The Syllabus and timetables provide information available as of June 2021 to enable upper-year students to complete course selection for the 2021-2022 academic year. The dates, instructors, courses, regulations and timetables are correct at the time of posting. However, Osgoode Hall Law School reserves the right to make changes. Courses or seminars may be cancelled due to insufficient enrolment.
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ACADEMIC REQUIREMENTS

Please read this section carefully before planning your year of study.

STUDENTS ENTERING FIRST-YEAR PROGRAM IN FALL 2018 (OR LATER) must meet these degree requirements as found in the Academic Rules of the Student Handbook:

1. Successfully complete a minimum of 60 credit hours over second and third years;
2. In each of 2nd and 3rd year, successfully complete a seminar, course or other option satisfying the Upper Year Research & Writing Requirement described on page 1;
3. Complete the 40 hour Osgoode Public Interest Requirement described on page 2;
4. Complete a course or seminar that satisfies the Praxicum requirement described on page 2;
5. Enrol in between 13 and 17 credit hours each term; and
6. May not take more than two seminars per term.

STUDENTS ENTERING FIRST-YEAR PROGRAM IN FALL 2017 ONLY must meet these degree requirements as found in the Academic Rules of the Student Handbook:

1) Successfully complete a minimum of 60 credit hours over second and third years;
2) In each of 2nd and 3rd year, successfully complete a seminar, course or other option satisfying the Upper Year Research & Writing Requirement described on page 1;
3) Complete the 40 hour Osgoode Public Interest Requirement described on page 2;
4) Complete a course or seminar that satisfies the Praxicum requirement described on page 2;
5) Enrol in between 13 and 17 credit hours each term; and
6) May not take more than two seminars per term.

Note: Students in the Joint JD/MBA, JD/MES or JD/MA (Phil) should refer to Joint Programs on pages 54-58 for specific program requirements.

Upper Year Research and Writing Requirement
All students must complete two (2) upper year research papers pursuant to Rule A 3.6 of the Academic Rules of Osgoode Hall Law School by the end of third year. In each of their 2nd and 3rd years, students are required to enroll in a course, seminar or other option which satisfies the requirement.

Upper Year Research Requirement (Academic Rule A.3.6):

a) Students will be required, in each of second and third year, to successfully complete one of the following:
   i) a seminar or designated course in which the student writes a research paper as the primary mode of evaluation;
   ii) a research paper under Rule 4.4;
   iii) a Research Program under Rule 4.5; or
   iv) a major writing requirement in a Joint Program involving Osgoode Hall Law School and another faculty or department of the University.

b) For the purposes of this Rule:
   i) “seminar” includes a seminar taken in another faculty or department of the University under Rule 4.9 or, with the permission of the Assistant Dean (Students) or the Associate Dean (Students) in another University;
ii) “designated course” means a course or clinical program designated by the Assistant Dean (Students) or the Associate Dean (Students);

iii) a research paper constitutes the “primary mode of evaluation” when at least 60% (or the equivalent) of the final grade in the seminar or course is based on the research paper;

iv) a “research paper” means a paper at least 7,000 words in length, excluding notes, bibliography and appendices.

Indigenous and Aboriginal Law Requirement (IALR)

All graduates of the JD program must have completed at least one course that fulfills the Indigenous and Aboriginal Law Requirement (IALR).

The courses that satisfy the IALR this year are: Indigenous Peoples & Canadian Law (4 sections; two in the Fall term and two in the Winter term), Indigenous Perspectives & Realities (Fall term seminar) and two of the Perspective Option seminars for first year students; Rights & Reconciliation and Comparative Law: Indigenous Legal Traditions.

A course fulfills the IALR when it meets the following criteria:

• it is a lecture, seminar, or other for-credit course offering that carries at least three (3) credits;
• the course content focusses primarily on Indigenous and Aboriginal legal issues and engages in a substantial way with all three of the following:
  • Indigenous law (law that stems from Indigenous communities);
  • Aboriginal law (non-Indigenous law, including Canadian law, as it pertains to Indigenous people);

• Aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism.

Osgoode Public Interest Requirement (OPIR)

The Osgoode Public Interest Requirement (OPIR) is a graduation requirement for all JD students at Osgoode Hall Law School. Students are required to complete 40 hours of unpaid, law-related, public interest work over their three years at law school and will receive recognition for their work on their final transcript. A variety of placements are available including CLASP, clinical courses, intensive programs, student-sourced placements, Pro Bono Students Canada projects, the Government of Ontario, the Ontario Securities Commission, the private bar and more.

Placements may be done locally, nationally or internationally. Evaluation is done through either a short paper reflecting on the student’s experience or by participating in a moderated discussion group with other students.

For detailed information visit OPIR on the Osgoode website.

Praxicum Requirement

A praxicum is a course, seminar or clinical program that integrates legal theory with practice. Such offerings provide opportunities for experiential learning, a process which engages and fosters notions of reflective education. In turn, the purpose of such reflective education is to assist students to become reflective professionals. Courses, seminars and programs that qualify as meeting the praxicum requirement will be indicated as such in the Syllabus.
Praxicum Requirement (Academic Rule A.3.8)
In either second or third year, each student shall successfully complete a praxicum designated course.

For the purposes of this Rule, “designated” means a seminar, course or clinical program designated as meeting the praxicum requirement.

Prior to filing of plans of study under Rule 3.2, the Programs & Records Office shall publish a list of seminars and designated courses fulfilling the praxicum requirement offered at Osgoode Hall Law School in the next academic year.

Notes on Course Registrations
- Students are not permitted to enrol in a course or seminar where the time for the classes or exams of that course or seminar conflict with those of another course or seminar in which the student is enrolled.
- Supervised research papers, mooting, lawyering competitions, courses in other faculties and courses at the University of Toronto, Faculty of Law are considered as seminars for enrolment purposes.
- Students enrolled in a 15-credit clinical program may enrol in only four seminars over their second and third years.
- A student may apply for approval to enrol in additional seminars by completing a More Than Two Seminars Approval Form and submitting it to the Programs & Records Office.
- A student may not be enrolled in more than one 15 credit clinical program over second and third years;
- Students must have taken all specified prerequisites for 4000-level courses and 5000-level seminars.

Students are expected to ensure that they are informed on the various regulations concerning academic dishonesty, in particular, that it is a serious academic offence (i.e. cheating) to submit the same or substantially the same paper to satisfy the requirements of more than one course without receiving the prior written permission from each instructor. Please refer to the Student Handbook posted on MyOsgoode for further details.

It is the responsibility of the student to comply with the academic requirements of the JD program.

ENROLMENT PROCEDURES
All courses and seminars are open to all students, provided the academic requirements are met and space in the course is available.

Students initially enter their course preferences in the “Lawselect” course balloting system found on MyOsgoode. Complete information on the course balloting procedures is sent by email and is also posted on MyOsgoode. Students are required to visit: www.osgoode.yorku.ca/lawselect to input their course selections.

Methods of Instruction for 2021/2022
According to the University’s facilitation of public health directives, instruction in the Fall 2021 term will be mostly remote, albeit with added options for in-person meetings at the instructor’s discretion.

Courses and seminars delivered by instructors who have expressed a preference for or willingness to teach in-person have been identified as such in the course or seminar description in this Syllabus.

Importantly, the upper-year timetable will include two blocks of time reserved exclusively
All upper year students should keep their schedules free during these blocks as their instructors may choose to schedule optional in-person meetings during these blocks. Such in-person meetings, if they cover examinable course content, will be accompanied by a remote participation option, such as a separate remote class, live dual delivery, and/or a recording of the class, at the instructor’s discretion. That is, the in-person meetings will be optional both for instructors and for students until the general return to in-person teaching that is expected for the Winter 2022 term.

Instructors have been afforded the option to book space in the above blocks of time, and potentially at other times in the schedule, for in-person meetings.

For students who choose not to attend in-person meetings, the instructor will advise as to the means for them to cover the course material (e.g. in a separate remote session, by live dual delivery, and/or by recordings of in-person classes). We are conscious of the need to ensure students have a meaningful learning experience whether they participate in-person or remotely.

Instructors have been given discretion to design their remotely delivered courses in ways that facilitate the learning experience without adding to student workload overall. While some courses are described as having a mix of synchronous (i.e. where instructor and student are engaged in teaching/learning at the same time) and asynchronous teaching, all instructors have flexibility in adopting such a mix until their course outline is finalized. Students can adjust their course or seminar selections in the regular drop/add period.

All instructors are expected to deliver at least 10 hours of synchronous instruction, remote or in-person, over the course of the term in their course or seminar. Most will have substantially more than that.

To support both remote and in-person instruction, several upper year courses have additional sections allowing for the maximum enrollment per section to be lowered. This step has been taken, where possible, to respond to the unique learning and teaching demands of the pandemic.

The University, including Osgoode, is expecting a full return to in-person instruction in the winter 2022 term.

Methods of instruction in the Fall 2021 and Winter 2022 terms remain subject to change depending on the University’s facilitation of public health directives.

In the case of clinical programs, the program director will communicate with enrolled students over the summer about scheduling, in-person attendance, and other issues. Methods of instruction in both the Fall 2021 and Winter 2022 terms remain subject to change depending on the University’s facilitation of public health directives.

