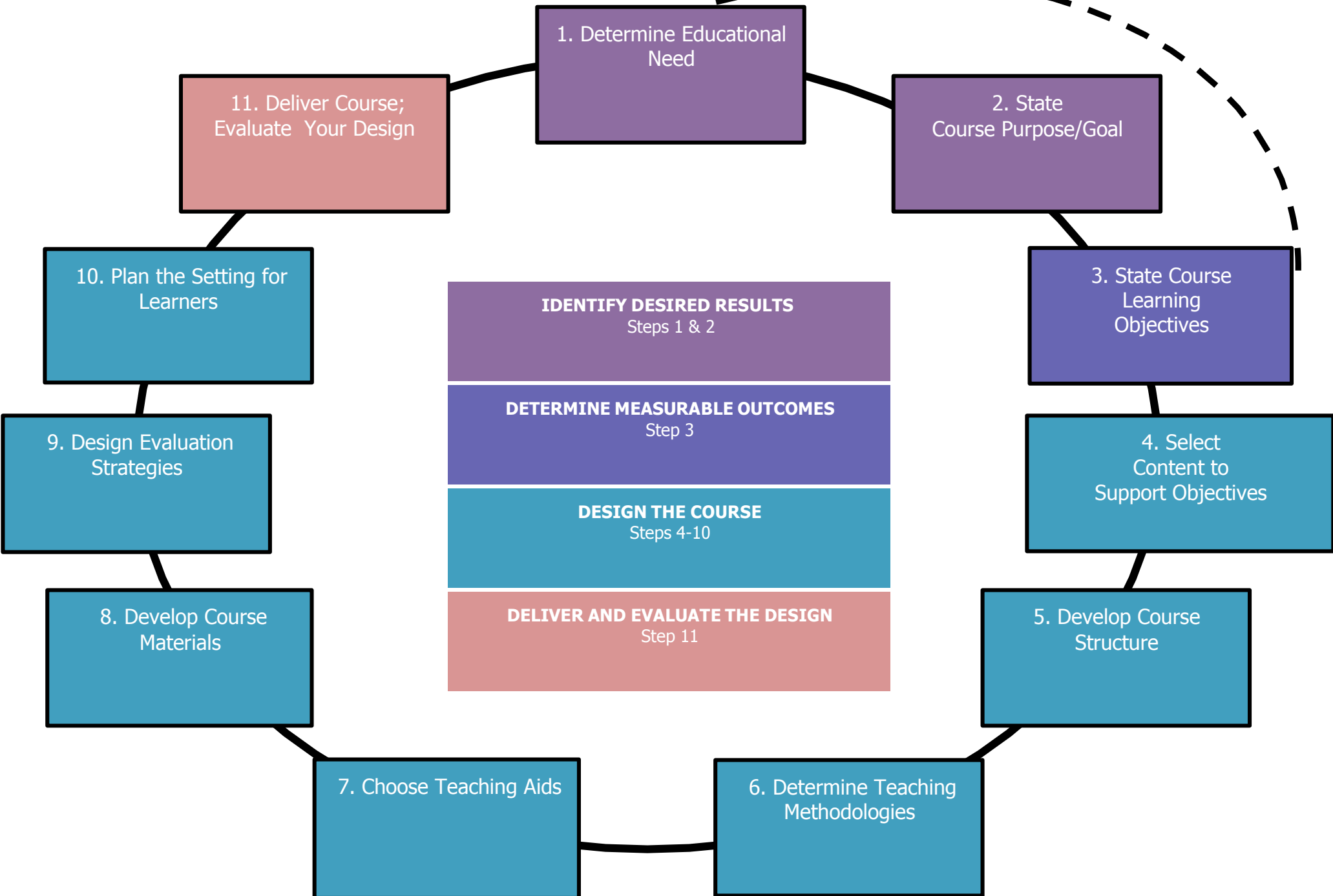


NASJE Instructional Design Process



Arizona CSO Certification Academy Curriculum

In-Person instruction	Hours
Introduction – Introduce participants and faculty. Overview of program and role of the CSO.	.5
Court Security Officer policies and codes: This course provides an overview of statewide policies and the Arizona Code of Judicial Administration that govern CSOs.	1.5
Customer Service: This course provides guidelines and best practices for executing excellent customer service. Enables CSOs to build and maintain a high level of professionalism during day-to-day security ops.	1.0
Use of Force and Title 13: This course provides crucial information about the legal framework within which officers operate and provides specific instruction on applying policies to use of force situations.	3.5
Rule 122.1: This course provides officers with information about the court rule governing recording devices in the courthouse and offers strategies for instances of courthouse visitors making unauthorized recordings.	1.5
Incident Report Writing: Document the exact details of the occurrence and collect critical information from witnesses. This information is important for official documentation and historical records.	3.0
De-escalation Tactics: Techniques that can help you avoid a potential crisis.	1.5
Hand Wanding (classroom): Provide proper procedures and limits of operation of hand-held and walk-thru metal detectors to identify prohibited items. Prepares CSOs to successfully scan customers at security posts.	1.0
X-Ray Screening Operations (classroom): Operational overview of how to use an X-Ray Machine. Course includes how to interpret images & objects. Use different shades of color to detect objects.	1.0
X-Ray & Hand Wanding Screening Ops (Practical Training): Familiarizing with procedures & daily Ops.	5.0
Defensive Tactics & Use of Force: Course covers Use of Force & how to protect Officers & others; to repel danger or harm while serving & protecting. This course will teach you how to use your non-lethal weapons & strikes to protect yourself and others.	7.5
Graduation & Evaluation / Course Feedback.	2.0
Total Hours:	29.50

eLearning Modules	Hours
Interpersonal Communications: Understanding the way we talk to people influences their reaction and perception of court.	2.0
