



# Curriculum Design Builder

## Introduction

Thank you for agreeing to assist NACM in building curriculum designs to support the Core! This guide is meant to help you create the curriculum design for which you are responsible as well as provide consistency between the curriculum designs that are made.

The goal of the NACM Core Curriculum Design project is to build designs that will be flexible enough to allow a faculty member to build a course, training, or session for any group of new or seasoned court managers of every court type and size. The design will also be flexible enough to assist a faculty member in building a course, training, or session of any length and be valuable in any kind of delivery mechanism (in-person or online learning, asynchronous or synchronous learning, self-study or faculty-lead). Please also keep in mind that this is one of 13 curriculum designs that make up the NACM Core. Taken together, the Core curriculum designs will enable courts and faculty to provide an overarching education of court managers.

As you go through the Curriculum Design Builder, you will notice a symbol:  The purpose of the symbol is to mark where you need to complete components of the curriculum design. You will also come upon a stop sign:  which occurs after the learning objectives section. The stop sign is there to flag you to set up a curriculum design conference with Robin Wosje by emailing her at [robinw@jmijustice.org](mailto:robinw@jmijustice.org). The purpose of the conference is to review the components of the Curriculum Design Builder and help you brainstorm how to approach them for your curriculum.

## Adult Learning Theory

When continuing education began to be offered in the United States, it started as courses offered through higher education institutions. With the expansion and creation of associations and membership groups, a culture of conference-type continuing education opportunities emerged. The mode of teaching, in the higher institution model and the conference-type model, was almost entirely in the form of lectures, with participatory involvement by the audience confined to occasional questions.

In the 1960s, Malcolm Knowles, among others, developed adult learning theory. Adult learning theory has four principles which are:

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.<sup>1</sup>

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<sup>1</sup> Knowles, M. S. et al (1984) *Andragogy in Action*. Applying modern principles of adult education, San Francisco: Jossey Bass.

While building the curriculum designs, please be mindful of the concepts of adult learning theory and that adult learners need to know why the course is important to their learning and life situation. The adult learner brings into the continuing educational arena a rich array of experiences that will affect the learning styles and assimilation of knowledge. Adult learners need to be able to apply the knowledge to their life situations.

## Building the Curriculum Design

The exercises below will assist you in creating the components of the curriculum design which will include a series of **Learning Objectives** and **Educational Content** to support those learning objectives. Further, each curriculum design will include a section entitled “**Special Notes to Faculty**” which will help provide some context to faculty members about teaching the curriculum. Each curriculum design will have a **Target Audience** section and a section that briefly summarizes the **NACM Core**. The curriculum design process will also include **Faculty Resources** and **Participant Activities** to measure achievement of the learning objectives, and a **Bibliography**. The bibliography is intended to help faculty members be aware of and familiar with the content beyond what is included in the design.

Additionally, we are asking your assistance in flagging words to include in a **Glossary**. Words should be selected that will help the court manager profession continue to develop a shared language of words and terms that represent, describe, and guide the work of the profession.

Along with this document, you will also receive a Word template document in which to write the **Educational Content** portion of the curriculum design (See page \*\* for more information about writing the **Educational Content**) and a sample curriculum design. The sample – Caseflow and Workflow – is still in draft form and requires some additional work to get it to its final draft form and it has not yet been through a review process. However, as a sample it will be helpful to see how the curriculum design will be structured and it will be helpful to see an example of how the different sections substantively came together.

### *Introductory Components*

For your information, below is a draft of the language that will be at the beginning of each curriculum design that introduces to the reader how to use the curriculum design and encourages faculty members to conduct a needs assessment of the audience prior to teaching. This will be the same language for each design. If you read it and find that something is missing from this introductory section or, perhaps, if something is not clear in its current format, please alert Robin Wosje via email at [robinw@jmijustice.org](mailto:robinw@jmijustice.org) to your suggested changes or additions:

## **USE OF CURRICULUM DESIGN**

Taken together, the curriculum designs in this series provide an overarching plan for the education of court managers; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for court managers.