In-Person Instruction

Fall 2021 term: The only fall term course expected to have mandatory in-person instruction is Trial Advocacy. All other courses in the fall term are expected to be delivered primarily remotely, with optional opportunities to attend some classes in some courses in person.

Winter 2022 term: At this time, York University is planning for a full return to our campus for the winter term.
Course and Seminar Selections
Before completing your course selections, you will need to carefully review the course descriptions, the Fall and Winter timetables (available online), examination schedules, prerequisites, previous course enrolment figures, the academic regulations and the following guidelines.

With respect to your course selections:

- Select the courses/seminars you wish to take and list them for each term in order of preference.
- You may select up to 17 credits per term. This is the maximum allowable credits per term.
- Students may choose to list possible substitutes in case their selected courses have previously been in high demand, however, this is certainly not required. The course change period will begin during the third week of July and students will have the opportunity at that point to amend their course enrolments. Please note that “substitutes” receive the lowest priority after all the letter priorities are assigned.
- Ensure that both your course timetable and your exam timetable are conflict free. Students are not permitted to enrol in any course or seminar where either the class time or exam date conflict with another course. Exam deferrals will not be granted on the basis of such exam conflicts.

Course Codes
Titles and numbers are allocated for every course and seminar:
- 2000's are courses without prerequisites
- 3000’s are seminars without prerequisites
- 4000's are courses with prerequisites
- 5000's are seminars with prerequisites
- 6000's are personal research papers
- 7000's are Clinical Programs
- 8000's are CLASP or Law Journal Credits
- 9000's are exchange program courses
- Courses in other faculties of York University retain the number used in that Faculty.

Priority-based Enrolment
Admission into the various options is governed by a priority-based enrolment system called, “Lawselect”. This system ensures that each student receives an equal opportunity to enrol in courses for which there is high demand. Since it is inevitable that there will be more applications for some courses and seminars than can be accommodated, those students who have allocated their highest priorities to the course or seminar will be enrolled first.

Assigning Priorities
After considering previous enrolment figures (refer to the Course Information Tables) and weighing your options, assign a letter priority to the courses/seminars you have listed. For example, if you have selected 4 courses in each term, your courses will be assigned letter priorities “A” through “H”.

Each student receives one "A" priority letter, one “B” etc. for the entire year.

- A = highest priority letter
- K = lowest priority letter
Students who have accepted a spot in a clinical program do not need to prioritize the intensive courses since they will be automatically enrolled in that program. However, prerequisites for clinical programs must be prioritized. Students who have been accepted and confirmed into an Exchange Program should leave the exchange term blank. The exchange credits will be input after the lottery is run.
Substitutes - Priority letters do not apply to substitute courses. If there is an "A" lottery in a course/seminar, and a student is not successful in securing a space in the course, the "A" priority is exhausted and therefore not reassigned to a substitute selection if one is noted. If you have assigned a letter priority to a course and do not secure a space, you will be automatically placed on the waitlist. The position on the waitlist is determined by the letter priority assigned to the course.

**Entering your Course Preferences**

Students enter their course preferences for Fall/Winter 2021-2022 online through the Law Select website from June 28th to July 7th, 11 am. The Law Select website will be available 24 hours a day. Students may change their course preferences as much as they like until the deadline. At that time, the study plan is final and will be entered into the Law Select course lottery program. The Programs & Records Office will inform students of their course enrolments in mid-July. The course enrolments from Law Select are automatically entered into the main university enrolment system by the Programs & Records Office.

**After Enrolment**

**Waiting Lists**

All courses that have reached maximum enrolment will be waitlisted. You will be automatically added to a waiting list if you had assigned a letter priority to a course but did not secure a space. Students may monitor their position on both fall and winter term waitlists, as well as have the opportunity to add their name to any additional waitlist exclusively online. Students will be able to access the Law Select Waitlist site from the “Law Select: Waitlists” link on MyOsgoode beginning on August 30th. Further details on waitlist procedures will be sent to all students in mid to late August.

**Course Changes and Confirming your Enrolment**

While submitting your course preferences into the Lawselect database acknowledges your wish to register in courses, all students are required to use the Registration Enrolment Module (REM) to view the list of the courses in which they have been enrolled and confirm their intention to complete registration by paying the required fees. Students may access REM from Wednesday, July 21st until Monday, September 13th to amend their fall or winter course enrolments. REM is available 24 hours a day, seven days a week to drop or add any course or seminar. The system is available to Osgoode students up to and including September 13th, and then reopens on January 5, 2022 until January 18, 2022.

After viewing their course enrolments and confirming their intent to register on the REM, students are required to submit the enrolment deposit online. Registration is complete once full academic fees (or the first installment of fees) have been paid.

Full details on fees payment and deadlines are available on the Financial Services website.

**PROPOSAL AND PERMISSION FORMS**

Proposal and Permission Forms can be downloaded from and submitted to MyJD. Note that some forms require the approval of the Assistant Dean, Students and/or faculty.
Research Paper Approval Form
Students who propose to undertake a supervised research paper (independent, supervised research) worth two, three or four credit hours must complete and submit the designated form by the end of the add/drop period in September for the Fall term and by the end of the add/drop period in January for the Winter term. Note: the due date for research papers is the first day of the examination period for the term in which the paper is registered. Research Papers are to be submitted electronically to the online drop box.

More Than Two Seminars Approval Form
Students requesting permission to enrol in more than two seminars in one term must complete and submit the designated form.

Extra-Disciplinary Course Approval Form
Students who propose to enrol in a course in another Faculty of York University must complete this designated form. The form must be signed by the Faculty offering the course and by the Osgoode Programs & Records Office. Once both signatures are obtained, the student will then be given access to enroll in the course through the web enrolment.

Information and Assistance
The Programs & Records Office (email student_services@osgoode.yorku.ca) is open to all students requiring assistance with course selection from 8:30 a.m. to 4:30 p.m. Monday to Friday and to 3:30 p.m. on Fridays in June, July and August.

Students are also encouraged to consult with members of faculty.

ADDITIONAL COURSE ENROLMENT OPTIONS

Supervised Research Papers
(LW 6000.03)
A student may receive up to a total of nine hours of academic credit for research papers under the supervision of active full-time faculty members, during their second and third years. Research papers will normally carry a credit value of three credit hours, but the Assistant Dean, Students or Associate Dean (Students) may, in the appropriate case, grant permission for a student to pursue a research paper that carries a credit value of two or four credit hours. Students who are interested in undertaking a supervised research paper must consult with faculty to obtain an appropriate supervisor. Not all faculty are able to undertake student supervision in any given year.

The necessary forms for the supervised research papers are found on the MyJD site and should be scanned and uploaded into MyJD. Note: the due date for research papers is the first day of the examination period. Papers are submitted electronically through the online drop box.

See the faculty biographies online for a list of faculty research areas of interest.

Mooting
LW 6020, 6021 and 6022
Professor F. Bhabha, Program Director

Each year competitive mooting brings together students from law schools across Canada and around the world to hone their advocacy and dispute resolution skills in simulated domestic and international courts, tribunals and other settings. Osgoode has one of the most
comprehensive and successful mooting programs of any law school in Canada. Consistent with Osgoode’s commitment to experiential education, the mooting program offers simulated experience in a variety of types of lawyering, from appellate court work to trial advocacy, arbitration, mediation, negotiation and client counselling. These skills competitions cover a wide range of subjects, including indigenous, administrative, corporate, criminal, constitutional, class actions, environmental, family, taxation, international, labour, and securities law. Many competitions involve domestic law, while an increasing number raise issues of private or public international law. Some are held in Toronto while others are held in various locations across Canada and around the world. Participation in the mooting and lawyering skills competition program gives students the opportunity to delve deeply into a particular area of law and develop a wide range of legal research, writing, advocacy and dispute resolution skills in a collaborative, small group-setting, under academic guidance and direction.

The competitions for which Osgoode students may receive credit varies from year to year. Some teams are selected via a consolidated tryout process each Spring, while others have their own selection processes throughout the school year. The consolidated tryouts cover the following competitions:

- Davies (Corporate/Securities)
- Bowman (Tax)
- Walsh (Family)
- Fox (Intellectual Property)
- Gale (Constitutional)
- Jessup (Public International)
- Julius Alexander Isaac Diversity
- Matthews Dinsdale Clark (Labour Arbitration)
- Laskin (Administrative) and Wilson (Equality) competitions.
- Willms & Shier (Environmental Law)
- Competition Law Moot

Teams selected via separate processes include:

- Arnup Cup and the Ontario Trial Lawyers’ Association Cup trial advocacy competitions (selected via the Trial Advocacy seminar)
- The Hague International Criminal Trial Competition (selected via the International Dispute Resolution: Advocacy in the International Criminal Court seminar)
- IADR National Law School Mediation Competition (Chicago)
- Kawaskimhon National Aboriginal Law Moot

The number and type of credits (graded vs. ungraded) vary between competitions, depending on the nature and scope of the academic work involved.

**Appellate Advocacy Workshop (LW 6022.02) and the Praxicum Requirement**

**Instructor:** Professor F. Bhabha

Members of the Corporate/Securities, Bowman Tax, Fox IP, Jessup, Gale, Laskin, Diversity, Vis International Commercial Arbitration Moot, Immigration and Refugee Law Moot, Walsh and Wilson teams are required to attend the 2 credit Appellate Advocacy Workshop, which convenes on occasional Wednesdays throughout the school year. Research-based appellate moot court teams connect the theory and practice of lawyering through a combination of readings, discussion, demonstrations, practice exercises, and guest appearances by skilled advocates. The
workshop provides a framework for maximizing the learning potential in lawyering simulations.