Terrorism/Situational Awareness: Discuss keys to recognizing warning signs of potential violence whether in a familiar or new environment. Acknowledging and communicating unusual behavior or activity can potentially prevent a terrorist attack or active shooter incident.	1.0
Stress Management: How to manage stress related to the CSO role and maintain wellness.	1.0
Mental Illness: How to recognize disorders that affect moods, thinking and behavior.	1.0
Cultural Awareness: The ability of standing back from ourselves & becoming aware of our cultural values, beliefs, & perceptions.	1.5
Blood borne pathogens: Course teaches Officers how to protect themselves from pathogens.	0.5
Total Hours:	7.00

**Texas Justice Court Training Center
16-Hour Court Security Curriculum
For Court Security Officers**

<i>Course</i>	<i>Instructor</i>	<i>Length</i>
Introduction to Court Security in Texas: Judge Kocurek Act	<i>Hector Gomez, Texas Office of Court Administration</i>	2 hours
Threat Assessment in Court Security	<i>John Muffler, Aequitas Global Security</i>	4 hours
Security Plans for Your Court: A Panel Discussion for Urban and Rural Courts	<i>Const. Dwain Read, Ochiltree County Const. Ryan Gable, Montgomery County</i>	2 hours
Screening Basics	<i>Lt. Sal Rodriguez, Bexar County</i>	2 hours
Explosives Recognition and Awareness	<i>Special Agent Matt Abowd, ATF</i>	2 hours
Case Studies	<i>Chief Deputy Bobby Guterrez, Travis County</i>	4 hours

Outline: Court Security for Justices of the Peace and Justice Court Clerks Self-Paced Module

Please note: This program is in development currently. Therefore, this is a rough draft sketch.

Chapter 1: Introduction to Court Security

- Current trends
 - Rising of anti-government sentiment
 - Issues occurring outside of courtroom
 - Social media
- Why it is important to justices of the peace?
 - Examples of justices of the peace facing court security incidents

Chapter 2: Texas and Court Security

- Judge Julie Kocurek Act
 - Redacting information
 - Building security fund
- Laws regarding bailiffs and peace officers
 - Constables

Chapter 3: Interacting with your bailiff

- Bailiff function in courtroom
 - Rules and info from court security officer presentation
- Communication best practices with bailiff
 - Include video examples from bailiffs

