

**MICHIGAN STATE UNIVERSITY
SCHOOL OF CRIMINAL JUSTICE**
Judicial Administration Program



**MASTER OF SCIENCE DEGREE IN
JUDICIAL ADMINISTRATION**

Judicial Administration Program

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<http://cj.msu.edu/programs/judicial-administration-program/>

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Greetings,

Michigan State University is pleased to announce its Master of Science in Judicial Administration degree. Individuals who are interested in receiving more information or who wish to apply may contact Cathy White at gamperca@msu.edu or call 517.432.1716. Applications for enrollment are continually being accepted.

The information that follows describes the admission requirements, description of courses, proposed semester schedule, and tuition costs. The new master's degree is an online program and continues to include the option of students applying both the noncredit certificate and graduate certificate to fulfilling some of the course requirements.

Maureen E. Conner

Maureen E. Conner, Ph.D.
Professor
Director, Judicial Administration Program
Michigan State University

ADMISSION

To be considered for admission to the Master of Science degree program in Judicial Administration, an applicant must:

1. submit a personal statement regarding their academic and professional goals and work and professional experiences.
2. submit scores from a GRE general exam taken within the last five years. The GRE exam is waived for candidates with a cumulative undergraduate GPA of 3.2 or higher from an accredited and recognized college or university, and for applicants with a completed graduate degree.

The School of Criminal Justice recognizes that many applicants have been out of the academic environment for some time, and other factors may be considered in the admission process. A limited number of applicants who do not satisfy the School's regular admission requirements may be admitted on a provisional basis. The decision to grant provisional admission is based on the student's potential contributions to the field of judicial system administration. A student may be enrolled on a provisional basis for only two semesters and must be admitted on a regular basis to be considered a degree candidate. To qualify for regular status, a student must complete a minimum of 12 credits of graduate course work in criminal justice with a GPA of 3.0 or higher.

THE GRADUATE SCHOOL AT MICHIGAN STATE UNIVERSITY

The Graduate School at Michigan State University serves as an advocate for graduate education at MSU and beyond, while enhancing the quality of graduate education. The mission of The Graduate School is to serve as an advocate for graduate education to the university and beyond. We strive to enhance the quality of graduate education at MSU in all its diverse dimensions. Our website has many resources and materials for university faculty and staff, current students and prospective graduate students. General Website: <http://grad.msu.edu/> Prospective International Students: <http://grad.msu.edu/internationalstudents/>



ENGLISH LANGUAGE PROFICIENCY

**MICHIGAN STATE
UNIVERSITY**

INTERNATIONAL STUDENT INFORMATION

ENGLISH LANGUAGE PROFICIENCY*	All international applicants and applicants whose first language is not English must be able to be proficient in English as a condition for regular admission to Michigan State University. Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards on any one of the following tests:	
Proficiency is determined by ONE of the tests below:	Regular Admission: You must demonstrate proficiency as follows:	Provisional Admission:** Students with acceptable academic credentials may be admitted to some academic programs on a provisional basis. If admitted provisionally, the deficiency must be corrected within two consecutive semesters. Provisional status is granted if:
Test of English as a Foreign Language (TOEFL)* Educational Testing Service Princeton, NJ 08541 USA http://www.toefl.org MSU Code: 1465	Paper-based test (PBT): minimum average score of 550, no subscore below 52.** Internet-based test (iBT): no subscore below 19 for reading, listening, and speaking; no writing subscore below 22; with a minimum average score of 80.	Paper-based test (PBT): average score is at least 520. Internet-based test (iBT): average score is at least 70.
Michigan English Language Assessment Battery (MELAB) Testing and Certification Division The English Language Institute Ann Arbor, MI 48109 USA http://www.lsa.umich.edu/elj	Minimum average score of 83, no subscore below 80.**	Average score is between 72 and 83.
MSU English Language Test (MSU-ELT) English Language Center Michigan State University East Lansing, MI 48824-1035 USA http://elc.msu.edu/	Minimum average score of 80 to 85, no subscore below 80; OR Minimum average score of 85, no subscore below 78.**	Average score is at least 72.
International English Language Testing System (IELTS) http://www.ielts.org/	Minimum average score of 6.5.	Average score is 6.
Pearson Test of English Academic (PTE A) http://www.pearsonpte.com/PTEAcademic/Pages/home.aspx	Minimum Overall Score of 53; no subscore below 51 for reading, listening, and speaking; no writing subscore below 59.	Average Overall score is at least 48.

