

Education Law and Related Courses Fall 2024

110 – Labor and Employment Law in the Education Workplace (2 credits)

Wednesdays, 5-7 p.m.

This course, which meets once a week for two hours, will explore in depth labor and employment issues in the 21st century education workplace. Students will form teams -- representing individual employees, the union, and management – and advocate their respective positions in a variety of contexts, including collective bargaining, unfair labor practice proceedings, teacher discipline and dismissal proceedings, and contract grievance arbitration. Current events and contemporaneous developments will provide the backdrop for the course materials and class activities. Topics will include: tenure, reduction-in-force and seniority rights, and teacher accountability and evaluation of professional personnel under new education reform legislation; public sector bargaining trends, focusing on collective bargaining and unfair labor practices in light of the Chicago Public Schools teachers strike; LGBT issues, free speech, and workplace right of privacy. (*Hirsman*)

601. Child, Family, and the State (2 credits)

Mondays, 2-4 p.m.

This course satisfies the **Perspective Elective** and the **Bias, Cross-Cultural Competency and Racism (BCCR)** requirements.

This course examines the legal relationships among children, families, and the state. Areas of law to be examined include child welfare and education. The course will explore Supreme Court jurisprudence on the issue of parental rights and family privacy as well as the doctrine of children's rights. Attention will be paid to the role of race, gender, and class and their intersection in shaping the ways in which children and families interface with governmental systems. Students in the course will be asked to grapple with critiques of governmental systems impacting children and families, explore calls to reconstruct and reconstitute these systems, and examine the role of lawyers working from within and outside these systems. This class is a requirement for the ChildLaw Certificate. (*Johnson*)

166 (001). Education Law Practicum - Seminar (1 credit)

Thursdays, 5-6:30 p.m. (online)

This course satisfies the **Skills** and the **Bias, Cross-Cultural Competency and Racism (BCCR)** requirements.

This seminar addresses substantive education law issues and skill development tailored to the practice of education law. Topics to be explored may include systemic reform litigation in education law, special education litigation, school discipline reform, the role of implicit bias in school decision-making, litigation related to trauma-informed practices, bullying litigation, and receiving feedback.

This seminar may optionally be paired with a field placement in the area of education law. Placement options include local organizations, school districts, law firms and government agencies. Students may also participate in Loyola's Educational Advocacy Project as an alternative to an external field

placement. Students must separately register for the field placement component for 1-3 credits (Law 166-002). More information about available placements is available on Pearson and provided on a separate handout describing the Education Law Practicum. (*Johnson/Ross*)

Students may enroll in this seminar without registering for the field placement component. Students registering for the field placement component (166-002) for 2-3 credits must enroll in the seminar component (166-001 or 166-003). No permission required.

166 (002). Education Law Practicum - Field Placement (1-3 credits)

This course counts as an **Experiential Learning (Live Client Experience)** and a **Skills** course.

This section is the field work component of the Education Law Practicum. Students have the option to work in one of a variety of local placements where they will work under the supervision of practicing attorneys. Students may choose to provide either: (1) direct representation and legal assistance to children and families in need of special education services; or (2) representation of school districts in education law matters. Students may also work on educational policy matters. Placement options include local organizations, school districts, law firms and government agencies. Students may also participate in Loyola's Educational Advocacy Project as an alternative to an external field placement. For part-time students interested in placements outside of the Chicagoland area, additional placements can be identified and approved on a case-by-case basis.

Because you will need to identify and obtain a field placement, permission of the instructor is required. Students may register for 1 to 3 credits, depending on their level of time commitment to the field work and agreement of the placement supervisor. More information about available placements is available on Pearson and provided on a separate handout describing the Education Law Practicum. (*Johnson/Ross*)

Students registering for the field placement component (166-002) credits must enroll in the seminar component (166-001). Students enrolled in the Education Law Practicum field placement component for their work with the Stand Up for Each Other (SUFEO) suspension advocacy project will enroll in a separate section (166-003).

If you are interested in participating in the Education Law Practicum, please complete the form [here](#). You will need to separately apply for a field placement, which you may do in advance of applying for the Practicum or after applying for the Practicum and receiving additional information on placement options.

166 (003). Education Law Practicum – SUFEO Board

Seminar to be scheduled based on student and instructor availability.

This course counts as a **Skills** and **Experiential Learning (Live Client Experience)** course.

