



SUPREME COURT OF
ILLINOIS JUDICIAL COLLEGE
JUDICIAL EDUCATION

Approved by the Supreme Court of Illinois November 2022 Term of Court

Comprehensive Education Plan

for

Illinois Judges

Committee on Judicial Education

(COJE)

Preface

MCLE Teaching and Participation Credit

The Supreme Court of Illinois Judicial College (Illinois Judicial College) is an approved provider of Minimum Continuing Legal Education (MCLE) in Illinois. Licensed Illinois attorneys are eligible to receive MCLE credit for teaching and participation.

MCLE Qualified Meeting Credit

Effective January 1, 2022, Supreme Court-appointed attorney members serving on a Supreme Court of Illinois Judicial College Standing Committee, Standing Committee Workgroup, or Judicial College Board of Trustee Workgroup, shall earn MCLE credit subject to Rule 795(d)(12). An attorney appointed by the Court to a Standing Committee or approved by the Illinois Judicial College Board of Trustees to serve on an Illinois Judicial College Standing Committee Workgroup shall earn one hour of MCLE credit by attending a qualifying meeting. Credit for this (Committee and Workgroup meetings) attendance is limited to 12 hours in each two-year reporting period.

I. STANDING COMMITTEE ON JUDICIAL EDUCATION, CHARGE, PROJECTS AND PRIORITIES, AND MEMBERSHIP

Charge

Under the direction of the Supreme Court of Illinois Judicial College Board of Trustees (“Board”), the Committee on Judicial Education (“COJE”) shall design and deliver continuing education and professional development for all Illinois judges to enhance the effective and efficient administration of justice in a way that promotes integrity, trust, and confidence. The Committee shall routinely conduct an education needs assessment to determine the educational need of the target audience and design curricula and courses to meet the need in a manner consistent with the core principles of the Illinois Judicial College and best practices for curriculum and course design.

Projects and Priorities

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

1. Adhere to best practices in curriculum and course design consistent with the standards of the National Association of State Judicial Educators and the Illinois Judicial College.
2. Design courses that advance the core principles of the Illinois Judicial College.
3. Uphold the educational standards established by the Illinois Judicial College.
4. Submit an annual continuing education calendar for Illinois Judges no later than November 1st for the following July 1- June 30.
5. Perform ongoing strategic review of educational needs, curriculum, courses, programs, delivery methods, faculty selection and performance, and publications for Illinois Judges.
6. Ensure curriculum, courses, and programs are responsive to the needs of Illinois Judges.
7. Evaluate other curriculum, course, and program resources for inclusion in the COJE curriculum.
8. Adopt best practices for adult learning and learner focused engagement.
9. Recommend faculty who have completed professional development.
10. Encourage potential faculty to participate in Illinois Judicial College online or in-person professional faculty development, and emphasize preparation and delivery consistent with adult learning principles and audience engagement.
11. Ensure the accurate collection and reporting of data.
12. Identify, collaborate, and coordinate with appropriate Illinois Judicial College Standing Committees and Workgroups, and non-Illinois Judicial College Supreme Court entities.
13. Provide information and make recommendations to the Board regarding curriculum and continuing education courses and programs.

Membership

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

Leadership

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

Workgroups

Pursuant to the Bylaws of the College, Standing Committees may establish Workgroups to assist Standing Committees as needed for planning purposes. Non-Standing Committee Workgroup members must be approved by the Board of Trustees. The COJE has established Workgroups to aid curriculum and course design and the development of publications and delivery of specific educational programs. *See Appendix 3 – Committee on Judicial Education Workgroups & Charges.*

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 consistent with the core principles of the College and procedural fairness, equal access to justice, and diversity and inclusion.

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

Illinois courts should be free of any bias. Every litigant, user and employee should be fairly treated, safe, and respected. Judicial education curriculum developed in accordance with 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,

consistent with the National Association of Judicial Educators (NASJE) curriculum and course design model, and the core principles of the Illinois Judicial College.