* Applicants should have all test scores sent from the testing agency directly to Michigan State University; Office of Admissions; 250 Administration Building; East Lansing MI 48824.

** Some graduate departments require higher English Language Proficiency scores than the University minimum. Please contact the department for further information.

*** Provisional admission status will continue until minimum proficiency (regular admission proficiency) is attained. Provisionally admitted students are required to take the MSU English Language Test upon arrival at MSU. The results of the MSU English Language Test determine whether students will:

- Enroll in full-time academic courses.
- Enroll in full-time English Language courses through the English Language Center.
- Enroll in a combination of both academic courses and English Language courses.

You may not enroll in full-time academic courses until you meet the English language requirement. Enrollment at the English Language Center is NOT negotiable. Direct any communication regarding the English Language Proficiency requirement to:

English Language Center; elc@msu.edu; 517.353.0800; <http://elc.msu.edu/>

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN JUDICIAL ADMINISTRATION

Master of Science Degree in Judicial Administration: 30 total credits required

Core Foundation Courses: 15 credits required

Course Number	Title	Credits
CJ 812*	Criminal Justice Management Seminar: Preparing to Lead: Analyzing and Developing Organization and Personal Leadership	3
CJ 829*	National and Global Trends in Court Planning	3
CJ 860*	Historical Foundations/Contemporary Frameworks in Judicial Administration	3
CJ 861	Budget Planning and Resource Allocation for Court Performance	3
CJ 862	Workforce Planning and Management in the Courts	3

Core Research Methods Courses: 6 credits required

Course Number	Title	Credits
CJ 811	Design and Analysis in Criminal Justice Research	3
CJ 887	Quantitative Methods in Criminal Justice Research	3

Approved Electives: 6 credits required

Course Number	Title	Credits
JRN 892	Special Topics: Courts in the Media	3
CJ 863	Courthouse Planning: Space, Technology, Security, and Disaster Recovery	3
CJ 864*	Elements of Essential Court Operations	3
Approved Elective	By approval of academic advisor	3

Plan B Policy Paper: 3 credits required

Course Number	Title	Credits
CJ 896**	Policy Analysis under Conditions of Change (Plan B Policy Paper)	3

*Students desiring to complete the graduate certificate only, must take the courses marked with an asterisk – CJ 812, CJ 829, CJ 860, and CJ 864

****CJ 896 Prerequisite:** CJ 811 and (CJ 887 or concurrently) **CJ 896 Recommended Background:** At least 75% of MS coursework complete

LOCATION

The Master's Degree in Judicial Administration will be offered only as an online program taught over the internet. Other delivery options may be developed through partnering institutions.

SEMESTER ONLINE COURSE DELIVERY SCHEDULE

FALL	SPRING	SUMMER
<p>CJ 812 Criminal Justice Management Seminar: Preparing to Lead: Analyzing and Developing Organization and Personal Leadership</p> <p>CJ 860 Historical Foundations/Contemporary Frameworks in Judicial Administration</p> <p>CJ 896* Policy Analysis under Conditions of Change (Plan B Policy Paper)</p>	<p>CJ 829 National and Global Trends in Court Planning</p> <p>CJ 864 Elements of Essential Court Operations</p> <p>CJ 896* Policy Analysis under Conditions of Change (Plan B Policy Paper)</p>	<p>JRN 892 Special Topics: Courts in the Media (Summer of even years)</p> <p>CJ 863 Courthouse Planning: Space, Technology, Security, and Disaster Recovery (Summer of even years)</p>
<p>CJ 811 Design and Analysis in Criminal Justice Research</p> <p>CJ 896* Policy Analysis under Conditions of Change (Plan B Policy Paper)</p>	<p>CJ 887 Quantitative Methods in Criminal Justice Research</p> <p>CJ 896* Policy Analysis under Conditions of Change (Plan B Policy Paper)</p>	<p>CJ 861 Budget Planning and Resource Allocation for Court Performance (Summer of odd years)</p> <p>CJ 862 Workforce Planning and Management in the Courts (Summer of odd years)</p>

