - e. Ensure technical support, which may involve employing or developing specialized staff, establishing communication strategies for both synchronous and asynchronous technical problems (such as a call-in number for synchronous delivery or an email contact or help desk for asynchronous delivery)
 2. During the program – depending on the type of electronic delivery, tasks may include:
 - a. For synchronous delivery
 - i. Assist faculty with course delivery, such as operating audiovisual aids (projecting images, changing from one type of aid to another, etc.) and/or using a teleprompter or other aid
 - ii. Assist learners with access issues
 - b. For asynchronous delivery
 - i. Record or document the course
 - ii. Validate the quality of the documentation or recording
 3. Post-program – depending on the type of electronic delivery, tasks may include:
 - a. For synchronous delivery
 - i. Terminate access to reserved time and equipment
 - ii. Resolve any delivery problems to ensure successful use in the future
 - b. For asynchronous delivery
 - i. Edit the documented or recorded course, including voice-over, etc.
 - ii. Make the course available by posting it or duplicating it on DVDs or CDs
 - iii. Manage registration for electronic delivery – depending on the type of electronic delivery mechanism used, registration may be important; in addition to previously mentioned tasks

[see B, d, [Oversee registration](#), pg. 14], electronic delivery has some specific considerations with regard to importance, scope, and level of difficulty

1. Importance
 - a. If participation is limited by numbers or if the course is restricted to members of the target audience, registration may help to ensure eligibility for enrollment
 - b. If participation is unlimited and/or if access to the course is not restricted, registration may not be necessary
2. Scope
 - a. If participation numbers are relatively low, registration may be manageable
 - b. If participation numbers will be large, registration may be unwieldy
3. Level of difficulty
 - a. If delivery is synchronous – registration may be straightforward
 - b. If delivery is asynchronous – registration may be more difficult to implement
- iv. Support the learner's setting – involves determining and supporting a setting that will be effective for learners; with electronic delivery, the setting may involve where and how learners will experience the course
 1. If learning will be effective in isolation, the setting may not be a concern; for example, an asynchronous course may be accessed on demand individually without any additional support
 2. If learning will be more effective with a degree of interaction, the setting may involve support of some form of communication between the learner and faculty and/or among learners; for example, an asynchronous course may involve use of a bulletin board for learners to share thoughts or ask faculty questions, or a synchronous course may involve supporting a system that enables learners to communicate verbally or through text
 3. If learning will be more effective when accessed in learner groups, the setting may involve:
 - a. Coordinating local sites when necessary – if participants will gather in groups locally to access the program, tasks may include the following:

- iii. Transfer of learning – if learners are judges, a self-evaluation form should be included to detail changes that they have implemented as a result of the education; if learners are court personnel, a form to be completed by their supervisors or managers should be included to evaluate changes made by the employees as a result of the education
- b. Determine means of dissemination – may be hard copy or electronic; depending on the type of evaluation, templates may be disseminated before, at the conclusion of, or sometime after the program
 - i. Hard copy forms – most often used for in-person delivery; benefits include learner anonymity (perceived or real) and immediacy of the event to the time of the evaluation; drawbacks include managing the volume of forms, limited return rate, and manual compilation of results
 - 1. Participant evaluation – each participant will need a form or template; forms are generally completed at the conclusion of the program and/or course
 - 2. Peer or planner evaluation – each evaluator will need a form or template; forms are generally completed during a program and related course(s) so they need to be disseminated ahead of time
 - 3. Transfer of learning – for judges, each will need a form or template; for court personnel, their managers or supervisors will need a form or template; transfer of learning evaluations generally are disseminated a few months after a course
 - ii. Electronic forms – used for in-person or electronic delivery of education; if used for in-person delivery, there is often a delay between the event and learner receipt of the electronic form; if used for electronic delivery, depending on the type of delivery, evaluation forms may be accessed by learners immediately; benefits are ease of tailoring for specific events, ease of dissemination and automated compilation of results; drawbacks include ensuring learner anonymity
 - 1. One form or template for each type of evaluation is sufficient because access will be electronic
 - 2. Individuals may print, complete, and return the forms, or they may complete them electronically and submit them immediately
- c. Disseminate, allow time for completion, and gather forms or data
 - 1. Participant evaluation – generally completed at the conclusion of the program or course

2. Peer or planner evaluation – generally completed during a program and related course(s) so need to be disseminated ahead of time
 3. Transfer of learning – generally completed a few months after a course
 - d. Compile and summarize (or calculate) evaluation results
 - i. If the template or form includes quantifiable data, compilation may include the mean, median, and mode
 - ii. If the template or form includes open-ended questions or statements to be completed, responses may need to be categorized as part of the compilation process
 - e. Provide summary or compilation of results to appropriate individuals and groups – evaluation results should be used to guide future planning and products; sharing results may differ depending on local policies or practices (for example, some judicial branch educators remove any offensive terms from participant comments, others provide only quantitative data, etc.)
 - i. Provide personnel with evaluation results regarding the overall program, each course, and each faculty, or provide results that apply only to their work; for example:
 1. Administrative personnel may benefit from receiving evaluation results regarding the registration process
 2. Technical personnel may benefit from receiving evaluation results that address use of technology
 3. Judicial branch education personnel working with the planning committee and faculty may benefit from receiving evaluation results regarding the overall program, each course, and each faculty member
 - ii. Provide committee members with evaluation results regarding the overall program, each course, and each faculty member; these results reflect their work and decisions
 - iii. Provide each faculty member with evaluation results that apply to him or her and his or her course, and, if relevant, results of the overall program
- F. Supporting Development and Delivery of Education Locally (*how is this content useful at the local level*) [\[9\]](#) [\[10\]](#) [\[11\]](#)
 - a. What timelines and checklists for logistics are currently used? What approaches are used for announcing programs, registering participants, supporting delivery mechanisms?
 - b. What issues are encountered when handling logistics and details?
 - c. What are some potential enhancements to current management of logistics and details?
 - d. What are some problems or issues that may require contingency planning? [see 6.1.2.22 [Contingency Planning](#), pg. 95]

6.1.1.5 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.)

- 6.1.2.1 [Basic Logistics and Details Template](#), pg. 39
- 6.1.2.2 [Program Development Template](#), pg. 44
- 6.1.2.3 [Planning Committee Member Contact Form](#), pg. 51
- 6.1.2.4 [Planning Committee Member Confirmation Letter](#), pg. 53
- 6.1.2.5 [Planning Committee Meeting Agenda](#), pg. 55
- 6.1.2.6 [Planning Committee Member Appreciation Letter](#), pg. 57
- 6.1.2.7 [Program Announcement, Registration, and Confirmation](#), pg. 59
- 6.1.2.8 [Faculty Contact Form](#), pg. 62
- 6.1.2.9 [Faculty Initial Confirmation Letter](#), pg. 64
- 6.1.2.10 [Faculty Contract Checklist](#), pg. 66
- 6.1.2.11 [Faculty Meeting Agenda](#), pg. 68
- 6.1.2.12 [Faculty Final Confirmation Letter](#), pg. 70
- 6.1.2.13 [Faculty Feedback on Their Service](#), pg. 72
- 6.1.2.14 [Faculty Appreciation Letter](#), pg. 74
- 6.1.2.15 [In-Person Delivery Timelines](#), pg. 76
- 6.1.2.16 [In-Person Delivery – Site Selection Checklist](#), pg. 81
- 6.1.2.17 [In-Person Delivery – Site Contract Checklist](#), pg. 83
- 6.1.2.18 [In-Person Delivery – Faculty Service Guidelines](#), pg. 85
- 6.1.2.19 [In-Person Delivery – Room Setup Options](#), pg. 87
- 6.1.2.20 [Electronic Delivery – Timelines](#), pg. 90
- 6.1.2.21 [Electronic Delivery – Faculty Service Guidelines](#), pg. 93
- 6.1.2.22 [Contingency Planning](#), pg. 95

6.1.1.6 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 or reference some of this material in courses developed from this curriculum design.)

Other relevant NASJE curriculum designs or curriculum-based courses:

[Developing Faculty](#)

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

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

[Selecting and Managing Instructional Delivery Mechanisms](#)

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

Other relevant topics or educational areas:

Diversity and Fairness

Ethics

Technology

Project management and/or time management

Logistics and Details of Judicial Branch Education Learning Objective, Resource, and Activity Chart

This chart shows the relationship between learning objectives, certain faculty resources, and participant activities; there are faculty resources that are not directly linked to learning objectives and thus are not referenced in this chart.