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 Boards, Committees and Commissions, the Illinois Judicial Conference, the Conference of Chief Judges, the Administrative Office of the Illinois Courts (“AOIC”), and other Court entities and 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, distance learning, or blended.

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 justices, problem-solving court judges and juvenile court judges. Courses will also address all continuing education required by Supreme Court Rule.

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.¹

Consistent with the core principles of the Illinois Judicial College, the *Canons of the Code of Judicial Conduct*, and with specific reference to Supreme Court Rule 63, consider **Access to Justice** rules, policies, and standards adopted by the Court, the tenets of **Procedural Fairness**, essential to the integrity of the judiciary and the preservation of public trust, and

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

Diversity, Equity, and Inclusion principles. 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
- **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.

Diversity, Equity, and Inclusion

The equitable administration of justice requires a bias-free, culturally competent judiciary that recognizes the diversity of our multi-cultural, multi-racial, multi-religious, and multi-gender society and is equipped with strategies to counteract explicit and implicit biases.

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 AOIC.²

Findings from this research identified the nine elements below capturing the knowledge,

² *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 information and the complete project final report, See <https://ncsc.contentdm.oclc.org/digital/collection/judicial/id/474/>

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.

Juvenile Court Judges

Curriculum and courses will be developed in collaboration with the *Illinois Supreme Court Committee on Juvenile Courts* to meet the professional development needs of judges presiding over juvenile abuse, neglect, dependency, and delinquency matters, consistent with the core competencies of judicial excellence.

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 College Committee on Probation Services, Problem Solving Workgroup, *Special Supreme Court Advisory Committee for Justice and Mental Health Planning*, and the AOIC 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 courses and adoption of 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.

- Workgroup recommendations shall be submitted to the *Committee on Judicial Education*, after consultation with the workgroup responsible for ensuring diversity and inclusion, and if approved, submitted to the Board of Trustees for final decision. The AOIC 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 upon the recommendation of COJE.

Professional Faculty Development

All judicial college faculty, excluding guest faculty, shall be required to attend at least one College Professional Faculty Development within four years of teaching any Judicial College Courses.

Faculty Credit Hours

Faculty shall earn continuing education credit for courses approved by the College, unless specified otherwise.

Active Illinois judges serving as faculty for the biennial Education Conference (“EdCon”) 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 serve as faculty for Illinois Judicial College courses delivered to justice partners (and which exclude judges as a target audience). Up to three (3) hours of credit may be earned at the rate of one time the length of actual presentation time.

Active Illinois judges may apply up to six (6) hours of faculty credit hours earned teaching non-EdCon courses towards the mandatory continuing education hours required for all Illinois judges.

Active Illinois judges shall not receive faculty credit for teaching approved presumptive provider courses outside of the College.

Retired judicial faculty and attorneys licensed to practice law in Illinois shall earn faculty continuing education credit hours pursuant to Supreme Court Rule 795(d)(5).

Course Supervisor Credit Hours

Judges approved by the COJE and the Board to serve as a Course Supervisor to aid in the design and development of a course, and provide post-delivery feedback, shall earn (2) credit hours per course, regardless of course duration and number of times presented, not to exceed credit hours earned by faculty. Credits earned by Course Supervisors for Education Conference shall count toward the credit hours that must be earned at Education Conference under Section VII.

VII. MINIMUM CONTINUING EDUCATION HOURS FOR ACTIVE ILLINOIS JUDGES

A. Required Illinois Supreme Court Judicial College Continuing Education Events

New Judge Orientation

New Judge Orientation consists of a cohort-based blended learning model that encompasses live webinars, virtual cohort group discussions, and two annual in-person conferences. This

orientation is designed to provide participants with ample continuing education opportunities and resources while cultivating a peer-support system to discuss and resolve shared challenges as a new judge.

The Cohort Program works as a continuing education carousel that allows judges to join the program shortly after taking the bench via three cohort launch dates per year to accommodate new judges joining throughout the year.

