



CHILD & FAMILY LAW

CATALOG 2009-2013



CIVITAS
CHILD LAW
CENTER



SCHOOL OF LAW

CHILD & FAMILY LAW

2009-2013

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Loyola University Chicago School of Law

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SCHOOL OF LAW

Accreditation

Loyola University Chicago School of Law is an American Bar Association Approved Law School and is a member of the American Association of Law Schools. The American Bar Association has acquiesced in Loyola's graduate degrees, the M.J. and LL.M. in Child and Family Law.

Confidentiality of Records

The university complies with the provisions of the Family and Education Rights and Privacy Act of 1974 (Buckley Amendment) when releasing personally identifiable information concerning students. This law stipulates that a student's record is confidential information and must not be released without prior written consent of the student. It further states, however, that the university may release certain "directory information" to appropriate parties at its discretion. To do so, the university must inform students of their right to withhold the release of "directory information" about themselves. "Directory information" consists of: a student's name, address, telephone number, date and place of birth, major, dates of attendance, degrees, awards received, previous schools attended, and similar information.

If a student does not wish for this information to be released, a written request to withhold "directory information" must be submitted to the dean of his/her college or school and to the Dean of Student Development Office for the Lakeside campus where he/she is registered. This written request must be submitted prior to September 18 of each academic year. A student wishing access to and information concerning his or her records should consult with the administrator of the appropriate department.

Notice of Nondiscriminatory Policy to Students

Loyola University Chicago admits students without regard to their race, religion, color, sex, age, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school.

Loyola University Chicago does not discriminate on the basis of race, religion, color, sex, age, sexual orientation, or national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Otherwise qualified individuals are not subject to discrimination on the basis of disability.

If you believe you have been discriminated against because of race, religion, color, sex, age, sexual orientation, national origin, or disability, please contact the Office of the Dean of Student Development.

Rights Reserved

The president and officers of Loyola University Chicago reserve the right to change the information, regulations, requirements, and procedures announced in this catalog; to change the requirements for admission, graduation, or degrees; to change the arrangement, scheduling, credit, or content of courses; to change the fees listed in this catalog.

The university reserves the right to refuse to admit or readmit any student at any time should it be deemed necessary in the interest of the student or the university to do so and to require the withdrawal of any student at any time who fails to give satisfactory evidence of academic ability or honesty, earnestness of purpose, or active cooperation in all requirements.

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David Yellen

MESSAGE FROM THE DEAN

I am delighted that you are interested in learning more about Loyola University Chicago's Civitas ChildLaw Center. As dean of the School of Law, I am enormously proud of the Civitas ChildLaw Center, now celebrating over 15 extraordinary years of national and international leadership in legal education and advocacy for children. Through a mix of challenging academic work, hands-on practice, and public service, the ChildLaw Center represents the best that a Jesuit law school can offer, with the most comprehensive child and family law curriculum and library collection of any U.S. law school.

While this catalog will begin to answer some of your questions, I encourage you to contact us to learn more about the Civitas ChildLaw Center and the Loyola law community.

DAVID YELLEN
Dean and Professor of Law



Diane Geraghty

MESSAGE FROM THE DIRECTOR

On behalf of my colleagues, welcome to Loyola's Civitas ChildLaw Center. The purpose of this program book is to acquaint J.D., LL.M. and M.J. students with the wide range of curricular and extracurricular opportunities available to Loyola students who seek specialized training in child and family law and advocacy. These offerings, the most comprehensive available at any law school, are intended to equip students with the interdisciplinary knowledge and practical skills they will use throughout their professional careers.

As our mission statement suggests, the ultimate success of Loyola's Civitas ChildLaw Center will be measured by the accomplishments of its graduates. Our alumni are making a difference in children's lives by providing quality representation to child clients and exercising leadership around efforts to improve the child welfare, juvenile justice and other child-serving systems. Their achievements — and the talent and dedication of our current students — inspire our own commitment to being a recognized center of excellence in teaching, research and service on behalf of children and families.

DIANE GERAGHTY
*A. Kathleen Beazley Chair in Children's Law
and Director, Civitas ChildLaw Center*

MISSION STATEMENT

The mission of the Loyola University Chicago Civitas ChildLaw Center is

- to train law students, attorneys and child welfare professionals to be effective advocates for children,
- to provide high quality legal representation to child clients,
- to promote children's law as an area of legal specialization,
- to influence policy and legislative reforms to improve the lives of children and families,
- to improve the quality of justice for children and families.

ABOUT LOYOLA UNIVERSITY CHICAGO SCHOOL OF LAW

Founded in 1908, Loyola University Chicago School of Law is an integral part of Chicago's oldest university and shares in its Jesuit tradition of academic excellence and service to others. Loyola's interdisciplinary learning environment includes programs in medicine, social work, education, early childhood development, psychology, political science, business and criminal justice.

The Law School and ChildLaw Center are located on Loyola's Water Tower Campus, within a block of Water Tower Place and in the heart of Chicago's Magnificent Mile and Gold Coast District. The ChildLaw Center is easily accessible by public transportation, and is close to Chicago's courts and local and national child advocacy organizations.

*The Loyola Civitas
ChildLaw Center is
dedicated to promoting
justice for children through
interdisciplinary teaching,
scholarship and service,
and through the
development of a new
legal specialty,
pediatric law.*

Program History

In 1992, the National Commission for Children commented: "If the nation had deliberately designed a system that would frustrate the professionals who staff it, anger the public who finance it, and abandon the children who depend on it, it could not have done a better job than the present child-welfare system." That same year the American Bar Association published "America's Children at Risk," a national agenda for legal action on behalf of children. Among its recommendations, the report called on law schools to enhance child advocacy training opportunities for students.

The Civitas ChildLaw Center was established in 1993, aided by the vision and generosity of Jeffrey Jacobs, a 1974 Law School alumnus, former president of Harpo Entertainment, and founder of Civitas Initiative. Today the Center functions as a teaching, research and service program within the Law School and offers a J.D. certificate of concentration, and two graduate degrees, the LL.M. and M.J. degrees in Child and Family Law. Loyola students, together with the ABA Center on Children and the Law, edit the Children's Legal Rights Journal, a national publication for child advocates. In 1996, the ChildLaw Center received the National Association of Counsel for Children's Outstanding Child Advocacy Award. In 2001 it was given the "Friend of Children" award by Prevent Child Abuse Illinois and the "Kids Count" award by the National Association of Family and Conciliatory Courts.

J.D. Program

Loyola offers law students the most extensive child and family law curriculum at any American law school. Students who complete four courses in the specialized curriculum and achieve a minimum grade of B- in these courses may apply for a degree that reflects their concentration in child and family law studies. All students are also eligible to participate in a wide range of co-curricular and extra curricular activities, including moot court, symposia, conferences, and a weekly "Coffee Talk" program. Loyola law school graduates are eligible for admission to an accelerated LL.M. program. The ChildLaw Fellows program provides financial and other support for a specially chosen group of students committed to careers in children's law.

Graduate Degree Programs

Loyola offers two graduate degrees, one for lawyers and one for other professionals who work with children and families. The LL.M. degree (see below) is intended for American and international students who have completed the J.D. degree or its equivalent. Students may concentrate their focus on children's law, domestic relations law or both. LL.M. students have a limited number of requirements, including a thesis, allowing them maximum flexibility to enroll in any courses in the child and family law curriculum, as well as relevant law school and university courses. The M.J. degree (see below) provides professionals such as social workers, educators, health care providers, law enforcement personnel and child advocates an opportunity to study the law as it relates to their professional work and goals in order to better serve the needs of their clients, patients and students. An online M.J. degree is in development.

Dual Degree Programs

J.D. students may pursue a dual degree in law and social work, receiving a J.D./M.S.W. degree in four years. In addition, Loyola offers a dual M.J./M.S.W. degree for students who wish to combine a master's level social work and law program. For additional information, please consult with Clinical Professor Anita Weinberg, J.D., M.S.S.W., the Law School's advisor for these dual degree programs.

ChildLaw Clinic

The Civitas ChildLaw Clinic, established in 1995, is open to J.D. and LL.M. students. Under the supervision of clinic faculty, students represent child clients in a variety of cases, including child welfare, child custody and visitation, and juvenile justice and education matters. The Clinic provides students with the opportunity to develop the wide range of skills needed to represent clients (e.g., interviewing, counseling, case planning, oral and written advocacy), with a special emphasis on the particular demands placed upon a lawyer representing children. Clinic students must also examine how the rules of professional ethics impact the decisions lawyers must make in the context of practice. Students obtain direct experience with the justice system and are called upon to critically examine the extent to which the ideals

of justice and fairness are made real in the lives of all parties, especially the young and the poor. Most important, the clinic provides students the opportunity to serve actual clients who need their assistance. The challenges and satisfactions that arise from the lawyer-client relationship are at the heart of each student's clinic experience.

ChildLaw Policy Institute

The goal of the ChildLaw Policy Institute is to promote child-centered laws, policies and practices, and to improve the functioning of the legal, social welfare, juvenile justice, health care and other systems that impact children and families. In addition to training students in the area of policy and legislative development, analysis and implementation, the Institute also serves as a resource for lawyers, judges, legislators, public officials, child welfare specialists, health professionals, educators, social scientists, and others. Areas in which faculty and students have worked to accomplish these goals include leading a statewide initiative to eliminate lead poisoning in children, serving as the lead entity for the MacArthur Foundation's juvenile justice reform work in Illinois, providing courtroom training for child welfare caseworkers and practicing attorneys, and promoting the increased use of interdisciplinary collaboration and child development principles in fashioning policies relating to children and families.