Chapter 4: Policies and procedures

- Emergency plans
- COVID-19
- Drills
 - Stakeholders
 - How to conduct one

Chapter 5: Threat awareness

- Checklists from National Center for State Courts and National Sheriff's Association
- Scenarios and examples from court security officer's presentation
 - Visual examples
- Threat awareness at home
 - Signage
 - Reminder about redacting information

Chapter 6: Technology

- Social media
 - How to handle issues on your social media
 - What info should you not put on your social media
- Virtual hearings
 - Policies and procedures for virtual hearings

Chapter 7: Your Court

- Issues specific to high volume, urban courts in standard courtrooms
- Issues specific to medium volume courts in non-traditional buildings
- Issues specific to rural courts
- Issues specific to courts held in historical buildings

Chapter 8: Clerk Safety

- Issues specific to clerk safety
- Dealing with court security issues on the phone

Chapter 9: Magistration at the Jail

- Security issues at the jail

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.

Instructional Design: The Backbone of Effective Education

Summary of Adult Education Principles Affecting Instructional Design

The following are some adult education principles that affect instructional design. There are other principles that apply more specifically to faculty behavior and the learning environment, both physical and psychological, that are not included.

Adults move from being dependent learners as children, where the teacher directs their learning, to being **independent, self-directed learners, where they play a role in what and how they learn.**

Instructional design needs to include opportunities for adults to have choices and to contribute to how a course will be experienced.

Adults evolve from an orientation of delayed application of new content as children, in which they anticipate using new knowledge later in life, to an orientation of **immediate application to resolve real-life issues and problems.**

Instructional design needs to focus on the practical application of content, with theory being a backdrop rather than the main point.

Adults change from having little experience as children, in which the teacher is the expert, to possessing a rich **resource of knowledge and experience, where they contribute to the learning** and faculty are not the sole and indisputable expert.

Instructional design needs to provide time and opportunity to engage adults to share what they know.

Adults shift from a situation of standardized learning as children, in which they learn what society expects them to learn, to a situation of **learning what they need to learn to apply to their lives.**

Instructional design needs to include an assessment of what adults believe they need to learn.

Adults shift from a learning context organized by subjects, as children in school, in which learning is about the content, to one where learning is through participation **or learning in the context of experiences and application of new content.**

Instructional design needs to engage learners in problem solving, hypothetical situations, and other exercises to equip them to use the new content.

Instructional Design: The Backbone of Effective Education

Teaching Methodologies

This document provides an overview of various teaching methodologies, their benefits and drawbacks, as well as tips for their effective use in adult education.

Lecture – generally effective with cognitive objectives, sometimes affective

- Description: Faculty delivers content at his or her pace; may use audiovisual aids; may use a lectern
- Benefits: Efficient; effective for auditory learners
- Drawbacks: Participants are passive; may be boring to some participants
- Tips for effective use: Demonstrate energy and interest in the topic; use audiovisual aids; use only for short periods of time

Active Lecture – generally effective with cognitive or affective objectives

- Description: Faculty delivers content and frequently asks for participants' input; may use audiovisual aids; may use a lectern
- Benefits: Efficient; engages participants to some degree
- Drawbacks: May be boring to some participants; some participants are passive
- Tips for effective use: Demonstrate energy and interest in the topic; use audiovisual aids; engage participants frequently

Panel – generally effective with cognitive or affective objectives

- Description: Several people present their own perspectives on a common topic; needs a facilitator to be effective
- Benefits: Provides a variety of perspectives on a topic; generates interest
- Drawbacks: May become a "serial lecture" with each panelist taking his or her turn to speak without interchange and discussion among the panelists or with participants; a panel member may dominate
- Tips for effective use: Use a skilled facilitator to engage panel members in an interesting way: asking questions, challenging panel members' thinking, soliciting contrasting or complementary views; solicit and use questions from participants

Debate – generally effective with cognitive or affective objectives

- Description: Generally two people with differing views exchange point and counterpoint
- Benefits: Generally high-energy; provides contrasting views on a topic
- Drawbacks: May become "serial lecture"; may get personal between debaters
- Tips for effective use: Use a skilled facilitator to engage panel members in an interesting way: asking questions, challenging panel members' thinking, soliciting contrasting or complementary views; solicit and use questions from participants

