



**Supreme Court of ILLINOIS JUDICIAL COLLEGE  
COMMITTEE ON JUDICIAL EDUCATION**

**COMPREHENSIVE EDUCATION PLAN  
FOR  
ILLINOIS JUDGES**

## COMPREHENSIVE EDUCATION PLAN FOR ILLINOIS JUDGES

### I. STANDING COMMITTEE ON JUDICIAL EDUCATIONAL STANDARDS AND GUIDELINES

#### Charge

Under the direction of the Supreme Court of Illinois Judicial College Board of Trustees, the Committee on Judicial Education shall coordinate, direct and deliver continuing education and training for all Illinois judges, including the identification of emerging legal, sociological, cultural, and technical issues that may impact decision making and court administration by Illinois judges. The Committee on Judicial Education shall recommend and develop continuing education and training opportunities for new and experienced Illinois Judges. (M.R. 27781)

#### Projects and Priorities

Consistent with the *Educational Standards and Guidelines of the Supreme Court of Illinois Judicial College (Standards and Guidelines)* and *Bylaws*, the Committee on Judicial Education (COJE) adopts the following projects and priorities:

1. Design and implement comprehensive judicial education programs for active Illinois judges, including curriculum and program development and delivery, faculty selection and training, and the development of publications;
2. Develop and implement a comprehensive curriculum for judges based upon needs assessments and the identification of competencies that every judge should possess to ensure the fair and efficient administration of justice;
3. In the development of curricula, consult and comply with applicable Supreme Court Rules, policies and standards, and state and federal statutes;
4. Uphold and adhere to the *Standards and Guidelines* promulgated by the Supreme Court of Illinois Judicial College;
5. Foster participation of judges at all levels of the state court system in COJE activities;
6. Review and recommend potential education programs for inclusion in COJE curriculum;
7. Review and recommend non-Illinois educational programs and providers for approval by the Supreme Court of Illinois Judicial College Board of Trustees;
8. Establish methods for effective delivery of educational programs. Curriculum may be delivered using any appropriate educational mode, including but not limited to, in-person, distance learning, or a combination of educational opportunities;
9. Ensure program faculty is equipped, trained, prepared, and able to effectively deliver education programs;

10. Maintain a three-year academic calendar outlining judicial education offerings;
11. Participate in, maintain oversight of, and receive reports from all COJE Workgroups;
12. Collaborate and coordinate with the appropriate Supreme Court of Illinois Judicial College Committees and Supreme Court Special Committees and Commissions to identify educational needs for specific target audiences;
13. Provide information and make recommendations to the Supreme Court of Illinois Judicial College Board of Trustees regarding curriculum and continuing education programs; and
14. Conduct periodic needs assessments.

### **Membership**

The COJE shall include 28 members. Members shall consist of Illinois Judges.

### **Leadership**

The COJE shall be governed by the Chair and Vice Chair. The Chair shall preside at all meetings. In the absence of the Chair, the Vice Chair shall preside.

### **Organization**

The COJE shall have the following workgroups: the Benchbook Editorial Board; Education Conference Workgroup; Advance Judicial Academy Workgroup; New Judge Seminar Workgroup; Faculty Development Workgroup and Curriculum Workgroup. Other workgroups may be established as needed.

## **II. PURPOSE AND GOAL**

### **Purpose**

To promote the fair, equitable, and efficient administration of justice and improve responsiveness to the public through continuing education focused on the development and enhancement of core professional competencies of judges.

### **Goal**

To provide need-based comprehensive curriculum and educational resources responsive to the needs of Illinois judges at all stages of a judicial career.

## **III. COMPREHENSIVE CURRICULUM OVERVIEW**

The Illinois Judicial system should be free of any bias and one in which every litigant, user and employee is fairly treated, safe, and respected. Judicial education curriculum developed as a result of the *Comprehensive Education Plan for Illinois Judges (Plan)* will promote and encourage equal access to justice, procedural fairness, and the fair, equitable, and efficient administration of justice.

## **Curriculum**

Curriculum refers to the grouping of related courses or subject matter topics focused on specific goals and learner outcomes and objectives. The development of curriculum and courses shall be guided by comprehensive needs assessment data, Illinois Supreme Court rules, policies, and standards, legal authorities, *Canons of the Code of Judicial Conduct*, trends and emerging topics and technologies, and professional competencies central to the performance of judicial duties.

## **Differentiation**

Educational content will be differentiated to meet the needs of judges at varying stages of a judicial career and will be designed, where appropriate, as an entry level or experienced level course. A differentiated curriculum is an educational framework for the provision of continuing education designed to meet the expansive needs of judicial learners.

## **Collaboration**

Collaborative development of curriculum and the delivery of courses is encouraged between Judicial College Committees and other Illinois Supreme Court Committees and Commissions, the Illinois Judicial Conference, the Conference of Chief Judges, the Administrative Office of the Illinois Courts, and other approved providers when the fair, equitable and efficient administration of justice will be enhanced.