ChildLaw and Education Institute

The Institute offers a comprehensive and integrated curriculum in education law for students of law and education, as well as for attorneys, educators and school administrators. In addition it engages in collaborative and interdisciplinary research and outreach through publications, conferences, web-based initiatives and community programs in the field of education law and policy. The Institute also provides advocacy resources for children confronting barriers to high quality educational opportunity.

International Children's Rights Initiative

The last decade has witnessed the dynamic development of children's rights on an international scale. The U.N. Convention on the Rights of the Child and other international treaties have influenced laws, policies and practices around the globe. Loyola offers students several opportunities to understand and contribute to this development. International and comparative law is incorporated into the child and family law curriculum in Chicago and in the Law School's international study programs in Europe, Latin America and Asia. ChildLaw Center faculty have also developed special expertise and experience in working on behalf

The Children's Legal Rights Journal (CLRJ) is a multidisciplinary national journal. The publication is peer-reviewed by Loyola law students giving them the opportunity to solicit, edit and author articles for publication. CLRJ's readership consists of individuals who work with children and families.



of children and families in Africa, Thailand and elsewhere. The Center also works closely with the Loyola University Center on the Human Rights of Children, an interdisciplinary center of excellence that brings the research, teaching and service mission of the university to bear on efforts to promote the rights of children and families around the world.

The Children’s Legal Rights Journal (CLRJ)

The CLRJ is a multidisciplinary national journal published quarterly by Loyola University Chicago School of Law, the ABA Center for Children and the Law, and the National Association of Counsel for Children. The publication is peer-reviewed and Loyola J.D., LL.M. and M.J. students are afforded the opportunity to solicit, edit and author articles for publication. Each volume of the CLRJ is organized around a current topic of interest, such as juvenile justice, children’s health, or trends in education. Quarterly issues include substantive articles and commentary, legislative and case law developments, book reviews, and a feature on a particular child advocacy organization. CLRJ’s readership consists not only of lawyers and judges, but also teachers, social workers, physicians, psychologists, probation officers and others who work with children and families.

ChildLaw Externship Program

A unique feature of Loyola’s ChildLaw program is its extensive externship program which is open to J.D., LL.M., and M.J. students. The program is designed for students who wish to gain field experience in child and family law. Qualified students are placed in professional associations or advocacy institutions and complete a project under the program’s director or an externship mentor. Students are awarded academic credit in lieu of payment for their services. Students may choose any institution as an externship site, with the approval of the program director. Externship sites include the Cook County State’s Attorney’s Office, Public Defender’s Office, Public Guardian’s Office, the Department of Children and Family Services, the Office of the Presiding Judge, and other private or public agencies.

Children’s Summer Institute

Each summer, Loyola offers students and practitioners from a range of disciplines the opportunity to explore together the meaning of the “best interest of the child” through an interdisciplinary lens in an intensive one-week seminar. Faculty and experts from the fields of law, psychology, social work, child development and education share the latest research and offer interdisciplinary perspectives on critical issues affecting children and families. A theoretical framework for examining the issues, as well as practical experiential learning is provided. Past Institutes have focused on permanency, guardianship, termination of parental rights, and the impact of divorce on children. This course is open to law students (J.D., LL.M., M.J.) from Loyola and other law schools as well as graduate students in related disciplines.

ChildLaw Library Collection

The Loyola Law Library is committed to fostering research in the areas of child and family law and has developed a thorough and extensive collection in this area. The child and family law collection currently numbers over 10,000 titles and is one of the largest of its kind in the nation. In addition, students have access to extensive resource materials within Loyola University and throughout Chicago’s many university and professional association libraries.

Visiting Distinguished Scholars

Periodically Loyola’s ChildLaw Center hosts a visiting faculty member from another law school who has made important contributions to the field of children’s law. Past Distinguished Visiting Scholars include Jean Koh Peters (Yale), Wallace Mlyniec (Georgetown), Michael Wald, William Koski and Martha Matthews (Stanford), Martin Guggenheim (New York University) and Jane Aiken (Washington University). In their role as Distinguished Visiting Scholar, they have presented public lectures, reviewed the Civitas ChildLaw Center curriculum and programming, and held master classes for students.

ChildLaw Society

The purpose of the ChildLaw Society is to support and encourage a community of law students who, when working together, can impact the future development in the expanding area of children's law. In addition, the Society furthers awareness of children's issues and the ramifications that child abuse, neglect and delinquency have on our society.

Child and Family Law Alumni Association

The Child and Family Law Alumni Association is open to Loyola's J.D., LL.M., and M.J. students. The objectives of the association are to maintain a mutually sustaining partnership between the Loyola ChildLaw Center and graduates who are working in the areas of child and family law. Alumni are invited to participate in extracurricular activities and programs, serve as mentors for current students, advise moot court participants, and otherwise advance the mission and goals of Loyola's Civitas ChildLaw Center.

J.D. PROGRAM

Child and Family Law Curriculum

Drawing on its strength as part of a large urban university with respected programs in medicine, social work, psychology, education, criminal justice and child development, the Law School offers an extensive interdisciplinary curriculum designed to prepare students to provide effective legal representation and advocacy on behalf of children and families. In general, the curriculum is comprised of a sequenced course of study that includes substantive law, skills training and professional development. The Child Law curriculum is divided into three categories: core, related and interdisciplinary (see below). Core courses are those developed and taught by members of the faculty who are associated with the ChildLaw Center (e.g. Child, Parent and State, Interdisciplinary Seminar on Domestic Violence, Juvenile Justice Seminar). The ChildLaw Clinic and ChildLaw Policy Institute are integral parts of the core curriculum. In these programs, clinical faculty supervise students in the direct representation of child clients in child abuse, neglect, delinquency, child custody and education cases, and in law reform and policy initiatives aimed at improving children's well-being. Related courses are those classes in the law school curriculum that provide Child Law students with a fuller context and/or more specialized focus (e.g., Poverty Law, Law and Education, Critical Race Theory, Mediation Seminar). Interdisciplinary courses are offered in other divisions of the University (e.g., Erikson Institute for Early Childhood Development, School of Social Work).

The family law curriculum (see below) includes course work and clinical opportunities in the areas of marriage, parenthood, separation, dissolution, adoption, and canon law, with advanced seminars in marital property, tax and estate planning. Additional courses involve the study of legal issues facing the elderly.

ChildLaw Fellows Program

A core aspect of the ChildLaw Center's mission is to identify, train and nurture the careers of law students and lawyers committed to careers in child advocacy. In furtherance of this goal, each year eight to ten entering first year full-time or part-time day students are selected as ChildLaw Fellows. To support and encourage their career choice, Fellows are awarded tuition and internship support in the amount of \$15,000 over the course of three years, and are eligible to participate in Loyola's loan forgiveness program. Fellows are chosen from a national pool of applicants and are selected on the basis of academic ability, leadership potential, and a commitment to using their legal training to serve the unmet legal needs of children. During their

three years at Loyola, Fellows are expected to take certain required courses, complete two internships, and participate in program activities. After graduation, Fellows have a moral obligation to fulfill their career commitment for not less than two years over the course of their professional careers. Today, former ChildLaw Fellows are engaged in direct representation, policy development and other child-related activities around the nation. Some have assumed leadership positions in organizations such as the National Juvenile Defender Center in Washington, D.C., and the National Association of Counsel for Children in Denver, Colorado. Other graduates have become law school faculty teaching and writing in the field of children's law.

Certificate of Concentration in Child and Family Law

J.D. students who take at least four courses in the Child and Family Law curriculum, including Child, Parent and State, and receive a grade of "B-" or better in these courses, are eligible to receive a certificate of concentration upon graduation. The certificate represents a formal recognition of a student's interest and specialization in an area of study. Students who meet the criteria for the certificate of concentration receive an official notation on their J.D. transcript and may indicate their certificate status on their resumes. Certificate recipients are acknowledged at the Law School's graduation award ceremony. For further information or for an application, please contact the ChildLaw Center's Program Coordinator or the Registrar's Office.



Child Law Core Curriculum

- Adoption Seminar
- Advocacy (ChildLaw section)
- Child, Parent and State
- ChildLaw Clinic
- ChildLaw Externship
- ChildLaw Legislation
- ChildLaw Trial Practice
- Child and Family Law Mediation
- Children's Legal Rights Journal
- Children's Summer Institute
- Education Law and Policy
- Current Issues in Children's Law Seminar
- Interdisciplinary Seminar on Domestic Violence
- International Children's Rights
- International and Comparative Family Law
- Juvenile Justice
- Legal Writing (ChildLaw section)
- Special Education Seminar
- Street Law

Family Law Core Curriculum

- Adoption Seminar
- Advanced Issues in Domestic Relations
- Bioethics and the Law
- Canon Law for Civil Lawyers
- Child and Family Law Mediation
- Community Law Center Clinic
- Elder Law Clinic
- Elder Law I: Health and Safety Issues
- Elder Law II: Financial Security and Housing Issues
- Estate and Gift Tax
- Estate Planning
- Estates
- Family Law
- Interdisciplinary Seminar on Domestic Violence
- International and Comparative Family Law
- Law of Death and Dying
- Marital Property Rights Seminar
- Mediation Advocacy
- Mental Health Law

MASTER OF LAWS (LL.M.) IN CHILD AND FAMILY LAW

The practice of child and family law has become significantly more complex in recent years as the definition of family has expanded, the concept of children's rights has emerged, and the law has struggled to keep pace. Intended for graduates of U.S. and foreign law schools, the program is tailored to meet individual students' backgrounds and interests, and offers graduate students an opportunity to work closely with faculty who are nationally recognized for their work in the field. The program is enhanced by the backgrounds and experience of participating students, some of whom bring an international or comparative perspective to this dynamic area of study and practice, and by the opportunity to work collaboratively in a community of lawyers with similar interests and goals. The degree may be completed in one year (full-time) or in two years (part-time). Most courses are offered in the evening to accommodate students' schedules.

