



**ILLINOIS JUDICIAL COLLEGE  
COMMITTEE ON TRIAL COURT  
ADMINISTRATOR EDUCATION**

**COMPREHENSIVE EDUCATION PLAN**

**August 1, 2018**

# **Comprehensive Education Plan for Illinois Trial Court Administrators**

## **I. STANDING COMMITTEE ON TRIAL COURT ADMINISTRATOR EDUCATION STANDARDS AND GUIDELINES**

### **Charge:**

Under the direction of the Illinois Judicial College Board of Trustees, the Committee on Trial Court Administrator Education (TCAE) shall coordinate, direct, deliver and provide oversight for the provision of continuing education and professional development for the Trial Court Administrators, Deputy Court Administrators, or individuals serving in that capacity.

### **Projects and Priorities:**

The TCAE will develop continuing education and professional development addressing every level of experience and need of the target audience. The Committee shall consider the core competencies of the National Association for Court Management (NACM) and may consider the curricula of any nationally recognized certification program for court managers and staff, and this shall include the identification of emerging legal, sociological, cultural and technical issues that impact court operations, decision making and court administration.

### **Membership:**

The membership of the TCAE consists of judges and court professionals selected by the Supreme Court of Illinois from jurisdictions located throughout the State.

### **Leadership:**

The TCAE committee is chaired by Dan Wallis, Trial Court Administrator from the 22<sup>nd</sup> Circuit – McHenry County; Hon. Craig DeArmond, Justice, Fourth District Appellate Court. Hon. Cynthia Y. Cobbs, Justice, First District Appellate Court serves as the Judicial College Board Liaison to the TCAE Committee.

## **II. PURPOSE AND GOAL**

The purposes and goals of needs-based continuing education for this target audience are to improve the overall administration of justice in Illinois by providing individuals in court administration roles with the right knowledge, skills, abilities and attitudes to make them effective leaders, administrators and public servants.

The curriculum, when completed, will provide members of the target audience with not only basic skills, but also provide more advanced training based on the size of the court jurisdiction, experience of the administrator and the current trends in the profession.

### **III. COMPREHENSIVE CURRICULUM OVERVIEW**

As currently designed, this Trial Court Administrator Education curriculum has three themes:

- Access to Justice
- Tools for Court Management
- Advanced Topics in Court Management

Each of these themes is comprised of several course topics directly related to the results from the needs assessment, focus groups and input from Committee members. This curriculum will not only provide individuals with an introduction into the theoretical and foundational underpinnings of the profession, but will also apply these concepts to how court administration occurs in Illinois.

It was also determined that, to meet the needs of court administrators with varied levels of experience, each of the topics identified in the comprehensive curriculum also be identified as:

- Beginner
- Intermediate
- Advanced

#### **Method of Delivery:**

The methods of instruction would consist of in-person and online courses, offered by circuit and/or district region. Once completed, the committee will next address the specifics of where the coursework contained in the curriculum will be produced (i.e. either locally or from other sources) and how the educational opportunities may be funded.

### **IV. TARGET AUDIENCE**

The target audience for TCAE Continuing Education/Professional Development consists of individuals who are active partners with the judiciary and engaged in the administration of justice. In Illinois, the titles of these personnel may vary in each jurisdiction, as can the duties and responsibilities assigned to these personnel. However, to provide some level of specificity these individuals may include, but are not limited to, trial court administrators, deputy or assistant court administrators, judicial branch managers/supervisors, administrative assistants to chief judges, court reporter supervisors, arbitration administrators, or specific division managers.

Collaborative training is also recommended with judges as a secondary audience in certain courses.

### **V. PROFESSIONAL COMPETENCIES**

As part of an organized profession, court administrators should demonstrate certain qualities and competencies:

1. Demonstrate administrative ability by substantial experience in progressively responsible management positions in government or the private sector
2. Understand current business and management techniques, including use and implementation of case management automation and information technology
3. Demonstrate ability to observe, identify issues, gather data, analyze and offer recommendations to improve court administration, and implementing when approved

4. Exercise good judgment, understanding, and being tactful and effective in maintaining working relationships with other courts and with local, state, and federal government officials, members of the Bar, and the public
5. Exercise a high-level of willingness to cooperate with and have trust in justice partners and stakeholders
6. Demonstrate the ability to conduct conferences and meetings and communicate clearly in writing and speech to employees, judges, representatives of government agencies, industry, and the public
7. Demonstrate knowledge of court procedures and functions
8. Demonstrate creativity, leadership, planning ability, organizational skills, initiative, decisiveness, and dedication to make productive changes in the unique court environment
9. Exercise the ability to understand, promote and model high ethical standards
10. Demonstrate a fundamental understanding of Constitutional principles and adherence to the court's purpose and goals as a separate branch of government
11. Demonstrate the ability to follow as well as lead in the implementation of policies created by the judiciary
12. Exercise respect for the requirements of confidentiality and loyalty when entrusted with the confidence of judges.