Students will read about different approaches to oral and written advocacy; learn how to formulate a case theory and develop legal arguments; hone research, writing, editing and oral skills; and prepare for performance. The workshop is worth two ungraded credits.

Students who have been selected for mooting teams will be pre-enrolled in the 3-credit moot and the 2-credit workshop in the Lawselect system. The Appellate Advocacy Workshop is scheduled in the timetable (Wednesdays, 4:30-6:30) and mooting students may not enrol in a course that conflicts with the workshop.

The praxicum requirement will be satisfied by those students who participate in competitive mooting and who also enrol in the Appellate Advocacy Workshop.

Osgoode Hall Law Journal
LW 8010.04 or 8010.02 (fall & winter)
Professor C. Craig, Editor-in-Chief

Academic Rule A. 4.1 allows four credit hours in each of the upper years for the work undertaken by senior student editors of the Osgoode Hall Law Journal. The four-hour credit is treated as a seminar for enrolment purposes. Though the work is not graded, prescribed tasks must be undertaken for senior editors to qualify for Law Journal credits. One year’s work as an associate editor is a prerequisite for appointment to a senior editorial position; the process to select senior editors for the upcoming academic year takes place towards the end of the winter semester.

Journal of Law and Social Policy
LW 8010B.04
Professors A. Boisselle & A. Smith, Editors-in-Chief

The Journal of Law and Social Policy encourages debate and dialogue on important issues at the intersection of law and society, particularly as they impact low-income individuals and disadvantaged communities. The Journal publishes both peer-reviewed scholarly works (in traditional and non-traditional forms) and shorter “voices and perspectives” contributions. It seeks to encourage submissions from a broad range of contributors participating in, and impacted by, struggles for social justice. Junior editors assist with the production process in a variety of ways. Upon completing two semesters as a junior editor, students are eligible to become senior editors and earn up to 4 credits per year. To be eligible for credit, senior editors are required to participate in a number of activities: the review of submissions; the editing of articles and shorter submissions accepted for publication; correspondence with authors; the recruitment and mentoring of junior editors, and the administration of the journal. Editorial meetings are usually held every other week throughout the fall and winter semesters and senior editors take the lead in facilitating the discussion of submissions. For 2021-22 it is anticipated that editorial and other meetings will be held remotely. Senior editors are also required to prepare a short piece of writing on a topic that is consistent with the mandate of the Journal and approved in advance by the Editors-in-Chief.
Instruction in Computer-assisted Legal Research (Non-Credit)

The Reference Librarians and research assistants offer instruction in computer-assisted legal research at regularly scheduled times (or by appointment) in the On-line Searching Centre. Computer-assisted legal research is a powerful research tool which provides quick, efficient access to law reports, unreported judgments, statutes, and legal periodical indices in Canadian, American, British and Commonwealth databases.

Courses in Other Faculties of York University

Students are allowed to take up to three courses (a maximum of nine credit hours) in other Faculties of the University over their second and third years, subject to the approval of the other Faculty and of the Osgoode Programs & Records Office. The course number designated by the other Faculty will be used by Osgoode. All such courses are considered seminars for enrolment purposes.

Courses will be approved only if the following conditions are met:

a. The course (or a similar course) was not taken as part of the student’s pre-law program;
b. The courses or seminars are integral to the development of a plan of study.
c. The course is not being taken for credit towards another degree;
d. The level of the course is appropriate; i.e. graduate level.

Students who enrol in courses outside the Law School are responsible for meeting the deadlines established by the Faculty in which the course is offered.

To enrol, Osgoode students must complete the Extra-Disciplinary Course Approval Form found on MyJD and have the form approved by both Faculties concerned. The completed form should then be scanned and uploaded through MyJD link.

For information concerning courses offered through the Faculty of Graduate Studies, please contact the individual departments.

Courses at the University of Toronto: Faculty of Law

Places are offered for up to three Osgoode Hall Law School students in each of a limited number of prescribed University of Toronto Faculty of Law courses offered through this reciprocal agreement. More detailed information will be included in the July Information Package. These courses are considered seminars for enrolment purposes and the grade will be reported as credit or no-credit.

REGISTRATION STATUS CHANGE

Leave of Absence
Students will not be permitted a leave of absence in the first year of their JD studies except in exceptional circumstances.

After completion of the first year of JD studies, a student may request and receive, on a pro forma basis, one leave of absence of not more than two consecutive semesters. A request outside the scope of the aforementioned may be granted only in the most exceptional circumstances. Written requests, with
Letter of Permission
A student who has successfully completed the first year of the JD program may request a letter of permission to study for one semester or one academic year at another law school. Students receiving a letter of permission receive credit toward the completion of the JD degree at Osgoode Hall Law School for work successfully undertaken at the other law school. Approval of the Assistant Dean, Students, is required. Students should submit a written request for a Letter of Permission on MyJD. The student’s academic record, reasons for wishing to spend a period of time elsewhere, details about the law school the student proposes to attend and the proposed program of study will all be considered.

Extended Time Program
The Extended Time Program allows students whose life circumstances prevent them from engaging in a full-time program of study to reduce their courses to approximately one-half of the required course load. Reasons for acceptance into this program would include but are not limited to: pregnancy and child birth; family obligations such as child care, care of the elderly, ill or disabled family members; temporary or long-term student illness or disability; and extreme financial hardship. Written requests by current students to participate in the Extended Time Program must be made to the Assistant Dean, Students.

Withdrawal
See information on course changes and on leaves of absence.

SUGGESTIVE SUBJECT-AREA CONCENTRATIONS: 2021-2022
The main purpose of these subject-area concentrations is to provide you with a set of tools to assist you in making informed decisions about your course selections. In order to make such decisions in an effective way, it is helpful to know how the various courses in each subject-area in Osgoode’s curriculum relate to each other; which ones are introductory and which can be characterized as second, third, or even fourth level. Unless a particular course or seminar specifies a prerequisite or co-requisite, there is no requirement to pursue the courses in any particular order; however, the subject-area concentrations listed below provide a general sense of the progression you may wish to consider as you plan your upper year curriculum. In preparing these, we have also included several related courses & seminars; e.g. if you are interested in family law, you may wish to consider not only courses or seminars wherein the subject matter is specifically that of the family, but other courses or seminars that are relevant to the practice of family law, such as Trusts, Estates, Business Associations & Dispute Settlement.

Note that:

- Only the courses and seminars on offer for the 2021/2022 academic session are included.
- In general, only mandatory first year courses and available upper year offerings are included; however, those first-year perspective option courses that are open to upper year students have also been included.
- The courses and seminars contained in each subject-area concentration are arranged on 2, 3 or 4 different levels, as
the case may be, and in the sequence in which you may wish to complete them.

- The suggestive subject-area concentrations are listed alphabetically, as are the courses listed within each subject-area level.
- These subject areas are necessarily broad and general, and do not include all possible combinations and concentrations.
- Students should also keep in mind Osgoode’s wide range of moots and lawyering competitions, many of which relate to these various subject areas.
- The suggested subject-area concentrations are listed alphabetically, as are the courses listed within each subject-area level.

ABORIGINAL LAW

**Level One:**
- Property Law
- Public & Constitutional Law

**Level Two:**
- Comparative Law: Indigenous Legal Traditions (Year 1)
- Indigenous Peoples and Canadian Law
- Indigenous Perspectives and Realities
- Natural Resources Law
- Rights and Reconciliation: Indigenous Peoples and the Law (Year 1)

**Level Three:**
- Intensive Program in Indigenous Lands, Resources and Governments

BUSINESS LAW

**Level One:**
- Bankruptcy and Insolvency Law
- Business Associations
- Commercial Law
- Intellectual Property Law
- Real Estate Transactions
- Securities Regulation

**Level Two:**
- Administration of Civil Justice: Assessing Risk in Commercial Litigation
- International Business Transactions
- Regulation of Competition
- U.S. Securities Regulation in Comparative Perspective

**Level Three:**
- Case Studies in Business Enterprises
- Directed Reading: Osgoode Venture Capital Program
- Joint JD/MBA Seminar (joint program students only)

**Level Four:**
- Advanced Business Law Workshop I & II
- Advanced Corporate/Commercial Litigation Workshop
- Investor Protection Clinic
- Osgoode Business Clinic

CONSTITUTIONAL & ADMINISTRATIVE LAW

**Level One:**
- Administrative Law
- Public & Constitutional Law

**Level Two:**
- Constitutional Litigation
- Disability and the Law
- Indigenous Peoples and Canadian Law
- Legal Values: Law in the Time of Catastrophe
- Statutory Interpretation

**Level Three:**
- Anti-Discrimination Intensive Program
- CLASP Intensive
- Criminal Law Intensive
- Disability Intensive Program
- Intensive Program in Indigenous Lands, Resources and Governments
• Intensive Program in Poverty Law at Parkdale Community Legal Services

CONTRACTS AND COMMERCIAL LAW

Level One:
• Contracts

Level Two:
• Administration of Civil Justice: Assessing Risk in Commercial Litigation
• Advanced Torts
• Bankruptcy and Insolvency Law
• Business Associations
• Commercial Law
• Contracts II
• International Business Transactions
• Legal Drafting
• Legal Values: Theoretical Foundations of Contract Law
• Restitution
• Statutory Interpretation