Admission

Admission to the LL.M. program is competitive. Each year, approximately five to ten applicants are accepted to the program. This small number ensures a high degree of individual student attention, both within and outside the classroom. Applicants receiving their J.D. in North America must have attended law schools accredited by the American Bar Association or the Federation of Law Societies of Canada. Applications are accepted from October to July each year, with classes beginning in late August. Students are encouraged to apply early to maximize their opportunity for admission to the program.

Academic Requirements

To receive the LL.M. degree, students must complete 24 credit hours of study. Students whose first degree in law is from a non-English-speaking university need only complete 20 credit hours of study. Students must achieve an overall grade point average of 2.5. Students whose grade point average falls below 2.5 in any semester will not be eligible to continue in the program. Detailed program policies and academic requirements are available in the Master of Laws (LL.M.) Student Handbook.

Course of Study and Curriculum

LL.M. candidates must take the Child, Parent and State course and the LL.M. Seminar, and must write a thesis of publishable quality on an approved topic relating to the law, policy or practice of child or family law. Candidates who are able to demonstrate preparation in a required course (except the thesis) may be excused from that course. The remainder of the program is elective. Students may choose to concentrate their studies in family law, child law, or a

Loyola University Chicago School of Law, a national leader in graduate legal education, offers a Master of Laws degree for attorneys who seek specialized training in the law as it relates to children and families

Sample Schedules

Full-Time

Fall Semester:

- LL.M. Seminar (1)
- Child, Parent and State (2)
- Electives (6)

Spring Semester:

- Interdisciplinary Seminar on Domestic Violence (3)
- Juvenile Justice (2)
- LL.M. Paper (3)
- Elective (7)

Part-Time

Fall Semester:

- LL.M. Seminar (1)
- Child, Parent and State (2)
- Elective (1)

Spring Semester:

- Juvenile Justice (2)
- Interdisciplinary Seminar on Domestic Violence (3)

Summer Semester:

- Elective (5)

Fall Semester:

- Elective (5)

Spring Semester:

- LL.M. Paper (3)
- Elective (2)

combination of both. The LL.M. curriculum emphasizes interdisciplinary learning, advanced skills training, and scholarly research and writing. Students are also able to receive enhanced training in mediation and courtroom advocacy through the program's clinical offerings.

Accelerated LL.M.

Loyola also offers an accelerated option for those students who want to pursue the LL.M. degree. Any J.D. candidate who completes Child and Family law courses while enrolled as a regular, visiting, or transfer student at Loyola can apply up to six child law course credits toward a Loyola LL.M. degree provided they completed the courses with a grade of "B" or better. (Visiting or transfer students will still graduate with a degree from their home law school provided they have completed at least two years from there.) This means that a student only needs to take 18 additional credits after graduating with the J.D. in order to receive the LL.M. degree. Taking 15 credits in the fall semester, and the 3-credit LL. M. thesis course in the spring semester, students need only be in residence at Loyola for one additional semester before pursuing an exciting career in Child and Family Law.

Tuition and Financial Assistance for LL.M. Students

Tuition for the LL.M. differs depending upon whether the degree is pursued on a full-time or part-time basis. Tuition is subject to annual adjustments.

Financial assistance to LL.M. candidates may be available through federal and private loans. For more information, contact the Office of Student Financial Assistance at 773-508-7704.

Please Note: In order to apply and receive student loans, a student must be registered for a minimum of 4 credit hours each semester with the exception of Summer. Summer requirement is a minimum of 2 credit hours. This requirement applies to all students who are currently paying back existing student loans and wish to have their loans deferred.

The LL.M. Graduate Assistantship

Each year, the ChildLaw Center may award limited funding based on need to incoming students. Please contact the Center's Program Coordinator for more information.

Student Body

LL.M. students have come from throughout the U.S. and the world, including Puerto Rico, the Philippines, Brazil, South Africa, Switzerland, and Argentina. Many have extensive experience in working with children and families. Others seek an LL.M. degree as a way to change the focus of their legal careers. Others are recent law school graduates who seek more specialized training.

Placement and Careers

The ChildLaw Center faculty is committed to working closely with students in career development and enhancement. In addition, the School of Law's Office of Career Resources is available to LL.M. students and alumni.



MASTER OF JURISPRUDENCE (M.J.) IN CHILD AND FAMILY LAW

The M.J. is specially designed to give professionals in social work, education, health care, law enforcement, child welfare, juvenile justice and other disciplines a better understanding of the law and an improved ability to advocate for children and families. The program emphasizes interdisciplinary learning and specialized training in how to work effectively within the legal system as a nonlegal professional committed to ensuring the well-being of children and families. The M.J. program is intended to enhance the ability of nonlegal professionals to serve their clients, patients or students rather than to provide a testing ground for an interest in legal practice. Although the degree allows professionals who work with families and children to advance their current careers or to explore other professional pursuits, it does not prepare students for the bar examination or to practice law.

Admission

Applicants must have at least a bachelor's degree, although many students also have advanced degrees. Prior work experience in areas affecting children and families is highly desirable. Applicants are not required to take the LSAT or any other qualifying exam as part of the admissions process for the M.J. degree. Applications are accepted from October 1 to June 1 for classes that begin in July each year. Students applying for the M.J./M.S.W. dual degree program must be separately admitted to each school.

Academic Requirements

To receive the M.J. degree, students must complete 22 credits, including a thesis, and must achieve an overall grade point average of 2.0. A student whose grade point average falls below 2.0 in any semester will not be eligible to continue in the program. Statements of program policies and academic requirements are available in the Master of Jurisprudence (M.J.) Student Handbook.

Course of Study and the M.J. Curriculum

This unique master's degree program is designed for the working professional with classes generally meeting twice weekly in the evening over the course of two years. The first year of study is entirely prescribed in order to provide M.J. students with a baseline knowledge of law and the legal system, including legal research and writing skills. The second year curriculum combines required and elective courses. Students receive one-on-one supervision in the completion of their thesis, which must be on an approved topic appropriate to a graduate level course in child and family law. Courses taken in the M.J. curriculum are not transferable to the J.D. program.

The M.J. program is designed to introduce individuals to the law in order to enhance their work in child related professions.

Sample Schedules

First Year

Summer:

M.J. Introduction to the Law-ChildLaw (2)

Fall:

M.J. ChildLaw Torts/Civil Procedure (2)

M.J. Introduction to ChildLaw I (2)

M.J. Legal Research & Writing (2)

Spring:

M.J. Constitutional/Administrative Law (2)

M.J. Introduction to ChildLaw II (2)

M.J. Child and Family Law Seminar (1)

Second Year

Summer:

Children's Summer Institute (2)
optional

International Children's Human Rights (1-2)
optional

*this course is offered in Rome

Fall:

M.J. Family Law (2)

Elective (2)

Spring:

Child and Family Law Mediation (2)

M.J. Thesis and Professional Development (3)

Loyola is in the process of preparing to offer an online M.J. degree program. Please contact the Director of Graduate Legal Studies or the ChildLaw Center website for additional information.

M.J./M.S.W. Degree

Increasingly child welfare professionals function in an environment in which their success depends not only on their strong clinical skills, but also on their ability to work effectively in the multiple legal systems in which their child and family law clients are enmeshed. Loyola's Schools of Law and Social Work have joined together to offer a unique dual degree program in which students can earn both an M.J. degree and an M.S.W. degree in three years rather than the four years normally required when these degrees are pursued separately. Students spend their first academic year within the School of Social Work, taking required courses, including the first field placement. The M.J. curriculum begins the following summer, during which students take the introductory law course and one social work course. In the second academic year, students concentrate on the M.J. degree. Third year students take courses in both schools, including a second required field placement. The advanced research practicum in the School of Social Work also satisfies the M.J. thesis requirement so long as the research project integrates law and social work. For more information on the program and a sample course schedule, please contact Clinical Professor Anita Weinberg, the law school advisor to the program or visit the ChildLaw Center's website.

Tuition and Financial Assistance for M.J. Students

Tuition for the M.J. degree is charged on a per credit basis, with the exception of the M.J. Thesis which is charged a flat rate. Tuition is adjusted each year by the university. Financial assistance to M.J. candidates may also be available through federal loans, and in rare circumstances, private student loans. For more information, contact the Office of Student Financial Assistance at 773-508-7704.

Please Note: In order to apply and receive student loans a student must be registered for a minimum of 4 credit hours each semester with the exception of Summer. Summer requirement is a minimum of 2 credit hours. This requirement applies to all students who are currently paying back existing student loans and wish to have their loans deferred.