In addition to these topics, concepts or attitudes such as patience, perseverance, dedication and adaptation to change should be stressed throughout the curriculum and may benefit the target audience in performing these endeavors.

## **VI. FACULTY ELIGIBILITY, DEVELOPMENT AND TEACHING CREDIT HOURS**

### **A. Faculty Eligibility**

1. Having an advanced degree in the field or course topic
2. Having at least five (5) years experience in the course topic
3. Currently hold or have held the job title of Trial Court Administrator, Judge

### **B. Faculty Development**

1. Preferred faculty has attended at least one Judicial College or approved-provider Faculty Development Workshop
2. Participating faculty will receive Continuing Education [CE] hours for Faculty Development Workshop participation, which will be determined by length of the workshop

### **C. Faculty Teaching Credit Hours**

1. While not all faculty will need official CE hours, an equivalent should be allowed
2. Faculty consisting of lawyers and active or retired judges shall be awarded Continuing Legal Education [CLE] hours in accordance with SCR 795(d)(5)
  - Credit may be earned for teaching in an approved CLE course or activity. Presentations shall be counted at the full hour or fraction thereof for the initial presentation; a repeat presentation of the same material shall be counted at one-half; no further hours may be earned for additional presentations of the same material.
  - Time spent in preparation for a presentation at an approved CLE activity shall be counted at six times the actual presentation time.
  - Authorship or co-authorship of written materials for approved CLE activities shall qualify for CLE credit on the basis of actual preparation time, but subject to receiving no more than 10 hours of credit in any two-year reporting period.

## **VII. PARTICIPANT MINIMUM CONTINUING EDUCATION (CE) HOURS**

- A. New TCAs – 30 hours every two (2) years; thereafter 20 hours every two (2) years
- B. Experienced TCAs – 20 hours every two (2) years
- C. Need to make specific recommendations regarding the minimum credit hours that may be fulfilled through participation in-person and/or distance education
- D. Requirements for Professional Responsibility hours has been reserved by the Committee. Subject areas to consider:
  - 1. Professionalism
  - 2. Civility
  - 3. Legal Ethics
  - 4. Diversity and inclusion
  - 5. Mental health
  - 6. Substance abuse

## **VIII. CONTINUING EDUCATION PROVIDERS**

Providers and Co-Providers will either assist in planning and/or delivery of courses to TCAs and targeted justice partners (judges and clerks)

- 1. National Association of Court Managers [NACM]
- 2. Illinois Attorney General's Disability Rights Bureau [AG's Office]
- 3. Conference of Chief Circuit Judges [CCJs]
- 4. Illinois State Bar Association [ISBA]
- 5. Illinois Judges Association [IJA]

# **Attachment 1**

## **Curriculum Themes and Suggested Courses**

<b>THEME: ACCESS TO JUSTICE</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>LEVEL OF COMPLEXITY</b>	<b>POTENTIAL SOURCES OF INSTRUCTION</b>
Purpose and Responsibilities of Courts	Beginner	NACM, AOIC, Other Professionals/Educators
Role of Court Administration	Beginner	NACM, AOIC, Other Professionals/Educators
Ethical Considerations in Court Administration	Beginner	NACM, AOIC, Other Professionals/Educators
Language Access / Interpreting in Illinois	Beginner	AOIC
Disability Coordinator Training in Illinois	Beginner	Illinois Attorney General, AOIC
Self-Represented Litigants	Beginner	NACM, AOIC
Cultural Competency (e.g. topic will include subjects such as diversity, procedural fairness, implicit bias, mental health/addiction issues, etc.)	Beginner	NACM, AOIC, Other Professional/Educators
Personal Development (Course would include topics such as time management, well-being, listening skills, writing skills, software or computer classes, etc.)	Beginner	NACM, AOIC, Other Professionals/Educators
<b>THEME: TOOLS FOR COURT MANAGEMENT</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>LEVEL OF COMPLEXITY</b>	<b>POTENTIAL SOURCES OF INSTRUCTION</b>
Human Resource Management	Intermediate	NACM, AOIC, Other Professionals/Educators
Budgeting and Fiscal Management	Intermediate	NACM, AOIC, Other Professionals/Educators
Caseload Management/Court Performance Measurements	Intermediate	NACM, AOIC, Other Professionals/Educators
Court Technology	Intermediate	NACM, AOIC, Other Professionals/Educators
Facilities Management / Emergency Planning	Intermediate	NACM, AOIC, Other Professionals/Educators
<b>THEME: ADVANCED TOPICS IN COURT MANAGEMENT</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>LEVEL OF COMPLEXITY</b>	<b>POTENTIAL SOURCES OF INSTRUCTION</b>
Leadership	Advanced	NACM
Public/Media Relations	Advanced	NACM
Strategic Planning	Advanced	NACM