| Learning Objective | Faculty Resource | Participant Activity |
|---|--|--|
| 1. Define the terms "logistics" and "details" as applied to judicial branch education. | None | 6.1.3.1 Defining Logistics and Details as Applied to Judicial Branch Education , pg. 101 |
| 2. Outline logistics and details generally associated with development and delivery of education. | 6.1.2.1 Basic Logistics and Details Template , pg. 39 | 6.1.3.2 Listing Logistics and Details in Judicial Branch Education , pg. 103 |
| 3. Discuss the necessary components of program announcements that may be fundamental for informing and attracting participants. | 6.1.2.7 Program Announcement, Registration, and Confirmation , pg. 59 | 6.1.3.3 Designing Program Announcements , pg. 105 |
| 4. List the benefits of registration. | 6.1.2.7 Program Announcement, Registration, and Confirmation , pg. 59 | 6.1.3.4 Assessing Registration , pg. 107 |
| 5. Describe logistics and details associated with providing faculty a foundation and structure to develop and deliver a course. | 6.1.2.8 Faculty Contact Form , pg. 62 6.1.2.9 Faculty Initial Confirmation Letter , pg. 64 6.1.2.10 Faculty Contract Checklist , pg. 66 6.1.2.11 Faculty Meeting Agenda , pg. 68 6.1.2.18 In-Person Delivery – Faculty | 6.1.3.5 Supporting Faculty , pg. 109 |

| | | |
|--|--|---|
| | <p>Service Guidelines, pg. 85</p> <p>6.1.2.21 Electronic Delivery – Faculty Service Guidelines, pg. 93</p> <p>6.1.2.12 Faculty Final Confirmation Letter, pg. 70</p> <p>6.1.2.13 Faculty Feedback on Their Service, pg. 72</p> <p>6.1.2.14 Faculty Appreciation Letter, pg. 74</p> | |
| 6. Identify basic logistics and details specifically associated with in-person delivery of education. | <p>6.1.2.15 In-Person Delivery – Timelines, pg. 76</p> <p>6.1.2.16 In-Person Delivery – Site Selection Checklist, pg. 81</p> <p>6.1.2.17 In-Person Delivery – Site Contract Checklist, pg. 83</p> <p>6.1.2.19 In-Person Delivery – Room Setup Options, pg. 87</p> | 6.1.3.6 Supporting In-Person Delivery , pg. 111 |
| 7. Identify basic logistics and details specifically associated with electronic delivery of education. | 6.1.2.20 Electronic Delivery – Timelines , pg. 90 | 6.1.3.7 Supporting Electronic Delivery , pg. 113 |
| 8. Highlight logistics and details associated with room setup for in-person delivery. | 6.1.2.19 In-Person Delivery – Room Setup Options , pg. 87 | 6.1.3.8 Overseeing Room Setup , pg. 115 |

| | | |
|---|------|--|
| 9. State the logistics and details associated with evaluation processes. | None | 6.1.3.9 Supporting Evaluation Processes , pg. 117 |
| 10. Identify local resources and approaches for handling logistics and details. | None | 6.1.3.10 Identifying Local Resources and Approaches for Handling Logistics and Details , pg. 119 |
| 11. Discuss any problems or issues encountered locally when dealing with logistics and details. | None | 6.1.3.11 Identifying Local Problems or Issues with Handling Logistics and Details , pg. 121 |
| 12. Develop an action plan to implement enhancements for handling logistics and details at the local level. | None | 6.1.3.12 Enhancing Local Practices for Logistics and Details , pg. 122 |



NASJE

CURRICULUM DESIGN

 **FACULTY RESOURCES**



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Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.1 Basic Logistics and Details Template

Purpose of resource/document

This resource provides judicial branch educators with ideas about basic tasks that support the design and delivery of education in the judicial branch. Not all tasks are included in this resource; two other resources delineate tasks specific to in-person and electronic delivery mechanisms and provide relevant timelines.

Use of resource/document

This resource may be used as part of the initial introduction of logistics and details needed to support judicial branch education processes and procedures [see A, Logistics and Details to Support Judicial Branch Education Programs, pg. 9]. Judicial branch educators may add to the tasks listed.

NOTE: There are two versions of this template. The first version is organized by categories and incorporates all tasks for each. The second version is divided into before, during, and after program tasks; associated tasks for each category are listed within those headings. Faculty may choose to use one or the other, or may provide both and let judicial branch educators determine which is most useful.

Related documents or materials

Faculty resources

6.1.2.15 [In-Person Delivery – Timelines](#), pg. 76

6.1.2.20 [Electronic Delivery – Timelines](#), pg. 90

Participant activity

6.1.3.2 [Listing Logistics and Details in Judicial Branch Education](#), pg. 103

Logistics and Details of Judicial Branch Education

Basic Logistics and Details Template

This is a general list of tasks addressing logistics and details that support the development and delivery of education. Tasks are grouped by category.

| Category | By Date | Related Tasks | Assigned to |
|---|---------|--|-------------|
| Planning for Logistics and Details | | Identify tasks and associated timelines | |
| | | Assign tasks to personnel | |
| | | Schedule routine update meetings | |
| Supporting Program Development and Implementation | | Provide foundation and structure for committee | |
| | | <ul style="list-style-type: none"> • Contact potential members | |
| | | <ul style="list-style-type: none"> • Confirm participation | |
| | | <ul style="list-style-type: none"> • Schedule meeting(s) | |
| | | <ul style="list-style-type: none"> • Plan meeting(s) | |
| | | <ul style="list-style-type: none"> • Arrange for member participation | |
| | | <ul style="list-style-type: none"> • Document decisions <ul style="list-style-type: none"> ○ Target audience ○ Topic(s), etc. ○ Delivery mechanism ○ Date(s) and duration ○ Potential faculty ○ Policy on guests | |
| | | <ul style="list-style-type: none"> • Arrange travel and lodging for program | |
| | | <ul style="list-style-type: none"> • Provide support during program | |
| | | <ul style="list-style-type: none"> • Schedule final debrief meeting | |
| | | <ul style="list-style-type: none"> • Send letter of appreciation | |
| | | Manage and disseminate program information | |
| | | <ul style="list-style-type: none"> • Information affecting instructional design • Information affecting registration | |
| | | Announce the program | |
| | | <ul style="list-style-type: none"> • Determine method or means • Include information to inform and attract • Disseminate announcement | |
| | | Oversee registration | |
| | | <ul style="list-style-type: none"> • Gather relevant program information • Determine means • Develop format(s) • Implement process <ul style="list-style-type: none"> ○ Disseminate information ○ Receive requests | |

| | | | |
|--|---|--|--|
| | | o Create roster(s) | |
| | | o Provide rosters | |
| | | • Confirm registration with learners | |
| | | • Remind participants | |
| | | • Conduct at-program registration | |
| | | • Provide verification of participation | |
| | | Manage any issues or problems for participants | |
| | | Manage time (start, breaks, and end) | |
| Supporting Course Development and Delivery | | Provide foundation and structure for faculty | |
| | | • Contact potential faculty | |
| | | • Confirm commitment | |
| | | • Contract with faculty, if appropriate | |
| | | • Provide planning deadlines | |
| | | • Provide basic course information | |
| | | • Schedule faculty meeting | |
| | | • Arrange for faculty participation | |
| | | • Plan faculty meeting | |
| | | • Provide faculty service guidelines | |
| | | • Assist with preparation of teaching aids | |
| | | • Arrange travel and lodging for course | |
| | | • Confirm final course details | |
| | | • Support course delivery | |
| | | • Obtain faculty feedback on service | |
| | | • Send letter of appreciation | |
| | | Prepare for course(s) delivery | |
| | | • Prepare participant materials | |
| | | • Ensure audiovisuals are available | |
| | | • Schedule course support personnel | |
| | | Support course delivery | |
| | | • Manage time (start, breaks, end) | |
| | • Ensure space for faculty is appropriate | | |
| | • Provide faculty introduction | | |
| | • Assist with operating equipment | | |
| | Conduct debrief with personnel | | |
| Supporting Evaluation of Program, Course(s), and Faculty | | Prepare templates or forms | |
| | | Determine means of dissemination | |
| | | Disseminate forms | |
| | | Gather forms | |
| | | Compile and summarize results | |
| | | Provide results to committee, personnel, and faculty | |

Logistics and Details of Judicial Branch Education

Basic Logistics and Details Template

This is a general list of tasks addressing logistics and details that support the development and delivery of education. Tasks are grouped by timing.

| Category | Date | Related Tasks | Assigned to |
|---|------|--|-------------|
| Pre-Program | | | |
| Planning for Logistics | | Identify tasks and timelines | |
| | | Assign tasks to personnel | |
| | | Schedule routine update meetings | |
| Supporting Program Development and Implementation | | Provide foundation and structure for committee | |
| | | <ul style="list-style-type: none"> • Contact potential members | |
| | | <ul style="list-style-type: none"> • Confirm participation | |
| | | <ul style="list-style-type: none"> • Schedule meeting(s) | |
| | | <ul style="list-style-type: none"> • Plan meeting(s) | |
| | | <ul style="list-style-type: none"> • Arrange for member participation | |
| | | <ul style="list-style-type: none"> • Document decisions <ul style="list-style-type: none"> ○ Target audience ○ Topic(s), etc. ○ Delivery mechanism ○ Date(s) ○ Policy on guests | |
| | | <ul style="list-style-type: none"> • Arrange travel and lodging for program | |
| | | Manage and disseminate program information | |
| | | <ul style="list-style-type: none"> • Information affecting instructional design | |
| | | <ul style="list-style-type: none"> • Information affecting registration | |
| | | Announce the program | |
| | | <ul style="list-style-type: none"> • Determine method or means | |
| | | <ul style="list-style-type: none"> • Include information to inform and attract | |
| | | <ul style="list-style-type: none"> • Disseminate announcement | |
| | | Oversee registration | |
| | | <ul style="list-style-type: none"> • Gather relevant information | |
| | | <ul style="list-style-type: none"> • Determine means | |
| | | <ul style="list-style-type: none"> • Develop format(s) | |
| | | <ul style="list-style-type: none"> • Implement process <ul style="list-style-type: none"> ○ Disseminate information ○ Receive requests ○ Create rosters ○ Provide rosters | |

| | | | |
|--|---|---|--|
| | | <ul style="list-style-type: none"> • Confirm participation with learners | |
| | | <ul style="list-style-type: none"> • Remind participants of registration deadlines | |
| Supporting Course Development and Delivery | | Provide foundation and structure for faculty | |
| | | <ul style="list-style-type: none"> • Contact potential faculty | |
| | | <ul style="list-style-type: none"> • Confirm commitment | |
| | | <ul style="list-style-type: none"> • Contract with faculty, if appropriate | |
| | | <ul style="list-style-type: none"> • Provide planning deadlines | |
| | | <ul style="list-style-type: none"> • Provide basic course information | |
| | | <ul style="list-style-type: none"> • Schedule faculty meeting | |
| | | <ul style="list-style-type: none"> • Arrange for faculty participation | |
| | | <ul style="list-style-type: none"> • Plan faculty meeting | |
| | | <ul style="list-style-type: none"> • Provide faculty service guidelines | |
| | | <ul style="list-style-type: none"> • Arrange travel and lodging for course | |
| | | <ul style="list-style-type: none"> • Confirm final course details | |
| | | Prepare for course delivery | |
| | | <ul style="list-style-type: none"> • Prepare participant materials | |
| | <ul style="list-style-type: none"> • Ensure audiovisuals are available | | |
| | <ul style="list-style-type: none"> • Schedule course support personnel | | |
| Supporting Evaluation | | Prepare templates or forms | |
| | | Determine means of dissemination | |
| | | Disseminate forms | |
| During Program | | | |
| Supporting Program Implementation | | Conduct at-program registration, if appropriate | |
| | | Manage any issues or problems for participants | |
| | | Manage beginning and ending times | |
| Supporting Course Delivery | | Manage beginning, breaks, and ending times | |
| | | Ensure space for faculty is appropriate | |
| | | Provide faculty introduction | |
| | | Assist with operating equipment | |
| Supporting Evaluation | | Disseminate forms if necessary | |
| | | Gather forms | |
| Post-Program | | | |
| Follow Up for Program | | Schedule final committee meeting | |
| | | Send letters of appreciation to committee | |
| | | Conduct debrief with personnel | |
| Follow Up for Course(s) | | Obtain faculty feedback on service | |
| | | Send letter of appreciation to faculty | |
| Follow Up for Evaluation | | Compile and summarize results | |
| | | Provide results to committee, personnel, and faculty | |