This section of the Education Law Practicum is restricted to students working on education law cases through Stand Up for Each Other Chicago (SUFEO). The course seminar will provide skills-building tailored to direct representation of students and families on school discipline, bullying, special education

cases, and other education law matters. Students will be provided with guidance and supervision regarding practical and ethical issues related to representing children and families in these cases. Students will also work on aspects of the SUFEO project, including client intake, case advocacy, legal drafting, outreach to local organizations, know-your-rights trainings, training and mentoring to law student volunteers working on the project, and policy and systemic advocacy to address the barriers experienced by SUFEO's clients. *(Ross/Moran)*

Stand Up for Each Other (SUFEO) Board Members will automatically be granted permission to enroll in this class. Other students who would like to seek academic credit for their participation in SUFEO's educational advocacy work should complete the form [here](#).

173. Advanced Education Law Practicum

Seminar to be scheduled based on instructor and student availability. Sessions will be held online.

This course counts as an **Experiential Learning (Live Client Experience)** and a **Skills** course.

This course is for students who have already completed the Education Law Practicum seminar course and field placement. Students will build on the knowledge and skills gained through the Education Law Practicum by engaging in a second field placement, either with an organization or firm where they have been placed previously or with a new education law-related placement. The application form is available [here](#).

The seminar component of this class will be conducted online for 6-8 sessions; the days and times will be selected based on instructor and student availability.

This course includes an instructional component that includes seminar discussions and individual meetings with a faculty member to develop skills, enhance understanding of ethical and other practice issues, and discuss cases and legal issues in students field placements. The class aims to deepen students' knowledge of current legal and policy issues related to educational inequity, with a focus on race, ethnicity, disability, gender, and their intersection and the role of lawyers in addressing educational inequities.

Students have the option to work in one of a variety of local placements where they will work under the supervision of practicing attorneys. Students may choose to provide either: (1) direct representation and legal assistance to children and families in need of special education services; or (2) representation of school districts in education law matters. Students may also work on educational policy matters. Placement options include local organizations, school districts, law firms and government agencies. Students may participate in Loyola's Educational Advocacy Project as an alternative to an external field placement. Students may register for 1 to 3 credits, depending on their level of time commitment to the field work and agreement of the placement supervisor. *(Johnson)*

Law 408. Restorative Justice Workshop (1 credit weekend intensive)

Saturday, September 14, 9 a.m. to 5 p.m.

Sunday, September 15, 12-6 p.m.

In recent decades, courts, communities and schools are returning to restorative methods to address family issues such as child guardianship; escalating violence in our schools and streets; reintegrating

prisoners into their communities; making decisions about appropriate sentencing; and the role of victims in the process. In each context, the same issues must be addressed: who is involved, what are the needs of the parties, and what can be done to resolve the issues at hand. This one credit course will be conducted in workshop format over the course of one weekend. Students will be able to identify the core principles underlying the restorative justice paradigm, compare and contrast restorative and retributive justice models, and learn the basic elements of conflict resolution techniques through a restorative lens. We will address the history of restorative justice and students will be trained on a restorative dialogue process. (Weil) (credit/no credit)

572 - Special Education Dispute Resolution (1 credit)

Saturday, September 14, 9 a.m. – 5 p.m.

Sunday, September 15, 9 a.m. – 4 p.m.

This course counts as a **Skills** and **Experiential Learning** course.

This one credit hour weekend course will provide students with an intensive simulated experience in the various processes of resolution of special education disputes. Areas addressed will include some or all of the following: contested IEP meetings, manifestation determination reviews, resolution meetings, mediation, and due process hearings. Assuming the roles of parent's counsel and school district counsel, students will develop a practical working knowledge of federal and Illinois statutes and regulations governing special education dispute resolution; develop a legal understanding of, and working familiarity with, student special education records and documents; and learn how to interview and prepare clients, witnesses, school personnel, experts, and others for their respective roles in the dispute resolution process. (*Hirsman/Johnson*)

312. Street Law (3 credits)

Mondays 5-7 p.m. (Street Law Seminar)

This course counts as a **Skills** and an **Experiential Learning** course.

Street Law is an elective course open to 2Ls, 3Ls, and 4L PT students. Law students are paired with social studies teachers throughout Chicago who are teaching an elective law course. Loyola students develop lesson plans and teach classes in all areas of the law, assist with mock trial competitions, and help the high school students explore legal issues that most affect them: e.g., encounters with police, immigration issues, discrimination, family law issues, and teen workers' rights, among others. Loyola Street Law students also meet in a weekly seminar to discuss substantive legal concepts they are teaching, effective and engaging methodologies, and policy issues that impact their high school students' schools and lives. Contact instructor for field work details.

