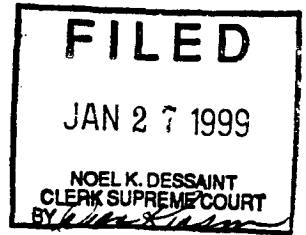


IN THE SUPREME COURT OF THE STATE OF ARIZONA



In the Matter of:)	
)	
STANDARDS GOVERNING)	Administrative Order
JUDICIAL BRANCH EDUCATION)	No. 99- 8
)	(Revising and Replacing
)	Administrative Order No. 97-40)

On November 15, 1983, by Administrative Order No. 83-10, and by subsequent administrative orders, the Court established guidelines to address the educational needs of the judicial branch. Subsequently, as the need arose to refine or clarify judicial education standards, the Court adopted revisions, culminating most recently on August 20, 1997, by Administrative Order 97-40.

The Arizona Constitution gives the Supreme Court administrative authority for the integrated judicial department in the State. In this capacity, the Court is responsible for providing the leadership and guidance needed to maintain judicial competence throughout the court system.

The Committee on Judicial Education and Training (COJET), which was created in part to recommend changes in policies and standards governing judicial education, presented the suggested changes to the Arizona Judicial Council for review, comment, and approval. On December 16, 1998, the Arizona Judicial Council approved the recommended policy and standards amendments as written and attached hereto.

Now, therefore, in accordance with the administrative authority vested in the Supreme Court by Article VI, Section 3, of the Arizona Constitution,

IT IS ORDERED that the attached Educational Policies and Standards are adopted to govern judicial branch education in Arizona.

IT IS FURTHER ORDERED that the attached policies and standards replace those adopted by Administrative Order No. 97-40, and that Administrative Order No. 97-40 is hereby replaced by this order.

Dated this 27th day of January, 1999.

Thomas A. Zlaket
Chief Justice

EDUCATIONAL POLICIES AND STANDARDS

Effective 1-27-99
Administrative Order 99-8

Section A: Introduction

The protection of the rights of free citizens depends upon the existence of an independent and competent judiciary. The task of maintaining judicial independence depends to a large extent upon public understanding of the judicial system and the role of judges in applying a constantly changing body of law to the resolution of everyday problems in a complex society. The failure to create such public understanding can lead to the loss of public confidence in and respect for the judiciary.

The task of maintaining judicial competence, on the other hand, depends more on the willingness of the judiciary itself to assure that its members are knowledgeable and skilled in the study of the law and its development, and that judges are trained in the application of legal principles and the art of judging. The personnel employed within the judicial system must also maintain a high level of competence to assist judges in carrying out their responsibilities and to provide accurate and timely services to the public.

To the end that judicial independence and competence might be preserved and reinforced as essential elements of our system of government, the Arizona Supreme Court established an educational system for all judges and employees of the Arizona judicial department in November 1983 (Administrative Order 83-10). The Supreme Court also created the Council on Judicial Education and Training to assist the Supreme Court in developing and implementing educational policies and, in a series of orders recommended by the Council, the court adopted educational standards for judges, probation and court personnel in all levels of the judicial system (Administrative Orders 85-2, 85-29, and 85-30).

In late 1986, the Council recommended several major changes in the Court's educational policies and standards in order to improve the quality of educational programs being conducted throughout the state. The Court approved these changes in January 1987, and adopted a single administrative order changing and consolidating all previous orders as of July 1, 1987 (Administrative Order 87-4). The Court's educational policies and standards were further refined by Administrative Order 89-2.

In early 1990, the Supreme Court created the Arizona Judicial Council to assist the Court in the development and implementation of policies for the integrated judicial department. The Court also determined that the Council on Judicial Education and Training would become a standing committee of the Arizona Judicial Council and entered Administrative Order No. 90-28 to reflect this and to rename the Council on Judicial Education and Training the "Committee on Judicial Education and Training" (COJET). Administrative Order 91-1 confirmed the membership of COJET. Administrative Order 91-9 made attendance at the Supreme Court's orientation for new general jurisdiction judges mandatory for all newly elected or appointed Superior Court Judges.