The designs are based on the NACM Core. 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, and time constraints, among many other contextual factors.

Each curriculum design includes a series of learning objectives and educational content to support those learning objectives. Associated information for each curriculum design includes: (1) faculty resources, (2) participant activities, and (3) bibliography. Each faculty resource and participant activity includes information explaining its use. Participant activities have been designed to measure whether the learning objectives have been achieved. Also included are sections entitled “Special Notes to Faculty,” which provides important information to assist faculty in effectively preparing to design and deliver a course, and “Target Audience,” which provides some guidance on which audiences are most appropriate for this curriculum design.

### **Participant Activities**

Participant activities include many types of group and individual interaction. Suggested participant activities are provided in the curriculum design, including how to use, direct, and manage each activity. Instructions may be modified for the audience and setting, but the highest goal is to integrate each activity into the learning process and the content of the course. Direction for the use of each activity and associated topics is provided in the Educational Content.

### **Faculty Resources**

Faculty resources are handouts to be used with associated topics in the Educational Content. They may be used at any training session, but their applicability and use need to be determined by faculty, based on the topics, design of the curriculum, length of the training, audience, and other factors. Important principles to keep in mind are a preference for minimal use (waste) of paper resources and avoidance of information overload. Sample faculty resources are provided below in the curriculum design. Faculty resources often include examples of documentation and other data that are time-perishable. Faculty members are encouraged to update time-perishable material as well as use material that is specific to the audience of the training or presentation.

### **Bibliography and Glossary**

While a bibliography and glossary may be viewed as optional by faculty, they are often important adult learning tools, foster reflection, and follow up research and study.

## NEEDS ASSESSMENT

A needs assessment is a process whereby information about the participants' proficiency on the topic of the session is gathered and considered. Unless a needs assessment is conducted, you may tell your audience things they cannot or will not use, or already know, or that fail to satisfy learners' expectations. Assessing needs allows you to focus upon the presentation's content with much greater accuracy. As a result, it is recommended that you perform a needs assessment before your presentation by survey or focus group and/or at the beginning of your presentation through an informal question and answer exercise or a short pre-test.

Using surveys or focus groups in advance of a training or course are preferred as it provides you the opportunity to adapt and adjust your presentation to your audience in advance of the actual training. However, it is also advisable to use some time at the beginning of your presentation to also seek information about your audience.

Whether you are able to conduct a needs assessment prior to the day of the session or not, the goal is to determine the essential knowledge, skills, and abilities the court managers who will be attending the session must have to perform their duties competently. Two key areas to explore are as follows:

- What level of knowledge, skills, and abilities do the participants currently have about the topic?
- What gaps in their knowledge would they like to close?

Questions enable the faculty member to make necessary adjustments to meet learning needs. If you find out that participants are much more knowledgeable about your topic than you had thought, you can adapt your presentation to a higher-level discussion. If you find that they are less knowledgeable, you can adapt your presentation to be more basic.

## NACM Core Reference

Please select which competency the curriculum design covers:

Please provide a brief 2-4 sentence description of the competency. Please use the Core, located at <http://nacmcore.org>, to craft this short description:

## Learning Objectives

Learning objectives are specific statements of what learners will be able to perform by the end of a particular participant activity. Learning objectives are competency-based as they designate exactly what the learner needs to do to demonstrate mastery of the subject matter. A learning objective is action-oriented and learner-centered. The learning objectives should describe specific measurable or observable behaviors that will be accomplished by the end of the training, course, or session.

A learning objective is not what the faculty member plans to do, but rather it is the response expected from the learner. Effective learning objectives highlight a participant's behavior

outcomes or standards of performance. In other words, the learning objective will indicate what the participant is expected to learn or will be able to do as a consequence of training.

To help craft learning objectives it is important to become familiar with Bloom's Taxonomy of Educational Objectives (and its revision) which assist us in organizing levels of expertise.<sup>2</sup>

Bloom's Taxonomy uses a multi-tiered scale to express the level of expertise required to achieve each measurable participant outcome. There are three domains of learning: knowledge, skills, and attitudes.