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.2 Program Development Template

Purpose of resource/document

This resource is to provide judicial branch educators with an overview of program planning tasks associated with both in-person and electronic delivery. Many of these tasks relate to logistics, including ensuring that these tasks are completed and documented on this or another type of template. This documentation relates to and supports many other logistics tasks, including program announcement, registration, etc.

Use of resource/document

The template may be used as part of the discussion on supporting program development and implementation [see B, [Supporting Program Development and Implementation](#), pg. 10 in the curriculum design]. Because certain segments of the template involve information for and from faculty, it may also be used as part of the discussion on supporting course development and delivery [see C, [Supporting Course Development and Delivery](#), subpart 5, pg. 17 in the curriculum design].

NOTE: The template notes that different information is to be provided by different individuals or groups. Some is to be provided by the planning committee, some by the judicial branch educator, some by faculty, and some by administrative and technical personnel.

Related documents or materials

None

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; 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, synchronous or asynchronous (such as synchronous broadcast or asynchronous online course, etc.))

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

Faculty Selection: (When faculty should be selected and 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:

Audiovisual Needs, Presentation Content for Projection:

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:

Audiovisual Equipment Reserved, Presentations Ready for Projection:

Other:

Course Development Segment

This template is to be completed by planners or 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: (Name(s) of selected faculty)

Course Development Segment (continued)

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

Learning Objectives*: (How participants will demonstrate learning; what they will say or do during the course to indicate their ability to use new information or skills (for example, "Participants will be able to demonstrate use of sentencing guidelines"). 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," listed to correspond to the number of the learning objective.)

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

(Other activities unrelated to measurement of learning objectives, e.g. "field trip.")

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

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.3 Planning Committee Member Contact Form

Purpose of resource/document

This resource is to provide judicial branch educators with ideas on information they need to provide to potential planning committee members and information they need to obtain from individuals who agree to participate.

Use of resource/document

This resource would be useful as part of the discussion about supporting program development and implementation, specifically providing a foundation and support for the planning committee [see B, a, i, 1, [Contact potential members](#), pg. 10 in the curriculum design].

Related documents or materials

None

Logistics and Details of Judicial Branch Education

Planning Committee Member Contact Form

This form is to assist with establishing a planning committee and provide documentation that may be used by judicial branch educators and administrative personnel.

Complete before contact and share with potential committee members:

- Educational need for program: _____
- Intended target audience: _____
- Other preliminary information: _____
- Anticipated committee time commitment: _____

1. Potential committee member information *(entered before contact)*

Name: _____

Contact information: _____

Date contact is initiated: _____

Agreed to serve *(complete information below)* Unable to serve

Committee member information *(based on committee member input)*

Name: _____

Title or position: _____

Court: _____

Address: _____

Contact information: _____

Other information needed: _____

2. Potential committee member information *(entered before contact)*

Name: _____

Contact information: _____

Date contact is initiated: _____

Agreed to serve *(complete information below)* Unable to serve

Committee member information *(based on committee member input)*

Name: _____

Title or position: _____

Court: _____

Address: _____

Contact information: _____

Other information needed: _____

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.4 Planning Committee Member Confirmation Letter

Purpose of resource/document

This resource is to encourage judicial branch educators to consider confirming planning committee member participation in writing to ensure a shared understanding of what is involved in serving.

Use of resource/document

This resource would be useful as part of the discussion about supporting program development and implementation, specifically providing a foundation and support for the planning committee [see B, a, i, 2, [Confirm participation](#), pg. 11 in the curriculum design].

Related documents or materials

None

Logistics and Details of Judicial Branch Education

Planning Committee Member Confirmation Letter

This confirmation may be sent electronically or in hard copy.

[Date]
[Title] [Name]
[Position]
[Address]
[City, state, zip code]

Dear [Title or position] [Name]:

Thank you for agreeing to serve on the planning committee for [program name or course title]. The planning committee will make decisions that guide program development, including basic content and potential faculty.

We are planning a committee meeting and will notify you as soon as a date and time are finalized. Enclosed [or attached] for your information is a planning committee roster.

I will be your contact and am available to answer any questions you may have. I look forward to working with you.

Sincerely,

[Name]
[Title or position]
[Contact information]

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.5 Planning Committee Meeting Agenda

Purpose of resource/document

This resource is to provide judicial branch educators with ideas on topics for a planning committee meeting.

Use of resource/document

This resource would be useful as part of the discussion about supporting program development and implementation, specifically providing a foundation and structure for the planning committee [see B, a, i, 4, [Plan the Committee Meeting](#), pg. 11 in the curriculum design].

NOTE: Some information for the planning committee (such as educational need, goal, learning objectives, and content ideas) may be preliminary and subject to committee input or the information may come from a curriculum for the target audience and thus be less subject to change.

Related documents or materials

None

Logistics and Details of Judicial Branch Education

Planning Committee Meeting Agenda

Welcome and Introductions

Program Overview

- Educational need
- Program goal
- Target audience
- Discussion and decisions

Delivery Mechanism Options

- Which will meet the educational need?
- Which will provide the greatest access by learners?
- Discussion and decisions

Initial Learning Objectives

- What should participants be able to say and do to demonstrate learning?
- Do the learning objectives fit the delivery mechanism?
- Discussion and decisions

Content Options

- What content is needed to support the learning objectives?
- What format is most effective:
 - A single course or a series of courses?
 - Continuous or simultaneous courses?
 - Learner choice of courses or involved in all?
- If more than one course, what are additional learning objectives?
- Discussion and decisions

Time Frame

- What time frame will be effective to achieve the learning objectives and content?
- What time frame will work with the delivery mechanism?
- What are possible dates?
- Discussion and decisions

Potential Faculty

- Who is the most desirable?
- Who are other possibilities?
- Discussion and decisions

Other Issues

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.6 Planning Committee Member Appreciation Letter

Purpose of resource/document

This resource is to encourage judicial branch educators to formally thank planning committee members for their service.

Use of resource/document

This resource would be useful as part of the discussion about supporting program development and implementation, specifically providing a foundation and structure for the planning committee [see B, a, iii, 2, [Send letter of appreciation](#), pg. 12 in the curriculum design].

NOTE: Faculty may want to mention the advisability of also sending a letter of appreciation to someone in the committee member's court (for judge members, a letter to the chief judge; for court personnel members, a letter to their immediate supervisor or manager).

Related documents or materials

None

Logistics and Details of Judicial Branch Education

Planning Committee Member Appreciation Letter

[Date]

[Title] [Name]

[Position]

[Court or organization]

[Address]

[City, state, zip code]

Dear [Title or position] [Last name]:

On behalf of the participants and the Judicial Branch Education Department I would like to thank you for serving on the planning committee for [Name of program]. The work of the committee provided the basis for planning and delivery and was vital to the overall success of the program.

Attached is a summary of the participants' evaluation of the course(es) [and any other evaluations such as peer or planner evaluations]. This information will assist us as we plan future events.

Thank you again for your time and effort in supporting this program. It was a pleasure working with you.

Sincerely,

[Name]

[Title or position]

[Contact information]

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.7 Program Announcement, Registration, and Confirmation

Purpose of resource/document

This resource is to offer judicial branch educators guidance on what a program announcement and related registration information might entail.

Use of resource/document

This resource would be useful as part of the discussion about supporting program development and implementation, specifically announcing a program to potential participants [see B, c, [Announce the program](#), pg. 13, and d, [Oversee registration](#), pg. 14].

Related documents or materials

Participant activities

6.1.3.3 [Designing Program Announcements](#), pg. 105

6.1.3.4 [Assessing Registration](#), pg. 107

Logistics and Details of Judicial Branch Education

Program Announcement, Registration, and Confirmation

The following are generally important components of program announcements, whether hard copy or electronic

Program Announcement

To attract and interest learners:

- Name of program
- Target audience
- Program description
- Course descriptions (if there are multiple courses)
- Faculty names and credentials (if known at time of announcement)

To assist in decision-making about participation:

- Cost of participation (if any)
- Payment method(s) (if any)
- Date(s)
- Potential for credit (CLE, CJE, etc.)