Level Three:
• Case Studies in Business Enterprises
• Copyright Law
• Entertainment and Sports Law
• Insurance Law
• International Dispute Resolution: International Commercial Arbitration
• Patents
• Trademarks

Level Four:
• Advanced Corporate/Commercial Litigation Workshop
• Osgoode Business Clinic

CRIMINAL LAW

Level One:
• Criminal Law

Level Two:
• Criminal Procedure
• Evidence

Level Three:
• International Criminal Law
• Legal Values: Discretion/Distribution of Power within the Criminal Justice System (Year 1)

Level Four:
• Criminal Law Intensive
• Innocence Project

DISPUTE RESOLUTION

Level One:
• Legal Process I and II

Level Two:
• Civil Procedure II
• Dispute Settlement
• International Dispute Resolution: International Commercial Arbitration

Level Three:
• Administrator of Civil Justice: Estate Litigation
• Class Actions
• Constitutional Litigation

Level Four:
• CLASP Intensive
• Litigation, Dispute Resolution & Administration of Justice Colloquium
• Mediation Intensive
• Intensive Program in Poverty Law

ENVIRONMENTAL LAW

Level One:
• Environmental Law
Level Two:
• Land Use Planning (alternate years FEUC and Osgoode)
• Legal Values: International Environmental Law
• Legal Values: Law in the Time of Catastrophe
• Natural Resources Law
Level Three:
• Environmental Justice and Sustainability (EJS) Clinical Program
• Intensive Program in Aboriginal Lands, Resources and Government

FAMILY LAW

Level One:
• Contracts
• Criminal Law
• Property Law
Level Two:
• Business Associations
• Conflict of Laws
• Dispute Settlement
• Estate Planning
• Estates
• Family Law I
• Global Justice and International Taxation (Year 1 only)
• Health Law
• Immigration
• Lawyer as Negotiator
• Refugee Law
• Taxation Law
• Trusts

Level Three:
• Administration of Justice: Estate Litigation
• Children and the Law: Child Protection
• Feminist Advocacy: Ending Violence Against Women Clinical Program

Level Four:
• CLASP Intensive
• Intensive Program in Poverty Law
• Intensive Program in Indigenous Lands, Resources and Government
• Litigation, Dispute Resolution & Administration of Justice Colloquium
• Mediation Intensive

HEALTH LAW

Level One:
• Health Law
• Environmental Law
• Patents
Level Two:
• Disability and the Law
• Law and Psychiatry
Level Three:
• Disability Intensive Program

HUMAN RIGHTS LAW

Level One:
• Immigration Law
• Refugee Law
Level Two:
• Class Actions
• Constitutional Litigation
• Disability and the Law
• International Human Rights
• Law and Poverty (Year One)
• Law and Psychiatry
• Law and Religion
• Law and Social Change: Critical Race Theory
• Legal Values: Access to Justice
• Legal Values: Advanced Criminal Law (Race and Racism)
• Legal Values: Diversity and the Corporation
• Legal Values: Equality
• Legal Values: Prison Law
• Transnational Corporations and Human Rights

Level Three:
• Anti-Discrimination Intensive Program
• CLASP Intensive
• Criminal Law Intensive
• Disability Intensive Program
• Feminist Advocacy: Ending Violence Against Women Clinical Program
• Innocence Project
• Intensive Program in Indigenous Lands, Resources and Government
• Intensive Program in Immigration and Refugee Law (alternating years)
• Intensive Program in Poverty Law

INTELLECTUAL PROPERTY LAW

Level One:
• Copyright
• Intellectual Property
• Legal Values: History and Theories of Intellectual Property (Year 1)
• Patents
• Trademarks

Level Two:
• Directed Reading: IP Innovation Program
• Entertainment and Sports Law
• International Aspects of Intellectual Property
• Legal Values: Commercializing Intellectual Property
• Legal Values: Copyright Policy in the Making
• Legal Values: Litigating IP Cases

Level Three:
• Intellectual Property and Technology Intensive Program

LABOUR LAW

Level One:
• Property Law
• Public & Constitutional Law
• Collective Bargaining Law
• Immigration
• Individual Employment Relationship
• Labour and Employment Law

Level Two:
• Comparative Law: International and Comparative Labour Law
• Labour Arbitration
• Occupational Health and Safety

Level Three:
• Intensive Program in Poverty Law (Workers’ Rights Division)

Level Four:
• Labour and Employment Law and Policy Colloquium

LEGAL THEORY

Level One:
• Jurisprudence
• Legal Theory (Year 1)

Level Two:
• Directed Reading: Legal History Workshop
• Disability and the Law
• Legal Ethics
• Legal Values: Law, Ethics and Social Media (Year 1)
• Legal Values: Law in the Time of Catastrophe
NATURAL RESOURCES AND THE LAW

Level One:
- Environmental Law
- Indigenous Peoples and Canadian Law
- Municipal Law (alternate years – offered in 2021-2022)

Level Two:
- Land Use Planning (alternate years FES and Osgoode)
- Legal Values: Law in the Time of Catastrophe
- Natural Resources Law

Level Three:
- Environmental Justice and Sustainability (EJS) Clinical Program
- Intensive Program in Indigenous Lands, Resources and Government

PROPERTY LAW

Level One:
- Property Law

Level Two:
- Estate Planning
- Estates
- Legal Values: Wealth, Death and the Lawyer (Year 1)
- Municipal Law (alternate years – not in 2020-2021)
- Real Estate Transactions
- Trusts

Level Three:
- Administration of Civil Justice: Estate Litigation
- Land Development
- Land Use Planning (alternate years FEUC and Osgoode)

REGULATORY LAW

Level One:
- Public & Constitutional Law
- Administrative Law

Level Two:
- Bankruptcy and Insolvency
- Collective Bargaining Law
- Conflict of Laws
- Emerging Technologies: Law, Policy and Governance
- Environmental Law
- Foreign, Comparative and International Legal Research
- Health Law
- Immigration
- Insurance Law
- Intensive Legal Research and Writing
- International Trade Regulation
- Land Development
- Land Use Planning (alternate years FEUC and Osgoode)
- Labour and Employment Law
- Legal Drafting
- Legal Values: Copyright Policy in the Making
- Legal Values: Regulation of the Canadian Cannabis Industry
- Municipal Law (Alternate years – offered in 2021-2022)
- Occupational Health and Safety
- Refugee Law
- Regulation of Competition
- Securities Regulation
- Statutory Interpretation
- U.S. Securities Regulation in Comparative Perspective

SOCIAL JUSTICE, EQUALITY AND THE LAW

Level One:
- Collective Bargaining Law
- Environmental Law
- Family Law I
• Immigration Law
• Indigenous Peoples and Canadian Law
• Labour and Employment Law
• Law and Religion
• Law and Social Change: Critical Race Theory
• Legal Ethics
• Legal Values: Access to Justice
• Legal Values: Equality
• Legal Values: Law in the #MeToo Era
• Refugee Law

Level Two:
• Legal Values: Prison Law

Level Three:
• Anti-Discrimination Intensive Program
• CLASP Intensive
• Criminal Law Intensive Program
• Disability and the Law
• Disability Intensive Program
• Feminist Advocacy: Ending Violence Against Women Clinical Program
• Innocence Project
• Intensive Program in Poverty Law
• Intensive Program in Indigenous Lands, Resources and Governments

TECHNOLOGY AND THE LAW

Level One:

Level Two:
• Emerging Technologies: Law, Policy and Governance
• Legal Values: Law, Ethics and Social Media (Year 1)
• Legal Values: Social Media and Terrorism (Year 1)

TRANSNATIONAL LAW

Level One:
• Ethical Lawyering in a Global Community
• Globalization and the Law
• Public International Law

Level Two:
• Conflict of Laws
• Foreign, Comparative and International Legal Research
• Immigration
• International Aspects of Intellectual Property
• International Criminal Law
• International Dispute Resolution: International Commercial Arbitration
• International Investment Law
• International Trade Regulation
• Law of War
• Legal Values: Social Media and Terrorism (Year 1)
• Legal Values: The U.N, Governance and State Building
• Refugee Law

Level Three:
• Exchange Programs with Foreign Universities
• International Business Transactions
• International Taxation

TAXATION LAW

Level One:
• Taxation Law
• Legal Values: Wealth, Death and the Lawyer (Year 1)

Level Two:
• International Taxation
• Tax as Instrument of Social and Economic Policy
• Tax Lawyering
• Taxation of Business Enterprises
• Taxation of Corporate Transactions

Level Three:
• Tax Law and Policy Colloquium
• Summer Abroad Programs
• Transnational Corporations and Human Rights

**Level Four:**
• International and Transnational Law Intensive Program
• ICT Colloquium (ICT stream students and with permission of the instructor, other JD students) (seminar in International and Transnational Law Intensive Program)

**CURRICULAR STREAMS**

The curricular streams provide students with the opportunity to concentrate their studies in a particular subject area of the curriculum. This year, curricular streams are being offered in the following four subject areas:

• International, Comparative and Transnational Law
• Litigation, Dispute Resolution and the Administration of Justice
• Tax Law
• Labour and Employment Law

It is not imagined that all, or even most, students will elect to enrol in one of the streams being offered this year. All students, whether enrolled in a stream or not, will have equal access to all courses offered in the upper-year curriculum. However, those students with a particular interest in one of the subject areas covered by the offered streams may wish to consider enrolling.