**Knowledge:** The objectives that focus on increasing learner knowledge are known as **cognitive** objectives. Knowledge is defined as the facts and information necessary to achieve task performance.

**Skills:** The objectives that focus on building skills are known as **psychomotor** objectives. Skills may be defined as possessing the abilities to perform successfully.

**Attitudes:** The objectives that focus on changing attitude are known as **affective** objectives. Attitudes are the feelings when performing a task that are communicated to others.

Within each domain, there are levels of expertise that are listed in order of increasing complexity. In the cognitive (knowledge) domain there are six levels. Each level calls for a different type of thinking, using action verbs to describe what the participant does to demonstrate that s/he has accomplished the objective. In ascending order, they are:

1. Knowledge: recognize or recall ideas or concepts
2. Comprehension: summarize or explain what has been taught
3. Application: use or demonstrate what has been learned
4. Analysis: separate or relate the whole into parts
5. Synthesis: combine or assemble a whole from parts
6. Evaluation: assess or critique the value of ideas or concepts

The majority of participant activities in a classroom setting are cognitive objectives which come from the first four levels. Usually there is insufficient class time available to reach the fifth or sixth level. On the next page is an example of learning objectives for caseflow management.

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<sup>2</sup> Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.

### Caseflow Management Example


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

- 1) Assess their learning needs and objectives related to caseflow management;
- 2) Define the purposes of courts and describe the history of caseflow management in the U.S.;
- 3) Recognize and map caseflow from a systemic perspective;
- 4) Evaluate the culture of public access in their court with a focus on self-represented litigants;
- 5) Model a detailed, systemwide evaluation of caseflow management strengths and weaknesses;
- 6) Develop a differentiated case management plan using a structured analysis;
- 7) Use and evaluate caseflow time standards as a key performance measure;
- 8) Apply high level diagnosis to determine caseflow management performance;
- 9) Assess postponement policies and practices;
- 10) Create and use case management to effect change; and
- 11) Create and implement a focused action plan for specific caseflow management changes.

To help you craft action-oriented, learner-centered learning objectives, there are two tools you may wish to use.

1. A table with action verbs listed in each level of cognition (see the next page)
2. Arizona State University's interactive [Objectives Builder](#)<sup>3</sup> application

Please use these tools to write your learning objectives and enter them below. Please note that the number of objectives should be the number needed to complete each knowledge, skill, and ability required to master the competency. In general, this number may vary from approximately five to ten objectives.

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

1.
2.
3.
4.
5.
6.
7.
8.

<sup>3</sup> TeachOnline. Arizona State University, n.d. Web. 11 Feb. 2015; <https://teachonline.asu.edu/objectives-builder/>.

9.
10.

Cognitive Objectives					
lower order thinking skills → higher order thinking skills					
Remember	Understand	Apply	Analyze	Evaluate	Create
Count	Categorize	Carry out	Arrange	Appraise	Compose
Define	Clarify	Complete	Attribute	Assess	Construct
Describe	Classify	Compute	Break down	Check	Derive
Identify	Compare	Demonstrate	Combine	Criticize	Design
Label	Conclude	Discover	Deconstruct	Critique	Generate
List	Contrast	Divide	Differentiate	Coordinate	Plan
Outline	Exemplify	Examine	Discriminate	Detect	Produce
Read	Explain	Execute	Distinguish	Determine	Transform
Recall	Extrapolate	Implement	Focus	Grade	
Recognize	Generalize	Modify	Integrate	Judge	
Record	Illustrate	Operate	Organize	Justify	
Reproduce	Inferring	Prepare	Outline	Measure	
Select	Interpolate	Solve	Parse	Monitor	
State	Interpret	Use	Select	Rank	
Write	Map		Structure	Rate	
	Match			Test	
	Paraphrase				
	Predict				
	Represent				
	Summarizing				
	Translate				

**Contact Robin Wosje to set up a curriculum design conference.**



### *Target Audience*

As part of the guidance in each curriculum design, you will want to define who the target audience is for the curriculum you are developing. The target audience statement should not be more than 1-2 sentences. Here is an example of a target audience statement:

This curriculum design is suitable for court managers and lead staff at the federal, state, or trial court level and for judges in and aspiring to leadership positions.