## **Method of Delivery**

Consistent with curriculum design, courses may be delivered using any appropriate educational method - in-person or through distance learning.

## **IV. TARGET AUDIENCE**

The COJE shall develop curriculum and courses to be delivered to all active Illinois judges, and shall consider the specific educational needs of new judges, chief and presiding judges, appellate judges, and problem-solving court judges. Courses addressing educational requirements for judges presiding over matters involving litigants with behavioral health disorders and judges assigned to hear child custody and allocation of parental responsibilities matters will be developed.

## **V. PROFESSIONAL COMPETENCIES**

### **Guiding Principles**

The legal system is based on the principle that an independent, fair, and competent judiciary will interpret and apply the laws that govern the citizenry. In performance of adjudicative duties, a judge should be faithful to the law and maintain professional competence in it. A judge should also diligently discharge the judge's administrative responsibilities, maintain

professional competence in judicial administration, and facilitate the performance of the administrative responsibilities of other judges and court officials.<sup>1</sup>

Consistent with the *Canons of the Code of Judicial Conduct*, and with specific reference to Supreme Court Rule 63, the Illinois Supreme Court and the Illinois Supreme Court Judicial College, consider **Access to Justice** rules, policies, and standards adopted by the Court, and the tenets of **Procedural Fairness**, essential to the integrity of the judiciary and the preservation of public trust. Illinois judges are strongly encouraged to adhere to these self-guiding principles.

### **Access to Justice**

Equal access to courts ensures citizens are able to obtain solutions through the court process, have knowledge of the legal framework establishing their rights and duties, are aware of these rights and duties, have access to an affordable and timely process, and obtain a fair, impartial, and enforceable resolution.

### **Procedural Fairness**

These four practices represent critical components of public satisfaction with the courts and are essential to the integrity of the judiciary:

- **Voice:** providing individuals the ability to participate in the case by expressing their viewpoint;
- **Neutrality:** the consistent application of legal principles, unbiased decision making, and a transparency about how decisions are made;
- **Respectful treatment:** all individuals should be treated with dignity and their rights protected; and
- **Trustworthiness:** judicial branch authorities should act in a benevolent, caring and sincere manner, and aid litigants where appropriate to be fairly heard; trustworthiness is garnered by listening to individuals and by explaining or justifying decisions that address litigants' needs.

### **Elements of Judicial Excellence**

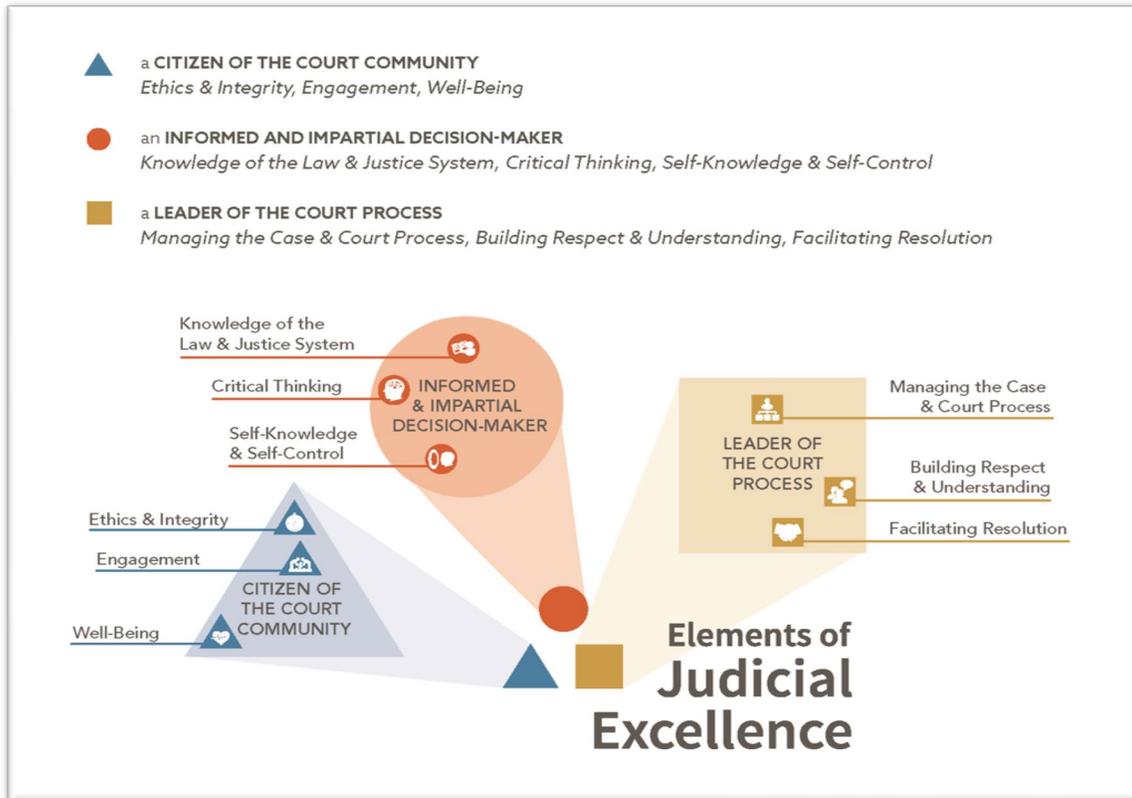
*Elements of Judicial Excellence: A Framework to Support the Professional Development of State Trial Court Judges*, is a model to support evidence-based judicial professional development. The *Elements of Judicial Excellence* was the result of a large-scale quantitative research study developed by the National Center for State Courts, with partial funding from the State Justice Institute, and in partnership with the Illinois Courts and the Administrative Office of the Illinois Courts.<sup>2</sup>