***CJ 896 Prerequisite:** CJ 811 and (CJ 887 or concurrently) **CJ 896 Recommended Background:** At least 75% of MS coursework complete

DEADLINES TO SUBMIT APPLICATION MATERIALS

START DATE	CLASSES BEGIN	APPLICATION DEADLINE
Fall 2016	August 31, 2016	<i>July 5, 2016</i>
Spring 2017	January 12, 2017	<i>November 16, 2016</i>
Summer 2017	May 15, 2017	<i>March 22, 2017</i>
Fall 2017	August 30, 2017	<i>July 5, 2017</i>
Spring 2018	January 8, 2018	<i>November 13, 2017</i>
Summer 2018	May 14, 2018	<i>March 20, 2018</i>
Fall 2018	August 29, 2018	<i>July 5, 2018</i>
Spring 2019	January 7, 2019	<i>November 13, 2018</i>
Summer 2019	May 13, 2019	<i>March 19, 2019</i>

COURSE DESCRIPTIONS

Core Foundation Courses

CJ 812 Criminal Justice Management Seminar: Preparing to Lead: Analyzing and Developing Organization and Personal Leadership This course immerses students in leadership development for the purpose of preparing them to lead the courts and other justice system organizations. It identifies the complexities of developing leadership acumen that is personally authentic and prepares them to assume increasingly more responsible leadership roles within their organizations. Both leaders and managers must think and act strategically, systemically, and collaboratively. Such action requires sound judgment predicated on critical thinking; activating and using personal values and integrity in service to the organization; gaining skills suitable for leading during times of stability and instability; and developing communication skills that compel people and organizations to chart the future while also thriving in the present. Students will engage with each other, the instructor, and the subject matter through a variety of learning opportunities: readings, self-reflection, critical thinking, assessment and analysis, individual writings, and group assignments.

CJ 829 National and Global Trends in Court Planning This course focuses on the role of emerging trends and the changing expectations of key stakeholders in the strategic planning process. The basic premise of the course is that planning is not a linear process whereby today's realities can be used as an accurate and dependable marker for making prudent decisions regarding the future. The goal is to help those working in the justice system, and those preparing for such careers, to learn how to analyze the "discontinuous" world in which they live and must function, so they can identify the strategic issues which will frame a meaningful planning process for their organization. Students will analyze and write from the context of their respective organizations, but with an understanding of regional, national and global issues that influence their organizations. Each student will interact with the instructor through written assignments and through group discussions with the instructor and with the other members of the class.

CJ 860 Historical Foundations/Contemporary Frameworks in Judicial Administration The purpose of this course is to provide students with knowledge about the historical foundations of the judicial branch and the formation of judicial administration, thus providing the context for the role and responsibilities of the courts in contemporary society, as well as rule of law globally. The historical foundations will address the question of why courts exist, how they continue to evolve, and how courts are guided from legal mandates to public perceptions. Tracing the historical foundations will expose students to the development of a new profession—court management. The role of the court manager will be analyzed in the context of judicial branch mores, ethical codes, and culture. The business of the courts—caseflow management—will be explored and analyzed. The course will also investigate the court culture and how it affects governance and leadership. Students will be engaged in the subject matter through readings, group discussions, writing assignments, and analysis of case data.

CJ 861 Budget Planning and Resource Allocation for Court Performance This course focuses on financial resources for courts and court systems, including resource acquisition and allocation strategies, output and outcome measurement for expenditure assessment, efficient and effective resource management, techniques of budget presentation in the public-sector context, alternative

budget planning and justification formats, audit formats, and revenue enhancement sources and strategies. Trial Court Performance Standards provide a context for assessing outputs and outcomes from resource allocations and expenditures.

CJ 862 Workforce Planning and Management in the Courts The purpose of this course is to address the issues of workforce planning and management in the judicial branch which involves the complexity of different types of selections and forms of employment, including elected and appointed judges and other judicial officers, at-will-employees, civil servants, and contractual labor and services. The interplay among the different forms of employment methods result in different standards for selection, hiring, managing, appraising, and correcting employee behaviors. This course will also pursue the effective and efficient operations of courts which rest on the job performance, roles, and responsibilities of this collection of employees as well as employees who are detailed to the courts for a variety of court services but are not court employees. Succession planning will be explored as a viable methodology for the development of employees for increasingly more responsible leadership positions in the courts.