Osgoode Hall Law School has a rich, diverse and fully elective upper-year curriculum. Within this curriculum, students are generally able to plan a course of study that enables them to pursue their special interests, that is consistent with their individual learning styles, and that ensures they obtain an excellent and comprehensive legal education. The purpose of organizing some of the upper-year courses into streams is to provide more structure to aspects of the upper year curriculum and to allow certain curriculum goals to be pursued more systematically. By providing an organized sequence of courses in particular subject areas, the curricular streams will challenge students to undertake truly advanced work on difficult and complex legal problems. This will enable students to build cumulatively on the skills and knowledge they have acquired in other law school courses, to develop sufficient expertise in the subject area so that they can confidently challenge underlying concepts and assumptions, and to collaborate intellectually in the subject area with scholars, public policy analysts and practitioners. Another purpose of the curricular streams is to ensure that within a coherent course of studies, students are exposed to the significant theories, principles, conceptual frameworks and tools of policy analysis needed for the serious study of the law and to the full range of important lawyering skills such as problem solving, legal analysis and reasoning, legal research, factual investigation, communication skills, and recognizing and resolving problems of professional responsibility. Also, a capstone course in each curricular stream will enable students to engage in a major exercise of research and writing that will consolidate, deepen and enrich their understanding of the law.

Students who elect to enter into one of the curricular streams should follow the requirements for the stream as set out in the Syllabus. The course of study of those students who elect to enroll in a curricular stream will be reviewed by the faculty member who is
designated as the convenor of the relevant curricular stream. Students can elect to enter into a stream at any time (so long as they can fulfill the basic requirements). However, they are encouraged to elect into the stream on the earliest possible occasion. The convenor of each stream will organize a meeting of all students who have elected into the stream at the beginning of the Fall term to discuss curriculum matters related to the stream, answer questions about the particular curriculum stream, and receive student suggestions and comments. Students who successfully complete the requirements of a stream will have this indicated on their transcript.

The faculty convenor of each program stream is responsible for administering the regulations governing the stream and has broad discretion to grant partial credits for courses not designated as program courses, to allow credits for courses taken as part of an exchange or letter-of-permission visit to another institution, to permit a course to be taken out of the normal sequence, and to recommend to the Assistant Dean, Students that a student be allowed to take more than two seminars in a semester.

A brief description of the programs and requirements follows. For more details see the Curricular Streams page on the Osgoode Hall Law School website.

**International, Comparative and Transnational Law Program (“ICT Program”)**

Convenor: Professor I. Mgbeoji

**Scene-setting:**
The world is changing rapidly and, with it, the nature of both the governance and the practice of law. For almost two decades, Osgoode, along with several other of the world’s leading law schools, has led the way in ‘globalizing’ and ‘transnationalizing’ its curriculum in response to these changes. For example, Osgoode has played both a founder’s role in the formation of two global educational organizations, the International Association of Law Schools (IALS) and the Association of Transnational Law Schools (ATLAS). IALS is open to all law faculties in the world while ATLAS is a special consortium that currently focuses on doctoral legal education and that consists of a consortium of law faculties from around the world. Osgoode’s Professional Development Program has pioneered an LLM in International Business Law, which attracts students from around the globe.

The JD benefits from a wide range of curriculum offerings available to all students as well as through the specialized study represented by the ICT Program (also known as ICT Stream). The ICT Program offers a program specialization through a series of linked curricular offerings. Osgoode was the first law school to offer a Globalization and the Law course in its first-year curriculum; it is the mandatory foundations course for ICT Program students while also open as a Perspectives Option to all first-year students. Osgoode again assumed global legal education leadership when it introduced, in 2008-09, the Ethical Lawyering in a Global Community course as mandatory for all first-year students.

In the upper year curriculum, there are many courses that are taught in the international, comparative and transnational fields in any given year at Osgoode, both by full-time faculty and by visitors. At least two-thirds of Osgoode’s full-time faculty members regularly research and write on aspects of international, comparative and/or transnational law. More
generally, many opportunities have been developed or expanded, including (just to name a few):

- the International and Transnational Law Intensive Program (ITLIP);
- the joint common law / civil law degree with the Université de Montréal;
- study-abroad exchange opportunities, with a choice of exchanges at a multitude of different foreign law faculties at which Osgoode students can often take LLM courses in international, transnational or comparative law;
- summer programs, such as those in Italy and Malaysia in partnership with Monash University;
- ICT law experiential opportunities with partners inside and outside Canada, such as a summer fellowship with the International Legal Partnership (ILP); placements in intensive programs (e.g.: not only ITLIP but also, for example, Indigenous Lands, Resources and Governments), mooting on ICT topics (such as the Jessup International Law, Vis International Arbitration or ICC moots), the post-graduation Teach-in-China Program;
- events organized by the Nathanson Centre on Transnational Human Rights, Law and Security, including seminar series, and a host of annual global affairs lectures (such as the Genest lectures and the Or’ Emet) put on by Osgoode as a whole.

Students participating in Osgoode’s ICT Program benefit from a unique opportunity to learn with a top-flight faculty in a field of knowledge that opens up a world of career opportunities beyond Canada’s borders and, more generally, that promotes the kind of creative thinking that give ICT Program graduates an edge in representing their clients or working outside the standard practice of law.

**ICT Program Overview:**

Students registered in the ICT Program must complete the following requirements over the course of the JD program:

- in the first year, enroll in Globalization and the Law as their perspective option;
- in second year, take two of three ICT pillar courses: Public International Law, Conflict of Laws (also known as Private International Law), and/or Comparative Law;
- in second term of third year, take the ICT Program’s capstone course, the ICT Colloquium (or, exceptionally, take it in second year at the discretion of the ICT Convenor, if a student has [a] already taken two pillar courses in first term of second year along with at least one ICT-designated optional course and [b] intends to apply for ITLIP for second term of their third year); and
- over the course of the two upper years, complete 13 further ICT-designated course credits (“optional” credits).

Within the 13 optional credits, students must satisfy each of the following two requirements:

- pursue at least one “experiential” activity that has a predominant ICT dimension, up to a maximum of 10 of the 13 ICT credits; and
- do research work (e.g. as a seminar paper) worth at least 3 credits of the 13 credits in an ICT course or on an ICT subject in a non-ICT course (see below on “ICT bridging”).

Students who satisfy all ICT Program requirements will receive a notation of completion of the program on their JD
transcript, and will also receive a letter from the Dean and Convenor confirming graduation with the ICT Program specialization.

Optional Credit Courses for 2021-22:
The following is a list of courses that the law school has tentatively listed as on offer in 2021-22, and which the ICT Convenor has determined satisfy the ICT Program parameters to count for ICT optional credits. Note that the list is not exhaustive and that courses may be added; where a course is not on the list but seems to be “ICT” in nature, contact the ICT Convenor to see if s/he will count it. Finally, note that, as Globalization and the Law is assumed as the Perspective Option that ICT Program students will take, any course in this list that is first-year Perspective Options is only relevant if it is also open to upper years.

Fall term:
- Conflict of Laws
- Foreign, Comparative & International Legal Research
- Immigration Law
- Indigenous Peoples and the Law
- International Aspects of Intellectual Property
- International Business Transactions
- International Human Rights
- International Investment Law
- Legal Values: Law in a Time of Catastrophe
- Public International Law
- Refugee Law
- Transnational Corporations and Human Rights

Winter term:
- Comparative Law: International & Comparative Labour Law
- Indigenous Perspectives & Realities
- International Criminal Law
- International Dispute Resolution: International Commercial Arbitration
- International Taxation
- International Human Rights Law
- International Trade Regulation
- Law of War
- Refugee Law
- U.S. Securities Regulation in Comparative Perspective
- Legal Values: The U.N, Governance & State Building

Note that normally Law & Social Change: Community Action Across Borders is a course in fall term and follows on from an International Legal Partnership (ILP) volunteer placement in the summer. Because there are no ILP placements in summer 2021 due to COVID-19, Law & Social Change: Community Action Across Borders is not being offered in fall term of 2021-22.

Note further that Public International Law and Conflict of Laws are on the list even though they are pillar courses. This is because, should Comparative Law be offered in a future year, and a student takes all three of these courses by the end of their degree, then one of them can be designated as satisfying optional credits.

Further Rules and Considerations:
Please note the following aspects of the ICT Program (some of which simply illustrate general rules stated above):

Discretion of the ICT Convenor
The ICT Convenor, in consultation with the Assistant Dean, Students and/or the Associate Dean (Students) has authority to modify the rules stated above as appears necessary to her/him to facilitate a student’s participation in the ICT Program, while maintaining the integrity of the Program. For example, the ICT Colloquium may be taken in second term of second year on the two conditions noted above. By way of further examples, the Convenor may,
and generally will, allow for a student to do one of the pillar courses in third year instead of in second year or allow for post-graduation participation in the Teach-in-China Program to count as an ICT “experiential” opportunity.