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<sup>1</sup> Illinois Code of Judicial Conduct Preamble and Rule 63: Canon 3 A(1) and B(1).

<sup>2</sup> *Elements of Judicial Excellence: A Framework to Support the Professional Development of State Trial Court Judges*, Project Final Report, December 2017. Developed by the *National Center for State Courts* and funding through the *State Justice Institute* with funding through grant number SJI-15-N-108. For more detailed information and the complete project final report, see [www.ncsc.org/judicialexcellencereport](http://www.ncsc.org/judicialexcellencereport).

Findings from this research identified the nine elements below capturing the knowledge, skills, attitudes, and abilities described by Illinois judges as contributors to judicial excellence, complementing the guiding principles of Access to Justice and Procedural Fairness. The Committee on Judicial Education advances these nine elements as the core professional competencies informing curriculum development. Additional competencies may be identified based upon the status, assignment, role or tenure of judges, as needed.



## Citizen of the Court Community

### Ethics and Integrity

1. Understands the ethical challenges faced by judges and how to properly address them to uphold the actual and perceived integrity of the judiciary.

### Engagement

2. Engages in the work of the assignment, educates the local community, and supports colleagues in executing the mission of the court. Embraces performance feedback and seeks out opportunities for professional development.

### Well-Being

3. Engages in self-care practices to manage stress and maintain physical and psychological health.

## **Informed and Impartial Decision Maker**

### **Knowledge of the Law and Justice System**

4. Understands the legal and operational matters relevant to the assignment. Builds knowledge from relevant disciplines and understands their implication in daily work.

### **Critical Thinking**

5. Uses analytical and problem-solving skills to evaluate the available information and take the best action possible in a timely manner.

### **Self-Knowledge and Self-Control**

6. Understands how ones' personal perspective, values, preferences, mental state and way of thinking can impact decision-making and others' perceptions of fairness. Develops and applies strategies to manage emotions and address biases in judgment and behavior.

## **Leader of the Court Process**

### **Managing the Case and the Court Process**

7. Directs docket and courtroom operations by planning and coordinating schedules, managing case processing timelines and facilitating information exchange between parties in a case, court staff and other stakeholders.

### **Building Respect and Understanding**

8. Interacts effectively with all those who work in or appear before the court in a manner conducive to a fair process and just outcomes. Listens attentively to others and provides clear and effective communication to ensure a shared understanding of the issues in the case, court processes and decisions.

### **Facilitating Resolution**

9. Engages with parties and stakeholders to build consensus on matters that will allow for forward case progress and a focus on reaching a decision.

## **All Judges**

These nine competencies of judicial excellence will serve as the core curriculum for all judges, with allowances for emerging topics and trends, including substantive, procedural, and ethical considerations, and the design of courses flowing from competency number four associated with qualities of an informed and impartial decision-maker.

## **New Judges**

The new judge curriculum, guided by the nine core professional competencies of judicial excellence for all judges, will be specifically designed to meet the needs of judges appointed or elected to the bench. Again, allowances will be made for emerging topics and trends, including specific substantive, procedural and ethical considerations.

## **Problem-Solving Court Judges**

Curriculum and courses building upon the nine competencies of judicial excellence, and specific to the role of an informed and impartial problem-solving court judge as the team

leader and decision-maker, will be developed in collaboration with the *Special Supreme Court Advisory Committee for Justice and Mental Health Planning*, the Administrative Office of the Illinois Courts Problem-Solving Courts Coordinator, consistent with *Illinois Supreme Court Problem-Solving Court Standards* and the certification of problem-solving court judges, in addition to the development of training and best practices for the management of litigants with behavioral health disorders consistent with Supreme Court rules and policies.

### **Chief, Presiding and Judges in Administrative Capacities**

Curriculum and courses specific to judges serving in administrative capacities or in defined leadership roles will be developed to the extent such curriculum and courses are not developed pursuant to the nine competencies of judicial excellence.

### **Appellate Court Justices**

Curriculum and courses will be developed in collaboration with the Appellate Court Administrative Committee based upon the core competencies of judicial excellence for all judges, with additional courses unique to the knowledge, skills, abilities and attitudes of an appellate justice.

## **VI. FACULTY ELIGIBILITY, PROFESSIONAL FACULTY DEVELOPMENT AND FACULTY CREDIT**

### **Faculty Eligibility**

Current or retired judges of the state or federal courts and professionals qualified by subject matter expertise or academic experience are eligible to serve as faculty.

