



Fall 2014 Loyola University Chicago School of Law Course Offerings for Chicago-Kent College of Law

Course Title	Sec	Hours	Days	Times	Instructor	Limit	Room	Exam Date
Advanced Issues in Family Law	001	2.0	W	7:00-9:00	Vaughn	3	304	None
Antitrust in Health Care Field	001	2.0	Th	6:00-8:00	Marx	3	1102	None
Cyber Law	001	3.0	M W	7:30-9:00	Das	5	1403	Take Home
Education Policy and Practice: Counseling the School District	001	3.0	Tu	11:00-2:00	Hager	3	1404	None
European Union Law	001	2.0	W	4:00-6:00	Toth	3	1201	None
Family Law S.1	001	3.0	M	6:00-9:00	R. Anderson	3	1202	12/15/14 6:00p.m.
Land Use	001	2.0	Th	7:00-9:00	Kubasiak/Brankin/ Burney	3	1101	None
Law and Accounting	001	2.0	Tu	3:00-5:00	Ramirez	3	1102	12/12/14 1:00p.m.
Practice Fundamentals: Interviewing Skills	001	1.0	Th	1:00-2:00	Tilley	3	1001	None
Special Education Law and Advocacy	001	2.0	W	5:00-7:00	Hirsman	3	1304	None

Advanced Issues in Family Law (2)

No description available.

Antitrust in Health Care Field (2)

This course will cover the full range of antitrust issues affecting the activities of all participants in the healthcare field, including different types of healthcare service providers (hospitals, physicians, and ancillary service providers), payors (government and commercial), and suppliers of products to providers and their patients. Following an introduction to the antitrust laws generally, the course will specifically address the competitive issues posed by mergers and joint ventures involving competing healthcare providers or payors, the formation and operation of provider networks (including Accountable Care Organizations) and managed care contracting, the activities of trade associations and group purchasing organizations, medical staff privileges and credentialing, single firm conduct, and specific statutory provisions (e.g., Robinson-Patman Act), exemptions and immunities.

Cyber Law (3)

The emergence of the Internet and digital technologies that enhance human abilities to access, store, manipulate, and transmit information has brought with it a host of new legal issues that lawyers preparing to practice in the 21st century will need to understand and address. This survey course will introduce and explore specific problems in applying law to issues arising on the Internet. Topics expected to be covered include the bounds of jurisdiction, privacy, governance and regulation, online commercial transactions, content protection (through intellectual property, contract, and technological means), and cybercrime. There are no prerequisites. Grades for the course will be based on a take home exam and class participation. (*Das*)

Education Policy and Practice: Counseling the School District (3)

This course will allow those interested in the practice of education law to become familiar with typical and unique issues that require contact between school districts and their attorneys. The course is a combination of in-class, on-line and field study experiences. Students will work individually and in teams to identify resolutions to school district issues. The relationship between attorneys, boards and administration will be investigated. In class sessions are three hours per week to cover practical situations and to develop skills tailored to the practice of education law. The course will focus on typical scenarios, as well as the increasing number of, and breadth of, issues requiring legal assistance.

European Union Law (2)

The course is designed as a general introduction to the legal system of the European Union. It covers both its constitutional and institutional structure and focuses on specific key areas of substantive law. It starts by introducing the history and sources of the European Union's legal order, and then moves into the EU's legislative process, where it concentrates on the political and legislative functions of the various institutions and the division of competences between the EU and its Member States. The course pays particular attention to the role of the judiciary in shaping the EU's legal order. The European Court of Justice developed the fundamental notions of direct effect and supremacy of European law. Those notions, through which rights are created for European citizens, are examined, and the course subsequently turns to how those rights can be enforced. The course will also examine the ongoing effort to adopt a constitution for Europe. Throughout, the class explores policy, as well as legal considerations, and comes in close contact with EU cases and materials. (*Fabbio*)

Family Law (3)

This course is a study of cases, statutes, and legal principles relevant to the formation, regulation and dissolution of the family unit, and to legal obligations which arise incident to the family relationship. The course considers: antenuptial agreements, marriage, annulment, divorce, division of property incident to divorce, maintenance, custody, visitation, child support, tax law, and ethical issues. (*Anderson, Coupet*)

Land Use (2)

This course provides a study of the limitations imposed upon the use of privately owned land by the law of nuisance, by private co-tenants and easements, and by public action. The course examines the planning process, subdivision regulations and zoning. (*Brankin, Burney, Furda, Hanley*)

Law and Accounting (2)

This course is intended to provide an understanding of basic accounting principles and their practical application in connection with the practice of law. There are no prerequisites and no requirement of a business background. Topics covered include fundamental principles of accounting for business enterprises; how to analyze and understand an income statement, balance sheet, and statement of cash flow; basic concepts of revenue recognition; conventions for capitalization versus expenses; and how to recognize possible manipulation of financial and accounting statements. Recent high profile accounting scandals such as Enron and WorldCom will also be explored.

Practice Fundamentals: Interviewing Skills (1)

Some of the most common complaints about lawyers stem from a single fundamental truth: we are trained to talk, but we are not trained to listen. Clients tell us frankly that we “have poor listening skills,” and further that we “don’t genuinely care about them or their case,” that we “think we know everything” and “nitpick every word they say.” Other client frustrations, such as “not communicating clearly,” “not keeping [them] informed,” and “kill[ing deals]” are superficially unrelated to our listening skills, but at bottom reflect a failure to appreciate the client’s point of view. In short, all lawyers need to know how to elicit and contextualize information from those they represent in order to represent them well. While interviewing is crucial to client relationships, its value does not end there. Young attorneys juggle many audiences in a day. These include assigning partners or department supervisors and those encountered in the course of doing the legwork that is a beginner’s bread and butter: opposing counsel and their staff, or low-level representatives of government institutions, including court and agency clerks. Happily, the

listening and interviewing skills a young attorney acquires during these experiences will pay off when she tackles witness interviews and her first on-the-record interview, the deposition.

This course will introduce students to theories of interviewing and listening in a variety of legal contexts. More important, students will try their hands at different types of interviews to hone this experiential skill. We will meet for an hour each week, and our time will be spent roughly as follows: a 10-minute introductory discussion about the week's reading, followed by a 30-minute "workshop" during which groups or pairs of students will conduct interviews using case study materials distributed in class. We will conclude by reflecting on the interview experience. Because each student will serve as both interviewer and interviewee each week, we will be able to consider the conversation from both the lawyer and the client points of view.

The course is a survey of different types of interviews young lawyers are most likely to conduct: beginning with a general overview and moving to practice-specific interviews about potential litigation or corporate work. We will then move to a conversation that directly results from the initial interview: review of an action plan with the client. From client interviewing, we will consider adapting these skills in three other contexts relevant to the beginning lawyer: witness interviews, adversary conversations (pre-negotiation or logistical negotiation) and finally, an introduction to depositions. Throughout, we will develop an awareness of the ethics and social considerations likely to arise in various communications contexts.

Special Education Law and Advocacy (2)

This course, which meets once a week for two hours, 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 form teams assuming the roles of parent/student advocate, school administrators, and school service providers in a variety of simulated activities throughout the semester, 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*)