To provide details on participation:

- Location (if in-person or if participants will gather for electronic delivery)
- Travel and lodging information, if appropriate
- Access information (if electronic delivery accessed individually)
- Registration information or directions
- Contact information (for questions or assistance)

To comply with ADA:

- ADA statement about accommodations
- ADA compliant font (sans serif and appropriate size)

To make announcement look professional:

- Photo(s) or graphics relevant to content
- Easy-to-read format

Logistics and Details of Judicial Branch Education

Program Announcement, Registration, and Confirmation

The following are generally important components of program announcements, whether hard copy or electronic

Registration

To ensure participants register properly:

- Program name
- Target audience
- Date(s)
- Location or access information
- Registration deadline and any parameters (e.g., must preregister)
- Contact information for assistance or questions

To document and track participation, provide space for:

- Title
- Name
- Position
- Court
- Address
- Contact information
- Emergency contact information
- Request for accommodation (ADA)
- Dietary restrictions
- Payment information
- Preference for receiving participant materials (hard copy, electronic, etc.)

Confirmation

To ensure accurate information:

- Basic program information (title, date(s), time, location or access)
- Identifying participant information (name, court, etc.)
- Annotation of any special requests received
- Cancellation information and instructions
- Reminders (pre-course work, what to bring, lodging and travel)
- Contact information for assistance or questions

Final Reminder

To ensure participation:

- Basic program information (title, date(s), location, and access)
- Program agenda
- Any other timely reminders necessary to ensure participation
- Contact information for assistance or questions

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.8 Faculty Contact Form

Purpose of resource/document

This resource provides judicial branch educators with ideas for a framework for contacting potential faculty members, including information they need to provide to potential faculty and information needed from them.

Use of resource/document

This resource would be useful as part of the discussion about supporting course development and delivery, specifically with regard to providing a foundation and structure for faculty [see C, a, i, 1, [Contact potential faculty](#), pg. 17 in the curriculum design].

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Faculty Contact Form

This form is to assist with faculty management and provide documentation that may be used by judicial branch educators and administrative personnel.

Complete before contacting faculty:

Name of potential faculty: _____

Contact information: _____

Reason for inviting to serve: _____

Date contact is initiated: _____

Complete before initiating contact, and provide to faculty when requesting his or her participation:

Topic of course: _____

Target audience: _____

Potential number of learners: _____

Date(s): _____

Location for faculty to appear: _____

Delivery mechanism: _____

Length of course: _____

Deadlines for receiving course details from faculty: _____

If faculty agrees to participate, confirm the following information:

Name (spelling): _____

Title: _____

Position: _____

Address: _____

Preferred mode of contact: _____

Inquire about financial obligations:

_____ Faculty will serve at no charge

_____ Faculty will serve if expenses are paid

_____ Faculty will serve for specified amount of _____. *(If there is a financial obligation, explain that a contract may be necessary.)*

Explain that a confirmation will be sent soon.

Sign and date:

Contact made by: _____

Date: _____

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.9 Faculty Initial Confirmation Letter

Purpose of resource/document

This resource is to encourage judicial branch educators to confirm faculty service in writing to ensure a shared understanding of what is involved.

Use of resource/document

This resource would be useful as part of the discussion about supporting course development and delivery, specifically with regard to providing a foundation and structure for faculty [see C, a, i, 2, [Confirm faculty commitment](#), pg. 17 in the curriculum design].

NOTE: Judicial branch educators may alter the faculty confirmation in many ways. They might include information about a faculty meeting, when they will be working with faculty on course design, and other tasks that affect faculty. They may also attach additional documents that would be of use to faculty.

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Faculty Initial Confirmation Letter

This confirmation may be sent electronically or in hard copy.

[Date]
[Title] [Name]
[Position]
[Address]
[City, state, zip code]

Dear [Title or position] [Name]:

Thank you for agreeing to serve as faculty for [Course title]. Relevant information is:

[Title of program]
[Title of course, if different]
[Date]
[Location to deliver content]
[Target audience]
[Potential number of learners]

Enclosed [or attached] please find:

- Course related information from the planning committee
- A list of important dates for your attention and response
- *Faculty Guidelines* that outline several aspects of your faculty role

Also enclosed [or attached] for you to complete and return to me at [Address] are:

- A limited services contract to be signed and returned by [Date]
- The course portion of our *Program Planning Template*, to be completed and returned by [Date]

We are planning a faculty meeting and will notify you as soon as a date and time are finalized. I will be your contact and will assist you with various parts of your work. I look forward to working with you.

Sincerely,

[Name]
[Title or position]
[Contact information]

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.10 Faculty Contract Checklist

Purpose of resource/document

This resource is to provide judicial branch educators with ideas on what should be included in a contract for faculty.

Use of resource/document

This resource would be useful as part of the discussion about supporting course development and delivery, specifically with regard to providing a foundation and structure for faculty [see C, a, i, 3, [Contract with faculty](#), pg. 17 in the curriculum design].

NOTE: Judicial branch education providers may have a standard faculty contract that includes components other than those provided in this resource.

Related documents or materials

Participant activity
6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Faculty Contract Checklist

This is a list of considerations for faculty contracts.

Terms of contract:

- Date contract begins
- Date contract ends

Description of services:

- Preparation and planning
- Submission of requested information and materials
- Course delivery
- Course follow-up tasks

Payment associated with services:

- Travel and related expenses only
- Honorarium plus expenses
- Honorarium including all expenses

Method of payment:

- Documentation required
- Invoice required

Termination and breach:

- Faculty notice of termination without cause
- Judicial branch education department termination with or without cause
- Conditions leading to breach
- Reimbursement in event of termination or breach by faculty
- Reimbursement in event of breach by faculty

Copyright and ownership of materials:

- Required authorization for use of copyrighted materials
- Final ownership of products developed for course
- Conditions for future use of contents and/or materials

Recordkeeping:

- Faculty obligation for recordkeeping
- Faculty obligation for taxes on payment
- Access to faculty expense information

Faculty (contractor) status:

- Independent contractor
- Employed by an organization

Arbitration or mediation:

- Conditions for arbitration or mediation
- Damages subject to or limited by arbitration

Applicable law:

- Notation of applicable state or federal law

Signatures:

- Judicial branch education provider representative, date
- Faculty name, title, social security or federal employer number, date

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.11 Faculty Meeting Agenda

Purpose of resource/document

This resource is to encourage judicial branch educators to meet with faculty (in-person or electronically, individually, or as a group) to provide a full explanation of what is expected and to offer support for faculty's work.

Use of resource/document

This resource would be useful as part of the discussion about supporting course development and delivery, specifically with regard to providing a foundation and structure for faculty [see C, a, i, 8, [Plan the faculty meeting](#), pg. 18 in the curriculum design].

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Faculty Meeting Agenda

Welcome and Introductions

Program Overview

- Target audience
- Anticipated number of participants
- Policy on guests
- Review of agenda (program and course time frames)
- Review of topics or courses

Overview of Course(s)

- Planning committee input
 - Course goal(s)
 - Initial course learning objectives
- Number of participants anticipated

Explanation of Departmental and Committee Support for Faculty

- Instructional design
- Teaching aids
- Audiovisual equipment
- Participant materials
- Technical support
- Staffing for course

Overview of Delivery Mechanism and Related Factors

- Registration plans
- Location for faculty to deliver course
- Faculty service guidelines

Expectations of Faculty

- Attention to copyright issues
- Inclusion of diversity and fairness in materials
- Professional look to materials and teaching aids
- Compliance with deadlines

Information Needed from Faculty and Deadlines for Receipt

- Final course description
- Final version of learning objectives
- Outline including subtopics and timing, teaching methodologies, and teaching aids
- Master version of participant materials and teaching aids (e.g., PowerPoint®, graphics)
- Preferred seating arrangement

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.12 Faculty Final Confirmation Letter

Purpose of resource/document

This resource is to encourage judicial branch educators to confirm final course details in writing with faculty to remind them of their commitment and to ensure a shared understanding of the concept of the course and faculty needs.

Use of resource/document

This resource would be useful as part of the discussion about supporting course development and delivery, specifically with regard to providing a foundation and structure for faculty [see C, a, i, 12, [Confirm final course details with faculty before course](#), pg. 19 in the curriculum design].

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Faculty Final Confirmation Letter

[Date]
[Title] [Name]
[Position]
[Address]
[City, state, zip code]

Dear [Title or position] [Name]:

As the [Program or course title] approaches, I would like to provide you with final information and remind you of some important course-related information.

Attached for your careful review are

- A final version of the master copy of participant materials
- A roster of participants for your course
- The list of what we are providing, including any audiovisual equipment
- [If in-person delivery, also include the seating arrangement for the course and the break schedule]
- Another copy of *Faculty Guidelines* provided to you earlier

If you wish to make any changes or if you have any questions, please let me know by [Date].

Sincerely,

[Name]
[Title or position]
[Contact information]

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.13 Faculty Feedback on Their Service

Purpose of resource/document

This resource is to encourage judicial branch educators to gather feedback from faculty about their experience. In addition, it is to give educators ideas about the kinds of information faculty can provide that may be helpful for future planning.

Use of resource/document

This resource would be useful as part of the discussion about supporting course development and delivery, specifically with regard to providing a foundation and structure for faculty [see C, a, iii, 1, [Obtain faculty feedback on their service](#), pg. 20 in the curriculum design].

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Faculty Feedback on Their Service

Overall Assessment

My assessment of the overall program is:

Support Provided

Staff support before the course was:

Communication with staff was:

Deadlines were:

Staff support during the course was:

Course Assessment

My assessment of the success of my course is:

My assessment of the effectiveness of the delivery mechanism for my course is:

My overall faculty experience was:

Participants

The number of learners in the course affected success by:

I believe participants will make changes in the following:

The Future:

I suggest the judicial branch educators make the following changes:

If asked to teach this topic again, I would make the following changes:

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.14 Faculty Appreciation Letter

Purpose of resource/document

This resource is to encourage judicial branch educators to formally express gratitude to faculty members for their service.

Use of resource/document

This resource would be useful as part of the discussion about supporting course development and delivery, specifically with regard to providing a foundation and structure for faculty [see C, a, iii, 2, [Send faculty appreciation letter](#), pg. 20 in the curriculum design].