Every new judge is placed in a cohort group consisting of up to 9 new judges. Judges remain a part of the same cohort group throughout the entirety of the program. Cohort group discussions are facilitated and led by two experienced judges serving as cohort leaders. Judges approved by COJE and the Board to serve as a cohort leader shall earn six (6) credit hours for each one-year term.

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 and cohort leader credit hours.*

Education Conference

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

Appellate Court Conference

In collaboration with the *Appellate Court Administrative Committee*, the COJE shall deliver courses from the curriculum for appellate judges at an annual Appellate Court Conference. All appellate justices shall attend the Appellate Court Conference. In even-numbered years, the Appellate Court Conference shall be held in conjunction with Education Conference. In odd-numbered years, the COJE shall collaborate with the *Appellate Court Administrative Committee* and *Judicial Branch Staff Education Committee* (JBSE) of the College to develop and deliver a multi-disciplinary conference for appellate justices; clerks and legal research directors of the Supreme and Appellate Courts; appellate law clerks, research attorneys, and other legal staff; and the Reporter of Decisions and staff.

B. Other 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:

- Eighteen (18) credit hours shall be earned during Ed Con; however, a sufficient number of courses should be offered at Ed Con to allow judges to fulfill the 30-hour requirement during Ed Con if they choose to do so.
- Up to twelve (12) credit hours may be earned through:
 - participation in any College course approved for a judicial audience
 - serving as faculty for a College course. *See Section VI of the Plan.*
 - authorship of a Supreme Court of Illinois Judicial College Benchbook publication. *See Section IX of the Plan*
 - or serving as a Course Supervisor or Cohort Leader. *See Section VI of the Plan.*

Appellate justices shall earn up to twelve (12) credit hours per biennial Joint Appellate Court Conference held in odd-numbered years. The credit hours earned in even-numbered years for Appellate Court Conferences held in conjunction with Education Conference shall be applied toward the eighteen (18) credit hours required during Ed Con.

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) professional responsibility credit hours 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.

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, 2022 – June 30, 2024

VIII. PROVIDERS

The AOIC, on behalf of the College, is a presumptive provider of College continuing education courses and programs and will manage the submission of College courses and faculty to the MCLE Board. *See Illinois Judicial College Provider Policy.*

Illinois Supreme Court Rule 40 – Use of Marriage and Civil Union Trust Funds

Education courses and events approved by the Board 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.

Non-Judicial College Continuing Education Course Participation

Judicial participation in College courses and programs is required to meet the majority of mandatory credit hours for Illinois judges and should be a priority for judicial continuing education. Judges may earn up to 6-hours of credit for attending Presumptive Provider courses outside of the Illinois Judicial College; however, judges will not earn credit hours for participation in non-Presumptive Provider courses.

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.
- **Service on Benchbook Writing Team:** Work completed on annual updates to a Benchbook as a Topic Editor, Peer Reviewer, or Chair of a Benchbook Writing Team.
- **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. Judges serving on a Benchbook Writing Team as Topic Editor, Peer Reviewer, or Chair will earn three (3) credit hours for work completed on annual updates to a Benchbook, up to a maximum of six (6) credit hours for each two-year reporting period.

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/professional-responsibility-education-guide/>)

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 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*.

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

Appendix 1

Approved Presumptive Providers of Continuing Education Courses for Illinois Judges

The following providers are non-Judicial College entities whose entire curriculum, including any single course, or series of courses developed by the entity, have been approved by the *Committee on Judicial Education* and Judicial College Board of Trustees as eligible for continuing education credits, consistent with the provisions of the *Plan and Continuing Education Provider Policy, Assessment and Approval*.