Administrative Order No. 93-19 enlarged COJET to include the Dean of the newly formed Judicial College of Arizona. Also, in 1993 Administrative Order 93-59 changed education requirements for appellate court judges. In 1995 Administrative Order No. 95-45, altered the definition of orientation for judicial staff, redefined continuing education for judicial staff, and expanded COJET to include the Dean of Probation Officer Certification. In 1996 Administrative Order 96-16

clarified the education and training mandate for judicial staff. In 1997, Administrative Order 97-40 expanded COJET to include all deans/chairs of formal COJET subcommittees; recommended suggestions to faculty to include principles of adult learning; and allowed up to two (2) hours of COJET credit for participation in an "overview" of required curriculum by all non-judge, non-probation officer employees. In 1999, the administrative order was revised to include training and education requirements for general jurisdiction judges new to

hearing dependency cases, limited jurisdiction hearing officers and judges pro tempore of both the limited and general jurisdiction courts.

All of the Court's educational policies and standards are contained in this document. As part of the Court's order, copies of these policies and standards shall be distributed to all judges, court administrators, clerks of the court, chief adult probation officers, juvenile court directors, and other interested persons.

Section B: Organization and Administration

1. Supreme Court

The Supreme Court is the administrative authority for the integrated judicial department in Arizona. In this capacity, the Court is responsible for providing the leadership and guidance needed to maintain judicial competence throughout the state court system.

2. Committee on Judicial Education and Training (COJET)

a. Purpose. COJET assists the Supreme Court in developing educational policies and standards for the court system, and is responsible for monitoring the quality of educational programs, recommending changes in policies and standards, and approving guidelines for accrediting training programs.

b. Membership. COJET is comprised of the following members: a supreme court justice or a court of appeals judge; two judges from the superior court, one representing urban courts, the other representing rural courts; one justice court judge and one municipal court judge, one to be a lawyer, the other to be a non-lawyer; the administrative director of the courts or the deputy director; a trial court administrator; a chief adult probation officer and a juvenile court director, one of whom must be from an urban court and the other from a rural court; a superior court clerk; a limited jurisdiction court clerk; the deans of the state's two law schools or their designees; a judicial secretary; a court reporter; the chair/s deans of all formal COJET subcommittees; and, such other members as may be appointed at the discretion of the Chief Justice.

c. Terms of Members. COJET members shall be appointed by the Chief Justice for three-year terms. Terms shall be staggered so that approximately one-third of COJET shall be subject to replacement or reappointment each year. The chairperson may recommend to the Chief Justice that a member be replaced on COJET if absent from two consecutive meetings or if a member fails to meet the responsibilities of membership as outlined in Section B.2.d.

d. Responsibilities of Members. COJET members shall participate in the delivery or development of educational programs and serve as an evaluator each year for the purpose of monitoring the effectiveness of educational policies and standards. COJET members shall also participate in faculty development programs and shall be advocates for continuing education for judges and members of the judicial community.

e. Organization. The Chief Justice may appoint a chairperson and additional officers as needed to organize COJET. Advisory committees to help COJET carry out its responsibilities may be appointed by the chairperson with the approval of the Chief Justice.

f. Meetings. COJET shall meet no less than twice a year. Additional meetings may be called at the discretion of the chairperson or upon majority vote of COJET. All meetings shall be noticed and open to the public.

g. Actions. COJET shall adopt rules for conducting COJET business. These rules shall

prescribe the quorum and majority needed to constitute COJET actions.