NOTE: Faculty may mention the value of personalizing the letter rather than simply sending a form letter.

NOTE: Faculty may want to mention the advisability of also sending a letter of appreciation to someone in the faculty member's organization or court (for judges serving as faculty, a letter to the chief judge; for court personnel serving as faculty, a letter to their immediate supervisor or manager).

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Faculty Appreciation Letter

[Date]

[Title] [Name]

[Position]

[Address]

[City, state, zip code]

Dear [Title or position] [Last name]:

On behalf of the participants, the planning committee, and the judicial branch education department, I would like to thank you for serving as faculty for [Topic] on [Date].

Attached is a summary of the participants' evaluation of your course [and any other evaluations, such as a peer or planner evaluation]. This information is provided for your use as a planning tool for future courses.

Thank you again for serving as faculty. It was a pleasure working with you.

Sincerely,

[Name]

[Title or position]

[Contact information]

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.15 In-Person Delivery – Timelines

Purpose of resource/document

This resource includes two sets of timelines, one for a conference and one for a seminar or workshop. Both outline logistics and details for in-person delivery of education. The purpose is to highlight the need for planning and implementing tasks over time, well before the event.

Use of resource/document

This resource would be useful as part of the discussion of supporting the delivery mechanism, specifically providing a foundation and structure for in-person delivery [see D, a, [Provide a foundation and structure for in-person delivery](#), pg. 21 in the curriculum design]. It may also be useful for providing guidance on dates when using the faculty resource 6.1.2.1 [Basic Logistics and Details Template](#), pg. 39.

NOTE: Because the tasks in both timelines are similar, but differ in terms of timing, faculty may decide to use only one of them. If so, faculty may explain that tasks for in-person delivery are the same but timelines are longer for conferences and shorter for seminars and workshops because the latter are generally simpler to implement.

NOTE: Judicial branch educators may have timelines that differ from those provided. The key point is to plan ahead regardless of the specific dates assigned to various tasks.

Related documents or materials

Faculty resource

6.1.2.1 [Basic Logistics and Details Template](#), pg. 39

Participant activity

6.1.3.6 [Supporting In-Person Delivery](#), pg. 111

Logistics and Details of Judicial Branch Education

In-Person Delivery – Timeline for Conference

This timeline offers suggestions for when to address tasks associated with logistics and details of a conference. Because timing is the focus, tasks are intentionally broad; each task will involve more actions than indicated here.

| Time | By Date | Task | Assigned to |
|-----------------------|---------|-----------------------------------|-------------|
| Personnel Preparation | | Identify tasks and timelines | |
| | | Assign tasks to personnel | |
| | | Schedule routine update meetings | |
| 12 Months Prior | | Select planning committee | |
| | | Conduct committee meeting | |
| | | Determine conference details | |
| | | Determine topics | |
| | | Identify potential faculty | |
| | | Determine site needs | |
| | | Start site selection process | |
| 10 Months Prior | | Finalize topic(s) | |
| | | Contact potential faculty | |
| | | Contract with site | |
| 9 Months Prior | | Confirm faculty | |
| | | Determine registration process | |
| | | Design announcement | |
| 7 Months Prior | | Contract with faculty | |
| | | Conduct faculty meeting | |
| | | Begin faculty support | |
| 5-6 Months Prior | | Gather faculty planning materials | |
| | | Announce program | |
| | | Begin food and beverage plan | |
| 3-4 Months Prior | | Finalize audiovisual needs | |
| | | Assign rooms for courses | |
| | | Finalize seating arrangements | |
| 2 Months Prior | | Finalize faculty needs | |
| | | Finalize participant needs | |
| | | Finalize program needs with site | |
| 1 Month Prior | | Finalize registration | |
| | | Remind participants | |
| | | Create name tags | |
| | | Duplicate participant materials | |
| | | Confirm audiovisual equipment | |

| | | | |
|------------|--|-------------------------------------|--|
| On-site | | Manage registration | |
| | | Disseminate participant materials | |
| | | Support faculty during courses | |
| | | Disseminate and gather evaluations | |
| | | Reconcile site invoice | |
| Post-Event | | Compile and summarize evaluations | |
| | | Send faculty appreciation letters | |
| | | Conduct final committee meeting | |
| | | Send committee appreciation letters | |
| | | Debrief with personnel | |

Logistics and Details of Judicial Branch Education

In-Person Delivery – Timeline for Seminar or Workshop

This timeline offers suggestions for when to address tasks associated with logistics and details of a seminar or workshop. Because timing is the focus, tasks are intentionally broad; each task will involve more action than indicated here.

| Time | By Date | Task | Assigned to |
|-----------------------|---------|--|-------------|
| Personnel Preparation | | Identify tasks and timelines | |
| | | Assign tasks to personnel | |
| | | Schedule routine update meetings | |
| 10 Months Prior | | Select planning committee | |
| | | Conduct committee meeting | |
| | | Determine event details | |
| | | Establish timelines | |
| | | Determine topic(s) | |
| | | Identify potential faculty | |
| | | Determine site needs | |
| | | Start site selection process | |
| 8 Months Prior | | Finalize topic(s) | |
| | | Contact potential faculty | |
| | | Contract with site | |
| 7 Months Prior | | Confirm faculty | |
| | | Determine registration process | |
| | | Design announcement | |
| 6 Months Prior | | Contract with faculty | |
| | | Conduct faculty meeting | |
| | | Begin faculty support | |
| 5 months Prior | | Gather course outline & materials from faculty | |
| | | Announce program | |
| | | Begin food and beverage plan | |
| 3-4 Months Prior | | Finalize audiovisual needs | |
| | | Finalize room for course | |
| | | Finalize seating arrangements | |
| 2 Months Prior | | Finalize faculty needs | |
| | | Finalize participant needs | |
| | | Finalize program needs with site | |
| 1 Month Prior | | Finalize registration | |
| | | Remind participants | |
| | | Create name tags | |
| | | Duplicate participant materials | |
| | | Confirm audiovisual equipment | |

| | | | |
|------------|--|-------------------------------------|--|
| On-site | | Conduct meeting(s) with site staff | |
| | | Manage registration | |
| | | Disseminate participant materials | |
| | | Manage the setting for learners | |
| | | Support faculty during courses | |
| | | Disseminate and gather evaluations | |
| | | Reconcile site invoice | |
| Post-event | | Compile and summarize evaluations | |
| | | Send faculty appreciation letters | |
| | | Conduct final committee meeting | |
| | | Send committee appreciation letters | |
| | | Debrief with personnel | |

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.16 In-Person Delivery – Site Selection Checklist

Purpose of resource/document

This resource is to provide judicial branch educators with ideas about what to look for when visiting a potential site for an in-person event.

Use of resource/document

This resource would be helpful when discussing supporting the delivery mechanism, specifically choosing and managing a site for in-person delivery [see D, a, i, 1, subpart b, [Conduct site visit\(s\)](#), pg. 22 in the curriculum design].

Related documents or materials

Participant activity

6.1.3.6 [Supporting In-Person Delivery](#), pg. 111

Logistics and Details of Judicial Branch Education

In-Person Delivery – Site Selection Checklist

| Consideration | Specific Issues | Yes | No |
|---------------------------------|--|-----|----|
| Date(s) | Requested dates available | | |
| | Optional dates available | | |
| Location and Convenience | Geographically central | | |
| | ADA compliant common areas | | |
| | Adequate, secure, nearby parking | | |
| | Easy access to major highway(s) | | |
| | Easy access to airport | | |
| | Easy access to restaurants, etc. | | |
| Safety | Safe neighborhood | | |
| | Safe premises | | |
| | Security available | | |
| | Access to medical assistance | | |
| Meeting Rooms | Adequate for anticipated needs | | |
| | ADA compliant | | |
| | Reasonable rates | | |
| | Clean and in good repair | | |
| | Flexible room arrangements | | |
| | Lighting may be controlled | | |
| | Audiovisual equipment available | | |
| Lodging | Adequate for anticipated needs | | |
| | ADA compliant | | |
| | Clean and in good repair | | |
| | Reasonable rate(s) | | |
| | Single – double rate | | |
| | Complimentary rooms | | |
| | Pre- and post-event lodging available | | |
| Food Service | Reasonable pricing | | |
| | On-site food preparation | | |
| | Adequate service staff | | |
| | Good to high quality | | |
| | Healthy options available | | |
| Staff | Adequate numbers to support event | | |
| | Helpful | | |
| | Knowledgeable | | |
| | Professional appearance | | |
| Detractions | Noise (traffic, activities, etc.) | | |
| | Scheduled building construction | | |
| | Major event at site or nearby on dates | | |

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.17 In-Person Delivery – Site Contract Checklist

Purpose of resource/document

This resource is to offer judicial branch educators ideas on what needs to be included in a site contract for an in-person event.

Use of resource/document

This resource would be helpful when discussing supporting the delivery mechanism, specifically contracting with a site for in-person delivery [see D, a, i, 1, subpart d, [Contract with a site](#), pg. 23].

NOTE: Judicial branch educators may have different contracting requirements based on applicable laws and organizational practices.