M.J. Graduate Assistantship

Each year, the ChildLaw Center may award limited funding based on need to incoming students. Please contact the Center's Program Coordinator for more information.

Student Body

Each entering M.J. class has approximately 10–15 students with varied educational and work backgrounds. The student body typically includes professionals with many years of experience in their field, but also those who have graduated from school more recently or are seeking a change in careers. Students who have gone through the program have included educators, psychologists, social workers, special education and early childhood development specialists, health care providers, law enforcement personnel, Court Appointed Special Advocates (CASAs), paralegals, and members of the faith community.

Placement and Careers

The M.J. degree is designed primarily for individuals who wish to use this educational experience to enhance their current careers. In some instances it may also result in new career opportunities. Faculty members and the School of Law's Office of Graduate Studies work with M.J. students on their resumes and job networking skills to position them for their desired careers. A sampling of jobs held by M.J. degree graduates includes the executive director of a large social service agency, forensic interviewer for a children's advocacy center, patient advocate at a large children's hospital, agency adoption specialist, juvenile detention officer, special education consultant, guardian ad litem, executive director of a private foundation, and project manager at a state child welfare agency.

INTERNATIONAL STUDENT INFORMATION

The ChildLaw Center fosters the study of child advocacy systems outside the United States. Thus, in keeping with that goal, we encourage international lawyers to apply. The following information is intended for applicants who are not citizens of the United States.

English Proficiency

Candidates whose legal education was at non-English speaking universities must demonstrate English proficiency by taking the Test of English as a Foreign Language (TOEFL). The Admission Committee generally requires a TOEFL score of between 600 and 630 (PBT – paper based), between 250 and 267 (CBT – computer based), and 100 and 109 (IBT – internet based) for admission. The score must be no more than two years old and must be sent directly to the admissions committee of the ChildLaw Center from the Education Testing Service (ETS). The ETS administers the TOEFL in approximately 200 cities world-wide four times a year. Applicants may obtain a registration form and a catalog describing registration procedures and test centers in the following locations: American embassies and consulates; Binational Centers; U.S. educational commissions and foundations; and private organizations such as the Institute of International Education, the African- American Institute, and the American Mideast Educational and Training Services, Inc. If the catalog cannot be obtained locally, please write directly to: TOEFL, P.O. Box 6054, Princeton, New Jersey, 08541-6054, U.S.A. or visit their website at www.toefl.org.

An applicant is exempt from the TOEFL requirement if he/she has earned a bachelor's or higher degree from an accredited U.S. college or university, or speaks English as a native language.

Application Requirements and Deadlines

International students are encouraged to take the TOEFL and begin the application process as early as possible to avoid delays in receiving admissions-related services. The specific application requirements for international students include: 1) complete application; 2) an official TOEFL score; 3) Academic transcripts from all colleges

and universities attended and academic credentials/transcript evaluation; 4) a one to two page typed statement (in English) indicating the applicant's interest and intentions regarding the field of ChildLaw; 5) Two recommendation letters from professional references; 6) Resume or Curriculum Vitae; and 7) \$50.00 (USD) application fee.

Accreditation Standards

Applicants who received their law degrees in Canada must have attended law schools accredited by the Federation of Law Societies of Canada. Students from all other countries must meet the eligibility requirements to sit for the licensing examination in the country to be considered for admission.

Tuition and Financial Assistance

Applicants may obtain general information about awards and scholarships from the United States International Communication Agency. For further information, request the booklet entitled "Financial Planning for Study in the United States" from: College Entrance Examination Board, Publications Order Office, P.O. Box 6161, Princeton, New Jersey, 08541-6161 U.S.A.

Passport Information

Applicants must obtain a passport from their government and a visa from the nearest United States embassy or consulate prior to emigrating from their own country. Applicants accepted by Loyola University will be sent a letter of admission and an I-20 form for F-1 students or a DS- 2019 form for J-1 students upon verification of finances in order to obtain a student visa. Visitors to the United States on B-2 visas (tourist) are not permitted to enroll for study until immigration and naturalization services has approved a change of status to F-1.

For further information on international requirements, please contact: The Office for International Programs, Loyola University Chicago, 6525 North Sheridan Road, Chicago, Illinois, 60626, U.S.A.; Telephone: 773-508-3899; Telefax: 773-508-7125.

COURSE DESCRIPTIONS

The child and family law curriculum at Loyola is among the most comprehensive in the nation. The Center continuously re-evaluates its curriculum, changing course requirements and content to keep pace with an ever-changing legal landscape and increasingly complex policies and regulations. The following courses are available for the Master of Laws (LL.M.), Master of Jurisprudence (M.J.), and Juris Doctor (J.D.) students, with some prerequisites and conditions as indicated.

166 – Education Law Practicum (Fall or Spring)

Professor Coustan. • 1-3 credits

This unique course has a classroom component and a field work component. The class meets formally one hour per week to cover substantive education law issues, to develop skills tailored to the practice of education law, and to serve children and families confronting barriers to educational opportunities. Students may choose to provide either: (1) direct representation and help to children and families in need of special education services; or (2) assistance with ongoing federal impact litigation regarding racial discrimination in educational opportunities. Instructor permission required

186 – Advanced Issues in Family Law (Fall or Spring)

Professor Geraghty et al. • 2 credits

This seminar covers a range of emerging topics in domestic relations law and advocacy, including issues such as collaborative dissolution, alternative dispute resolution in high conflict cases, the role of the child's attorney in domestic relations matters, parental alienation syndrome, and abuse allegations in family law cases. The seminar utilizes a variety of methodologies to acquaint students with the issues and the practice of domestic relations law.

204 - Adoption Law Seminar (Spring)

Professor Bush-Joseph • 1 credit

This is a seminar course which will give the student an overview and basic understanding of the fundamental legal principles of adoption. A different adoption topic will be covered every week, including the different types of adoption, for example, domestic, international, special needs, co-parent adoptions. Social and financial aspects of adoption will be presented. Issues in reproductive technology will also be discussed including surrogacy, donor gametes (egg and sperm donation) and embryo donation. Students will write a paper on a topic provided by the instructor.

237 - International and Comparative Family Law (Spring/Summer)

Professor Coupet, Geraghty • 1-2 credits

This course serves as an introduction to selected international, regional and domestic laws regulating aspects of international family law, including marriage and divorce, child custody, alternative families, child abduction, intercountry adoption and parenting practices.

238 - Comparative Law Seminar

Professor Geraghty et al. • 3 credits

This Comparative Law Seminar, one of several taught in the law school, examines a range of legal issues, including those affecting children and families, through the perspective of a given country. Past countries have included Tanzania, India, and Thailand. Students work in research teams and produce papers of publishable quality. The course includes a required field research component over spring break.

245 – Family Law

Professor Anderson, Coupet • 3 credits

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.

312 - Street Law (Spring)

Professor Bird • 3 credits

Second and third-year students teach Chicago-area high school students procedural and substantive law. Law students use engaging methodologies and materials; they are supported by a classroom social studies teachers. Law students attend a weekly seminar and teach in the high schools at least twice per week. In the spring semester students are often involved in preparing high school students for the city mock trial competition. Prior or current enrollment in Trial Practice is advisable if students are interested in participating in a mock trial, but is not required for the course.

456 – Mediation Seminar (Fall/Spring)

Professors Levitz and Nathanson • 2 credits

Mediation is a process by which disputing parties attempt to understand or resolve their legal and other conflicts with the help of a third-party. This course offers an overview of mediation theory, techniques and application in the law. Through simulations and other in-class exercises, students will practice those techniques. Students will also consider different models of mediation; how mediation differs from both litigation and from other types of alternative dispute resolution; and how the role and behavior of the legal advocate differs between litigation and mediation.

461 - Education Law and Policy (Spring)

Professor Kaufman • 3 credits

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, like the No Child Left Behind Act, 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.

465 - Law and Education Seminar

Professor Kaufman, Coustan • 2 credits

This seminar explores the following difficult legal, philosophical and practical issues confronting education in America: (1) the uncertain boundaries between public and private education, including church-state relations, vouchers, prayer in schools and

the Pledge of Allegiance; (2) the constitutional and statutory rights of students, including equal protection, desegregation, discrimination in the classroom, speech-codes, political speech and the education of students with exceptional needs and talents; (3) the constitutional and statutory rights of teachers, including employment discrimination, collective bargaining and tenure; and (4) the structure of educational governance, including the role of the federal government, local control, school board powers and even strategic planning. Students will be asked to help facilitate the class discussion of each of these topics, and will be required to prepare a meaningful research or analytical paper. There is no final examination.

554 – Family Law Practicum

Professor Coupet • 1 credit

Students in this practicum will administer a skills component of the traditional Family Law foundational course, focusing specifically on the drafting of an antenuptial agreement in a complex case hypothetical. Practicum students will serve as clients in the drafting exercise. In this capacity, students will meet face-to-face with the collective group of student attorneys representing each client and engage in ongoing, timely and detailed electronic communication with student attorney teams throughout the course of the skills exercise. Practicum students will also assist in evaluating the client counseling facet of the exercise, and in reviewing each prenup for its substantive terms. Each practicum student will spend approximately 40 hours engaged in work related to the exercise. Students may enroll in this practicum only with permission from the instructor.

592 - ChildLaw Independent Research (Fall/Spring)

ChildLaw Faculty • 1 - 2 credits

With the consent of a faculty member supervising the research, a student may earn one or two hours of ungraded credit. The scope and subject is arranged between the student and the faculty member. It is expected that for each hour of academic credit, the student will produce a scholarly work of publishable quality of approximately 30 pages in length or will undertake clinical research under the supervision of a ChildLaw Center attorney which satisfies equivalent time and quality requirements.

601 - Child, Parent & the State (Fall)

Professor Geraghty, Coupet • 2 credits

This course examines the legal relationship among children, family and government, with special emphasis on the status, rights and obligations of children in civil society. The course begins with an examination of the historical and evolving relationship between parents' fundamental rights of autonomy and privacy in decisions affecting their children and the role of the state in ensuring that children are protected. The principal focus of the course is on federal and state child welfare law and policy. Students examine the law as it relates to child abuse, neglect, and dependency and study the child protection process from the time child maltreatment is suspected through involuntary termination of parental rights. Other topics include regulation of children's behavior (e.g. child labor) and medical decision making. The course does not cover child custody and support, adoption, or juvenile justice.

602 - Childlaw Trial Practice

Professor Geraghty, et al. • 3 credits

This is Trial Practice I with an emphasis on those issues important to advocating in cases involving children (child witnesses, unique problems in expert testimony, special evidentiary issues, etc). The course is taught by a team of lawyers, judges, and medical and mental health professionals. The principal objective is to introduce students to litigation principles, and to teach them advocacy skills in an intensive learn-by- doing environment. By grounding the exercises in child advocacy problems, a further goal is to prepare students for the special challenges involved in the representation of children.

603 - Interdisciplinary Seminar on Domestic Violence (Spring)

Professor Weinberg • 3 credits

This seminar will explore issues of family violence, with an emphasis on domestic violence, through an interdisciplinary lens. An overview of the laws, public policy, and psychosocial approaches and trends addressing family violence will be provided. Subsequent classes will focus on the interrelationship among different disciplines as they address family violence issues. The course seeks to provide an opportunity for students in different disciplines to learn about the theories, philosophies, ethics, and practices of the range

of professions that must confront family violence issues, and the impact of decision making in one forum on the practices and decisions made in another forum. Students will be challenged to consider the strengths and weakness of the responses of various disciplines, and their interaction.

606 - ChildLaw Legislation (Fall)

Professor Weinberg • 2 credits

This course is taught as a seminar and clinic with a major legislative project as the objective of the course, and includes the study of the legislative process and legislative drafting.

607 - M.J. Introduction to the Law (Summer)

Professor Warzynski • 2 credits

This course will introduce M.J. students to the legal system and basic terminology used in case law, statutory analysis, and the Socratic Method of course instruction. The primary focus of the summer session is to cultivate familiarity with the basics of legal research and writing. Students will complete short exercises that solidify their grasp of legal writing, research and correct citation. Students also will have initial training in the basics of online legal research.

608 - Juvenile Justice (Spring)

Professor Geraghty • 2 credits

This course attempts to answer the following questions: How should society handle allegations of criminal behavior by children? In what way should the proceedings be designed to address the differences between children and adults? Who should decide whether a child should benefit from special treatment, judges or legislators? What responsibility do parents and communities bear in providing children an opportunity to change their behavior? How should the justice system and the school system interact? While the intersection between the child welfare and juvenile justice systems is discussed, this course does not address child welfare practice generally.

609 - M.J. Thesis and Professional Development (Spring)

Professor TBA • 3 credits

Students will spend the semester researching and writing their thesis. Classes will briefly review research technique and writing style with an emphasis on sharpening legal skills and analysis. Each student will

complete a paper of publishable quality. In addition, this course will focus on professional development. Guest speakers will provide students with “real-life” experience and an opportunity to explore career choices.

610 - International Children’s Human Rights (Summer)

Professor Geraghty • 1 - 2 credits

This program is offered on a periodic basis as part of Loyola’s summer school abroad program in Rome, Strasbourg or China. It examines international efforts to establish rights for children, including the U.N. Convention on the Rights of the Child. It also looks comparatively at child welfare and juvenile justice systems in the U.S. and in other countries.

611 - M.J. Family Law (Fall)

Professor Burns • 2 credits

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.

613 - ChildLaw Fellow Seminar (Spring)

ChildLaw Faculty • 1 credit

This seminar serves as a capstone opportunity for ChildLaw Fellows to contextualize their interdisciplinary legal education and to explore their roles as advocates in working in and reforming the complex and evolving systems that affect children and their families.

614 - M.J. Child and Family Law Seminar (Spring)

Professors Geraghty, Shaw • 1 credit

A review of current ChildLaw practice topics, this course examines problem areas confronted by practitioners. The format alternates between lectures/discussions and problem solving sessions.

615 – Child and Family Law Mediation

Professors Levitz and Nathanson • 2 credits

This course explores the use of mediation in disputes involving children and families. Students will survey various models and uses of mediation and related dispute resolution processes in the contexts of: divorce,

custody and visitation issues, child protection (abuse and neglect), juvenile delinquency, balanced and restorative justice, adult guardianship, peer mediation (as it pertains to youth violence prevention), secular versus religious mediation, healthcare mediation, and special education. Further, students will consider the impact of domestic violence and other impairments on the child and family mediation process. Students will practice mediation skills in simulated mediations, will participate in classroom exercises designed to develop their ability to think critically about family mediation issues, and will apply mediation strategies to family dispute resolution scenarios.

616 - M.J. Legal Research and Writing (Fall)

Professor Warzynski • 2 credits

The emphasis of this course is case analysis and legal writing. Students will review and utilize the research skills developed in the Introduction to Law class. Assignments include researching and writing memos about current topics in juvenile and family law.

620 - ChildLaw Clinic (Fall/Spring)

Professors Boyer and Platt • 4 - 3 credits

Working under the close supervision of a clinic attorney, students undertake the representation of child clients in a range of legal matters, including child protection, juvenile justice, domestic relations, education-related, and international child abduction cases. Permission of the instructors is required.

626 - Mediation Practicum (Spring)

TBA • 1 or 2 credits

This mediation course will teach students how to mediate for families through several community projects. Students need to have participated in some type of formal mediation training in order to register for this course. Students will receive additional training in family mediation, co-mediation and related issues during the course. Students will mediate in family group conferences and other multiple party mediations. A paper on mediation theory or practice will be required. Students will participate in multiple simulations and mediations and receive feedback on their skills. The course will meet once a week for two hours for most of the semester, and students will also be required to mediate at other times during the semester. Permission of the instructor is required.

627 - M.J. ChildLaw Torts/Civil Procedure (Fall)

Professor Miller • 2 credits

Students explore the basics of civil procedure and torts law as these relate to being advocates for children. Students are given an overview of each topic and are tested in each area in order to prepare them for issues that arise in other courses.

628 - M.J. ChildLaw Constitutional/Administrative Law (Spring)

Professor Thornton • 2 credits

During the second semester of the M.J. seminar, students study select areas of constitutional and administrative law as these pertain to childlaw issues. By studying these areas, and the principles studied in the torts/civil procedure seminar, students will be prepared to take the advanced courses within the childlaw program.

631 - ChildLaw Extern (Fall/Spring)

Professor Geraghty • 1 - 3 credits

The externship is designed for students who wish to gain field experience in an area of law affecting children. Students are placed in public or private agencies or offices where they have an opportunity to work in children's advocacy. Externs are required to work 55 hours per semester for each credit hour earned. Students who wish to register for externships must first contact Professor Diane Geraghty to determine site placement.

640 - Children's Legal Rights Journal Editing Skills Seminar (Fall)

Professor Geraghty • 1 credit

This is a class solely for the Associate Editors (first year members of the journal), designed to teach the skills necessary to edit an article for the journal from start to finish. First year Associate Editors are responsible for the initial editing of all of the articles for the journal to ensure, among other things, that all of the citations are in the correct form. Each Associate Editor must also contribute to the journal one Feature section and one article of publishable quality by the end of the school year.

641- ChildLaw Directed Study (Fall/Spring)

ChildLaw Faculty • 1 - 3 credits

Students may earn up to three hours of credit by working on a targeted ChildLaw research project. The scope and subject are chosen with the guidance of a ChildLaw faculty member who directs the students. Student who wishes to register for a directed study must first contact a ChildLaw Faculty member to discuss an individual research project.

643 - Children's Legal Rights Journal Editorial Board (Fall/Spring/Summer)

Professor Geraghty • 3 credits

This is a class for the four members of the Editorial Board of the journal, including the Editor-in-Chief, Managing Editor, Articles Editor and Articles/Features Editor. These students perform various duties pertaining to their specific positions and together they oversee the entire publication process. Duties include working with and supervising the Associate and Senior Editors, teaching the Editing Skills Seminar, promoting the journal, soliciting for articles and subscriptions, maintaining correspondence and communication with authors, preparing articles for cite checks, incorporating changes, preparing documents for the publisher, and maintaining communication with the publisher.

644 - Children's Legal Rights Journal Associate Editors (Fall/Spring)

Professor Geraghty • 1 credit

This is a class for the first year members of the journal. In addition to attending the Editing Skills Seminar, taught by the members of the Editorial Board, Associate Editors are responsible for the initial editing of all of the articles for the journal to ensure that the sourcebook is complete, that all of the citations are in the correct Bluebook form and that the articles are free from grammatical and punctuation errors. Each Associate Editor must also contribute to the journal one Feature section in one of the four issues published each year and one article of publishable quality by the end of the school year.

645 - Children's Legal Rights Journal Senior Editors (Fall/Spring/Summer)

Professor Geraghty • 1 credit

The Senior Editors are students who have completed one year as an Associate Editor and are in their second

or third year on the journal staff. Senior Editors are responsible for supervising the Associate Editors and working with the Editorial Board throughout the entire publication process. They make sure that the sourcebooks compiled by the Associate Editors are complete, and assist by incorporating any changes into the articles before the issue is sent to the publisher.

651- LL.M. ChildLaw Paper (Fall/Spring)

Professor Geraghty • 3 credits

In order to receive the LL.M. degree, each student must write a paper of publishable quality. The paper, written under the guidance of an LL.M. faculty advisor, should integrate a number of issues covered in the ChildLaw curriculum. Each paper is expected to make an important contribution to the literature on child and family law.

652 - LL.M. Paper Completion (Fall/Spring)

Professor Geraghty • 3 credits

LL.M. students who do not complete the LL.M. Paper within the requisite period of time must register for this class each semester until the paper has been accepted by the advisor.

653 - LL.M. Seminar (Fall/Spring)

Professor Geraghty • 1 credit

A review of current ChildLaw practice topics, this course examines problem areas confronted by practitioners. The format alternates between lectures/discussions and problem solving sessions.

654 - Current Issues in Children's Law Seminar

TBA • 1 credit

This one credit seminar is designed to give students an opportunity to engage in an in-depth exploration of current issues in children's law. The seminar focuses on the legal implications of current child welfare policy and practice, on ongoing efforts at court reform through state and federal initiatives, and on improving outcomes for families and children in the child welfare system. Specific topics include an introduction to the concept of therapeutic jurisprudence, advocacy for adolescents in the child welfare system, the role of permanency planning for children, and the legal and ethical implications of community partnerships to protect children and support families.

661/ 662 - M.J. Introduction to ChildLaw I and II (Fall/Spring)

Professor Casey • 2 credits each semester

Introduction to ChildLaw I and II is a two semester course which covers many different areas of law that affect children. The first semester focuses on criminal law, delinquency, child protection and domestic relations. The second semester focuses on decisional capacity, mental health law, school law and courtroom advocacy issues. This introductory course prepares students for more advanced classroom study while providing practical tools to advocate for children.

663 - Children's Summer Institute (One Week Intensive Summer Course)

Professors Weinberg, et al. • 2 credits

The Children's Summer Institute offers a wide-ranging interdisciplinary exploration of critical issues affecting children. A diverse team of faculty offer interdisciplinary perspectives on specified topics. Experts from the fields of psychology, social work, philosophy, law and education present information, participate in discussions with the attendees, and debate the issues from the perspectives of their own professions. Faculty will provide both a theoretical framework for examining the issue, as well as practical experiential learning through various educational methods.

664 - Special Education Law (Fall - alternating years)

Professor TBA • 2 credits

The number of children with special needs is rising, and lawyers, educators and parents increasingly need to be familiar with federal and state policies affecting these children in the education setting. This course begins with an introduction to the statutory framework and major decisions affecting special education. It then turns to the topic of individual education plans and placement issues. The second half of the class focuses on dispute resolution in special education cases, including due process hearings and mediation, and also discusses the issue of litigation and attorneys fees in state and federal court.

FULL-TIME FACULTY AND ADMINISTRATION

BRUCE BOYER

Clinical Professor and Director, Loyola ChildLaw Clinic
B.A., Dartmouth College
J.D., Northwestern University School of Law

Professor Boyer is a nationally-recognized expert in child welfare law who has litigated, taught, consulted and written extensively in the area of child abuse and neglect. He has represented clients in a wide range of proceedings including child welfare, adoption, juvenile delinquency, special education, and disability hearings, with his focus being primarily on issues of child maltreatment. He has designed and co-directed an intensive trial skills course for child advocates, and his publications include a book of training materials for child advocates, as well as numerous scholarly and practice-oriented articles. He has served as Chair of the American Bar Association's Steering Committee on the Unmet Legal Needs of Children and as a member of the Illinois Supreme Court Commission on Professionalism, and he has been elected as a Fellow of the American Bar Foundation in recognition of his "outstanding dedication to the welfare of the community and the highest principles of the legal profession." He currently sits on the Evan B. Donaldson Adoption Institute's Board of Directors. Before joining Loyola in 2001, Professor Boyer taught for 12 years at the Northwestern University Law School, where he helped in 1991 to establish Northwestern's Children and Family Justice Center, a multidisciplinary project focused on Juvenile Court reform. He was an associate at the law firm of Jenner & Block before joining the Northwestern Law School faculty in 1989.

SACHA COUPET

Associate Professor and Director of Research,
Civitas ChildLaw Center
A.B., Washington University
M.A., Michigan
Ph.D., Michigan
J.D., Pennsylvania

Professor Coupet joined the Loyola law faculty in 2004. She received her Ph.D. in Clinical Psychology from the University of Michigan in 1997 after completing her

dissertation research on predictors of adjustment and well-being among African-American kinship caregivers. During her doctoral program, she served as a psychological consultant to the Michigan Child Welfare Law Resource Center, the Child Advocacy Law Clinic at the University of Michigan Law School, county juvenile court and state human service departments. While at the University of Pennsylvania Law School, she continued her psychological practice, consulting with both the Consortium Children's Growth and Development Program and Children's Service Incorporated, treatment agencies serving at-risk children in Philadelphia. In law school, she served as an Associate Editor of the University of Pennsylvania Law Review and was awarded the James Wilson Fellowship. Upon graduation, she served as a law clerk to the Honorable Theodore A. McKee of the U.S. Court of Appeals for the Third Circuit in Philadelphia, and then as a law clerk to the Honorable Joseph A. Greenaway, Jr. of the U.S. District Court for the District of New Jersey. She went on to become a Dean's Fellow at the University of Michigan Law School, where she taught for two years in the Child Advocacy Law Clinic. Professor Coupet's research focuses on policy and practice issues in child and family welfare, particularly kinship care. Her approach aims to incorporate empirical inquiry into legal discourse with a particular emphasis on the use of social science research in the development of law and policy.

HILLARY COUSTAN

Associate Director, ChildLaw and Education Institute
B.A., Michigan
J.D., Stanford

Professor Coustan serves as associate director of the ChildLaw and Education Institute, where she is responsible for fashioning and implementing education-related curriculum, advocacy and policy initiatives. Prior to assuming her current position she was a litigation associate at Reed Smith and an adjunct faculty member at Northwestern University, where she co-taught a course on disability law. Ms. Coustan clerked for the Honorable Robert Gettleman on the U.S. District Court for the Northern District of Illinois.

DIANE GERAGHTY

A. Kathleen Beazley Chair in Children's Law
Professor of Law and
Director, Civitas ChildLaw Center
B.A., University of California
M.A., University of Chicago
J.D., Northwestern University

Professor Geraghty, the A. Kathleen Beazley Chair in Children's Law, has been a Loyola professor since 1978, teaching courses in constitutional, administrative, criminal and child and family law. In her role as director of the Civitas ChildLaw Center she oversees all aspects of this innovative program, which teaches lawyers and other professionals to represent and serve children using an interdisciplinary approach. She has served as a consultant to UNICEF in Southeast Asia and is the recipient of many awards, including the American Bar Association Livingston Hall Award for contributions in the area of juvenile justice. Professor Geraghty, who served as the law school's interim dean, was selected for membership in the Illinois Academy of Lawyers.

MICHAEL KAUFMAN

Associate Dean for Academic Affairs
Professor of Law and
Director, ChildLaw and Education Institute
B.A., Kenyon
M.A., Michigan
J.D., Michigan

In addition to his administrative and teaching responsibilities, Dean Kaufman serves as Director of the ChildLaw and Education Institute. He is the author of a leading casebook on education law and articles and books on topics such as securities law, civil procedures and education law and policy. Dean Kaufman served as a judicial law clerk on the U.S. Court of Appeals for the Sixth Circuit and practiced law at a major law firm specializing in securities, antitrust and civil rights law.

STACEY PLATT

Clinical Professor and Associate Director,
Loyola ChildLaw Clinic
B.A., University of Wisconsin at Madison
J.D., New York University School of Law

Professor Stacey Platt focuses on training law students to represent children in legal proceedings. She has dedicated her legal career to representing low-income

children and adults. Before joining Loyola, Professor Platt served as a staff attorney with the Legal Assistance Foundation of Chicago, where her areas of focus were domestic violence and children's issues. She has extensive experience representing parents, caretakers and children in abuse and neglect proceedings in the juvenile court, and in custody and visitation disputes in the domestic relations courts. She has written several articles on children's legal issues. Professor Platt has worked on numerous significant appeals in cases involving children and families and class action lawsuits pursuing reform of Illinois' child welfare and education systems. Professor Platt currently serves on the editorial board of the Family Court Review, an interdisciplinary journal of the Association of Family and Conciliation Courts and Hofstra Law School. She also teaches trial practice to domestic violence and child advocates for the National Institute of Trial Advocacy and the American Bar Association's Commission on Domestic Violence.