- National Center for State Courts (<https://www.ncsc.org/>)
- National Judicial College (<https://www.judges.org/>)
- National Association of Drug Court Professionals (<https://www.nadcp.org/>)
- American Judges Association (<https://www.amjudges.org/>)
- Illinois Court Improvement Program

Appendix 2

Qualifications and Responsibilities for Committee on Judicial Education Workgroup Roles

COJE seeks to recruit for the following Workgroup members. Please review the position summary, essential function, and qualifications for the **Faculty, Course Supervisor, New Judge Orientation Cohort Leader** and **Judicial Benchbook Writing Team Workgroup** member role. Completed forms will be reviewed on an ongoing basis by the Committee on Judicial Education (COJE) and COJE Workgroups and contacted, if eligible, as vacancies arise.

All candidates must submit a bio, and approval is subject to COJE and Judicial College Board of Trustee approval. If selected, candidates are required to serve in accordance with the *Comprehensive Education Plan for Illinois Judges* and the Illinois Judicial College Bylaws, including ongoing professional development to remain active, and for Benchbook Writing Team Members, work under the timeline, guidelines, standards and protocols of the Benchbook Editorial Board.

COJE Judicial Education Volunteer Form

Position Title: Faculty³
Reports to: Illinois Judicial College Committee on Judicial Education, Course Supervisor

Position Summary

Plans, prepares, and delivers Illinois Judicial College course(s) consistent with an approved Illinois Judicial College Course Design Template.

Essential Functions

- Mastery of subject matter sufficient to deliver course content and manage audience questions
- Attend planning meetings with co-faculty, course supervisor, and AOIC staff as needed for course design and development
- Identify and/or develop teaching and reference materials (e.g., PowerPoint slides, case studies, quizzes, checklists, bench cards, etc.)
- Apply Illinois Judicial College best practices and pedagogical techniques to the planning and delivery of courses
- Create safe learning environments for audience, with special attention to the power dynamics that might exist within multidisciplinary audiences
- Facilitate opportunities for learners to engage and participate in courses
- Provide opportunities for peer-to-peer communication in courses.
- Manage difficult teaching situations (e.g., inappropriate comments or humor, monopolizers, biased statements, etc.)
- Review and consider feedback from course evaluations, Course Supervisor, and Training Managers
- Reply timely to COJE, course supervisor, and AOIC staff communications

Required Qualifications

³ This position description is limited to Illinois judges or justice partners serving as faculty for courses where judges are an included target audience. It does not apply to guest speakers.

- Content expertise
- Passion for teaching and learning
- Vested interest in volunteering time to facilitate learning
- Excellent communication skills
- Ability to facilitate small groups, and small group discussions
- Good listener
- Ability to give constructive, non-judgmental feedback
- Value diversity of perspectives and experiences
- Ability to manage the balance between confidentiality and obligations under the Canons of the Code Judicial Conduct.
- Competent user of PowerPoint, Word, and Zoom (or other teaching platforms).

Preferred Qualifications

- Previous teaching experience

Position Title: New Judge Orientation Cohort Leader

Reports to: Committee on Judicial Education, New Judge Orientation Workgroup

Position Summary

This position leads and facilitates discussions between cohort members as part of the *New Judge Orientation* “NJO” curriculum, delivered over a 12-month period. Courses offered during this period will be delivered online and in-person.

Essential Functions

- Observe NJO courses as part of the shared cohort experiences
- Participate fully in the co-leadership of assigned cohort group, cohort leadership training, and other NJO cohort educational opportunities
- Create a safe and confidential learning environment for your cohort group
- Informally mentor judges within your cohort group
- Facilitate opportunities for all cohort members to participate in discussions
- Facilitate the cohort group, cohort group discussions, and relationship building
- Work collaboratively with your co-cohort leader
- Facilitate the establishment of cohort group “ground rules” to be developed by the cohort group
- Share your judicial experience where relevant
- Keep the cohort group on task following the prescribed curriculum while remaining flexible to allow for social bonding
- Serve as a communication bridge among the NJO Workgroup, course faculty, AOIC staff, and cohort members
- Schedule at least one half-hour opportunity each week to be available for cohort members to meet with you individually as needed (a “virtual office hour”)

Required Qualifications

- Three years of minimum experience on the bench.
- Vested interest in volunteering time to facilitate the transition of new judges to the bench, the promotion of excellence in judicial education, and relationships within the judiciary statewide
- Excellent communication skills

- Ability to facilitate small groups, and small group discussions
- Good listener
- Ability to give constructive, non-judgmental feedback.
- Value diversity of perspectives and experiences
- Ability to manage the balance between confidentiality and obligations under the Canons of the Code Judicial Conduct
- Competent user of Zoom and other video communication platforms

Preferred Qualifications

- Previous teaching and discussion leader experience.
- Previous new judge or peer judge mentor experience, or experience as a judicial performance evaluation (JPE) facilitator.

Job Title: Course Supervisor

Reports to: Illinois Judicial College Committee on Judicial Education

Position Summary

Supervise course design, development, and delivery process with course faculty and AOIC Training Managers

Essential Functions

- Participate in course faculty meetings
- Provide guidance and support to course faculty throughout the planning timeline
- Manage the timely development of courses in agreement with stated deadlines and expectations.
- Provide oversight and guidance to faculty to ensure adherence to professional competencies, learning objectives and the course description
- Provide oversight and guidance to faculty as they manage the selection of course materials.
- Communicate specific goals and objectives and/or COJE recommendations regarding the development of a course, if any, to faculty
- Work closely with Training Manager to meet planning goals and deadlines.
- Provide feedback to Training Managers, faculty, and COJE Workgroups
- Attend the course presentation and provide course delivery feedback to faculty and Training Managers
- Reply timely to COJE, faculty, and AOIC staff communications

Required Qualifications

- Prior experience teaching a Judicial College course
- Content expertise
- Passion for teaching and learning
- Vested interest in volunteering time to facilitate learning
- Excellent communication skills
- Good listener
- Ability to give constructive, non-judgmental feedback
- Value diversity of perspectives and experiences
- Competent user of PowerPoint, Word, and Zoom (or other teaching platforms).

Job Title: Judicial Benchbook Writing Team Member (Chair, Peer Reviewer, or Topic Editor)⁴
Reports to: Illinois Judicial College Committee on Judicial Education, Benchbook Editorial Board

Position Summary

Manage and produce annual updates to the Judicial Benchbook publications (Civil Law Benchbook; Criminal Law Benchbook; Domestic Violence Benchbook; DUI/Traffic Benchbook; Evidence Benchbook; Family Law Benchbook; Juvenile Law Benchbook; or Mortgage Foreclosure Benchbook)

Essential Functions

- Meet periodically for the purpose of monitoring, reviewing and editing drafts of the Benchbook, and participating in ongoing communications regarding directions toward production of final work product within time frame designated by Guidelines & Standards
- Create “how-to” checklists, tip sheets, and such other judicial practice aids that will supplement the Benchbook
- Offer reference materials and legal authorities to the law professor that might be helpful in writing the Benchbook
- Communicate regularly with Writing Team members and AOIC staff to facilitate timely completion of annual updates to a Judicial Benchbook
- Review professor/author’s topical outline and provide feedback for draft Benchbook; review drafts for consistency, accuracy, clarity, user-friendliness, and brevity; make suggestions to improve substantive organization of Benchbook and resolve formatting issues

Required Qualifications:

- Content expertise
- Vested interest in volunteering time to facilitate development of written resources for judges
- Excellent legal writing and review skills
- Ability to give constructive, non-judgmental feedback
- Ability to meet deadlines in light of current obligations
- Value diversity of perspectives and experiences
- Competent user of Microsoft Word, Adobe Acrobat, and other word processing software

⁴ The position description, qualifications, and essential functions for Writing Team members are adapted from the *Project Benchbook Guidelines & Standards* as adopted by the COJE Judicial Benchbooks Editorial Board.

Appendix 3

Committee on Judicial Education Workgroups & Charges

Advanced Judicial Academy Workgroup

The AJA Workgroup plans the biennial Advanced Judicial Academy (AJA). AJA offers Illinois judges an opportunity to consider the critical intersection of law, society and judicial decision-making.