Related documents or materials

Participant activity

6.1.3.6 [Supporting In-Person Delivery](#), pg. 111

Logistics and Details of Judicial Branch Education

In-Person Delivery – Site Contract Checklist

Program Details

- Dates of event
- Title of program
- Restrictions on advertising judicial branch use
- Contacts for site and judicial branch education department

Meeting Rooms

- Number of meeting rooms reserved
- Size of meeting rooms, including appropriate number of participants
- Cost of meeting rooms
- Any restrictions for use (e.g., other events using space)
- Space for on-site registration
- Space for storage of materials and/or equipment

Meal and Beverage Service

- Number of meals planned (e.g., breakfast and lunch)
- Cost per person per meal
- Location of meals
- Number of breaks
- Cost per person per break
- Location of breaks (in meeting room(s) or common area)
- Any gratuity expected on final bill
- Date for providing final participation numbers

Lodging Rooms

- Number of lodging rooms available (room block)
- Negotiated lodging room rates (single and double)
- Number of complimentary rooms offered
- Reservation deadline
- Parking fees or restrictions

Americans with Disabilities Act Information

- Lodging accommodations for those with special needs
- Meeting room accommodations for those with special needs

Audiovisuals

- Audiovisual equipment available
- Cost of use
- Any union issues or costs of personnel

Fiscal Arrangements

- Master bill
- Expense reconciliation process
- Arbitration parameters

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.18 In-Person Delivery – Faculty Service Guidelines

Purpose of resource/document

This resource is to provide judicial branch educators with ideas on what faculty for an in-person course may need to know about expectations of his or her service.

Use of resource/document

This resource would be effective as part of the discussion on supporting course development and delivery, specifically providing a foundation and structure for faculty [see C, a, i, 9, [Provide guidelines for service](#), pg. 18 in the curriculum design].

NOTE: A set of guidelines is also provided for electronic delivery [see 6.1.2.21 [Electronic Delivery – Faculty Service Guidelines](#), pg. 93].

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

In-Person Delivery – Faculty Service Guidelines

This is an example of some information that may assist with faculty management.

Before Your Course

1. Review materials from the planning committee and judicial branch education personnel to guide your planning
2. Design your course using the recommended instructional design model
3. Organize content into segments to support learning
4. Practice and time your course to ensure:
 - a. You can remain within the allotted time frame
 - b. Audiovisuals work with your design
 - c. You allow adequate time for learner participation
5. Submit requested information and materials in a timely manner

Day of Your Course

1. Arrive 45 minutes before your course
2. As soon as possible, check in at registration table to:
 - a. Verify you are on site
 - b. Receive important materials, including
 - i. Nametag
 - ii. Agenda with break times
 - iii. Site map
 - iv. Applicable reimbursement forms
3. 15 minutes before your course, check the assigned room to:
 - a. Ensure audiovisual equipment and teaching aids are present
 - b. Ensure participant materials are present
 - c. Determine that the seating arrangement is appropriate
 - d. Meet assigned personnel who will introduce you

During Your Course

1. State the purpose or goal of your course (and/or learning objectives)
2. Speak in a conversational matter
3. Make eye contact with learners
4. Move into the audience to build trust and a friendly atmosphere
5. Engage learners actively at least 50% of the time throughout the course
6. Demonstrate respect for all learners and their perspectives
7. Demonstrate sensitivity regarding issues of diversity
8. Evaluate participant learning through achievement of learning objectives

After Your Course

1. Thank learners for participating
2. Assist us by providing feedback on your faculty experience

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.19 In-Person Delivery – Room Setup

Purpose of resource/document

This resource is to provide judicial branch educators with information regarding room setup for in-person delivery of education.

Use of resource/document

This resource would be effective as part of the discussion on supporting the delivery mechanism, specifically providing a foundation and structure for in-person delivery [see D, a, i, 1, subpart h, [Communicate program needs to site staff](#), pg. 24 and D, a, i, 2, subpart b, [Manage the setting for learners](#), pg. 25 in the curriculum design].

Related documents or materials

Participant activity

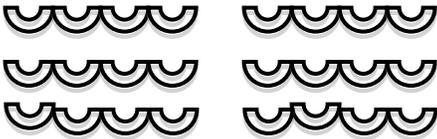
6.1.3.6 [Supporting In-Person Delivery](#), pg. 111

Logistics and Details of Judicial Branch Education

In-Person Delivery – Room Set Up

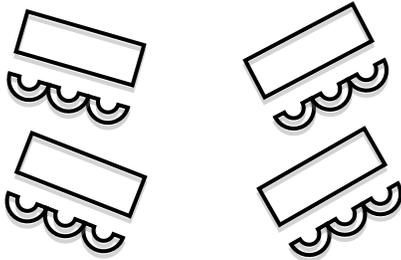
Seating is a key part of room setup. Generally, faculty will choose a seating arrangement to meet the needs of course activities and use of audiovisual aids.

Theater Style



Chairs only: benefit – can accommodate large number of people in limited space; drawbacks – uncomfortable for long periods of time, no place for materials. Tip – ensure adequate space for movement between rows

Classroom



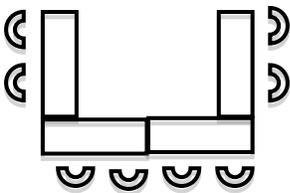
Tables and chairs, participants all face front: benefit – efficient; drawbacks – feels rigid, reminiscent of school, difficult for small group work. Tip – if space allows, arrange tables in chevron to enhance visibility by participants

Rounds/Union



Tables and chairs, participants face each other: benefits – useful for small group work, networking; drawbacks – uses a considerable amount of space. Tip – ensure no one faces back of room

U Style (or variation – Hollow Square)



Tables and chairs, participants face each other: benefits – encourages discussion; drawbacks – accommodates a limited number of people. Tip – leave space at ends of tables for materials

Logistics and Details of Judicial Branch Education

In-Person Delivery – Room Setup

Room setup directly affects the quality of the learning experience. The following are some considerations.

Learners

- Ensure appropriate temperature, adequate lighting, and audible sound is available throughout the room.
- Ensure ample space for learners to access seating without inconveniencing others; check spacing for chairs as if occupied (rather than snug to tables) and ensure learners can move among them.

Faculty

- If possible, leave space for faculty on the wide side of the room. This enables more learners to see faculty.
- If needed, provide faculty with a microphone, preferably a lavalier microphone so that he or she can move freely about the room.
- Provide faculty a small table or other surface (avoid use of a lectern) for his or her materials.

Accessible Space

- For learners and faculty, ensure access throughout the room for persons using mobility devices (wheelchairs, scooters, crutches, etc.). Aisles should be 36-inches wide and have sufficient turning space (e.g., a 60-inch diameter circle) in key locations throughout the room; may need chairs without arms for larger individuals.
- For learners and faculty, ensure that materials, refreshments, and/or other items are within easy and independent reach.
- For faculty, if they will be on a riser, ensure that a low-rise ramp is in place with easy access and adequate turning space at the bottom and top.

Audiovisual Equipment

- If using a projector (e.g., for PowerPoint®), consider placing the screen in a front-of-the-room corner, at a 45-degree angle. This enables learners to view text and images more easily. Use a small table for the projector if needed. If the number of participants is large, consider a screen in both front-of-the-room corners.
- Check the room from several vantage points to ensure that all learners will be able to see.

Safety

- Ensure an adequate number of aisles and aisle width adequate for participants to vacate the room easily and efficiently in case of an emergency.
- Cover all cables and/or extension cords with approved materials to prevent faculty or learners from tripping or damaging equipment.

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.20 Electronic Delivery – Timelines

Purpose of resource/document

This resource outlines the logistics for electronic delivery of education. Its purpose is to highlight the need for beginning the planning process well before the event.

Use of resource/document

This resource would be effective as part of the discussion about supporting the delivery mechanism, specifically providing a foundation and structure for electronic delivery [see D, b, [Provide a foundation and structure for electronic delivery](#), pg. 27 in the curriculum design]. It may also be useful for providing guidance on dates when using faculty resource 6.1.2.1 [Basic Logistics and Details Template](#), pg. 39.

NOTE: Judicial branch educators may have timelines that differ from those provided. The key point is to plan ahead regardless of the specific dates assigned to various tasks.

Related documents or materials

Faculty resource

6.1.2.1 [Basic Logistics and Details Template](#), pg. 39

Participant activity

6.1.3.7 [Supporting Electronic Delivery](#), pg. 113

Logistics and Details of Judicial Branch Education

Electronic Delivery – Timelines

This timeline offers suggestions for when to address tasks associated with logistics and details of an electronically delivered program or course. Although this timeline assumes synchronous delivery, similar timelines may apply for many tasks associated with development and delivery of a course in an asynchronous format. Because timing is the focus, tasks are intentionally broad; each task will involve more actions than indicated here.

| Time | By Date | Task | Assigned to |
|-----------------------|---------|--|-------------|
| Personnel Preparation | | Identify tasks and timelines | |
| | | Assign tasks to personnel | |
| | | Schedule routine update meetings | |
| 6-10 Months Prior | | Select planning committee | |
| | | Conduct committee meeting | |
| | | Determine type of delivery | |
| | | Determine date(s) | |
| | | Establish timelines | |
| | | Determine topic(s) | |
| | | Identify potential faculty | |
| | | Assign tasks | |
| 5-6 Months Prior | | Contact potential faculty | |
| | | Explore potential delivery tools | |
| | | Determine support for the learners' setting | |
| 3-5 Months Prior | | Confirm faculty | |
| | | Contract with faculty | |
| | | Conduct faculty meeting | |
| | | Begin faculty support | |
| | | Reserve delivery tools and time | |
| | | Determine registration process | |
| | | Design announcement | |
| 2-3 Months Prior | | Announce the program or course | |
| | | Conduct registration | |
| | | Send registration confirmations | |
| | | Gather course outline and materials from faculty | |
| | | Determine delivery needs | |
| 1 Month Prior | | Determine audiovisual needs | |
| | | Finalize registration | |
| | | Prepare participant materials | |
| | | Confirm all equipment | |

| | | | |
|---------------|--|---|--|
| 3 Weeks Prior | | Conduct dry run with faculty | |
| | | Conduct "test" for participation | |
| | | Remind participants | |
| 1 Week Prior | | Provide access information | |
| | | Confirm needed personnel | |
| During | | Support faculty | |
| | | Manage time and participant access issues | |
| | | Support the learners' setting | |
| After | | Disseminate evaluations | |
| | | Compile and summarize evaluations | |
| | | Gather faculty feedback on service | |
| | | Provide evaluation summaries as appropriate | |
| | | Send faculty appreciation letter | |
| | | Conduct committee debrief | |
| | | Send committee appreciation letter | |
| | | Debrief with personnel | |

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.21 Electronic Delivery – Faculty Service Guidelines

Purpose of resource/document

This resource is to provide judicial branch educators with ideas about what faculty for an electronic course may need to know about expectations for service.