Self-Study – effective with cognitive, psychomotor, or affective objectives

- Description: Participants review materials or content on their own and at their own pace
- Benefits: Participants are fully engaged in the content
- Drawbacks: Some participants will be faster than others
- Tips for effective use: Provide participants with a timeframe for completion

Large Group Discussion – generally effective with cognitive or affective objectives

- Description: Faculty engages the full group in discussion
- Benefits: Provides all participants with an opportunity to share information, experiences, and perspectives; generates many ideas
- Drawbacks: Some participants may be hesitant to speak in a large group
- Tips for effective use: Use in combination with other teaching methodologies

Small Group Discussion – generally effective with cognitive or affective objectives

- Description: Groups of three or more discuss an issue or work on an activity
- Benefits: Participants may feel more comfortable speaking; engages everyone
- Drawbacks: Takes time; some group members may dominate discussion
- Tips for effective use: Provide participants with a timeframe for completion of their work or discussion; provide instructions verbally and in writing; consider having a facilitator and a recorder in each small group; obtain feedback from some or all groups on their work or discussion, new ideas, and different views

Individual Activity – effective with cognitive, psychomotor, or affective objectives

- Description: Each participant works on an activity without input from others
- Benefits: Allows each participant actively to explore or apply new information
- Drawbacks: Some participants will be faster in completing their work
- Tips for effective use: Provide participants with a timeframe for completion of their work; provide instructions verbally and in writing; move around the room so participants have an opportunity to ask a question about the work

Question and Answer – generally effective with cognitive objectives

- Description: Faculty asks participants questions and solicits answers
- Benefits: Allows faculty to gather information from participants; may be useful in measuring achievement of learning objectives
- Drawbacks: Not everyone will be engaged or respond
- Tips for effective use: Use open-ended questions; be prepared to reframe questions that do not seem to be clear or understood by participants; if no answers are offered, provide one as a basis for further thinking and discussion

Demonstration – generally effective with psychomotor objectives

- Description: Faculty shows participants a how to use new content
- Benefits: Participants are able to see and hear practical application of information
- Drawbacks: Participants may not be able to see and hear clearly
- Tips for effective use: Ensure all participants can see and hear the demonstration; ask for comments on what was heard or observed

Simulation, Role Play, Case Study, or Hypothetical Situation – generally effective with cognitive or affective objectives

- Description: Participants are engaged in a situation that resembles real life
- Benefits: Engages participants in situations that may not have clear-cut answers or resolution; generates active thinking and problem solving
- Drawbacks: May not result in consensus
- Tips for effective use: Provide instructions verbally and in writing; be prepared to accept a variety of responses; state that there may be many answers

Content Resources

National Center for State Courts

- <https://www.ncsc.org/topics/courthouse-facilities/court-security/resource-guide>

Steps to Best Practices for Court Building Security by Nathan Hall

- <https://cdm16501.contentdm.oclc.org/digital/collection/facilities/id/170>

National Sheriff's Association

- <https://www.sheriffs.org/gcps/court-security/addl-resources>

CCJ/COSCA Court Security Handbook

- <https://ncsc.contentdm.oclc.org/digital/collection/facilities/id/165>

US Marshals National Center for Judicial Security

- <https://www.usmarshals.gov/judicial/>



How to write effective learning objectives

- <https://academiceffectiveness.gatech.edu/assessment-toolkit/developing-student-learning-outcome-statements/#>

Eberly Center: Design & Teach a Course

- <https://www.cmu.edu/teaching/designteach/design/contentschedule.html>

NASJE Curriculum Design Guides

- <https://nasje.org/nasje-curriculum-designs/>

NASJE Diversity, Fairness, and Access Curriculum Guide

- <https://973.591.myftpupload.com/wp-content/uploads/2016/10/Diversity-Access-and-Fairness-Entry-Level-Design-Final-2-3-15.pdf>

Texas State University's Fair Use help page and checklist

- <https://guides.library.txstate.edu/c.php?g=184026&p=1216224>
- https://guides.library.txstate.edu/ld.php?content_id=6998217

Designing materials for accessibility

- <http://aem.cast.org/creating/designing-for-accessibility-pour.html>

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