ANITA WEINBERG

Clinical Professor and Director of Loyola
ChildLaw Policy and Legislative Programs
B.A., University of Michigan
M.S.S.W., Columbia University
J.D., Loyola University Chicago

Professor Anita Weinberg has been a social worker and attorney in the child welfare field for over 30 years. Her teaching includes interdisciplinary seminars on child welfare practice and on domestic violence, and a seminar on ChildLaw Legislation. Prior to teaching at Loyola, Professor Weinberg worked in the Office of Inspector General for the Department of Children and Family Services as Director of Policy and Planning, overseeing the office's best practice initiatives, consulting on permanency planning issues, and drafting legislation and rules and procedures that directly concern permanency for children. Previously she worked as an attorney in the Cook County Office of the Public Guardian representing abused and neglected children and supervising staff attorneys. Professor Weinberg was also a staff attorney with the Children's Rights Project of the Legal Assistance Foundation of Chicago where she represented parents and children in the juvenile court and in class action litigation, and drafted and negotiated policy and legislative proposals.

She was adjunct faculty at the University of Chicago School of Social Services Administration for nine years, where she developed and taught a class on social work and the law. As a social worker, Professor Weinberg directed the Resources for Permanency Project at the Child Welfare League of America in New York City, and was involved in the drafting of the 1980 Adoption

Assistance and Child Welfare Act. She has edited a book, and written several articles on a variety of child welfare topics, including parental involvement in the foster care system. She also has testified before congressional and state legislative committees regarding permanency planning, and federal and state child welfare laws.

POST GRADUATE FELLOWSHIPS

CHILDLAW POLICY FELLOW

This two-year post-graduate fellowship provides an opportunity for a recent law school graduate to gain clinical teaching experience in the field of legislation and policy development. Working under the director of the ChildLaw Policy Institute, the Fellow works on a broad range of projects designed to improve children's health, safety and well-being.

SALISBURY FELLOW

Named after Linda Salisbury, a Loyola alumna whose gift made the fellowship possible, the Salisbury Clinical Teaching Fellowship is a two-year post-graduate opportunity for an attorney who seeks a career in clinical teaching to work with and receive mentorship from ChildLaw Clinic faculty.

STAFF ATTORNEYS

MARY BURNS

B.A., St. Mary's
M.A., Divinity School, University of Chicago
J.D., Northwestern

Mary Burns is Community Projects Director for Lead Safe Housing Initiatives at the ChildLaw Center. She graduated from St. Mary's College, Notre Dame Indiana and received her J.D. degree from Northwestern University School of Law. In 1987 she joined the Cook County Office of the Public Guardian, where she represented children in the Child Protection Division and in the Domestic Relations Division of the Office, where she was supervising attorney. She has served on many committees of the Circuit Court, including the committee to revise the circuit court rules for the Domestic Relations Division and the advisory committee to the Presiding Judge for the selection of applicants to the list of attorneys serving as Child Representatives. She came to Loyola in 2004, where, in addition to her work on childhood lead paint poisoning prevention, she has taught courses in child law at the Law School and in the Masters in Jurisprudence program.

LISA JACOBS

B.A., University of South Dakota
J.D., DePaul University College of Law

Lisa Jacobs is an attorney with 12 years experience in court and system administration. Most recently, she served as the director of Judicial Education for the Illinois Supreme Court, with the Administrative Office of the Illinois Courts, where she developed and implemented judicial education programs on a wide variety of legal topics ranging from juvenile law to civil litigation. She currently serves as Program Manager for the Illinois Models for Change Initiative, which is funded by the John D. and Catherine T. MacArthur Foundation and managed by Loyola University School of Law. In this capacity, Ms. Jacobs works with juvenile justice practitioners, advocates and policy-makers to implement positive changes in the Illinois juvenile justice system. The Illinois Models for Change work has three key areas of focus: increasing resources for effective, community-based delinquency services, reducing the disproportionate impact of justice-system contact on youth of color and ensuring that the justice system as a whole responds to the developmental needs and capacities of adolescents, for the benefit of youth, families and communities across the state.

PART-TIME FACULTY MEMBERS

ROBERT ANDERSON

B.A., Loyola University Chicago
J.D., Loyola University Chicago

Judge Anderson graduated from Loyola University Chicago School of Law in 1974 and served as an assistant state's attorney for six years, during which time he was named DuPage County Assistant State's Attorney of the Year. In 1980 he began his own firm, Callum, Anderson, and Deitsch. In 1992 he was named an Associate Judge, and in 1993 was appointed the Supervising Judge of the Juvenile Court in DuPage County. In 1994 he was honored by the DuPage County Children's Center for outstanding service to children. In 1995, the Illinois Supreme Court appointed Judge Anderson a Circuit Court Judge and in 1996 he became the Presiding Judge of the Domestic Relations Division. Currently he co-chairs the Illinois Supreme Court Special Committee on Child Custody. He is the recipient of numerous awards, including 1999 Community Partner of the Year by the DuPage Family Shelter Service for his work on domestic violence. Judge Anderson currently teaches Family Law.

MARY BIRD

B.A., Catholic University of America
J.D., Loyola University Chicago School of Law

Mary Bird has worked in the area of children's rights and education for over twenty years. She practiced as a supervising attorney at the Office of the Public Guardian and as a staff attorney in the Children's Rights Project of the Legal Assistance Foundation of Chicago. Ms. Bird has represented children, parents, and relative caretakers in the Abuse and Neglect Division of Juvenile Court.

Serving as the first attorney for the Office of the Inspector General for DCFS, which investigates complaints against the Department and its employees, Ms. Bird assisted in the initial programmatic design and implementation of employee standards, ethical norms, and investigative procedures. Ms. Bird participated in numerous investigations relating to DCFS malfeasance while working for the OIG.

Ms. Bird has a strong interest in civic engagement by young people. For over fifteen years, Ms. Bird has coordinated Loyola's Street Law program, which places law students in high schools to assist in teaching law. She worked with law students to develop Loyola's Law Related Education in the Juvenile Temporary Detention Center program, a student volunteer program that attracts as many as fifty students each semester. Ms. Bird has recently become involved in pipeline programs aimed at increasing minority involvement in the legal profession. She serves as faculty advisor to the Loyola Pipeline Project, which is intended to expose minority students to the legal profession while assisting them in the very practical tasks of preparing for college entrance exams and writing college essays.

Ms. Bird recently worked with the DCFS Office of the Inspector General and a Loyola law student, developing a handbook and training for undocumented wards who are seeking citizenship. Ms. Bird serves as a Senior Advocate with the Immigrant Child Advocacy Center, working with unaccompanied and separated refugee and immigrant children.

VICTORIA BUSH-JOSEPH

B.A., Loyola University Chicago
J.D., Loyola University Chicago

Ms. Bush-Joseph was instrumental in shaping Illinois law mandating insurance coverage for infertility. She served as the Chair of Advocacy for RESOLVE of Illinois, the state chapter of the not for profit organization that provides services on behalf of millions of infertile people, and was a member of its Board of Directors for many years. Ms. Bush-Joseph, along with Ms. Terri Finesmith Horwich, drafted the Illinois Family Building Act and co-directed RESOLVE's lobbying campaign to pass the law, which requires insurance coverage for medical treatment of infertility. RESOLVE's all-volunteer effort to pass the Family Building Act was hailed by then-Governor Edgar and legislative leaders as the single most successful grassroots legislative effort they had witnessed. Ms. Bush-Joseph and Ms. Finesmith Horwich were also primarily responsible for helping the Illinois Department of Children and Family Services

design the Putative Father Registry, improving the adoption process in the wake of the Baby Richard case by making it easier to identify birthfathers. Ms. Bush-Joseph became of counsel to her law firm, Ballard, Desai, Bush-Joseph & Horwich at the end of 2002, in order to stay at home with her three children. She is a Lecturer of Graduate Legal Studies at Loyola University of Chicago's Law School where she teaches a seminar on adoption law. Ms. Bush-Joseph frequently writes and speaks on adoption and infertility issues. She wrote the chapter on "Practical and Financial Aspects of Adoption" for the Illinois Institute of Continuing Legal Education's Adoption Law Practice Handbook. She serves as an Elizabeth minister in her parish, St. Isaac Jogues in Hinsdale. Before beginning the practice of law concentrating on adoption and infertility issues, She was in-house counsel for AT&T and Ameritech for ten years. Ms. Bush-Joseph graduated summa cum laude from Loyola University of Chicago in 1978. She received her law degree in 1982 from Loyola, where she was a member of the Law Review.

CAROL CASEY

B.A., Master's Certificate in the Humanities,
State University of New York
J.D., Thomas Cooley Law School

Carol Casey is a courtroom supervisor at the Cook County Office of the Public Guardian. Formerly, Ms. Casey was the Training Director in this same office. Prior to coming to the Public Guardian's Office, she worked for the Lake County Public Defender's Office. She has represented children in child protection, delinquency, civil rights, negligence, domestic relations, and probate proceedings. She currently teaches the M.J. Introduction to ChildLaw I and II courses and is a team leader in the ChildLaw Trial Practice Course.

CORINNE (COOKIE) LEVITZ

B.A., Carleton College
J.D., DePaul University College of Law

Corinne (Cookie) Levitz has been involved in the mediation field since 1978. She has been a full-time mediator of child custody and visitation disputes for the Marriage and Family Counseling Service of the Circuit

Court of Cook County since 1991. She has also been a volunteer with Chicago's Center for Conflict Resolution (CCR) for the past 30 years, serving as a mediator, mediation trainer, and member of the Board of Directors. In 2001, Ms. Levitz was selected nationally to receive the first annual Community Volunteer Mediator of the Year Award from the National Association for Community Mediation. She received her J.D. from the DePaul University College of Law, and her B.A. from Carleton College. Ms. Levitz currently co-teaches the Mediation Seminar and the Child and Family Law Mediation courses.