3. Administrative Office of the Courts

a. Administrative Director. Under the direction of the Supreme Court, the Administrative Director of the Courts shall prepare guidelines for the implementation of the standards, and shall develop, administer, and coordinate judicial education programs throughout the state. The director shall be assisted in this effort by the staff of the Education Services Division of the Administrative Office of the Courts. The director shall inform all judges and court employees of the Court's educational policies and standards and shall notify judges that both orientation, before or within twelve months after appointment or election, and continuing judicial education are necessary in order to obtain and maintain professional competence. The director shall also provide state and local governments and courts with information concerning judicial education in order to bring about recognition of the need to support judicial education.

b. Education Services Division. The Education Services Division shall prepare and implement an annual judicial education plan, coordinate all judicial education programs, staff COJET and its formal subcommittee meetings, conduct faculty development programs, evaluate educational programs, provide guidance to judges and judicial employees in the selection of appropriate educational opportunities, develop a network of trainers throughout the courts, and prepare an annual report on educational activities in the courts.

4. Faculty

a. Basic Approach. Education and training programs shall emphasize the use of modern adult education principles that focus on participative learning. Faculty members should be familiar with effective teaching techniques based on these principles.

b. Faculty Development. To the extent permitted by available resources, faculty members should receive instruction in adult education methods and assistance in preparing presentations and materials prior to teaching in a court-sponsored program.

c. Qualifications. The education faculty should consist primarily of judges, members of the legal community, and court personnel who have expertise in the curriculum, knowledge of adult education principles, and the ability to prepare and present educational material effectively. Authorities from other disciplines should be used when their expertise will contribute to the goals of a specific program.

Faculty members are encouraged to use the following minimum adult education principles in their presentations:

- 1) Creating a dialog with participants by encouraging their input concerning substantive areas;
- 2) Asking participants questions to evaluate their comprehension and learning; and
- 3) Incorporating activities by participants so they can put information learned to use in the classroom setting.

Section C:

Standards for Appellate Court Judges

1. Program Requirements

Appellate court judges shall receive orientation, if applicable, and shall complete a minimum of sixteen hours of approved course work each year, including ethics training.

2. Participant's Responsibilities

Appellate court judges should obtain and

maintain professional competence through judicial education, spend such time as may reasonably be required to accomplish that purpose, support and assist other judges who may be attending judicial education programs as participants or as faculty, and, when reasonably able to do so, teach in judicial or legal education programs. In addition, appellate judges shall report compliance with the standards by

completing the reporting requirements described in Section J.

3. Curriculum Standards

a. Judicial education should address the areas of judicial competence, performance, case management, opinion writing, and administration.

b. Judicial education programs should impart knowledge; improve skills and techniques; and increase the understanding of judges regarding their responsibilities and their impact on the judicial process, the people involved, and society.

c. Judicial education programs should include:

- (1) Orientation before or within twelve months after taking office.
- (2) Education for new judges on major legal subjects and practical skills needed by them and appropriate to the jurisdiction of the court in which they serve.
- (3) Periodic educational offerings for all judges on the substantive, procedural, and evidentiary laws of Arizona, the ethics of the profession, United States constitutional law, and applicable federal law.
- (4) Continuing education programs emphasizing new developments in the law and judicial administration, procedural and technological

developments, in the judicial system, opinion writing, and other programs to enhance the efficiency, abilities, and knowledge of each judge.

(5) Advanced and specialized programs.

(6) Independent learning opportunities for judges including bench books, video and audio tapes, and other methods of independent learning.

4. Orientation

Before assuming office, or within twelve months after appointment, an experienced judge of the court in which a new appellate judge will sit shall provide an orientation on procedures and functions of that court and procedural and substantive law applicable to it.

5. Continuing Education

Appellate judges may attend a combination of approved local, regional, or national programs; however, attendance at an annual judicial conference is mandatory. At least every three years, in satisfaction of these requirements, a judge should attend a program of regional or national scope. At least every second year, the chief judges of the Courts of Appeals, in satisfaction of these requirements, should attend the annual seminar or meeting of the Council of Chief Judges of Courts of Appeals.

Section D:

Standards for Superior Court Judges

1. Program Requirements

Superior court judges shall receive orientation, and shall complete a minimum of sixteen hours of approved course work each year, including ethics training.