Use of resource/document

This resource would be effective as part of the discussion on supporting course development and delivery, specifically providing a foundation and structure for faculty [see C, a, i, 9, [Provide guidelines for service](#), pg. 18 in the curriculum design].

NOTE: A set of guidelines is also provided for in-person delivery [see 6.1.2.18 [In-Person Delivery – Faculty Service Guidelines](#), pg. 85].

Related documents or materials

Participant activity

6.1.3.5 [Supporting Faculty](#), pg. 109

Logistics and Details of Judicial Branch Education

Electronic Delivery – Faculty Service Guidelines

This is an example of information that may assist with faculty management.

Before Your Course

1. Review materials from the planning committee and judicial branch education personnel to guide your planning
2. Design your course using the recommended instructional design model and any additional format provided by personnel
3. Organize content into segments to support learning – learners may need:
 - a. A degree of reinforcement or repetition
 - b. Time to assimilate content before you move on
 - c. An opportunity to ask questions
4. Practice and time your course to ensure:
 - a. You can remain within the allotted time frame; because delivery is electronic, if you exceed the time allowed, your course may terminate before you have concluded
 - b. Audiovisuals work with your design
 - c. You have allowed adequate time for learner activity or participation
5. Request time to perform a dry run of your course; that will enable you to confirm timing, practice with the equipment associated with delivery, and become familiar with the technology and personnel
6. Submit requested information and materials in a timely manner

Day of Your Course

1. Arrive 45 minutes before your scheduled course time
2. Verify with personnel that you are present
3. Participate in any necessary delivery preparation (e.g., microphone fitting, sound checks, teleprompter practice, etc.)

During Your Course

1. State the purpose or goal of your course (and/or learning objectives)
2. Speak in a conversational manner
3. Make eye contact with learners by focusing on the camera, computer, or other device used to capture and deliver your course
4. Carefully explain any activities and how they contribute to learning or to evaluating what has been learned
5. Remain aware of time; personnel will assist you with that

After Your Course

1. Thank learners for participating
2. Assist us by providing feedback on your faculty service

Logistics and Details of Judicial Branch Education

Explanation of Faculty Resource

6.1.2.22 Contingency Planning

Purpose of resource/document

This resource offers judicial branch educators ideas on the kinds of problems that may arise immediately before or during a program or course and some questions they may need to consider.

Use of resource/document

This resource may be used as part of the conclusion of a course based on this design [see F, [Supporting Development and Delivery of Education Locally](#), pg. 32 in the curriculum design].

The resource may be provided to learners for their individual consideration or it may be used to facilitate a large or small group discussion about how to handle problems, procedures judicial branch educators may use to address these problems, and/or which types of problems need to have predetermined contingency plans.

Related documents or materials

None

Logistics and Details of Judicial Branch Education

Contingency Planning

This is a list of potential problems that could unexpectedly arise just before or during an educational event and need to be managed immediately. Responses to these situations would differ from event to event, but judicial branch educators should think about contingency plans and procedures to resolve such problems.

In-Person Delivery

Faculty:

- Sends a substitute not vetted by you or whom you know is ineffective as faculty?
 - Do you use the individual or cancel the course?
- Is no longer in the relevant role
 - Do you (can you) still use him/her as faculty?
 - When a judge is not retained?
 - When a court employee is terminated for cause?
 - When a consultant or specialist leaves the contracted group?
 - If you cannot use him/her, how do you find a replacement?
 - At what point do you cancel the course?
- Is highlighted by the media in a negative way
 - Do you still use him/her as faculty?
 - Do you ask him/her to temporarily relinquish the faculty role?
- Does not appear
 - Do you postpone the course? At what point do you cancel the course?
 - Do you send participants to other courses (if available)? How do you notify other faculty of the changes?
- Is incapacitated upon arrival (illness, intoxication, depression, etc.)
 - Do you allow the course to begin?
 - Who speaks to the faculty member and what should be said?
- Becomes ill during a course
 - Do you cancel the remainder of the course?
 - Do you seek a substitute?
 - How do you obtain medical attention?
 - Who transports him/her to a medical facility?

Site:

- Cancels the contract
 - Do you cancel the program, find another site, etc.?
 - How do you notify everyone?
- Has electrical failure (no audiovisuals, lights, air conditioning, heat, etc.)
 - At what point do you cancel or postpone the course?
 - How will you notify participants when you resume the program?

Logistics and Details of Judicial Branch Education

Contingency Planning (continued)

Site (continued)

- Experiences a natural disaster (tornado, fire nearby, flood water rising, etc.)
 - Before the event: At what point do you cancel the program? How do you notify everyone?
 - During the event: At what point do you cancel the remainder of the program? How do you ensure everyone is safe?
- Fire alarm sounds and you need to evacuate
 - Do you have a designated gathering place to ensure everyone is safe?
 - How do you recover and get back on the agenda?

Participant(s):

- Becomes visibly intoxicated or unruly
 - How do you minimize the impact? Who approaches the individual?
 - What do you say to extract or remove him/her from the group?
 - What do you say to other participants who witness the problem?
- Develops a medical problem
 - What are your initial steps to manage the situation?
 - If a participant becomes severely ill?
 - If a participant's symptoms cause other participants to complain?
 - If a participant is diagnosed with a contagious disease (e.g., flu)?
 - If a participant experiences an accident (a fall, choking, etc.)?
 - How do you get medical attention?
 - Are site staff or JBE personnel trained in basic first aid or CPR?
 - Who transports the individual to a medical facility?
- Suddenly passes away
 - Whom do you notify? What do you tell other participants?
 - Do you continue with the program?
- Expresses serious dissatisfaction
 - If the complaint is about a course(s) (e.g., irrelevant content)?
 - What do you say to the participant(s) who complains?
 - What do you say to the group if others share the concern?
 - If the complaint is about faculty (rude, lacks knowledge, biased, etc.)?
 - What do you say to the participant(s) who complains?
 - What do you say to the group if others share the concern?
 - At what point do you intervene with faculty?
 - How do you help him/her regain attention?
 - At what point do you suspend the course(s)?
 - If the complaint is about the site (unclean, poor service, etc.)?
 - What do you say to the participant(s) who complains?
 - What do you say to the group if others share the concern?
 - Do you assume responsibility and work with site staff?
 - Do you just refer the participant(s) to site staff?

Logistics and Details of Judicial Branch Education

Contingency Planning (continued)

Other Types of Problems:

- Terrorist event occurs (locally, nationally, or globally)
 - How do you appropriately notify participants or keep them up to date?
 - At what point do you cancel or postpone the program?
 - If participants are stranded, what assistance can you offer?
- Funding is withdrawn shortly before the program
 - What do you do if the cancellation date for the site has passed?
 - Do you cancel the program or find another means of course delivery?
 - Do you have a special funding clause in hotel and site contracts?

Synchronous Electronic Delivery

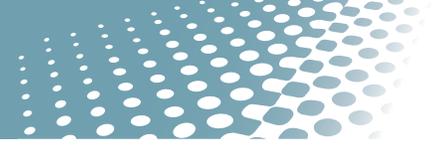
In addition to any applicable issues noted above, additional problems may include:

Technology failure:

- Transmission technology fails
 - If it fails before the course?
 - How do you notify participants of the delay?
 - What are some other means of delivery?
 - At what point do you cancel the course?
 - If it fails during the course
 - How do you notify participants of what to do?
 - How long do you ask them to wait?
 - How do you notify them of a restart?
- Reception technology fails
 - If it fails only for some participants?
 - Do you delay course progression?
 - How do you notify those unable to receive of what to do?
 - At what point do you continue for those who are receiving?
 - If it fails for all participants?
 - How do you notify participants of what you plan to do?
 - How long do you ask them to wait?
 - At what point do you cancel the course?

Notification Protocols

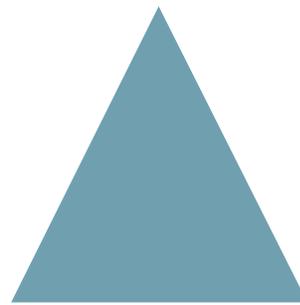
- Type of problem or level of concern that warrants notification
 - What warrants notifying the JBE department director?
 - What warrants notifying a presiding judge or court administrator?
 - What warrants notifying the state court administrator?
- Timing and notification chain
 - When do you notify individuals? Immediately? Afterward?
 - Who notifies whom? What is the appropriate chain of contact?



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CURRICULUM DESIGN

▲ PARTICIPANT ACTIVITIES



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Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.1 Defining Logistics and Details as Applied to Judicial Branch Education

Purpose of activity

This activity engages judicial branch educators in examining the terms “logistics” and “details” and defining them for purposes of development and delivery of education.

Use of activity

This activity would be effective as an introduction to a course based on this curriculum design. Although judicial branch educators may not totally agree on a common definition, they will hopefully begin to view logistics as an integral part of their work.

This is an individual activity.

Relevant Learning Objective

1. Define the terms "logistics" and "details" as applicable to judicial branch education.

Logistics and Details of Judicial Branch Education

Defining Logistics and Details as Applied to Judicial Branch Education

Choose one term from each table to most accurately describe "Logistics" and "Details" as applied in judicial branch education and provide the reason for your choice.

Logistics

| Term | Reason |
|---------------------------|--------|
| 1. Management | |
| 2. Coordination | |
| 3. Organization | |
| 4. Systematization | |
| 5. Mechanisms | |
| 6. Procedures | |
| 7. Nuts and Bolts | |
| 8. Practical Arrangements | |
| 9. Orchestration | |
| 10. Provisioning | |

Details

| Term | Reason |
|-------------------|--------|
| 1. Fine Points | |
| 2. Particulars | |
| 3. Technicalities | |
| 4. Specifics | |
| 5. Essentials | |
| 6. Elements | |
| 7. Items | |
| 8. Parts | |
| 9. Nitty-Gritty | |
| 10. Basics | |

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.2 Listing Logistics and Details in Judicial Branch Education

Purpose of activity

This activity involves judicial branch educators in considering the tasks that underpin their work. Although learners may be directly responsible for only some of the tasks that support development and delivery, this activity should engage them in considering a wide range of necessary tasks to address logistics and details.

Use of activity

This activity would be effective either as part of the initial discussion of tasks that support judicial branch education [see A, [Logistics and Details to Support Judicial Branch Education](#), pg. 9 in the curriculum design], or it may be used incrementally as faculty progresses through each process.

Judicial branch educators are not expected to list every task that supports each of the processes, but are expected to consider the tasks that are not directly part of a process but are vital to implementing it effectively.

This is a small group activity.

Relevant Learning Objective

2. Outline logistics and details generally associated with development and delivery of education.

Logistics and Details of Judicial Branch Education

Listing Logistics and Details

Under each judicial branch education process, list the logistics and details necessary for effective implementation.

Supporting Program Development and Implementation

- Providing a foundation and structure for the planning committee
- Announcing the program
- Overseeing registration

Supporting Course Development and Delivery

- Providing a foundation and structure for faculty
- Preparing for course delivery

Supporting the Delivery Mechanism

- Supporting In-Person Delivery
- Supporting Electronic Delivery

Supporting Evaluation of the Program, Course(s) and Faculty

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.3 Designing Program Announcements

Purpose of activity

This activity involves judicial branch educators in thinking about a program announcement from the participant's point of view.

Use of activity

This activity would be effective as part of the discussion about program announcements [see B, c, [Announce the program](#), pg. 13 in the curriculum design]. Judicial branch educators may not agree on what is essential for a program announcement, but they should be able to consider what kinds of information are needed to both attract and inform individuals from a potential participant's perspective.

This is an individual activity.

Relevant Learning Objective

3. Discuss the components of program announcements that may be fundamental for informing and attracting participants.

Logistics and Details of Judicial Branch Education

Designing Program Announcements

Answer the questions below as if you were a potential participant.

What do you need to know about the program in order to be interested?

What do those who approve your participation need to know?

What do you need to know about the course(s) specifically?

What do you need to know about registering?

What will make the announcement look professional?

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.4 Assessing Registration

Purpose of activity

This activity provides judicial branch educators with an opportunity to think about the underlying purposes of registration and which approaches most effectively address those purposes.

Use of activity

This activity would be effective as part of the discussion of overseeing registration [see B, d, [Oversee registration](#), pg. 14 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

4. List the benefits of registration.

Logistics and Details of Judicial Branch Education

Assessing Registration

Pre-program registration

What does pre-program registration provide for the following?

The planning committee:

Faculty:

Judicial branch education personnel:

Registration at the beginning of a program

What does registration at the beginning of a program provide?

The planning committee:

Faculty:

Judicial branch education personnel:

After a program concludes, what might either or both of these registration processes provide?

The planning committee:

Faculty:

Judicial branch education personnel:

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.5 Supporting Faculty

Purpose of activity

This activity involves judicial branch educators in examining the logistics and details necessary to support faculty throughout their faculty service.

Use of activity

This activity would be effective when discussing support for course development and delivery [see C, a, [Provide a foundation and structure for faculty](#), pg.16 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

5. Describe logistics and details associated with providing faculty with a foundation and structure to develop and deliver a course.

Logistics and Details of Judicial Branch Education

Supporting Faculty

Answer the following questions.

Before developing a particular course, what does faculty need from the planning committee and from judicial branch education personnel?

During course delivery, what does faculty need from judicial branch education personnel?

After a course, what do judicial branch education personnel need to do regarding closure and follow-up with faculty?

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.6 Supporting In-Person Delivery

Purpose of activity

This activity engages judicial branch educators in thinking about the unique logistics and details necessary to support in-person delivery of education.

Use of activity

This activity would be useful as part of the discussion of supporting in-person delivery [see D, a, [Provide a foundation and structure for in-person delivery](#), pg. 21 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

6. Identify basic logistics and details associated with in-person delivery of education.

Logistics and Details of Judicial Branch Education

Supporting In-Person Delivery

Answer the following question for each of the time frames listed.

What are the logistics and details that are specifically necessary to support in-person delivery of education?

Before the program:

During the program:

After the program:

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.7 Supporting Electronic Delivery

Purpose of activity

This activity engages judicial branch educators in thinking about the specific logistics and details necessary to support electronic delivery of education.

Use of activity

This activity would be useful as part of the discussion of supporting electronic delivery [see D, b, [Provide a foundation and structure for electronic delivery](#), pg. 27 in the curriculum design].

This is a small group activity.

Relevant Learning Objective

7. Identify basic logistics tasks specifically associated with electronic delivery of education.

Logistics and Details of Judicial Branch Education

Supporting Electronic Delivery

Answer the following question for each of the time frames listed.

What are the logistics and details that are specifically necessary to support electronic delivery of education?

Before the program:

During the program:

After the program:

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.8 Overseeing Room Setup

Purpose of activity

This activity focuses judicial branch educators on the importance of room setup for in-person delivery. Although seating arrangement is very important, this activity highlights the necessity of other aspects of room setup to ensure effective delivery of a course and to meet the needs of learners.

Use of activity

This activity would be effective as part of the discussion on planning and ensuring effective room setup [see D, a, i, 1, subpart e, [Assign rooms or spaces for various purposes](#), and D, a, i, 2, subpart b, [Manage the setting for learners](#), pgs. 23 and 25, respectively, in the curriculum design, and faculty resource at 6.1.2.19 [In-Person Delivery – Room Setup Options](#), pg. 87].

This can be an individual or small group activity.

Relevant Learning Objective

8. Highlight logistics and details associated with room setup for in-person delivery.

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.9 Supporting Evaluation Processes

Purpose of activity

This activity engages judicial branch educators in considering the logistics and details that support evaluation of a program, course(s), and faculty.

Use of activity

This activity would be useful as part of the discussion about supporting evaluation [see E, [Supporting Evaluation of the Program, Course\(s\), and Faculty](#), pg. 30 in the curriculum design].

This may be an individual or small group activity.

Relevant Learning Objective

9. State the logistics and details associated with evaluation processes.

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.10 Identifying Local Resources and Approaches for Handling Logistics and Details

Purpose of activity

This is one of three activities to focus judicial branch educators on how logistics and details are handled in their local situation. This activity engages each learner in identifying what he/she has locally (procedures, forms or templates, timelines, checklists, etc.) to assist with managing the logistics and details of judicial branch education.

Use of activity

This activity would be effective at the conclusion of a course based on this design. At the conclusion each learner will have a broader sense of what logistics and details are necessary and how local resources may address them.

There is one activity sheet for the three activities that address handling logistics and details locally. Use question 1.

This is an individual activity followed by a small group discussion.

Relevant Learning Objective

10. Discuss local resources and approaches for managing logistics and details.

Logistics and Details of Judicial Branch Education

Identifying Local Resources and Approaches for Handling Logistics and Details

Answer each question when prompted by faculty.

I. What resources and approaches do you use locally to handle logistics and details of judicial branch education?

II. What problems and issues have you encountered locally with handling logistics and details?

III. What enhancements will you implement when you return to work?

| Enhancement | People to Involve | Completion Date |
|-------------|-------------------|-----------------|
| A. | | |
| B. | | |
| C. | | |
| D. | | |
| E. | | |
| F. | | |

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.11 Identifying Local Problems or Issues with Handling Logistics and Details

Purpose of activity

This is one of three activities to focus judicial branch educators on how logistics and details are handled in their local situation. This activity engages each learner in identifying what issues or problems he or she has encountered locally (communication issues, unclear or overlapping responsibilities, unclear authority, etc.) when addressing the logistics and details of judicial branch education.

Use of activity

This activity would be effective at the conclusion of a course based on this design. At the conclusion (and after participating in the previous activity) each learner will have a broader sense of what they have available locally and what they may lack.

Use the activity sheet provided for 6.1.3.10, pg. 116. Use question II.

This is an individual activity followed by a small group discussion.

Relevant Learning Objective

11. Identify any problems or issues encountered locally when dealing with logistics and details of judicial branch education.

Logistics and Details of Judicial Branch Education

Explanation of Participant Activity

6.1.3.12 Enhancing Local Practices for Logistics and Details

Purpose of activity

This is one of three activities to focus judicial branch educators on how logistics and details are handled in their local situation. This activity engages each learner in identifying what he or she will do when returning to the local situation to enhance handling logistics and details.

Use of activity

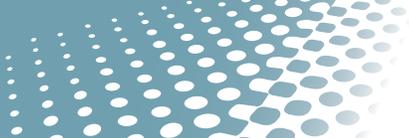
This activity would be effective at the conclusion of a course based on this design. At the conclusion (and after participating in the previous two activities) each learner will have a greater sense of what logistics and details are and how to more effectively address them.

Use the activity sheet provided for 6.1.3.10, pg. 121. Use question III.

This is an individual activity followed by a small group discussion.

Relevant Learning Objective

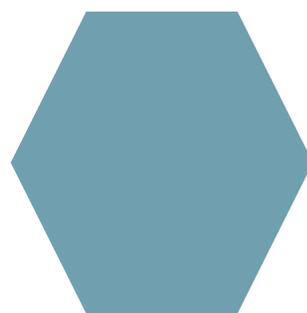
12. Develop an action plan to implement enhancements for handling logistics and details at the local level.



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