Experts with pending cases in Illinois, practicing attorneys, including retired Illinois judges, actively engaged in the practice of law shall not be eligible to serve as faculty unless granted a specific waiver, excepting ineligible status.

- The Faculty Development Workgroup of the Committee on Judicial Education shall be responsible for recommendations of judicial faculty. Workgroup recommendations shall be submitted to the Committee on Judicial Education, and if approved, to the Board of Trustees for final decision. The Administrative Office shall be consulted regarding the appropriate vetting of potential faculty or entities where concerns are raised regarding potential conflicts of interest with the Courts.
- Waivers, approving those otherwise disqualified as eligible, shall be granted by the Board of Trustees upon the recommendation of the Committee on Judicial Education Faculty Development Workgroup.

### **Professional Faculty Development**

Preference will be given to the selection of faculty who have attended at least one Supreme Court of Illinois Judicial College Faculty Development training within a two-year period, and who have

expressed a willingness to continue faculty development training as recommended. Continuing education credits shall not be earned for participation in faculty development.

### **Faculty Credit Hours**

Faculty shall earn continuing education credit for courses approved by the Supreme Court of Illinois Judicial College, unless specified otherwise.

Illinois judges serving as faculty shall earn three times the length of actual presentation time for an initial presentation of a course in the same educational forum and one time the length of actual presentation time for a repeat presentation of the same course in that educational forum.

Active Illinois judges may apply up to six (6) hours of faculty credit hours earned teaching non-Education Conference courses towards the mandatory continuing education hours required for all Illinois judges. Active Illinois judges are eligible to earn additional faculty hours as Education Conference faculty.

All other faculty shall earn faculty continuing education credit hours pursuant to Supreme Court Rule 795(d)(5).

## **VII. PARTICIPANT MINIMUM CONTINUING EDUCATION HOURS**

### **Required Illinois Supreme Court Judicial College Continuing Education Programs**

#### **New Judge Orientation**

All newly appointed and elected judges, whether associate, circuit or appellate, shall attend and complete all requirements of the first available New Judge Orientation following the oath of office.

Continuing education hours earned while attending New Judge Orientation *do not* meet mandatory continuing education requirements of Illinois judges. Note: New judge faculty earn faculty credit for teaching during new judge orientation. See Section VI for calculation of faculty credit hours.

#### **Education Conference**

All Illinois judges, whether associate, circuit or appellate, shall attend Education Conference held biennially in even-numbered years.

#### **Mandatory Continuing Education Hours for Active Illinois Judges**

Every Illinois judge **shall** earn thirty (30) hours of continuing education credit during each two-year reporting period, and six (6) of the thirty (30) hours **shall** be professional responsibility hours as detailed below. Mandatory hours may be earned through approved courses offered in-person or through distance learning.

Credit hours meeting the 30-hour mandatory biennial requirement may be satisfied as follows:

- twenty-four (24) credit hours shall be earned during Education Conference;

- up to six (6) credit hours may be earned through participation in any Supreme Court of Illinois Judicial College course approved for a judicial audience;
- up to six (6) credit hours may be earned through authorship of an Supreme Court of Illinois Judicial College Benchbook publication. See Section IX below;
- up to twelve (12) credit hours [six (6) per annual appellate conference] may be earned by appellate justices attending annual appellate court conferences in even and odd years.

### **Professional Responsibility**

Professional responsibility shall include courses related to professionalism and civility, legal ethics, diversity and inclusion, procedural fairness and judicial wellness, including mental health and substance abuse, within each two-year reporting period. *See Addendum A for Professional Responsibility Assessment Criteria.*

- Six (6) credit hours of professional responsibility credit shall be required;
- Three (3) of the six (6) professional responsibility credit hours shall be earned from courses approved to meet diversity and inclusion and procedural fairness criteria, including courses focused on bias free judicial decision making, one of the nine core competencies of judicial excellence;
- Professional responsibility credit hours may be earned during Education Conference or at any approved Supreme Court of Illinois Judicial College program occurring;
- Six (6) credit hours may be earned through service as a Judicial Mentor (new and peer) or Judicial Performance Evaluation facilitator, and shall include training required by the Judicial Mentor Committee, Judicial Performance Evaluation Committee and the Administrative Office of the Illinois Courts. These six (6) hours of credit shall incorporate diversity and inclusion and procedural fairness to satisfy the special three (3) hour professional responsibility requirement noted above. Credit hours for mentors and facilitators shall be approved in consultation with the Judicial Mentor Committee, Judicial Performance Evaluation Committee and the Administrative Office of the Illinois Courts.

### **The Reporting Period**

For purposes of the calculation of continuing education credit hours, the reporting period shall be two years beginning July 1 of odd-numbered years and ending June 30 of odd-numbered years, e.g., July 1, 2019 – June 30, 2021.

## **VIII. CONTINUING EDUCATION PROVIDERS**

The Administrative Office of the Illinois Courts, on behalf of the Supreme Court of Illinois Judicial College, is a presumptive provider of MCLE continuing education courses and activities and will manage the submission of Supreme Court of Illinois Judicial College courses to the MCLE Board.