2. Participant's Responsibilities

Superior court judges should obtain and maintain professional competence through judicial education, spend such time as may reasonably be required to accomplish that purpose, and support and assist other judges who may be attending judicial education programs as participants or faculty and, when reasonably able to do so, teach in judicial or

legal education programs. In addition, superior court judges shall report compliance with the standards by completing the reporting requirements described in Section J.

3. Curriculum Standards

a. Judicial education should address the areas of judicial competence, performance, case management, opinion writing, and administration.

b. Judicial education programs should impart knowledge; improve skills and techniques; and increase the understanding of judges regarding their responsibilities and their impact on the judicial

process, the people involved, and society.

c. Judicial education programs should include:

- (1) Orientation before or within twelve months after taking office.
- (2) Education for new judges on major legal subjects and practical skills needed by them and appropriate to the jurisdiction of the court in which they serve.
- (3) Periodic educational offerings for all judges on the substantive, procedural, and evidentiary laws of Arizona, the ethics of the profession, United States constitutional law, and applicable federal law.
- (4) Continuing education programs emphasizing new developments in the law and judicial administration, procedural and technological developments in the judicial system, opinion writing, and other programs to enhance the efficiency, abilities, and knowledge of each judge.
- (5) Advanced and specialized programs.
- (6) Independent learning opportunities for judges including bench books, video and audio tapes, and other methods of independent learning.

4. Orientation

Before assuming office, or within the first twelve months of assuming office, a new superior court judge shall receive orientation by an experienced judge of the superior court and shall complete the orientation requirements for judges of general jurisdiction courts approved by COJET. Such orientations shall include procedures and functions of the superior court and procedural and substantive law applicable to it.

Within twelve months of assuming office, a judge may attend a general jurisdiction course at an approved residential program, such as the National Judicial College.

In general, when a superior court judge assumes a new assignment in a specialized division, the presiding judge of the court shall determine if

the judge needs to attend an appropriate education program before assuming the new assignment. However, before a judge assumes a new assignment that involves dependency cases, or within the first twelve months of assuming the assignment, the judge shall complete the specialized dependency training program approved by COJET.

5. Continuing Education

Superior court judges may attend a combination of approved, local, regional, or national programs; however, attendance at an annual judicial conference is mandatory.

6. Definition

The term judge in this section includes a judge, commissioner, or referee employed on a permanent basis.

7. Judges Pro Tempore

Judges pro tempore are officers of the court and have all of the duties and responsibilities of a judge. Proper orientation and continuing education assure that judges pro tempore are provided with information, process descriptions and procedures necessary to fulfill their judicial role. Judges pro tempore shall be subject to the following requirements:

Full-Time Judge Pro Tempore: Before assuming duties, or within the first twelve months of assuming duties, a superior court judge pro tempore appointed to serve full-time for the full term allowed by statute shall complete new judge orientation requirements for superior court judges approved by COJET. Full-time judges pro tempore shall also comply with COJET continuing education requirements.

Part-Time Judge Pro Tempore: Before assuming duties, or within the first twelve months of assuming duties, a superior court judge pro tempore appointed to serve less than full-time but serve repeatedly on a regularly scheduled basis shall complete a specialized training program approved by COJET and may be required to complete other training deemed appropriate by the presiding judge of the court.

On-Call Judge Pro Tempore: A superior court judge pro tempore who serves only once or only sporadically shall complete training deemed appropriate by the presiding judge of the court.

Section E:

Standards for Judges of Courts of Limited Jurisdiction

1. Program Requirements

Judges of courts of limited jurisdiction shall receive orientation and shall complete a minimum of sixteen hours of approved course work each year, including ethics training.

2. Participant's Responsibilities

Judges should obtain and maintain professional competence through judicial education, spend such time as may reasonably be required to accomplish that purpose, and support and assist other judges who may be attending judicial education programs as participants or faculty and, when reasonably able to do so, teach in judicial or legal education programs. In addition, judges of courts of limited jurisdiction shall report compliance with the standards by completing the reporting requirements described in Section J.

3. Curriculum Standards

a. Judicial education should address the areas of judicial competence, performance, case management, opinion writing, and administration.

b. Judicial education programs should impart knowledge; improve skills and techniques; and increase the understanding of judges regarding their responsibilities and their impact on the judicial process, the people involved, and society.

c. Judicial education programs should include:

(1) Orientation before or within twelve months of taking office.

(2) Education for new judges on major legal subjects and practical skills needed by them and appropriate to the jurisdiction of the court in which they serve.

(3) Periodic educational offerings for all judges on the substantive, procedural, and evidentiary laws of Arizona, the ethics of the profession, United States constitutional law, and applicable federal law.

(4) Continuing education programs emphasizing new developments in the law and judicial administration, procedural and technological developments in the judicial system, opinion writing, and other programs to enhance the efficiency, abilities, and knowledge of each judge.

(5) Advanced and specialized programs.

(6) Independent learning opportunities for judges including bench books, video and audio tapes, and other methods of independent learning.

4. Orientation

Before assuming office, or within the first twelve months of assuming office, a new limited jurisdiction court judge shall participate in orientation by an experienced judge of a limited jurisdiction court and shall complete the orientation requirements for judges of courts of limited jurisdiction approved by COJET. Such orientations shall include procedures and functions of that court and procedural and substantive law applicable to it.

Within twelve months of assuming office, a judge may attend a limited jurisdiction course at an approved residential program, such as the National Judicial College.

5. Continuing Education

Judges may attend a combination of approved local, regional, or national programs; however, attendance at an annual judicial conference is mandatory.

6. Judges Pro Tempore

Judges pro tempore are officers of the court and have all of the duties and responsibilities of a judge. Proper orientation and continuing education assure that judges pro tempore are provided with information, process descriptions and procedures necessary to fulfill their judicial role. Judges pro tempore shall be subject to the following

requirements:

Each Judge Pro Tempore: Before assuming duties, a limited jurisdiction judge pro tempore shall receive orientation by an experienced judge of a limited jurisdiction court and shall complete a specialized training program approved by COJET. This portion of the requirement may be waived only by the presiding judge of the superior court in the respective county.

Full-Time Judge Pro Tempore: Before assuming duties, or within twelve months of assuming duties, a limited jurisdiction court judge pro tempore who serves full time shall complete the requirements of new judge orientation for limited jurisdiction judges approved by COJET. Full-time judges pro tempore shall also comply with COJET continuing education requirements.

Part-Time and On-Call Judges Pro Tempore: Before assuming duties, a limited jurisdiction court judge pro tempore who serves less than full-time or who serves on an on-call basis may be required to complete other training deemed appropriate by the presiding judge of the superior court in the respective county.

A judge pro tempore in a limited jurisdiction court shall sign an affidavit verifying completion of the required training. The local court shall submit the affidavit to the presiding judge of the superior court in the respective county.

Section F:

Standards for Civil Traffic and Small Claims Hearing Officers

1. Initial Program Requirements

Before assuming hearing officer duties, a new civil traffic or small claims hearing officer shall complete a specialized training program approved by COJET.

2. Additional Program Requirements

Paid Hearing Officers: An individual paid by the court to serve as a civil traffic or small claims hearing officer is subject to COJET continuing education requirements.

Volunteer Hearing Officers: An individual who serves voluntarily as civil traffic or small claims hearing officer is not subject to the continuing education requirements of COJET. However, the presiding judge of the superior court in the respective county may require this individual to complete particular training programs.

Section G:

Standards for Administrators, Clerks, and Probation and Court Personnel

1. Program Requirements

Administrators, clerks, and probation and court personnel shall receive orientation, where applicable, and shall complete a minimum of sixteen hours of approved course work each year, including ethics training.

2. Participant's Responsibilities

Administrators, clerks, and probation and court personnel should obtain and maintain professional

competence through court-related education programs and shall report compliance with the standards by completing the reporting requirements described in Section J.

3. Curriculum Standards

a. Court-related education should address the areas of proficiency, competency, and performance.

b. Court-related education and training

programs should impart knowledge and understanding of the Arizona judiciary and the legal process and increase the participant's understanding of the responsibilities of his or her position and its impact on the judicial process.

c. Court-related education and training programs include:

- (1) Local orientation as soon as practicable after hiring or appointment.
- (2) Attendance at local and regional seminars for clerks of each court.
- (3) Advanced and specialized programs, if available and appropriate.
- (4) Independent learning opportunities including procedure manuals, video and audio tapes, and other methods of independent learning.

4. Orientation

Orientation for administrators, clerks, and probation and court personnel shall include, as a minimum: 1) an explanation of the specific responsibilities of the office involved and familiarization with court structure and procedures; and 2) an overview of: a) the Arizona judiciary, including the structure and function of each court; b) current issues in the courts, such as the Americans with Disabilities Act and ethics and diversity issues; c) expectations when dealing with the public in the courts; and d) effective communication skills for

court employees.

5. Continuing Education

a. Administrators, clerks, probation and court personnel shall participate in at least one course in each of the following categories during any five year period: 1) local court-related issues, 2) the Arizona court system, 3) current issues in the courts, 4) dealing with the public, and 5) effective communication skills.

b. Administrators, clerks, and probation and court personnel may also take courses in such areas as:

- Familiarization with rules, statutes, and constitutional provisions applicable to the requirements of each position; Recording and filing procedures and records management;
- Courtroom procedures and court clerk training;
- Jury management;
- Uniformity of forms and procedures at each level of the court system;
- Use of the Arizona Revised Statutes;
- Financial, personnel, and time management; and,
- Public relations.

c. Probation and court personnel should attend periodic local training programs and a state or regional training program at least once every three years.

Section H:

Standards for Probation Officers

1. Program Requirements

Each probation officer shall complete a minimum of sixteen hours of approved course work each year, including ethics training.

2. Participant's Responsibilities

Probation officers should obtain and maintain professional competence through court-related education programs and shall report compliance with the standards by completing the reporting requirements described in Section J.

3. Curriculum Standards

a. Training and staff development is defined as the human resource area that focuses on helping staff, through planned learning techniques, develop the key competencies needed to perform their current or future jobs.

b. Training and staff development programs should impart knowledge; improve skills and techniques; and increase probation officers' understanding of their responsibilities and their impact on the judicial system, clients, and society. Programs should be offered to meet the educational

needs of probation officers at various stages of their careers.

c. Training and staff development programs should include:

- 1) Orientation prior to assuming a caseload and casework responsibilities.
- 2) Education for new probation officers on major probation subjects and practical skills needed by them and appropriate to the agency in which they work.
- (3) Continuing education for probation staff emphasizing new developments in the probation field, procedural developments in the judicial system, and training needed to enhance individual efficiency and abilities.
- (4) Periodic educational offerings for management staff in organizational development and supervisory skills.
- (5) Advanced and specialized programs for chief probation officers.
- (6) Independent learning opportunities for probation staff including video and audio tapes, and other methods of independent learning.

4. Standards for New Probation Officers

a. Prior to assumption of caseload and casework responsibilities, all new adult and juvenile probation officers shall receive orientation within the first thirty days of employment. Specific subject areas may include, but are not limited to, the following:

- Agency mission, goals and objectives;
- Agency policies and procedures;
- Utilizing agency resources;
- Role of the professional probation officer;
- Court philosophy, judicial system roles, responsibilities and inter-relationships;
- Rules of criminal procedure, the criminal code, and sentencing alternatives (adult); records;
- Personnel procedures, performance appraisal, affirmative action, grievance procedures; and
- Privacy, security, and confidentiality of records;

- Philosophy of staff development, training requirements, and specific job responsibilities.

b. Orientation should be provided by the individual agencies. Credit toward the orientation requirement may be given for training previously received.

c. In the first twelve months of employment, all new adult and juvenile probation officers shall successfully complete the Probation Officer Certification Academy. Specific subject areas include, but are not limited to, the following:

- Ethics
- Courtroom testimony, responsibilities, and behavior;
- Legal liabilities and issues in probation;
- Understanding and managing probationer behavior;
- Role of alcohol abuse in delinquent and criminal behavior;
- Role of substance abuse in delinquent and criminal behavior;
- Role of lack of employment in delinquent and criminal behavior;
- Utilizing community resources;
- Listening and communication skills;
- Effective writing skills;
- Interviewing techniques;
- Stress management;
- Time management; and
- Interpersonal skills.

