

Supreme Court of Illinois Judicial College
Course Design Template

(rev 05.2021)

Judicial College Committee: Click or tap here to enter text.

Course Title:

Curriculum Focus Area: Click or tap here to enter text.

(ex., New Clerks, New Judges, Probation Directors, etc.)

Subject Area:

(ex., criminal law, problem solving courts, civil law)

Target Audience: Primary:

¹ **Secondary:**

Course Description (suggested 400 character limit excluding required lead phrase below):

This course, developed by the Supreme Court of Illinois Judicial College Committee on _____ ,

²Participant Learning Objective(s):

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

1.

2.

¹ If a secondary audience is noted and the curriculum and courses for the secondary audience are the responsibility of another Judicial College Committee, inform the Leadership and AOIC Staff of the Judicial College Committee(s) responsible for developing curriculum/courses for the secondary audience as soon as the audience is identified as relevant to the course.

Judicial College Committees should cross list courses, meaning include all courses in the curriculum approved for your target audience, even if the course is planned and/or delivered by another Judicial College Committee or other entity.

² Learning Objectives for a standard 90 minute course should be limited to 3 or fewer objectives. Learning Objectives for multidisciplinary audiences should reflect learning outcomes for all intended learners, this may or may not include the secondary audience, given access to a course because of their Judicial Branch profession or role, yet not considered part of the intended audience. For example, TCAs permitted to attend Judges courses, as informative to judges and their role in supporting Chief and Presiding Judges, and overall court administration, but the course overall was designed specifically for TCAs. In this instance, the Learning Objectives may focus on the learning outcomes of the judicial audience as the intended learner.

Professional Competencies Associated with this Course:

Course Length (start to finish):

Total Credit Hours: _____ hrs

Credit Type: ☐ **General:** _____ hrs

(check all that apply)

☐ **Special:** _____ hrs

(ex., non-PR credits such as PSCs, SCR 908)

☐ **Recommended instruction re: SCR 908**

☐ **Recommended instruction re: PSC Standards**

☐ **Professional Responsibility:** _____ hrs

If PR hours will be awarded, check all that apply:

☐ Diversity, Inclusion, Procedural Fairness (DIPF)

☐ Behavioral Health Disorders

☐ Substance Use Disorders

☐ Civility and Professionalism

☐ Legal Ethics

Content Level: ☐ **Entry Level** ☐ **Experienced**

Method of Delivery: ☐ **Live Webcast** ☐ **On Demand** (prerecorded)

☐ **Blended**

☐ **In Person**

Special Notes:

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³Suggested Instructional Format:

Instructional Formats are intended to assist learning and refer to the learning strategies to be utilized, and descriptive of the way participants receive instruction or interact with faculty in the delivery of content. Choices will impact the way content is “chunked” during course delivery. Faculty should be instructed to adopt suggested formats at a minimum, but have freedom to select different format or additional formats, in consultation with the Committee designee or Course liaison. Suggested formats include: *Law & Lit, Object Based Inquiry, Writer’s Workshop, Small Group, Whole Group, Discussion Boards, Think-Pair-Share, Circles (Restorative Justice), Lecture, Q&A, Chat, Role Play, Simulations, Scenarios, Experiential Learning (i.e., Courtroom, Juvenile Detention, Museum visit, or Mock Exercise)*

⁴Learning Activities:

(ex., identify specific learning games or activities, if any,, for example, *Wheel of Fortune, or Card Game*, based upon selection of instructional format above. Committees may allow faculty the creative license to develop specific learning activities based upon one or more instructional formats.)

³ The course learning environment (online vs in person), content, objectives, competencies, number of participants, course length, seating arrangements and physical space, if applicable, et al, are relevant considerations in the choice of an instructional format. One or more methods may be used in single course.

- Think-Pair-Share (independent reflection followed by paired reflection and discussion, followed by whole group discussion)

⁴The course learning environment (online vs in person), content, objectives, competencies, number of participants, course length, seating arrangements and physical space, if applicable, et al, are relevant considerations in the choice of a learning activities. One or more types of learning activities may be used in single course.

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Educational Content Overview:

Course Sequence:

(Is this course one of many related courses in a series? If yes, please specify)

Frequency:

(Will this exact course be repeated? If so indicate frequency and related details)

Click or tap here to enter text.

Course Capacity: Click or tap here to enter text.

(indicate minimum or maximum participant numbers, if applicable)

Click or tap here to enter text.

Notes/Special Considerations: