Open to 1L, 2L, 3L, and 4L Students:

**341. Educational Advocacy Lab (2 credits)**  
*Saturday, January 28 (1-day bootcamp), Room 601*  
*Thursdays, 5-6:30 p.m. (online)*

This course counts as a **Perspective Elective, Experiential Learning (LCE), and Bias, Cross-Cultural Competency, and Racism (BCCR)** course.

This experiential course explores the intersections between racism, poverty, disability, mental health, gender, and juvenile justice through the lens of education law. As part of their work in this class, law students will participate in simulations and exercises to prepare them to conduct intakes with parents and students seeking assistance through a free legal helpline for PreK-12 families. The goal of the intakes is to identify families’ legal issues relating to education and support advocacy related to children’s educational rights in discipline, special education, bullying, language access, and school enrollment. These intakes will help elucidate the topics covered in the seminar portion of the class, which grapples with how school systems historically oppressed low-income students of color and students with disabilities, the laws that were put in place in an attempt to mitigate these harms, and the practices that continue to disproportionately disengage vulnerable populations from school. (J. Ross and M. Moran)

Permission required. Apply via the form [here](#). For priority admission, please apply by November 3 at 12 p.m.

**461 (001). Education Law and Policy (2 credits)**  
*Thursdays, 1-3 p.m., Room 1103*

This course counts as a **Perspective Elective** and **Bias, Cross-Cultural Competency, and Racism (BCCR)** course.

This seminar will explore the difficult legal, political and practical issues currently confronting American education. The course will begin with an analysis of the fundamental political and philosophical principles underlying the American educational system. Students will then be challenged to apply these principles to difficult areas of education law, such as: (1) the limits of compulsory education; (2) the relationship between public education and religious institutions and practices; (3) the nature of a constitutional right to education; (4) the adequacy and equity of school funding; (5) the balance between federal control through statutes and state control over curriculum; (6) school governance; (7) the rights and responsibilities of students; (8) traditional and novel torts in the educational environment; and (9) the rights and responsibilities of educators. Students will be required to participate actively in class, to facilitate class discussion of a selected topic, and to submit a paper that analyzes critically an important issue raised in the class. There will be no final examination. (M. Johnson)
Open to Weekend JD Students:

**461 (002). Education Law and Policy (3 credits)** – Part-time students only  
* Saturdays, 8:20-12:15 p.m., Room 1102*

This course counts as a **Perspective Elective** course.

This seminar will explore the difficult legal, political and practical issues currently confronting American education. The course will begin with an analysis of the fundamental political and philosophical principles underlying the American educational system. Students will then be challenged to apply these principles to difficult areas of education law, such as: (1) the limits of compulsory education; (2) the relationship between public education and religious institutions and practices; (3) the nature of a constitutional right to education; (4) the adequacy and equity of school funding; (5) the balance between federal control through statutes and state control over curriculum; (6) school governance; (7) the rights and responsibilities of students; (8) traditional and novel torts in the educational environment; and (9) the rights and responsibilities of educators. Students will be required to participate actively in class, to facilitate class discussion of a selected topic, and to submit a paper which analyzes critically an important issue raised in the class. There will be no final examination.  
*(Hirsman)*

**2L, 3L, and 4L Students:**

**166 (001). Education Law Practicum – Stand Up for Each Other Chicago (1-3 credits)**  
*Fridays, 9-10:30 a.m.*

Stand Up for Each Other (SUFEO) Chicago Board Members must register in LAW 166 S. 003 for 2 credits. This class includes a seminar that will meet 6-8 times. Instructor permission required to enroll  
*(Ross)*

Note: External field placements are not being offered through the Education Law Practicum during Spring 2022. For field placements in education law, please identify placements on Pearson and apply for credit through the Externship program.

**173. Advanced Education Law Practicum**  
*To be scheduled based on student and instructor availability.*

This course counts as a **Skills and Experiential Learning (Live Client Experience)** 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.
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 register for 1 to 3 credits, depending on their level of time commitment to the field work and agreement of the placement supervisor. 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. (Johnson)

Apply for a placement with the Advanced Education Law Practicum here. Permission required.

**426. Special Education Law and Advocacy (2 credits)**  
*Wednesdays, 5-7 p.m., Room 601*

This course counts as a Skills course. Open to JD and LLM students.

This course will deal in depth with current and timely issues in the education of children with disabilities. Students will learn federal and State statutory and regulatory procedures in determining eligibility for services, evaluation, development of the individualized education program, and provision of services in the least restrictive environment. The education of special needs children from early childhood through post-secondary transition will be addressed. The course will focus on advocacy, statutory and regulatory compliance, and dispute resolution. Students will assume the roles of parent/student advocate, school administrator, third-party mediator, and school service provider in a variety of activities, including: participation in eligibility and IEP conferences; disciplinary manifestation determination reviews; resolution sessions, mediation, and pre-hearing due process procedures; and determining Section 504 eligibility and developing and implementing a Section 504 service plan. (Hirsman)

**347. Title IX Compliance in Higher Education (2 credits)**  
*Mondays, 6-8 p.m., Online*

This course will meet mostly online/synchronous, with a few asynchronous sessions

Students will learn the foundations and historical evolution of Title IX of the Educational Amendments Act of 1972, including the original civil rights context in which the law was passed and its subsequent expansion by courts and federal agencies to its contemporary application to athletics, employment, and of course sexual violence and sexual harassment in educational institutions receiving federal assistance. In the initial third of the course, students will analyze court opinions, regulations, sub-regulatory guidance and resolution letters, news articles, and other primary sources to gain an in-depth understanding of how Title IX has evolved in its scope and application over the years. The final two-thirds of the course will take a compliance/skills-based approach, introducing students to the practical skills needed to investigate and adjudicate sexual harassment and sexual misconduct responsibly and in compliance with evolving legal standards. (Love)
408 – Restorative Justice Workshop (1 credit weekend intensive)
Saturday, February 11, 9 a.m. to 5 p.m.
Sunday, February 12, 12-6 p.m.
On-campus

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. (Agaiby) (credit/no credit)

312. Street Law (3 credits)
Tuesdays, 12-2 (Street Law Seminar)
Room 1101

This course counts as a Skills and an Experiential Learning (CS) 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. Lola 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 instructors for field work details. (K. Davis/R. Sutherland)