5. Standards for Probation Officers

a. After successful completion of orientation and the Certification Academy, in every year thereafter, all adult and juvenile probation officers shall complete a minimum of sixteen hours of approved training, including ethics training. Subject areas are at the discretion of the individual agency. Topics may include, but are not limited to, the following:

- Case classification, risk and needs assessment;
- Officer safety and discretion in the field;
- Cultural awareness; e.g., working with minority offenders;
- Caseload management and case planning;
- Creative problem-solving and decision-making;
- Role awareness, judgment, and situational

leadership;

- Specialized caseloads (alcohol, drugs, mental illness, white collar crime, gangs, sexual abusers);
- Dictation skills;
- Introduction to intensive probation; and
- Personnel practices and procedures.

b. Training may be obtained in-house or outside the agency.

c. Approved, job-related college credit may, upon successful completion of a course, be applied to no more than eight of the sixteen hour requirement.

6. Standards for Probation Management Staff

a. All adult and juvenile probation management staff shall complete a minimum of sixteen hours of approved, ongoing training each year, including ethics training. Pre-approved, job-related college credit may, upon successful completion of a course, be applied to no more than eight of the sixteen hour requirement. Subject areas are at the discretion of the individual agency. Topics may include, but are not limited to, the following:

- Organizational development, planning, and evaluation;
- Management development, career options, and productivity;
- Supervisory training, case review, and performance appraisal (i.e., interviewing, feedback, conducting meetings, and disciplinary action);
- Team building, motivation, and job design;
- Case flow and information management;
- Space, facilities, equipment, and materials management;
- In-service training, planning, and evaluation;
- Budgeting, fiscal management, and quality control; and
- Court, community, and agency relations.

b. Training may be obtained in-house or outside the agency.

7. Standards for Probation Training Staff

a. Adult and juvenile probation agencies in

counties with a population of over 500,000 should have a full-time training department supervised by a qualified employee at the supervisory or higher management level. The training staff should dedicate all of their time to training and training-related activities. Every training officer should complete a minimum of sixteen hours of planned training, including ethics training and train-the-trainer activities each year.

b. Adult and juvenile probation agencies in counties with a population of less than 500,000 may have a full-time training department. They may also send their employees to training programs offered by larger counties or to other available training programs. Every agency without a full-time training department should appoint a training coordinator, who may have duties other than training.

c. Any staff member, other than the full-time training staff, who conducts an approved, planned training program may receive up to eight hours of training credit per year for serving in a trainer or faculty capacity.

d. All probation agencies shall establish and maintain an accurate set of training records. The training supervisor or coordinator should be responsible for those records.

8. Standards for Chief Probation Officers

Every chief probation officer or director of court services shall complete a minimum of sixteen hours of ongoing training each year, including ethics training. Within each three-year time period, they shall attend at least one out-of-state or in-state program conducted by an established, nationally recognized training organization such as any one of the following:

- National Institute of Corrections;
- Institute for Court Management;
- National Council of Juvenile Court Judges;
- American Corrections Association;
- National Judicial College;
- National College of Juvenile Justice;
- National Center for State Courts;
- Institute of Judicial Administration;
- Western Corrections Association; and
- American Probation and Parole Association

Section I:

Annual Judicial Conference

All judges are required to attend an annual judicial conference designated by the Supreme Court.

Absence from the conference is permitted only upon written request to and written approval from the Chief Justice.