Core Research Methods Courses

CJ 811 Design and Analysis in Criminal Justice Research Scientific methods in criminal justice research are the focus of this course. Research design, principles of data collection and analysis, interpretation of research findings, computerized data analysis, and ethical standards in research are the subject matter areas addressed.

CJ 887 Quantitative Methods in Criminal Justice Research This course focuses on analytics in descriptive and inferential statistics in criminal justice research.

Approved Elective Courses

JRN 892 Special Topics: Courts in the Media This course offers both court administration and journalism students an opportunity to learn about the two fields, with specific emphasis on the roles, rights and responsibilities of each, as well as their respective values, ethics, and cultures. The course will identify areas of common goals, as well as areas of tension and potential conflict. The course will employ readings, forum discussions, chat and online multimedia lectures to explore concepts and themes, including: justice, rule of law, First Amendment freedoms, privacy, transparency (freedom of information), punishment, rehabilitation, restitution, human rights, civil rights, hate crimes, victim rights, diversity, regulation and intellectual property (copyright). While much of the course will focus on the United States, there will also be opportunities to discuss the international court system and court systems in different countries, as well as how journalists operate in different countries.

CJ 863 Courthouse Planning: Space, Technology, Security, and Disaster Recovery The purpose of this course is to provide students with the necessary knowledge about courthouse and courtroom requirements and specifications for new buildings or remodeling. It will address the required or suggested specifications for judicial chambers, law libraries, and administrative operations space. Space planning will include courthouse and courtroom technology planning and acquisition for integrated systems, optimal workflow, and electronic courts that are connected to the legal practitioners, other courts, and self-represented litigant clinics. Additional issues central to courthouse

planning will be incorporated such as security, lock-ups and prisoner movement, disaster planning and recovery, environmental standards, and selecting and assessing contractors. Students will be engaged in the subject matter through a variety of means and methods including readings, group discussions, case studies, assessment and analysis of construction issues and contracting.

CJ 864 Elements of Essential Court Operations The purpose of this course is to provide students an opportunity to study the essential management infrastructure of court operations; to recognize the wide range of support services and operational capabilities essential to the quality of civil and criminal justice; to analyze the intersections of court operations and constitutional mandates related to judicial independence, interdependence, and accountability; and to situate courts as institutional players within the diverse communities they serve. Students will be exposed to contemporary issues in judicial systems including: judicial independence, interdependence and collaboration, demands for transparency in management of public resources, and accountability challenges to separation of powers, due process, and privacy rights; societal changes and opportunities for expanded services that impact court operations and the concept of justice. Illustrations include problem solving courts, self-represented litigants, public expectations for meaningful access to justice, alternative dispute resolution, indigent defense services, convenient jury service, and the establishment of specialty courts. Students will examine justice system network analysis, organizational design, information technology competence, planning for electronic courts and judicial information management. The relevance of project management expertise as applied to operation of diverse court services with competing priorities will also be considered. Students will engage this subject matter through readings, group discussions, writing assignments, and independent critical analysis.

Plan B Policy Paper

CJ 896 Policy Analysis under Conditions of Change (Plan B Policy Paper) This is the final policy paper, which acts as the capstone for the master's degree. It focuses on analysis for the purpose of formulating, adopting, and implementing public policy. ****CJ 896 Prerequisite:** CJ 811 and (CJ 887 or concurrently) **CJ 896 Recommended Background:** At least 75% of MS coursework complete

Academic Credit for Prior Coursework

Students accepted to the Master of Science in Judicial Administration (MSJA) degree or Judicial Administration Graduate Certificate (JAGC) may seek approval from the Judicial Administration Program, School of Criminal Justice to apply successful completion of the Federal Court Leadership Program (FCLP) toward fulfilling one MSU 3-credit course requirement for either the MSJA or the JAGC. Please contact Catharine White (gamperca@msu.edu), Academic and Student Services Administrator, for additional information.