**Globalization and the Law**

*Presumptive registration for ICT Program:*

When a student enrolls in Globalization and the Law as a first-year Perspective Option, that will be taken as a presumptive intention to pursue the ICT Program. This presumption is for purposes of the law school administration and ICT Convenor keeping track of students who are eligible to graduate with an ICT Program distinction. To be clear, taking Globalization and the Law does not bind a student to pursue the ICT Program.

*Outside of first year:*

Generally speaking, it is assumed that a student interested in the ICT Program will have made that determination by the time of balloting for Perspective Options and, in that way, to have picked Globalization and the Law as their Perspective Option. Globalization and the Law can, exceptionally, be taken in second year. However, this is at the discretion of the ICT Convenor and the main reason for exercising the discretion would be a demonstration that the student balloted for Globalization and the Law as their first choice in first year and but did not get into the class (due to capping of numbers).

**Bridging**

The range of courses considered to be ICT courses for purposes of the optional credits is broad. For example, most courses in aboriginal and indigenous law would qualify. It is also possible to build “ICT bridges” between the ICT Program and courses not designated as ICT courses. This bridging is achieved through the student receiving partial (or even full) credit for research papers or other written work done in ‘non-ICT’ courses where the content is significantly ICT in nature. For example, a 50% paper on multi-jurisdictional bankruptcy litigation in a four-credit Bankruptcy course would count for two ICT credits or a 100% paper on international law theory in a three-credit Jurisprudence class would count for three credits. Such counting of ICT work in non-ICT courses must be specifically approved by the ICT Convenor.

**Experiential**

The “experiential” requirement must be predominantly of an ICT nature. It can overlap with receiving Osgoode credits (e.g. Jessup Moot, ITLIP placement, exchange at a law program outside Canada or outside the common law, etc.) or it can be separate from credits (e.g. a summer internship, notably through International Legal Partnerships). In general, experiential education includes (but is not limited to) these opportunities listed by Osgoode, as long as they have the requisite ICT dimension.

If you plan to use OPIR and/or PBSC experience to satisfy the ICT Program experiential requirement, you must ensure that a meaningful amount of time is spent. Generally, you should not have devoted less than 60 hours over the three years (i.e. 1.5 times the OPIR requirement) to ICT-related experience.

**Legal Theory**

Because of the theoretical challenges presented by evolution of the fields of “international”, “comparative” and “transnational” law, students are asked to give special consideration to taking an upper-year legal theory course and doing their paper as a bridging paper (see “Bridging”, above) on an ICT theme.
Option to take Third Pillar Course and Caveat on Comparative Law Availability

Students may take all three pillar courses, counting the third towards the 13-credit requirement for optional ICT courses.

Note that Comparative Law is frequently not offered, such that, in practice, graduation from the ICT Program requires taking Public International Law and Conflict of Laws. Note, further, that courses that begin “Comparative Law:...” are specialized courses that can count for the 13 optional questions but cannot be substituted for a general Comparative Law course.

International Legal Partnership

ICT Program students are also encouraged to participate in the unique International Legal Partnership including its coursework component, Law & Social Change: Community Action Across Borders. The ILP placement satisfies the ICT Program experiential requirement while the Law & Social Change: Community Action Across Borders can be counted towards the 13 optional credits.

Courses elsewhere at York

Courses with ICT content in other faculties at York are eligible to be accorded ICT credits. For example, a student who takes a York graduate course in, for example, Colonial Literature (English Department) or Nuclear Deterrence Policy (Political Science Department) can bring that course selection to the ICT Convenor for approval as an ICT course. This would also apply, for example, to international business courses taken as part of the joint JD/MBA. (Note that, by Osgoode’s general rules, students are permitted to take up to nine upper-year credits elsewhere at York, subject to approval by the Law School.)

Courses taken on Exchange

Any of the pillar courses can be taken on exchange, subject to the ICT Convenor confirming sufficient similarity between the course at the exchange law school and the general subject-matter of the relevant pillar course. Students must take the initiative to contact the ICT Convenor well in advance of course selection period in order to have the ICT Convenor make the determination of whether a course already taken (or that the student will be taking) on exchange can substitute for a given pillar course. Equally, any or all of the 13 optional ICT credits may be satisfied by ICT-related courses taken on exchange, again subject to ICT Convenor approval.

10-credit Ceiling

As a general principle, no more than 10 ICT optional credits may be accorded for any given course or program. Thus, the Intensive programs like Immigration and Refugee Law; Indigenous Lands, Resources & Governments; International and Transnational Law (ITLIP); and Parkdale – Immigration, have their ICT credits capped at 10. The same principle applies where a student has constructed an individualized Directed Research Program.

Research & Writing Requirements – Osgoode and ITLIP

As well as a number of the ICT optional courses and seminars, the ICT Colloquium paper will satisfy Osgoode’s major-paper upper-year research and writing requirement.

As for the ICT Program 3-credit research-work requirement, this must be satisfied within the
13 optional credits, such that papers done in the foundations course, the pillar course, and/or the capstone course do not count towards it. Note further that research-paper work must itself total 3 credits, such that, in a 3-credit seminar, if you do a 100% paper, then that counts towards all 3 ITLIP research-work credits, but, if you do a paper worth 70%, that counts for only 2 credits – and you will still need to find at least 1 credit of research work in another of the optional-credit courses.

_Records and Communications_
Students interested in the ICT Stream/Program, or students pursuing the program and seeking confirmation of their eligibility, should communicate by email with the Convenor, always using “ICT Stream” or “ICT Program” as part of the email subject heading. Students are asked to save emails and responses from the Convenor as a record, as this can make it easier at the end students’ final years for the Convenor to confirm with Student Services that a student has met all ICT Program requirements – including in instances where the Convenor has exercised discretion to substitute a course and a reminder is needed that this occurred.

On MyOsgoode, ICT Program students can download a form called “ICT Stream – Elements Completion Form – for Student Record Keeping.” That form should be used to record the completion of program elements as they occur; the form is then to be submitted in the final term of the final year (after the drop-add period has ended) to the ICT Convenor, following the instructions in the form.

_Labour and Employment Law Program (“LELP Program”)_
Convenor – Professor E. Tucker (Fall) and Professor S. Slinn (Winter)

The LELP builds on Osgoode’s historic and present strength in labour and employment law and reflects the rich curriculum of labour and labour-related courses that is currently available to students. It also draws upon expert adjunct faculty members who bring a wide variety of experiences. As with other streams, the goal of the LELP is to provide interested students the opportunity to acquire an advanced knowledge and understanding of labour and employment through a structured sequence of courses and seminars. More specifically, the LELP provides students with an opportunity to gain a deep substantive knowledge of labour and employment law, including the individual contract of employment, collective bargaining and minimum standards. Additionally, it will provide students with skills in legal reasoning, statutory interpretation, and policy analysis. Interdisciplinary approaches will be emphasized and students completing the program are required to write a substantial research paper. Finally, an experiential component is required, which will provide an opportunity to incorporate considerations of professional responsibility and legal ethics.

Students registered in the LELP must complete the following requirements over the course of the JD program:

a) Two of the following courses: Labour and Employment Law, Collective Bargaining Law and Individual Employment Relationship.

b) Two of the following seminars: Labour Arbitration, Occupational Health and Safety Regulation, Comparative and International Labour Law, Advanced Labour Law, or another seminar approved by the Convenor.
c) The LELP capstone course: Labour and Employment Law and Policy Colloquium.

d) An experiential component that can be satisfied by participation in the Ministry of Labour Summer Coop Program; a semester in the Parkdale Community Legal Services workers’ rights division; 40 hours of volunteer work that is labour and employment law related (e.g. work at Toronto Workers’ Health and Safety Legal Clinic); or other arrangement approved by the Convenor.

e) Two labour and employment-related courses, including Administrative Law, Immigration Law, Evidence, Entertainment and Sports Law, Lawyer as Negotiator, Disability and the Law, Globalization and the Law, Constitutional Litigation, or other course approved by the Convenor.

f) Overall, a minimum of 23 academic credits in the LELP and related courses, in accordance with the above requirements.

Program in Litigation, Dispute Resolution and the Administration of Justice ("LDA Program")

Convenor – Professor J. Walker

With the LDA Program, Osgoode continues its tradition of pioneering innovative programs that combine scholarly inquiry with experiential learning in the practice of law, and that join critical legal education with clinical legal education. The LDA Program builds on this tradition and on the faculty strengths in this area in this curricular stream, which focuses on five key elements of learning: the law of evidence, alternative dispute resolution, witness examination, written advocacy, and doctrinal and critical study of dispute resolution and the justice system. The Program begins with the foundational knowledge and skills that students acquire in the first year Legal Process I and II courses, and it goes on to ensure that each graduating student has benefited from the basic learning necessary to thrive in a career in dispute resolution. In addition, the program extends beyond private law litigation and dispute resolution to public law dispute resolution, including advocacy in the criminal law and administrative law contexts; and it extends to related subjects in the fields of professional responsibility and the operation of the justice system.