The Committee on Judicial Education shall submit recommendations for approval of providers and courses in writing to the Board of Trustees. Recommended providers and courses will be evaluated by the Board of Trustees using the criteria set forth in the *Continuing Education Provider Policy, Assessment and Approval* found in Addendum A.

Providers may fall into three categories: 1) Co-Providers; 2) Presumptive Providers; and 3) Providers of Single Course or Series of Courses. Each, however, is a reference to a non-Supreme Court of Illinois Judicial College entity seeking to offer continuing education approved by the Judicial College.

### **Co-Providers of Continuing Education**

Co-Providers are defined as those entities actively engaged in the development, planning, and delivery of continuing education in collaboration with one or more Supreme Court Judicial College Standing Committees. Co-Providers may be non-Judicial College Supreme Court Standing Committees and Commissions, or non-Judicial College Providers of continuing education. Co-Providers may be sponsored by one or more Judicial College Standing Committees with whom they will work collaboratively.

### **Presumptive Providers of Continuing Education**

Presumptive Providers are those non-Judicial College entities seeking approval of an entire curriculum, including any single course, or series of courses developed by the entity, without the benefit of collaboration or consultation in the development, planning, or delivery of its curriculum, course or series of courses.

### **Providers of a Single Course or Series of Courses**

These are Providers seeking independent review of a single course or series of courses (or program agenda) to be offered during an education event.

### **Non-Judicial College Continuing Education Course Participation**

The Chief or Presiding Judge, or Presiding Justice, may consider the following criteria when determining whether to approve time away from the bench to participate in a non-Judicial College course or series of courses:

- priority should be given to participation in courses for judges offered by the Supreme Court of Illinois Judicial College and consideration should be given to whether similar Judicial College courses are offered or scheduled to be offered;
- whether a judge is in compliance with mandatory continuing education hours of the Supreme Court of Illinois Judicial College as outlined in the Plan. Note: non-Judicial College courses do not meet mandatory minimum criteria. *See Section VII*;
- costs associated with attendance; costs of travel to-and-from a course, and tuition and other costs associated with participation, are not reimbursable by the Administrative Office of the Illinois Courts.

### **Illinois Supreme Court Rule 40**

Courses designed for a judicial audience that are offered by the Judicial College or by providers approved by the Board of Trustees meet the criteria for “training courses approved by the judicial education committee” pursuant to Supreme Court Rule 40(c) - Marriage and Civil Union Divisions – Trust Account. Judicial travel reimbursement must be consistent with *Judicial Branch Travel Guidelines* and statutes.

### **IX. Illinois Judicial College Publications – Credit Hours Authorship**

Continuing education credit may be awarded for researching and writing a single publication of an Illinois Judicial Benchbook using the following criteria:

- **New Publication:** Original author of a single Benchbook publication of an approved subject matter; or
- **Re-Publication:** Primary author of substantial revisions or additions to an existing Illinois Judicial College Benchbook.
- **Credit Hours:** Active Illinois judges may earn six (6) credit hours for the sole authorship or substantial revision or addition of an Illinois Judicial Benchbook consistent with the terms above.

Law Professors (attorneys) seeking credit hours for the sole authorship or substantial revision or addition of a Benchbook publication shall earn credit towards MCLE requirements consistent with SCR 795(d)(7).

- **Approval:** The Benchbook Editorial Board shall forward recommendations to the Committee on Judicial Education to approve eligible publications and eligible work product, with final decision resting with the Board of Trustees.

## Addendum A

### Professional Responsibility Assessment Criteria

#### I. Professional Responsibility Courses:

##### A. Professional Responsibility Courses – Generally

Courses identified as professional responsibility courses shall include at least one professional competency and one learning objective related to either: professionalism; civility; legal ethics; judicial wellness, including behavioral health and substance use disorder; diversity and inclusion or procedural fairness.

Non-judges enrolled in judicial education courses, consult Supreme Court Rule 794(d) and the Illinois Supreme Court Commission on Professionalism Professional Responsibility Education Guide. (<https://www.2civility.org/programs/cle/professional-responsibility-cle-guidelines/>).

1. For **professionalism** credit:

incorporate principles that enrich judicial performance; enhance the judge's role as an officer of the legal system; improve the legal system and access to that system; or further the administration of justice and the public good.

2. For **civility** credit:

incorporate strategies to reduce incivility in the courthouse, including incivility in the legal profession, engagement in difficult conversations (e.g. using reframing skills), or defusing highly charged situations.

3. For **legal ethics** credit:

incorporate the requirements of the Illinois Code of Judicial Conduct; Judicial Ethics Commission (JEC) Opinions; or ethical conduct of judges on and off the bench to enhance and maintain confidence in our legal system.

4. For **judicial wellness, behavioral health and substance use disorder** credit:

incorporate a discussion focused on: judicial wellness; recognition of behavioral health and substance use disorders among participants in the legal system, including judges,

lawyers, and non-judicial staff; or destigmatizing behavioral health and substance use disorders to increase access to justice.