Students accepted to the Michigan State University (MSU) Master of Science in Judicial Administration (MSJA) degree or Judicial Administration Graduate Certificate (JAGC) may seek approval from the Judicial Administration Program, School of Criminal Justice to apply successful completion of the National Center for State Courts Court Management Program or ICM Fellows Program toward fulfilling MSU course requirements for the MSJA or the JAGC. Please contact Catharine White (gamperca@msu.edu), Academic and Student Services Administrator, for additional information.

TUITION COSTS

Tuition is \$20,640.00 for thirty graduate credits (\$2,064.00 per three-credit course). Non-tuition related fees include a \$20.00 nonrefundable application fee for the Judicial Administration Program and a \$50.00 nonrefundable application fee for the Michigan State University Graduate School. *Tuition and fees are subject to change.* Additional information related to tuition and fees can be found on the Michigan State University Office of Financial Aid website @ <http://www.finaid.msu.edu/default.asp>.

OTHER RESOURCES

Michigan State University Office of the Registrar

<http://www.reg.msu.edu/>

Michigan State University Libraries

<http://www.lib.msu.edu/>

Michigan State University/International Studies and Programs/Office for International Students and Scholars

<http://oiss.isp.msu.edu/>

The Writing Center at Michigan State University

<http://writing.msu.edu/>



Appendix A. Sample Syllabus: CJ 812 Criminal Justice Management Seminar: Preparing to Lead: Analyzing and Developing Organization and Personal Leadership

Course Description

This course immerses students in leadership development for the purpose of preparing them to lead the courts and other justice system organizations. It identifies the complexities of developing leadership acumen that is personally authentic and prepares them to assume increasingly more responsible leadership roles within their organizations. Both leaders and managers must think and act strategically, systemically, and collaboratively. Such action requires sound judgment predicated on critically thinking; activating and using personal values and integrity in service to the organization; gaining skills suitable for leading during times of stability and instability; and developing communication skills that compel people and organizations to chart the future while also thriving in the present. At the conclusion of this course, students will be able to: critically analyze their own organizations and clearly and convincingly articulate their analysis and findings; identify the skills and characteristics necessary for successful leadership; analyze their own leadership capabilities; and apply what they have learned to the administration of justice. Students will engage with each other, the instructor, and the subject matter through a variety of learning opportunities.

Course Objectives

At the conclusion of this course, students will be able to: critically analyze their own organizations and clearly and convincingly articulate their analyses and findings; identify the skills and characteristics necessary for successful leadership; analyze their own leadership capabilities; and apply what they have learned to the administration of justice.

Required Texts and Readings

Reframing Organizations: Artistry, Choice, and Leadership (Fifth Edition)

Authors: Lee G. Bolman and Terrence E. Deal

Six Thinking Hats

Author: Edward De Bono

The Leadership Challenge (Fifth Edition)

Author: Kouzes and Posner

STRONGLY Recommended Writing Resource

A Manual for Writers of Research Papers, Theses, and Dissertations (Eighth Edition) Kate L. Turabian

Additional readings may be required and assigned throughout the course

CJ 812 Faculty

Dr. Maureen Conner connerm@msu.edu

WEEKLY LESSONS AND ASSIGNMENTS

Week One

REQUIRED READINGS

The Leadership Challenge (Introduction and Chapter 1)

National Association for Court Management (NACM) Leadership Core Competency
nacmnet.org/sites/default/files/images/2Leadership.pdf

DISCUSSION ASSIGNMENT

- **Points:** 10 points total

WRITING ASSIGNMENT

- **Points:** 10 points total

Week Two and Week Three

REQUIRED READINGS

The Leadership Challenge [Practice 1: Model the Way (pp. 41-97)]

The Leadership Challenge [Practice 2: Inspire a Shared Vision (pp. 100-153)]

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Four and Week Five

REQUIRED READINGS

The Leadership Challenge [Practice 3: Challenge the Process (pp. 155-211)]

The Leadership Challenge [Practice 4: Enable Others to Act (pp. 213-269)]

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Six and Week Seven

REQUIRED READINGS

The Leadership Challenge [Practice 5: Encourage the Heart (pp. 271-345)]

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

WRITING ASSIGNMENT

- **Points:** 45 points total

Week Eight

REQUIRED READINGS

Six Thinking Hats (Entire Book)

Reframing Organizations (Part One: Making Sense of Organizations)