To receive the LDA accreditation, students must:

- take the course in Evidence (3 or 4 credits);
- take one course that includes substantial instruction in alternative dispute resolution including: Dispute Settlement (3), Labour Arbitration (3), Lawyer as Negotiator (4), Theory & Practice of Mediation (4), Mediation Clinical and Intensive Program (9);
- take one course that includes substantial instruction in either witness examination or written advocacy, including: Trial Advocacy (4), Constitutional Litigation (3), International Dispute Resolution (3); Labour Arbitration (3), Legal Drafting (3), Mooting (3), Innocence Project (4), Community and Legal Aid Services Program (3);
- take one course that includes substantial doctrinal or critical study in a subject related to Litigation, Dispute Resolution and the Administration of Justice including: Administration of Civil Justice (3), Administration of Criminal Justice (3), Civil Procedure II (3), Conflict of Laws (4), Criminal Law II (3), Criminal Procedure (4), International Dispute Resolution (3), Environmental Advocacy (3), International Courts and Tribunals (4), Legal Ethics (3),
- take the LDA Colloquium (3); and
- complete a minimum of 25 academic credits in LDA Program courses in total, including those courses taken in accordance with the requirements in the above paragraphs.
Upon request, the Convenor may consider other courses as fulfilling the requirements of the Stream.

Tax Law Program ("Tax Program")
Convenor – Professor J. Li

The Tax Law Program reflects a special strength of Osgoode. The tax and related curriculum is rich and diverse. Three full-time faculty members and a distinguished Professor of Practice devote their energies primarily to teaching and researching tax law and related public policy issues. The program also draws upon expert adjunct faculty members with a wide variety of experiences. The development of skills in statutory interpretation and analysis, critical thinking, problem-solving, communicating, analyzing public policy, resolving professional ethical problems, and planning will be emphasized throughout the program. Students in the past found the tax courses “very practical” as well in terms of teaching “real life” skills, such as critical thinking, writing client memorandum, advocacy, and team-work. Therefore, the Tax Program should be of interest not only to students who might be considering a career relating to the practice of tax law but also generally to those interested in developing these skills in the context of tax law.

Students registered in the Tax Program must earn a minimum of 23 academic credits in Tax Program courses and complete the following requirements over the course of the JD program.

a) LW 3370.03 (Tax Lawyering)
b) LW 2080.04 (Tax Law)
c) LW 4100.04 (Taxation of Business Enterprises)
d) Three credits from either LW 3006.03 (Tax Law as an Instrument of Economic & Social Policy), LW 5220.03 (Taxation Policy)
e) A minimum of ten additional credits from the following courses:

Note: Courses used to satisfy one of the requirements listed in a, b, d, or d cannot be used to satisfy this requirement.

i.) LW 5210.03 (Taxation of Corporate Transactions)
ii.) LW 5110.03 (Estate Planning)
iii.) LW 3006.03 (Tax Law as an Instrument of Economic & Social Policy)
iv.) LW 4150.40 (International Tax)
v.) LW 5220.03 (Taxation Policy)
vi.) LW 6022.02 and LW 6020.03 (Appellate Advocacy Workshop and a Tax Law moot)
vii.) Tax Colloquium.
viii.) Trusts (taught by Prof. Adam Parachin) (worth 1 tax credit)
ix.) Any Tax course or seminar offered in the JD program that is not listed above deemed suitable for credit by the Tax Stream Convenor and the Assistant Dean, Students.

CLINICAL AND INTENSIVE PROGRAMS

Advanced Business Law Workshop I
Corporate Finance (LW 7180.05)
Directors: C. Pennycook & R. Murphy, Adjunct Professors

The Advanced Corporate Finance Workshop draws together various aspects of corporate and securities law involving corporate finance
transactions. Through an interactive workshop format, students will gain insights into the practical aspects of structuring, negotiating and executing bank financings and transactions in the capital markets. Both in-class exercises and assignments will emphasize practice skills and strategic considerations. Students will also develop insight into the broader theoretical and ethical considerations that confront a business lawyer. The workshop is conducted by Carol Pennycook, Rob Murphy and other partners at Davies Ward Phillips & Vineberg LLP.

Topics will include equity and debt offerings in the capital markets, bank financings, public-private partnerships (P3s), the roles of rating agencies and investment dealers in corporate finance, and insolvency and restructuring. Seminars include classroom lectures, guest lectures, student-led presentations and problem-solving exercises. Evaluation will be in the form of three assignments, one of which will be a group assignment involving the negotiation and drafting of a loan agreement, and class participation. The workshop has no major research paper or exam.

ABLW I – Corporate Finance accepts 16 students who will receive five credits over one semester. Business Associations and Securities Regulation are pre-requisites or may be taken concurrently. The workshop will involve one three-hour session per week online using the WebEx platform.

Demonstrated academic performance based on law school grades to date will be an important selection factor.

Students may apply to take one or both Advanced Business Law Workshops. ABLW I - Corporate Finance will be offered in September 2021. ABLW II - Mergers & Acquisitions will be offered in January 2022.

Advanced Business Law Workshop II
Mergers & Acquisitions (LW 7190.05)
Directors: P. Olasker & A. Atkinson, Adjunct Professors

Pre-requisite Courses: Business Associations and Securities Regulation. Securities Regulation may be taken concurrently with special permission. Students may apply to take one or both Advanced Business Law Workshops; neither course is a pre-requisite for the other. ABLW I - Corporate Finance will be offered in September 2021. ABLW II - Mergers & Acquisitions will be offered in January 2022. Taxation Law would be helpful, but not essential.

Description of Workshop: The Advanced Mergers & Acquisitions Workshop draws together various aspects of securities and corporate law under the broad title of “M&A” and applies that knowledge to analyzing typical problems that confront a business lawyer involved in M&A transactions. It is also intended that students will develop practical skills, including the negotiation and presentation skills necessary for a business lawyer. The workshop is conducted by Patricia Olasker, Aaron Atkinson and other lawyers at Davies Ward Phillips & Vineberg LLP.

The workshop will focus on public company M&A and will examine friendly and hostile take-over bids; defences; corporate reorganizations; going private and related party transactions; shareholder activism; and related aspects of tax, competition law, corporate governance and cross-border transactions. Seminars include classroom lectures and discussion, guest
lectures, student-led presentations, problem-solving exercises and games.

The workshop will involve one three-hour session per week at the offices of Davies Ward Phillips & Vineberg LLP and one weekend day in mid-March.

Note: This seminar may be prioritized for mandatory in-person instruction in the event that such instruction is consistent with the University’s facilitation of public health directives. Any such in-person instruction would take place at the regularly scheduled time of the seminar. If you enroll in the seminar and plan to attend in-person, you should ensure a sufficient period of time before and after the seminar to travel home (or to another location) where you can engage in remote instruction for any other course or seminar in which you enroll.

Evaluation: Evaluation will be based on three assignments, including the preparation of a memorandum advising a client with respect to various issues which may arise in an M&A transaction and a group assignment involving the drafting and negotiation of a term sheet for an M&A transaction, as well as class participation. Given the workshop nature of this course, attendance is critical. The workshop has no major research paper or exam.

Credits: Students will receive five credits over one semester. ABLW II satisfies the Praxicum requirement.

Selection Criteria: ABLW II accepts 16 students. Demonstrated academic performance based on law school grades to date will be an important selection factor.

Anti-Discrimination Intensive Program (LW 7900.10, 7910.02, 7920.03)
Director: Professor S. Lawrence

The Anti-Discrimination Intensive Program consists of a placement at the Human Rights Legal Support Centre, an academic seminar, and a research paper. The Centre provides legal support to applicants who are seeking remedies from the Human Rights Tribunal of Ontario for violations of the Code. Students contribute to promoting access to justice by enhancing the ability of the Centre to provide legal services to those who have experienced discrimination across the province. Students develop specialized knowledge of anti-discrimination and administrative law, and hone skills in client counselling, dispute resolution and litigation.

During their placements (in either the fall or winter semester), students work Monday through Friday (except Fridays when the seminar meets) at the Centre in downtown Toronto. Students participate in the Centre’s public inquiries service and are responsible for conducting detailed legal interviews on files that are referred from intake. In addition, students draft legal documents, conduct mediation, and assist lawyers preparing for hearings.

Seminar meetings for all students in the Program are held on alternate Fridays commencing in September and continuing until April. Skills training sessions for all students are likewise held on alternate Fridays throughout the academic year. In the seminar, students develop perspectives from which to understand, critically assess and think constructively about prohibitions on discrimination and their impact on society, and the challenges of ensuring access to remedies for violations of fundamental rights experienced
by disadvantaged communities. Students complete a research paper under the supervision of the Academic Director: which reflects their learning in the seminar and their experience in the placement.

Requirements
The 15-credit program is open to 6 students per term. Students receive a letter grade for the seminar (2 credits) and for their research papers (3 credits). The research paper must be 7,000 words in length and thus qualifies for the upper year writing requirement. Students’ work during the placement at the Centre is graded on a credit / no credit basis (10 credits). A written evaluation of each student’s work during the placement is prepared by the Academic Director: in conjunction with the Centre’s ADIP Coordinator and the student’s lawyer mentor. The written evaluation becomes part of the student’s transcript.

There are no required prerequisite courses. Administrative Law, Critical Race Theory, Discrimination and the Law, Disability and the Law, Indigenous Peoples, Individual Employment Relationship, Labour and Employment Law, Labour Arbitration, Law Gender Equality, Dispute Settlement, Lawyer as Negotiator and Theory and Practice of Mediation are recommended courses that students are encouraged to take prior to starting their placements.

The Anti-Discrimination Intensive satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

Case Studies in Business Enterprises
LW 5630.03
Instructor: B. Ross, Adjunct Professor

Prerequisite Courses: Business Associations. Restricted to students in the Osgoode Business Clinic or subject to approval of the instructor.