## B. Professional Responsibility Courses: Diversity and Inclusion, Procedural Fairness (DIPF)

Courses identified as professional responsibility courses meeting the diversity and inclusion and procedural fairness designation, shall include at least one professional competency and one learning objective related to either: diversity, inclusion, procedural fairness, implicit bias, mindfulness, deliberative decision making or bias free judicial decision making.

In addition to the associative professional competency and learning objective, course content, learning activities, materials, or discussion shall:

### 1. For **diversity and inclusion** credit:

incorporate a recognition of the diversity of our society and equip learners to effectively serve and have regard for our multi-cultural, multi-racial, multi-religious, and multi-gender society;

### 2. For **procedural fairness** credit:

incorporate the four basic principles of procedural fairness—voice, neutrality, respectful treatment, and trustworthiness—and aid learners in recognizing ways adoption of the principles will improve engagement with others in the courtroom and community. *See section V of the Comprehensive Education Plan for Illinois Judges.*

### 3. For **implicit bias** credit:

incorporate activities, practices, standards, or tools, designed to promote bias free decision making and interrupt or counter the impact of implicit bias and group disparities in case outcomes. This includes providing the learner with tools for practicing deliberative decision-making or mindfulness, or providing resources or tools such as checklists to aid reflection and deliberativeness.

## II. Professional Responsibility – Service Activities

*See section VII of the Comprehensive Education Plan for Illinois Judges for non-course related service activities that meet both the general and diversity and inclusion, and procedural fairness professional responsibility criteria.*

### **III. Review and Approval of Professional Responsibility Courses:**

The Curriculum Workgroup, comprised of members of the Committee on Judicial Education Committee Needs Assessment Workgroup, shall review and approve judicial education curriculum and courses.

The Curriculum Workgroup shall have the following responsibilities:

- Identify courses meeting judicial continuing education requirements including Professional Responsibility and DIPF criteria stated herein; content required by Supreme Court Rule 908; and other required content as necessary, and recommend these course designations to the Committee on Judicial Education on behalf of the Needs Assessment Workgroup;
- Periodically review judicial education curriculum and courses, and offer recommendations regarding modifications, if any, to the Committee on Judicial Education on behalf of the Needs Assessment Workgroup;
- Review non-Workgroup recommendations to modify judicial education curriculum and courses and offer recommendations regarding modifications, if any, to the Committee on Judicial Education on behalf of the Needs Assessment Workgroup;

All recommendations approved by the Committee on Judicial Education shall be submitted to the Board of Trustees for final approval.

**Addendum B**  
**Supreme Court of Illinois Judicial College**  
Request for Approval of Provider or Courses

**Select the Recommended Approval:** Choose an item.

**Provider Information:**

In the space below, provide information to support the approval of the proposed provider using criteria required by the Supreme Court of Illinois Judicial College *Continuing Education Provider Policy, Assessment and Approval*.

**Name of Provider:**

**Provider Website:**

**Provider Contact:**

**Email:**

**Course Information:**

Describe how the course(s) address the criteria in the Supreme Court of Illinois Judicial College Comprehensive Education Plan. Please attach an Agenda, Course Objectives and other relevant material when you submit this form:

**Applicant Name:**

**Circuit or Appellate District:**

**Date:** Click or tap to enter a date.

**Fax this form with attachments to: 312-793-5187**

# ADDENDUM C

## July 1, 2019 - June 30, 2021 Reporting Period

*Addendum C, to be added as a supplement to the Comprehensive Education Plan for Illinois Judges (Plan), was approved by the Supreme Court of Illinois during the Court's May 2020 Term in recognition of the existing pandemic and the public health considerations impacting the ability to plan in-person educational events. Addendum C is applicable only to the July 1, 2019 - June 30, 2021 reporting period.*

### I. COMPREHENSIVE EDUCATION PLAN MINIMUM REQUIREMENTS

Pursuant to the *Comprehensive Education Plan for Illinois Judges (Plan)*, approved by the Supreme Court of Illinois, all Illinois Judges shall attain the following minimum continuing education requirements, (page 9):

- A. A minimum of 30 hours shall be earned through June 30, 2021, including:
  - A minimum of 6 hours of Professional Responsibility
    - Professional Responsibility credits shall include a minimum of 3 hours of credit approved to meet Diversity, Inclusion, and Procedural Fairness criteria [DIPF]. See pp. 10, 13-15, *Addendum A*;
- B. Provisions in the existing *Plan*, (page 9), mandating the acquisition of 24 of the 30 hours from Education Conference, are waived for the July 1, 2019 - June 30, 2021 reporting period to the extent necessary for those Illinois Judges unable to meet the mandate due to the non-occurrence of Education Conference and related educational events.
- C. For the July 1, 2019 - June 30, 2021 reporting period, Judges have the flexibility to earn all 30 minimum hours as noted in *Addendum C, Part III. Earning Credits*, below.