Benchbook Editorial Board and Writing Team Workgroups

The Benchbook Editorial Board is comprised of the Chairs of each of the Benchbook Writing Team Workgroups. Writing Team Workgroups are comprised of the Chair, Author, if specifically designated, Topic Editors and Peer Reviewers. The Editorial Board provides general guidance and oversight of all Benchbook matters and writing team members, including the development of content to ensure a unified, consistent vision is achieved pursuant to benchbook standards, guidelines, and timelines, and the recommendation of Writing Team Workgroup members.

Curriculum Workgroup

The Curriculum Workgroup provides strategic, ongoing review of the *Comprehensive Education Plan for Illinois Judges*, and in-person and eLearning curricula and courses for Illinois judges of all levels of experience, role and status. The Curriculum Workgroup makes recommendations for revisions to the Board of Trustees (and the Illinois Supreme Court) as needed.

Core Principles Workgroup

Rooted in the belief that knowledge flourishes when a diversity of voices, opinions, philosophies, and life experiences are freely exchanged, the Core Principles Workgroup seeks to encourage judges from diverse perspectives to participate in COJE positions. The Core Principles Workgroup develops and implements projects and techniques which encourage racial, ethnic, gender, age and geographical diversity in faculty, membership, and leadership.

Domestic Violence Workgroup

The Domestic Violence Workgroup was established in response to interest in developing courses for the multidisciplinary 2025 Biennial Domestic Violence Summit, a collaborative led by the Illinois Supreme Court Committee on Domestic Violence, the AOIC Division of Courts, Children and Families, the Judicial College Committee on Guardian ad litem Education (GALE) and Judicial College Committees (COPE, CCCE, CPTE, TCAE, COJE). The Workgroup should focus on the development of Domestic Violence curricula for judges and justice partners concerning juvenile neglect, abuse, and delinquency matters, vicarious trauma, trauma informed courts, and related matters.

DUI/Traffic Seminar Workgroup

The DUI/Traffic Seminar Workgroup develops curricula, selects faculty and identifies resources for the annual, multidisciplinary DUI/Traffic Seminar for Illinois judges, probation and other justice partners, faculty and resources, under the leadership of the Committee on Judicial Education.

Education Conference Track Workgroups

The EdCon Workgroup is a collaborative assembly of several Workgroups organized by subject-matter tracks, comprised of Judicial College Standing Committee and Workgroup members, non-Judicial College members from various Supreme Court entities, and AOIC staff from several Divisions, under the leadership of the Committee on Judicial Education (COJE) and the AOIC Judicial College Division, and Education Conference Co-Chairs. Courses and faculty are recommended for judges only and judges and justice partners generally covering civil, criminal, family, juvenile and professional responsibility tracks, with consideration given to emergent topics.

Evaluations Workgroup (inactive)

The Evaluations Workgroup was established to assess the effectiveness of judicial education curricula and resources using robust data collection and quantitative and qualitative analyses to explore measurement of the effectiveness of COJE courses and correlations associated with judicial excellence or enhanced judicial competency in the performance of judicial duties.

Juvenile Courts Workgroup (biennial)

The Juvenile Courts Workgroup develops curricula for the benefit of the Biennial Juvenile Conference, a collaborative multidisciplinary education event, planned with Judicial College and non-Judicial College Supreme Court entities, and other education events and courses concerning juvenile neglect, abuse, and delinquency matters.

New Judge Orientation Workgroup

The New Judge Orientation (NJO) Workgroup is responsible for identifying the appropriate curriculum for new judges and the development of the NJO agenda, which includes the Cohort Program. In addition, the Workgroup reviews participant evaluations and faculty presentations and recommends revisions to the curriculum, planning and delivery of the program.

State & Federal Seminar Workgroup (ad hoc)

The State & Federal Seminar Workgroup plans educational programs that bring state and federal court judges together to enhance their knowledge and professional development. This Workgroup plans a seminar approximately one time per year.