(K. Davis/R. Sutherland)

Related Clinics

620. ChildLaw Clinic (3-4 credits)

Tuesdays, 4-6 p.m.

This course counts as a **Skills and Experiential Learning (Live Client Experience)** course.

The *Civitas* ChildLaw Clinic represents children primarily in child protection (abuse and neglect) and child custody and visitation cases. Students typically work on at least two cases during the course of a semester, under the supervision of at least one member of the clinic faculty. The Clinic also includes a weekly seminar, which addresses relevant substantive law, advocacy skills, and ethical issues in the representation of children. Students will be expected to master the law governing their areas of practice, as well as applicable rules of professional conduct. Students will gain experience with a range of lawyering skills, including client counseling, case planning, and written and oral advocacy. While the subject matter of the Clinic's cases focuses on children's issues, students should expect to develop skills transferrable to any practice setting. Enrollment in the clinic is limited to 16 students. Priority is given to students eligible for a student practice license under Illinois Supreme Court Rule 7-11, and permission of the Clinic instructors is required for enrollment.

Participation in the Clinic requires both a significant time commitment and flexibility in the student's schedule. All students will be expected to attend and conduct court appearances throughout the semester, and to be available to attend to other client business during regular working hours. Students working full or nearly full time, or students who have concerns about their ability to maintain a flexible schedule, should speak with one of the members of the Clinic faculty before enrolling in the class. In addition, to avoid conflicts of interest, students may not participate in the Clinic while working for the criminal or juvenile divisions of the State's Attorney's Office, or the juvenile division of the Public Defender's Office. (*Boyer/Platt/Mercado*)

606. Legislation and Policy Clinic (4 credits)

Thursdays, 10 a.m. – 12 p.m.

This course satisfies the **Skills, Experiential Learning (Live Client Experience)**, and the **Bias, Cross-Cultural Competency and Racism (BCCR)** requirements.

Students enrolled in the Clinic for the first time are required to participate in a weekly seminar (Thursdays 10 a.m. – noon), and are expected to be able to devote an average of 12 hours/week to their work in Clinic. Lawyers, as well as the public at large, are impacted throughout their lives by decisions made by policy makers and legislators. How do issues come to the forefront of decision makers' agendas? What is involved in making policy and legislation?

In the Clinic, students have the opportunity to work, under the supervision of a faculty member, on one or more legislation or policy projects, actively engaged in different stages of policy making or legislative drafting. Topics can cover a range of issues, including juvenile justice, child protection, child immigration, and education. Although the focus is childlaw, students develop skills applicable to legislative work in most other fields, and to many aspects of legal practice. Students are expected to be

available to work in teams, and to attend internal and external meetings. While there are no course prerequisites, enrollment requires completion of an application, and instructor permission.
(Weinberg/Jacobs)

755. Health Justice Project (4 credits)

Tuesdays, 4-6 p.m.

This course satisfies the **Skills, Experiential Learning (Live Client Experience)**, and the **Bias, Cross-Cultural Competency and Racism (BCCR)** requirements.

The Health Justice Project is a medical-legal partnership clinic that provides law students with an intensive, challenging education in the fundamentals of legal practice, interdisciplinary collaboration, creative upstream problem solving, poverty law, systemic advocacy, and professionalism. Through collaborative and holistic representation of vulnerable low-income families and individuals, student attorneys will address the social, legal and systemic barriers that prevent long-term health and stability. HJP student attorneys may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own cases in teams of two, maintain client relationships, attend hearings and court appearances, collaborate with interdisciplinary partners, and tend to other client matters throughout the semester. Students must be available to participate in a mandatory orientation prior to the start of the semester.

Student attorneys will address the health harming legal needs of vulnerable low-income families and individuals by conducting holistic client intake interviews with patients referred by HJPs health partners, issue spotting, engaging in legal research, identifying appropriate resources, and drafting intake memos and advice and referral letters to clients. Students may handle cases in a variety of areas of law including public benefits, access to health care, disability, education, housing, family law, as well as other areas of law that impact client health and well-being. Enrollment in the Clinic requires a significant time commitment and flexibility in the student's schedule. Students are required to manage their own intakes, collaborate with HJP partners, and be responsive to supervising attorneys. Instructor permission is required. (Mitchell/Setrini)