

**ADMINISTRATIVE LAW (LAW 533)**

**PROFESSOR McCUBBIN**

Fall 2019

Office Hours:

Mondays and Wednesdays, 3 PM to 4 PM

**COURSE OVERVIEW AND REQUIREMENTS**

**No Required Textbook:** There is no textbook for this course. I will post the cases and other reading materials on TWEN.

**Reference Materials:** I recommend the following books for additional reading on Administrative Law:

William R. Fox, Jr., *Understanding Administrative Law*

William F. Funk and Richard H. Seamon, *Administrative Law: Examples and Explanations*

These materials can give you background on Administrative Law concepts, but they will not necessarily present the detailed information you need to excel in this course. For that, you must focus on the assigned readings and tasks and on the lessons during class-time.

**Course Outline:** I expect to address the following main topics this semester:

1. Rulemaking Procedures
2. The Nondelegation Doctrine as to Rulemakings
3. Adjudication Procedures
4. Due Process as to Adjudications
5. Judicial Review of Agency Actions – Procedural Hurdles
6. Judicial Review of Agency Actions – Standards of Review

**Grading:** Your grade will be based on:

1. one writing exercise, worth 10% of your grade, due Friday, August 30; and
2. a final exam during exam week.

**Ungraded Tasks:** In addition to the graded items noted above, we will also do several ungraded written exercises (including one or more Multistate Performance Tests (MPTs)) that must be satisfactorily completed to receive credit for the course. These exercises will be designed to improve your writing, to hone your analysis of Administrative Law concepts, or to give you practice with bar questions.

If you fail to complete an ungraded task, it will count as an absence (in addition to any absence incurred if you do not come to class when the ungraded task is due).

**Student Learning Objectives:** At the end of this course, each student should be able to:

- distinguish agency rulemakings from agency adjudications;
- explain the process that federal agencies must use to adopt regulations or to conduct formal adjudications;
- identify and apply the procedural requirements that must be satisfied for a party to bring suit against a federal agency action; and
- identify and apply the standard(s) of review relevant to different types of challenges to federal agency actions.

Beyond those substantive objectives, there are also several learning objectives related to how I run the class. For example, I do not use PowerPoints; instead, I summarize each day's lessons orally. The objective is for students to learn to take good notes from oral presentations. That activity mimics how attorneys in practice have to listen and take notes as they interview clients, take depositions, participate in negotiations and so on.

Likewise, I call on many different students each day because, as another learning objective, students need to develop the skills to communicate their analysis and arguments extemporaneously ("on the fly"). As part of that, students need to learn to control any nervousness about being called on. Again, this mimics the practice of law since attorneys must regularly respond to questions from a judge, a client, an opposing counsel or others.

In addition, each day students will talk with one or two other students about the day's lessons, and occasionally students will review each other's written work (with my guidance). The learning objectives are for students to develop the ability to work in teams and to give and receive feedback orally and in writing.

Students are also expected to do writing tasks throughout the semester, with the obvious learning objective of continuing to improve their writing skills.

Students are also expected to arrive in class on time, with an equally obvious objective of students learning to be timely.

Finally, another learning objective is for students to learn to comply with detailed, lengthy instructions – which they will see in the assignments and out in the practice of law when, for example, they file a brief in a court or an application before an administrative agency.

**TWEN:** We will be using TWEN to communicate outside the classroom.

**Assignments:** For each week of classes, I post the assignments on TWEN by Friday of the prior week and often earlier than that. The assignments for the first week are now posted on TWEN in the “Weekly Assignments” forum.

**Participation in Class:** Every day in class you will be expected to speak with one or two other students about the day’s assignment. In addition, I will randomly call on many different students each day.

**Tardiness:** You are expected to arrive on time to class. If you enter class after I begin lecturing, do not sign the attendance sheet. A day on which you arrive late will count as one of your absences.

**Class Attendance:** Attendance will be taken daily. You are allowed to sign the attendance sheet only if you did the assigned work and are prepared to discuss it. If you are in class but you did not do the assigned work, you will be marked as absent.

Pursuant to School of Law Rule III.5(f), you are permitted six (6) absences. I make no exceptions for any type of excused absence. For your 7<sup>th</sup> absence and each absence after that, you will be subject to Law School Rule III.5(g), which calls for you to lose 0.3 points off your final GPA for each absence beyond six or for you to be withdrawn entirely.

If you are unprepared for class but would like to sit in (“note out”):

1. do not sign the attendance sheet; and

2. leave me a note on the lectern before class begins with your name and the date.

A day of “noting out” counts as one of your absences.

**Days of No Class:** Occasionally we may not meet if I am out of town or if I have some other conflict. We will make up for any missed sessions with out-of-class exercises that will comply with ABA Standard 310, which specifies the amount of time students must spend on coursework both inside and outside the classroom to earn the three credit hours available in this course.

**Workload Expectations:** ABA Standard 310 expects that your work for this course outside the classroom, including your reading for class, your work on graded or ungraded exercises, and your preparation for the exam, will equate to twice as much time as we actually spend in the classroom. Please keep that expectation for out-of-class work in mind as we proceed through the semester.

**Recording Policy:** All sessions of this course will be recorded and available to you for review. You are prohibited from recording the class yourself in any manner, and doing so is a violation of the Honor Code.

**Meeting With Me Outside Class:** Feel free to drop by my office (Room 258) at any time during the day except when I am preparing for classes. I will be happy to talk with you about the class, the practice of law, or whatever else is on your mind.

No appointment is necessary, but if you want to make sure I am available, it is best to send me an email ahead of time. You may also communicate with me through TWEN or regular email ([mccubbin@siu.edu](mailto:mccubbin@siu.edu)).

**Emergency Procedures:** Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Disability Support:** Disability Support Services (DSS) provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. See: <http://disabilityservices.siu.edu/>. Upon completion of a Disability Accommodation Agreement with DSS, students should bring the agreement to the School of Law Registrar's Office to ensure the School of Law provides the proper classroom and examination accommodations.

**Saluki Cares:** The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or [siucares@siu.edu](mailto:siucares@siu.edu), <http://salukicare.siu.edu/index.html>. At the School of Law, Assistant Dean Judi Ray is also available to help students access university resources. Her email is [judiray@siu.edu](mailto:judiray@siu.edu), and her phone number is (618) 453-3135.