Please provide a brief 1-2 sentence of the target audience: [Click here to enter text.](#)



### *Special Notes to Faculty*

In this portion of the curriculum design, please indicate any special notes that may be important for faculty as they begin to read and review the curriculum design. You may wish to share how faculty can best approach building the course or training. For example, you may wish to share that faculty may need additional study other than what is in the design by, perhaps, directing faculty to specific bibliographic resources. Also, you may wish to share how the content design was developed in case that also helps the faculty member understand how to use it effectively. For example, if you believe that certain parts are essential for certain types of audiences or if you picked a certain layout to lead your reader through the design, you will want to share that here. Other important considerations you may wish to share here are suggestions based on certain audience types as well as suggestions for length of a program on this competency.

[Click here to enter text.](#)



### *Educational Content*

Here is where we want you to provide whatever information and insight you can about the subject matter. Be sure that you use the format as contained in the appendix to this curriculum design builder (Educational Content template on pg. 11) and write content that would provide sufficient information for the faculty to build his or her presentation. Be sure to follow the learning objectives that you wrote and annotate the content to allow us to know which content supports which learning objective. Your task here is to take the NACM Core and break it down into content organized by the learning objectives for this competency. The content should be written in prose-outline format. Please also remember to choose content and examples which are generic in nature in order to ensure that the curriculum design has a long life. Please refer to the Caseflow and Workflow Sample as a guide on how to structure the content.

### *Faculty Resources*

As you are building the education content, please think about any resources that might be helpful for faculty. These may be examples that are important for the competency and help demonstrate information that is contained in the content. For example, for the Budget and Fiscal Management competency, it may be helpful to have budget templates to share. In other words, please include items that help to make the content illustrative to the faculty member.

For each resource, please write a short statement about its purpose and use. Faculty resources may be used as a handout for participants as well.

### *Participant Activities<sup>4</sup>*

The participant activities are one of the most important parts of the curriculum design as they are the tools faculty are able to use to determine if participants have achieved the outcomes defined in the learning objectives. Also, participant activities provide tools to faculty to ensure that the training, course, or session is not only informative, but also interactive. Participant activities can take any form. When designing the activity, consider activities that can be facilitated in a small or large group. With each participant activity include the purpose of the learning activity, instructions on how to use the learning activity, time expectations or limits, reporting or participation guidelines, and what relevant learning objective is being applied with the learning activity. The sky is the limit as far as what you can design. To help spur some ideas, here are some examples of participant activities:

- **Case Studies.** Faculty present detailed accounts of events or problem situations. These can be done orally, in written form, or both. Using the information, the attendees analyze, consider, and identify possible courses of action that should be taken. Although case studies can be done individually, they are most often performed as a group activity. You can pose questions that lead to application/analysis skills.

Case studies are useful participant activities when problem solving skills must be developed because the participants become involved and exchange ideas and solutions. However, there will be occasions when participants fail to see the relevance of the case being studied to their situation. You must play an active facilitation role to ensure that the participants use the case study method productively. In addition, utilize facilitation skills to guide the class without dominating the learning activity. Provide feedback when the study is concluded and reports are made to the entire group. This feedback helps synthesize the work product at the end of the learning period. From the standpoint of the faculty member, the entire process of selecting topics for case studies, developing the necessary preparatory materials, and designing the precise inquiries can be time consuming.

- **Demonstrations.** A demonstration shows learners how to perform an act or to use a procedure. It is often accompanied by oral and written commentaries, and questions. Before participants are given practice opportunities under your guidance, they should first watch an expert perform the demonstration and listen to the explanation.