### II. REPORTING PERIOD

Each reporting period runs for two years from July 1 - June 30. The current reporting period began July 1, 2019 and runs through June 30, 2021.

### III. EARNING CREDITS

For the July 1, 2019 - June 30, 2021 reporting period, minimum credit hours may be earned from teaching or participating in:

- A. courses or events planned by any Supreme Court of Illinois Judicial College Committee<sup>1</sup> approved by the Board specifically for Judges; approval shall be without limitation of hours;

- B. courses or events planned by other Supreme Court of Illinois Committees and Commissions<sup>2</sup> approved by the Board specifically for Judges; approval shall be without limitation of hours;
- C. courses or events sponsored by other providers, currently including, the *National Center for State Courts (NCSC)*, the *National Judicial College (NJC)*, the *National Association of Drug Court Professionals (NADCP)* and the *American Judges Association (AJA)*; See pp.10-12, Addendum B:
  - 1. credits Illinois Judges may earn from approved providers unaffiliated with the Supreme Court of Illinois shall be limited to a maximum of six (6) hours; and
  - 2. approval shall be without expectation of Administrative Office reimbursement, but not preclude the exercise of discretion by the Chief Judge pursuant to Supreme Court Rule 40 to utilize marriage and civil union fees for judicial education and training for approved courses and events;
- D. six (6) hours of professional responsibility credits, including three (3) hours to be earned from courses approved to meet diversity and inclusion and procedural fairness criteria, shall be earned in accordance with existing provisions of the *Plan* and must be specifically approved by the Board as meeting the criteria outlined in the *Plan*. See pp. 10, 13-15, Addendum A;
- E. as faculty for any Board approved course or event during this reporting period, including the February 2020 session of Education Conference and without regard to a Judges' participation month; approval shall be without limitation of hours;
- F. faculty and staff professional development courses and events approved by the Board;
- G. six (6) hours of credit for service as a new judge mentor, peer judge mentor, judicial performance evaluation facilitator or bench book author shall be earned in accordance with existing provisions of the *Plan*; the six (6) hour limitations shall remain as noted in the *Plan*; and
- H. credit hours may be earned from completion of in-person or online courses or events approved by the Board.

## IV. COURSES

### E-LEARNING COURSES

A course calendar will be posted on the Judicial College tab of the Supreme Court of Illinois website by July 1, 2020 noting courses approved by the Supreme Court of Illinois Judicial College Board. In the interim, eLearning courses are available for credit on the Illinois Judicial College eLearning website at [pathlms.com/aoic](http://pathlms.com/aoic).

All live events are recorded and available within approximately 48 hours following the live broadcast. Courses on PATHLMS are intended for a broad audience of Judges and justice

partners and not all courses have been approved for each audience. For Illinois Judges, a list of available approved courses, both live events and on-demand courses, will appear after sign-in to the PATH account. If you do not have a PATH account, you must sign-up (create an account) before you can “sign-in” and access courses and register.

### IN-PERSON COURSES AND EVENTS

In-Person courses and events will resume when feasible, considering factors including, but not limited to, the public health and safety of participants and faculty, and the ability to secure venues.

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#### Footnotes:

- <sup>1</sup> The Supreme Court of Illinois Judicial Committees include, the Committees on Circuit Court Clerk Education, Guardian *ad litem* Education, Judicial Branch Staff Education, Judicial Education, Probation Education, and Trial Court Administrator Education.
- <sup>2</sup> For example, other Supreme Court Committees and Commissions, include, but are not limited to, the Appellate Court Administrative Committee, Committee on Equality, Special Supreme Court Advisory Committee for Justice and Mental Health Planning, and the Access to Justice Commission.

# CONTINUING EDUCATION PROVIDER POLICY, ASSESSMENT AND APPROVAL

**Section I. Introduction and General Policy:** The general policy, assessment criteria, and approval of providers by the Supreme Court of Illinois Board of Trustees is set forth below, and shall be consulted in the course of seeking Provider approval of continuing education.

All original requests for approval shall be submitted to the Judicial College Standing Committee representing the audience that is the primary target of continuing education. In the case of multidisciplinary courses, the requests should be simultaneously submitted to the Standing Committees whose audience is the target of the course(s), or Provider trainings.

Judicial College Standing Committees shall use uniform, objective criteria to assess potential Providers, whether providers are seeking presumptive status, or approval of a single course or series of courses. See *Section VIII of the Comprehensive Education Plan of the respective Judicial College Standing Committee*.

Any Standing Committee seeking to have a request approved must submit it to the Board at least three months prior to any planned event. The board will notify the Standing Committee of the approval or rejection of a request.

## **Section II. Definitions and Supreme Court Judicial College Provider Criteria**

### **A. Definition. Providers of Continuing Education**

Providers may fall into three categories: 1) Co-Providers; 2) Presumptive Providers; and 3) Providers of Single Course, or Series of Courses. Each, however, is a reference to a non-Supreme Court of Illinois Judicial College entity seeking to offer continuing education approved by the Judicial College.