Section J:

Funding and Financial Assistance

1. Funding Sources

a. State Funds. The State of Arizona, through the Supreme Court, should make funding available, whenever possible, for attendance of judges and court personnel at local, state and national judicial education programs.

b. Local Funds. Increased state appropriations will be requested by the Supreme Court, when necessary, to meet the educational standards and to enhance the quality of educational programs; however, counties and cities should continue to make funds available to support educational efforts of judges and court personnel.

2. Financial Assistance

a. Programs Within the State. Supreme Court education funds set aside for direct financial assistance will first be used to support mandatory in-state orientation programs for new judges and other education priorities established by the Chief Justice.

b. Programs Outside the State. Supreme Court education funds available for direct financial assistance will first be used according to the following priorities:

- (1) Newly elected or appointed judges seeking to attend a suitable comprehensive residential national judicial education program or school.
- (2) Judges who have complied with the education standards but have been unable to attend a suitable comprehensive residential national judicial education program or school within the first two years of their taking office.

(3) Judges who have complied with the education standards and who last attended a residential national judicial education program or school three or more years prior to seeking financial assistance from the Supreme Court.

(4) Judges and court personnel wishing to attend non-resident seminars and educational conferences applicable to their judicial responsibilities and jurisdictional level who are in compliance with these standards.

(5) Where an urgent or critical need exists, a judge can be considered for direct financial assistance more than once during the same year, assuming funds are available and taking into account the needs of other judges in the categories listed above.

c. Tuition and Conference Fees. State funds may be available on a limited basis to pay tuition or registration fees for approved programs. These funds, when available, can be requested through the Administrative Office of the Courts. State funds cannot be used to pay conference fees or program charges such as fees for sporting events, excursions, plays, or social activities. When meals are included in conference fees, individual participants can request reimbursement of meal-related expenditures at the approved state rate.

3. Social Programs

Social events held in conjunction with education programs should not interfere with education sessions. When appropriate, social programs can be initiated and developed by professional associations. All programs should be coordinated with the Education Services staff.

Section K: Individual Certification

1. Compliance

a. Compliance for full-time or part-time employees. All full-time and part-time permanent judges and court personnel governed by these standards shall report compliance or non-compliance with the standards on forms provided by the Administrative Office of the Courts. Judges who fail to comply with the standards and are not exempt shall be subject to disciplinary action in accordance with any applicable canons of the Code of Judicial Conduct. Court personnel who fail to comply and are not exempt, shall be subject to disciplinary action by their respective administrative authorities.

b. Compliance for new full-time or part-time employees. All new full-time or part-time judges and court personnel governed by these standards shall report compliance or non-compliance with the standards on forms provided by the Administrative Office of the Courts according to the following prorated schedule:

If employed:	Including orientation and ethics:
January-March	12 hours
April-June	8 hours
July-September	4 hours
October-December	Orientation only

Judges who fail to comply with the standards and are not exempt shall be subject to disciplinary action in accordance with any applicable canons of the Code of Judicial Conduct. Court personnel who

fail to comply and are not exempt, shall be subject to disciplinary action by their respective administrative authorities.

2. Exemptions

Judges, law clerks, and other court personnel holding temporary positions are exempt from compliance with the standards unless ordered to participate in educational programs by their respective chief judges or presiding judges. Exemptions for medical or other physical conditions preventing active participation in educational programs may be obtained from chief or presiding judges. Exemptions may also be granted by the chief or presiding judges for approved leaves of absence. In the event of an exemption, required annual credit will be determined by the prorated schedule of four (4) credit hours per yearly quarter actively working.

3. Certification and Reporting Procedures

Compliance forms shall be filed with designated training coordinators at the appropriate court or county level. Chief and presiding judges shall certify compliance, non-compliance, and exemptions by filing consolidated compliance reports for their respective courts or counties each year for the calendar year beginning January 1 and ending December 31. Reporting guidelines, annual schedules of court-sponsored programs, and lists of designated training coordinators shall be provided by the Administrative Office of the Courts.

Section L: Program Accreditation

Only accredited programs, presented either in-house or by outside agencies, shall meet the requirements of these standards. Programs shall be

accredited pursuant to guidelines approved by the Committee on Judicial Education and Training.