The premise underlying the demonstration method is that observers can acquire a desired behavior or skill if they can see it and become convinced of its merit. Demonstrations can be used in conjunction with video clips to illustrate the desired

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<sup>4</sup> Adapted from The National Judicial College's Faculty Handbook & Instructional Manual (2007).

behavior. Immediate and objective feedback allows the participants to compare the modeled behavior with their simulations. A drawback to demonstrations is that they can be time consuming. Also, in both small and large audiences, some participants may not be usefully occupied while one person goes through the demonstration process.

- **Brainstorming.** Putting an emphasis on creativity, this technique requires participants, for a limited time (usually five to ten minutes) to present ideas spontaneously on a given topic or area of interest. The "brainstormers" should be as uninhibited as possible without regard to whether or not the ideas are related to each other. No idea is dismissed or criticized since the purpose is to provide the maximum number of thoughts without reference to practicality or whether or not they will be used later. The facilitator generally uses an easel chart to record the ideas.

Brainstorming can be used whenever the participants desire to identify alternative ideas before reaching agreement on desired courses of action or when many parts of a problem situation need to be explored and evaluated. This method also stimulates the audience's maximum participation.

Sometimes brainstorming is unsuccessful because the participants are so task oriented that they cannot get away from being practical. Some may be critical because they think the exercise wastes too much time with worthless suggestions. If the ideas are negatively evaluated, some participants may be offended. Brainstorming is best suited for small audiences. It is also useful at the beginning of a participant activity.

- **Buzz or Small Groups.** Attendees are divided into small groups of four to six persons. The individuals are asked to discuss a topic or perform the task given to them for a relatively short time (e.g. five to seven minutes). Through use of this technique, the faculty member quickly gives everyone a chance to participate, encourages more reticent persons to talk, and allows the buzz groups to develop ideas for consideration by the entire audience. It is beneficial to provide written instructions for the activity. The instructions define (1) the task; (2) the reporter; (3) the time limit; and (4) the expected result. It is important that the faculty member debrief the group at the conclusion of the buzz group. This may be done by asking each buzz group to report to the large group or, based on time constraints, the facilitator may call on a couple of the buzz groups.
- **Question and Answer or Discussion.** As part of a presentation, prepare questions for the audience. Questions enable presenters to verify if the audience has understood the information correctly. Further, questions encourage active listening. To avoid having a few participants dominate the discussion, the faculty member should ask others to respond.

### *Bibliography*

As you build the content for the curriculum design, please index below any outside resources you used that you believe are helpful and pertinent to the subject matter. These should be items which you believe would be helpful for a faculty member to read or review to assist in his or her preparation of a course, training, or session. In addition, the bibliography may be used by the faculty as a suggested reference list for the participants in a presentation. When listing the reference, please include the full web address, if you have one.

Name [please provide the reference as follows: Name, Year, Title, Journal Name, Volume, Page, URL]

### *Glossary*

As you write the curriculum design, please enter any terms below that you believe should be included in a glossary. The glossary should contain words that will help the court manager profession continue to develop a shared language. The words and terms should be selected to represent, describe, and guide the work of the profession. Sources for definitions may be requested to resolve any conflicts or ambiguities about terminology.

Term	Definition

### Next Steps

Once you complete a draft of the curriculum design, please email it to Robin Wosje at [robinw@imijustice.org](mailto:robinw@imijustice.org). It will be reviewed and a second curriculum design conference will be scheduled.

**THANK YOU** for all your help with this project!

# Appendix

## Educational Content Template

Core Competency: [Click here to enter text.](#)

### Section 1 – [Title]

1.1 Subtitle

1.2 Subtitle

1.3 Subtitle

And so on . . .

### Section 2 – [Title]

2.1 Subtitle

2.2 Subtitle

2.3 Subtitle

And so on . . .

### Section 3 – [Title]

3.1 Subtitle

3.2 Subtitle

3.3 Subtitle

And so on . . .