#### **Co-Providers**

Co-Providers are defined as those entities actively engaged in the development, planning, and delivery of continuing education in collaboration with one or more Supreme Court Judicial College Standing Committees. Co-Providers may be non-Judicial College Supreme Court Standing Committees and Commissions, or non-Judicial College Providers of continuing education. Co-Providers may be sponsored by one or more Judicial College Standing Committees with whom they will work collaboratively.

#### **Presumptive Providers**

Presumptive Providers are those non-Judicial College entities seeking approval of an entire curriculum, including any single course, or series of courses developed by the entity, without the benefit of collaboration or consultation in the development, planning, or delivery of its curriculum, course or series of courses.

#### **Providers of a Single Course or Series of Courses**

These are Providers seeking independent review of a single course or series of courses (or program agenda) to be offered during an education event.

### **B. Supreme Court Judicial College Standing Committee Criteria for Evaluating Providers**

Judicial College Standing Committees shall submit recommendations to the Board of Trustees in writing, based upon its evaluation of the following criteria:

## **1. Criteria for Co-Providers**

Co-Providers shall be exempt from review so long as:

- a) co-Provider adheres to all provisions of the Comprehensive Education Plan of the Supreme Court of Illinois Judicial College Standing Committee(s) serving as a collaborator or sponsor;
- b) co-Provider adopts and utilizes the approved Judicial College curriculum and course plan, or develops, a curriculum and course plan, utilizing the approved templates, in collaboration with the sponsored Judicial College Standing Committee(s);
- c) co-Provider, participates in Judicial College sponsored faculty and staff development, when recommended; and
- d) co-Provider actively collaborates in the development, planning and delivery of continuing education to the intended target audience, for the agreed upon period.

## **2. Criteria for Evaluating Recommendations for Presumptive Provider Status**

- a) Whether the Provider has historically provided continuing education to the specific target audience under consideration consistent with: professional competencies identified in the Judicial College Standing Committee Comprehensive Education Plan, curriculum planning goals, and learning objectives identified in the course plans of the Judicial College Standing Committee(s); or
- b) whether the Provider is a recognized entity with an established reputation as a Provider of continuing education, and has consistently provided competency-based continuing education.
- c) Whether the Provider curriculum and course(s) meet an unmet need of the Judicial College;
- d) whether Provider faculty (review biographical information) are qualified by practical or academic experience in the area(s) of discipline offered; and
- e) whether continuing education course(s) are fiscally affordable based upon average cost per attendee.

## **3. Criteria for Evaluating Recommendations of Providers of Single Course(s)**

- a) whether the course or series of courses supports the development of professional competencies identified in the Comprehensive Education Plan of a Judicial College Standing Committee, and is consistent with its curriculum planning goals, and course planning objectives;
- b) whether the Provider curriculum and course(s) meet an unmet need of the Judicial College;

- c) whether Provider faculty (review biographical information) are qualified by practical or academic experience in the area(s) of discipline offered; and
- d) whether continuing education course(s) are fiscally affordable based upon average cost per attendee.

### **C. Board of Trustee Criteria for Approving Providers**

The Board acknowledges the benefit of collaboration with non-Judicial College providers of continuing education. The Board will seek to balance the benefit of collaborative partnerships in the development, planning and delivery of continuing education, with its expectations to offer competency-based courses that meet the educational need and demand of all justice partners, in a way that represents the mission and goals of the Supreme Court of Illinois Judicial College.

The Board of Trustees shall review recommendations for Provider approval submitted by a Judicial College Standing Committee. Any submission seeking Provider approval, received by the Board of Trustees, shall be referred to the appropriate Judicial College Standing Committee for evaluation, and if the Standing Committee deems appropriate, submitted to the Board as a recommendation for approval.

The Board acknowledges, in its review of Providers, the Administrative Office of the Illinois Courts, as a Presumptive Provider of minimum continuing legal education (MCLE) courses and activities, on behalf of the Supreme Court of Illinois Judicial College, for eligible lawyers (participants and faculty) seeking to meet Illinois minimum continuing legal education requirements through Judicial College courses. *Note: Active Illinois Judges and state-paid Judicial Branch legal staff are exempt from MCLE requirements.*

The Board in making its determination, shall review, and strongly consider the following, in addition to the criteria listed for Co-Providers, Presumptive Providers and Providers of a single course(s):

- a) the recommendation of the Judicial College Standing Committee, including statements in support of approval, and any relevant documents provided; and
- b) whether the course(s) to be offered by the Provider are duplicative of existing or planned Judicial College courses; and
- c) whether Provider—or of the course(s) approval is limited to considerations expressed in Supreme Court Rule 40; and
- d) any associated costs related to planning and delivering a course, including, but not limited to participant and faculty attendance, tuition, organization membership fees, travel, lodging, and other expenses.

The Board shall periodically review all Providers to ensure consistency with Judicial College *Standards and Guidelines, Bylaws, Comprehensive Education Plans*, Supreme Court and Judicial College policies, and expectations, and may, where necessary, seek Standing Committee re-assessment of a Provider.