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Nine

REQUIRED READINGS

Reframing Organizations (Part Two: The Structural Frame)

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Ten

REQUIRED READINGS

Reframing Organizations (Part Three: The Human Resource Frame)

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Eleven

REQUIRED READINGS

Reframing Organizations (Part Four: The Political Frame)

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Twelve

REQUIRED READINGS

Reframing Organizations (Part Five: The Symbolic Frame)

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Thirteen (11/24/2013 – 11/30/2013)

THANKSGIVING WEEK – NO CLASS

Week Fourteen (12/1/2013 – 12/07/2013)

REQUIRED READINGS

Reframing Organizations (Part Six: Improving Leadership Practice)

DISCUSSION ASSIGNMENT

- **Points:** 30 points total

Week Fifteen

WRITING ASSIGNMENT

- **Points:** 45 points total

DISCUSSION ASSIGNMENT

- **Points:** 10 points total

Grading Scale

A total of **390** points are available for this course. Your achievement of points will be based on the extent to which you complete each writing and discussion assignment. The assignments build on one another, thus failure to complete any one assignment will likely affect subsequent assignments.

<u>Grading Scale Points</u>	<u>Grade</u>
390-350	4.0
349-319	3.5
318-288	3.0
287-257	2.5
256-226	2.0
225-195	1.5
194-164	1.0
163-000	0.0

Appendix B. Sample Syllabus: CJ 829 National and Global Trends in Court Planning

Course Description

This course will focus on the role of emerging trends and the changing expectations of key stakeholders in the strategic planning process. The basic premise in the course is that planning is not a linear process whereby today's realities can be used as an accurate and dependable marker for making prudent decisions regarding the future. The goal is to help those working in the justice system, and those preparing for such careers, to learn how to analyze the "discontinuous" world in which they live and must function, so they can identify the strategic issues which will frame a meaningful planning process for their organization. Students will analyze and write from the context of their respective organizations, but with an understanding of regional, national and global issues that influence their organizations. Each student will interact with the instructor through written assignments and through group discussions with the instructor and with the other members of the class. The literature for the course will consist of readings from one textbook, a course pack, the popular press, and web-based materials.

Course Objectives

The learning objectives for this course are to prepare each student to: (1) understand the core components of the strategic planning process sufficient to participate in, if not lead, this process in their organization; (2) identify and assess the emerging trends and the changing expectations of key stakeholders that will have the most influence on how their organization will function in the future; (3) create a series of scenarios, or likely futures, for their organization based on the convergence of the key trends and stakeholder expectations; (4) frame the strategic issues, or key results areas, for their organization that must be managed in order for their organization to achieve its desired future; and, (5) determine and evaluate the barriers to applying and institutionalizing the disciplines of trend/stakeholder analysis and strategic planning in their organization.

Required Texts and Readings

Text

Bryson, John M. *Strategic Planning for Public and Non-Profit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. FOURTH Edition. Jossey-Bass. San Francisco, California. 2011.

Course Pack

A coursepack is required for this course.

CJ 829 Faculty

Dr. Maureen Conner connerm@msu.edu

Weekly Lessons and Assignments

Week One:

Topic: Overview of Course Objectives and Student Introductions
Readings: Bryson Book – Chapter One (pages 3-21)
Overview of the Strategic Planning Model (E)
Strategic Planning – the Basic Idea (I)
<http://www.idealists.org/info/Nonprofits/Mgmt2>
Assignment: Posting of Student Profiles and Learning Objectives
Points: 10

Week Two:

Topic: Confirmation of the Organization's Mission and Mandates
Readings: Bryson Book – Chapter Four (pages 117--131; 138-149)
BoardSource – The Nonprofit Board's Role in Setting and Advancing the Mission (CP)
Assignment: Written Development and/or Critique of Your Organization's Mission
Points: 45
Due: January 20, 2013 at 5:00 pm ET
Assignment: Group Discussion of Organization's Mission and Mandates
Points: 30

Weeks Three/Four:

Topic: The Role of Trends in the Strategic Planning Process
Readings: Bryson Book – Chapter Two (pages 41-66)
Bryson Book – Chapter Five (pages 150-166)
National Center for State Courts 1999-2000 Trends in the State Courts (E)
State Justice Institute – An Approach to Long Range Strategic Planning for the Courts: Training Guide (Unit Six/6-3 - 6-11; 6-26 -6-33; 6-35) (CP)
Assignment: Written Critical Analysis of Trends Identified in Previous Decade
Points: 45

Week Five:

Topic: The Impact of Political/Policy and Economic Trends on the Future Practice of Judicial Administration
Readings: Courts 2010: Critical Trends Shaping the Courts in the Next Decade (E)
National Center for State Courts 2010 Future Trends in State Courts (E)
On Futures Thinking (Schultz, Bezhold and Monahan) (pages 9-13) (CP)
Appendix B/Trend Analysis and Scenarios (B-1 - B-16) (CP)
Any Relevant Articles From Newsweek, Time, Business Week and/or US News and World Report
Assignment: Group Discussion of Political and Economic Trends Which Will Impact Your Organization in the Next Decade
Points: 30

Week Six:

- Topic: The Impact of Social and Technological Trends on the Future Practice of Judicial Administration
- Readings: Courts 2010: Critical Trends Shaping the Courts in the Next Decade (E)
On Futures Thinking (Schultz, Bezhold and Monahan) (pages 9-13) (CP)
Appendix B/Trend Analysis and Scenarios (B-1 - B-16) (CP)
Any Relevant Articles From Newsweek, Time, Business Week and/or US News and World Report
- Assignment: Group Discussion of Social and Technological Trends Which Will Impact Your Organization in the Next Decade
- Points: 30

Week Seven:

- Topic: The Application of Scenario Development in Judicial Administration
- Readings: Courts 2010: Critical Trends Shaping the Courts in the Next Decade (E)
On Futures Thinking (Schultz, Bezhold and Monahan) (pages 13-19) (CP)
Appendix B (92-96/Alternative Futures I and II) (CP)
Strategic Planning in the Courts: Implementation Guide/Trends Analysis and Scenarios (Appendix B/B-1 - B-16) (CP)
National Center for State Courts 2010 Future trends in State Courts (E)
Any Relevant Articles From Newsweek, Time, Business Week and/or US News and World Report
- Assignment: Group Discussion of the Best, Worse and Wild Card Case Scenarios for the Justice System Based on the Previous Analysis of the Political, Economic, Social and Technological Trends
- Points: 30

Week Eight:

- Topic: The Role of the Stakeholder Analysis in the Strategic Planning Process
- Readings: Bryson Book – Chapter Four (pages 132-137)
Stakeholder Expectations/Mission and Vision Statements/Strategic Issues and Summaries (Appendix A/A-1 - A-10) (CP)
- Assignment: Written Critical Analysis of What the External Stakeholders Believe They Have the Right to Expect From Your Organization
- Points: 45

Week Nine:

- Topic: The Role of the Stakeholder Analysis in the Strategic Planning Process (continued)
- Readings: Bryson Book – Chapter Four (pages 132-137)
Stakeholder Expectations/Mission and Vision Statements/Strategic Issues and Summaries (Appendix A/A-1 - A-10) (CP)
- Assignment: Written Critical Analysis of What the Internal Stakeholders Believe They Have the Right to Expect From Your Organization
- Points: 45

Weeks Ten/Eleven:

Topic: The Identification of the Strategic Issues in Your Organization
Readings: Bryson Book – Chapter Two (pages 55-59)
Bryson Book – Chapter Six (185-218)
Stakeholder Expectations/Mission and Vision Statements/Strategic Issues and Summaries (Appendix A/A-14 - A-17) (CP)
Assignment: Written Critical Analysis of the Three to Five Strategic Issues That Your Organization Will Have to Address to Protect and Fulfill Its Mission
Points: 45

Week Twelve/Thirteen/Fourteen:

Topic: Understanding and Assessing the Barriers to Strategic Planning in the Context of Judicial Administration
Readings: Looking Into the Future Through a Rearview Mirror (E)
Harvard Business Review – Decisions Without Blinders (CP) (pages 88-97)
Harvard Business Review – What Really Works (CP) (pages 1-15)
Harvard Business Review – Leading Change: Why Transformation Efforts Fail (CP) (pages 59-67)

Week Twelve/Thirteen:

Assignment: Written Critical Analysis of Your Organization’s Readiness to Address the Strategic Issues and Create the Best Case Scenario
Points: 45

Week Fourteen:

Assignment: Group Discussion of Barriers to Strategic Planning in the Context of Judicial Administration
Points: 30

Week Fifteen/Sixteen:

Topic: Course Evaluation and Closing Thoughts From Instructor and Students
Readings: None
Assignment: Course Evaluation and Final Postings
Points: Ten
Final Postings Due:

CP – Course Pack (material available in course pack)
E – Electronic Materials (material will be available electronically)
I – Internet (material available via noted internet address)

Grading Scale

A total of **440 points** are available in this course. My assignment of points will be based on the quality and timeliness of your work, including your written communications skills. Each assignment is designed to assess your understanding of the content of the core steps in the strategic planning process and your ability to apply them in your organization, so please take each assignment seriously and avoid falling behind in the schedule.

<u>Grade</u>	<u>Grading Scale Points</u>
4.0	440-390
3.5	389-364
3.0	363-338
2.5	337-312
2.0	311-286
1.5	285-260
1.0	259-234
0.0	233-000

Appendix C. Sample Abbreviated Course Reading List

All courses will be taught using a variety of teaching methods appropriate for the subject matter. Course readings will be revised as dictated by developments in theory, research, and the field of practice.

CJ 860: Historical Foundations/Contemporary Frameworks of Judicial Administration

The Art and Practice of Court Administration, by Alexander B. Aikman

Caseflow Management: The Heart of Court Management in the New Millenium, by David C. Steelman

Organizational Culture and Leadership, 4th Edition, by Edgar H. Schein

Governance: A Very Short Introduction, by Mark Bevir

CJ 861: Budget Planning and Resource Allocation

Public Budgeting, David C. Nice.

Hudzik, John. 2004. Judicial independence, funding the courts, and interbranch relations. *Judges Journal*, 43(3), 1.

Hudzik, John. 2003. Financing the courts. In *Encyclopedia of Public Administration and Public Policy*. New York: Marcel Dekker.

Kirat, Thierry. April 2010. *Performance-Based Budgeting and Management of Judicial Courts in France: An Assessment*. *International Journal for Court Administration* 2, (2), 12-20.

Webber, David. 2007. Good Budgeting, Better Justice: Modern Budget Practices for the Judicial Sector. *Law and Development Working Paper Series No 3*. The World Bank.

CJ 862: Workforce Planning and Management

Bechet, Thomas P. 2008. *Strategic Staffing: A Comprehensive System for Effective Workforce Planning*. New York: AMACOM.

Capelli, P. 2009. A supply chain approach to workforce planning. *Organizational Dynamics*, 38(1) 8-15.

Fowler, John W. 2008. Heuristics for workforce planning with worker differences. *European Journal of Operational Research*, 190(3), 724-740.

Reason, Casey. 2009. *Leading, A Learning Organization, The Science of Working With Others*. New York: Solution Tree Press.

CJ 863: Courthouse Planning: Space, Technology, Security, and Disaster Recovery

Birkland, Thomas A. and Schneider, Carrie A. 2007. Emergency Management in the Courts: trends after September 11 and Hurricane Katrina. *Justice System Journal*, 28, 20-35.

Cooper, Caroline S. 2007. Evolving Concept of Court Security. *Justice System Journal*, 28, 40-45.

Dixon, Honorable Herbert B. 2011. The evolution of a high-technology courtroom. In *Future Trends in State Courts 2011*, 28-32.

Flanders, Steve. 2006. *Celebrating the Courthouse: A Guide for Architects, Their Clients, and the Public*. W. W. Norton & Company.

CJ 864: Elements of Essential Court Operations

Rottman, D 2000. Does effective therapeutic jurisprudence require specialized courts (and do specialized courts imply specialist judges)? *Court Review* Spring: 22-27.

Wolf, R. 2007. *Breaking with tradition-introducing problem solving in conventional courts*. New York: Center for Court Innovation.

Tobin, Robert. 2004. *Creating the Judicial Branch: The Unfinished Reform*. New York: Choice Press.

JRN 892: The Courts and the Media

On the Rule of Law (History, Politics, and Theory), by Brian Z. Tamanaha