DOUGLAS A. MILLER

B.S., Boston College
J.D., Chicago-Kent College of Law

Mr. Miller is a named partner with the Chicago law firm of Haynes, Studnicka, Kahan, O'Neill & Miller. He has been lead trial counsel in over 50 civil jury trials throughout the country on behalf of major corporations and insurance companies. He has published numerous legal articles and is profiled in *Who's Who in the World* and *Who's Who in American Law*. Mr. Miller was recently ranked as being in the top 5% of Illinois attorneys in the area of Civil Litigation Defense. Mr. Miller currently teaches M.J. Civil Procedure and M.J. Torts. He is a lecturer in the Child Law Trial Practice program as well.

MICHAEL NATHANSON

MBA, Ph.D., University of Chicago

Michael Nathanson is the president of the alternative dispute resolution firm of Cadwallader Corporation. He has 25 years of experience as a mediator, arbitrator, and mediation trainer. He is on a number of national ADR panels including the American Arbitration Association, the American Health Lawyers Association, the Financial Industry Regulatory Authority, the Equal Employment Opportunity Commission, and the U.S. Post Office. His Ph.D., MBA, M.S. and B.S. degrees are from the University of Chicago. His substantive experience is in business, healthcare and science. He is a certified public accountant, a certified environmental professional and a certified transformative mediator. Michael Nathanson currently co-teaches the Mediation Seminar and the Child and Family Law Mediation courses.

HELEN THORNTON

B.A., California State University-San Bernadino
J.D., Valparaiso Law School

Ms.Thornton is Legal Counsel for the American Federal State City and Municipal Employees Labor Union (AFSCME). Prior to this she was Chief Deputy at the Office of the Inspector General, Department of Children and Family Services. After graduating from law school, Ms.Thornton worked as an Assistant State's Attorney in San Bernadino County. When she returned to the Midwest, she worked as a staff attorney at the Legal Assistance Foundation of Chicago and later as Regional Counsel for the Department of Children and Family Services. Ms.Thornton currently teaches M.J. Administrative Law.

CHERYL WARZYNSKI

B.A., University of Illinois
J.D., Valparaiso University School of Law
LL.M., in Child and Family Law, Loyola University Chicago

Ms. Warzynski is a partner at Dykema Gossett PLLC. Prior to this she was an associate at Rooks, Pitts and Poust where she concentrated her practice in public sector representation, premises liability, commercial litigation and medical malpractice. She has had the opportunity to represent teachers, school districts, home owners, corporations and physicians in both state and federal courts, from inception of the lawsuit through the appellate process. Additionally, Ms. Warzynski was an adjunct professor at the John Marshall Law School where she taught legal writing to first year law students. She is also an active member of the Chicago Bar Association's Young Lawyer's Section. Ms. Warzynski currently teaches M.J. Introduction to the Law-Child Law and M.J. Legal Research and Writing.

THE “WHERE TO GO” GUIDE

This directory should help you find the correct office to assist you. It is not comprehensive, but it will start you in the right direction. The Dean's Office (14th Floor) is the best place to go for help with matters not addressed below.

Academic File

Student academic files are kept within the ChildLaw Center. Any information needed from your file must be requested in writing and approved by the Program Director.

Mail Folders

Every law student has a mail “folder” in the student lounge on the 13th floor of the law school. You will also find a mail folder here for all student organizations. All folders are located in the mail bins on the north wall of the student lounge. They are color coded according to individual graduate program. Mailboxes for all part-time faculty are in Room 1301.

Class Registration

It is the student's responsibility to register correctly for classes each semester. Beginning with the Fall semester of your first year, you must obtain a registration packet from the Law School Registrar's Office and do your own registration by Locus. Registration materials become available mid-semester.

Financial Assistance

Every spring semester, you must reapply for any financial aid you have received. Please remember you will need to complete the FAFSA (during February) and other forms prior to obtaining and completing the loan applications. For individual concerns regarding financial aid, you must make an appointment with the financial aid administrator.

Grades

Students may obtain their grades for individual courses through Locus via Loyola's homepage on the Web. Grades for courses are not available through the Registrar's office or elsewhere (neither in person nor by phone). An official grade report is mailed to students by the university, normally six weeks after the end of examinations.

Loan Deferment

The Law School Registrar's Office completes all student loan deferments. Contact your lender to learn if these forms are to be completed annually or each semester.

Transcripts

Copies of your official School of Law transcript are available through the University Registration and Records Office in Lewis Towers, Room 504. Upon completion of the request form, it normally takes five working days to process the transcript.

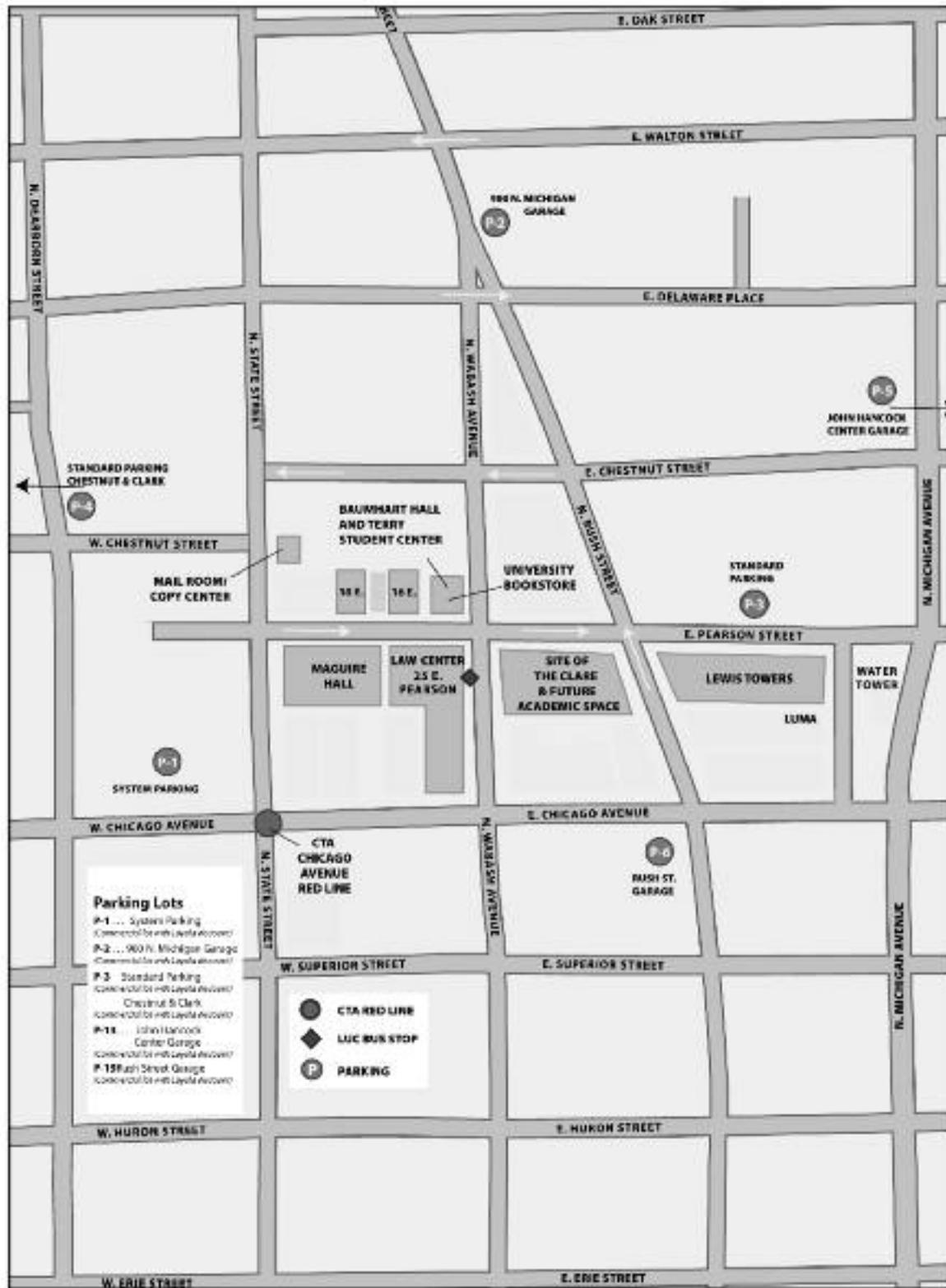
Tuition/Bills

Matters relating to your tuition bill or student account are handled by the Student Business Office located in Lewis Towers, Room 504.

Phone numbers at a glance

Law School Receptionist	312-915-7120
Dean's Office	312-915-7125
Financial Assistance	312-915-7170
Law School Registrar	312-915-7167
Front Security Desk	312-915-7180
Computer Center	312-915-7192
Law Library	312-915-7200
Student Business Office	312-915-6161
ChildLaw Center	312-915-6481
Program Coordinator	312-915-7950
Office of Graduate Legal Studies	312-915-7161

WATER TOWER CAMPUS MAP



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UNIVERSITY
CHICAGO

SCHOOL OF LAW

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