Preferred Courses: None

Presentation: Discussion; class presentation; research and writing.

Case Studies in Business Enterprises explores substantive legal and business issues commonly encountered in the creation and operation of emerging business enterprises.

The objectives of the course are to provide students with an understanding of the legal framework for establishing and growing business enterprises, a sense of current issues in this area, and a foundation of practical business law skills.

This course will equip students to understand and practically deal with legal issues of common application to business enterprises of different sizes by providing advanced coverage of topics that are dealt with tangentially in other courses, such as: choice of enterprise structure; shareholders’ agreements; business financing; employment law; intellectual property; purchase and sale of a business; and restructuring a business. We will also deal with business-related topics such as: accounting; tax; regulatory constraints; and governance. Focus will also be given to the private practice environment and the considerations involved in developing and growing a sustainable business law practice. The difference between this class and other business law courses is that this course works through substantive legal topics by using a hands-on case study model.

In addition to class discussion, students will work in small groups to explore legal and business issues encountered by business clients.
Active participation in the class environment is emphasized as an important component of the course.

Evaluation
Students in the seminar will receive a letter grade for a combination of a group presentation (10%), participation (25%) and research paper (65%).

Case Studies, taken in conjunction with the Osgoode Business Clinic, satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

Community Legal Aid and Services Program
LW 8000.03 & 8004.04 (Fall), LW 8001.03 & 8005.05 (Winter)
Suzanne Johnson, Clinic Director; Shannon Sproule Review Counsel; Ricardo Golec, Review Counsel; Scarlet Smith, Review Counsel; Subodh Bharati, Review Counsel; Amy de Nobriga, Community Outreach Counselor; M. MacGregor, Adjunct Professor

The Community and Legal Aid Services Program (CLASP) is a clinical intensive program that provides a combination of individual advocacy, community development (with an emphasis on the Jane-Finch community), and law reform to low-income individuals and families. Law students will be able to bring alternative lawyering skills and a social justice perspective to their future work. To further this goal, CLASP prioritizes service to four disadvantaged communities that have been historically denied meaningful access to the legal system: persons living with mental health barriers, youth, female survivors of domestic violence, and members of the Jane-Finch community. CLASP’s individual representation work is directed to low-income persons, including York University students, not eligible for a legal aid certificate. In response to covid-19, until further notice CLASP will be altering its service delivery to provide services remotely.

At CLASP we recognize that the social determinants of health have a significant impact on people living in poverty. While individuals may seek out CLASP for legal services, we also recognize that for many of our clients there are other issues, often non-legal, that they require assistance in resolving. CLASP has committed to providing holistic services to our clients.

CLASP emphasizes the practice of law as a partnership with the community. As such, it works extensively with community groups on legal issues and proactive community development campaigns, many of which force students to challenge their perceptions of lawyers’ roles in society, the nature of effective lawyering, and the place of the law and the justice system in society.

CLASP’s service provision model relies on 20 law students “division leaders” who work in the clinic, under the supervision of five lawyers and one outreach coordinator, for a full year (summer and academic year). During the academic year, these division leaders facilitate the involvement of approximately 100-150 volunteer law students. Students who are not enrolled in the clinical program are encouraged to become involved as volunteers in all aspects of CLASP’s services, including casework, community outreach and as intake volunteers (answering questions and taking applications).

The division leaders attend required supervision meetings (integrating feedback and case reflection), provide training guidance to other volunteer students (both as intake volunteers and caseworkers), advance a case load (including files and summary advice) in
accordance with the standards of the supervision policy, Rules of the Law Society of Ontario and related standards, oversee intake volunteers, and pursue law reform, PLE and community development projects in the clinic’s divisions (Administrative, Criminal and Immigration). CLASP provides an opportunity for law students to gain experience and skills in community-based lawyering, client relations, professional responsibility, and advocacy as well as exposure to the legal and social needs of Toronto’s varied low-income community.

Student division leaders receive nine credit hours on a pass-fail basis for successfully completing their clinical work during the academic year. Students are also required to participate in the CLASP seminar and complete a research paper. The seminar meets weekly in the fall term and provides the student with an opportunity to critically reflect upon their clinical experiences, the law, the legal system, and their roles and identities as legal advocates. Each week a different topic will be explored. The topics will provide an overview of critical perspectives on social justice, law, the legal system, and the legal processes that impact on the clients. The seminar is graded for three credits. The research paper is also graded for three credits and the students will meet five-six times during the winter term to do a presentation about their topic and receive feedback on the research. The research paper will meet the requirements of the upper year writing requirement. Training in relevant skills and substantive law is provided at different levels throughout the year both through the seminar and through ongoing supervision of the clinical work.

The CLASP program satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

Disability Law Intensive
LW 7210.05 and 7230.02 (Fall), 7220.05 and 7240.03 (Winter)
Director: Professor R. Mykitiuk

The Disability Law Intensive (DLI), in partnership with ARCH Disability Law Centre, is a unique opportunity for students at Osgoode Hall Law School to engage in the practice and study of disability law, through direct client advocacy as well as systemic law and policy reform in partnership with an organization that is considered a leader in disability legal rights and is known and respected across Canada and around the world.

The DLI consists of three interconnected components: a part-time two-semester placement at ARCH; a bi-weekly academic seminar; and a research paper. The purpose of the DLI is to learn about the scope of disability law through involvement in individual client advocacy, community education and systemic law and policy-based reform and advocacy. It is an opportunity to understand how the law applies in concrete ways to people, problems and issues. In doing so students will gain an understanding and appreciation that the practice of law can be very different than the study of law. By merging theory and practice students will gain insight into real issues that are faced by people with disabilities. However, the purpose of the DLI is not to focus exclusively on specific client files but rather to provide space to also engage in larger policy-based advocacy that values systemic and community partnership approaches to addressing issues that people with disabilities face.
Placement at ARCH

Credit allocation: 10 credits (pass/fail) divided equally between the Fall and Winter terms

Students (a maximum of 12 students) will be placed at ARCH, on a part time basis, throughout the Fall and Winter semesters. The placement will consist of individual client work (including test case litigation) as well as participation in the law reform/policy and systemic work (including public legal education) that ARCH engages in in partnership with disability organizations throughout Ontario. In one term half the students enrolled in the DLI (normally 6) will focus on individual client work while the remaining students (normally 6) will focus on systemic policy and law reform work. In the second term the students will switch focus.

Evaluation

Clinical Placement: Students will be evaluated through a combination of informal and formal feedback by the staff lawyers at ARCH. Informally, students will receive feedback on their work through the process of revision of written work and through discussions with supervisors. On a formal basis, students will be evaluated on their work using a structured evaluation form that will be made available to students in October, December and February. The final evaluation will be a written evaluation that will encompass the evaluation of the student’s work from both semesters. While the final evaluation will come from the Academic Director it will be strongly influenced by the evaluations provided by the staff at ARCH. The credit allocation will be on a pass/fail basis for a total of 10 credits.

Seminar

Credit allocation: 2 credits (graded)

To enhance the intersection of theory and practice, students will have the opportunity for reflection through participation in an academic seminar. The bi-weekly seminar will begin in September and be held approximately every other week during the Fall and Winter semesters for a total of 14 classes. The seminar will allow students to engage in a reflective process that will both deepen their overall learning but will also strengthen their abilities within the clinic.

The seminar will begin by addressing the value of critical thinking and create an environment for critical thinking about disability issues. The seminar will encourage students to be aware of, and develop an understanding of, their own way of thinking that will in turn challenge assumptions made about people with disabilities. The seminar will critically examine how people with disabilities have been portrayed through different disability theories (e.g. medical model, social model), the consequences and impact of ableism and intersectionality.

The seminar will also focus on the role that the law (and lawyers) play in the lives of people with disabilities. In accessing services, from education to attendant care, people with disabilities come into contact with administrative decision-making processes. Often, although not always, outside the scope of formal tribunal settings people with disabilities must navigate through “discretionary” decisions that directly impact how they live their lives. The seminar will examine the role that administrative decision making has on the ability of people with disabilities to access and receive necessary benefits and services. The seminar will also examine the role of governmental policies and
the intersectionality of disability and poverty which impacts on the issues outlined above. In addition, we will explore and evaluate the methods of lawyering to which students are exposed while at ARCH. Students will write two short reflective papers based on seminar readings and their clinical experience and are required to attend and participate in every seminar. Other minor requirements will be announced at the beginning of term.

**Research Assignment**
Credit allocation: 3 credits (graded)

Students will produce a policy or law reform-based research paper in consultation with the Academic Director. The nature and topic of this assignment will often, but need not, reflect the policy and law reform priorities identified by ARCH and its community partners in any given year. The research assignment may build on the work undertaken by students during their policy and law reform placement at ARCH.

The intention of the research paper is to allow students to engage more fully in the policy and systemic component of their placement and to produce an end project that will have impact on and add value to the communities they have been engaging with over the past year.

Students will work closely with the Director to identify a project that will meet the criteria of a major research paper. Students will be expected and encouraged to do much of the work for the project during the semester that they are engaged in policy/systemic work as part of their placement.

The Disability Law Intensive satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

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**Environmental Justice and Sustainability Clinical Program**
LW 7550.04, 7551.03 (Fall) & LW 7550.05, 7552.03 (Winter)
Director: Professor E. Van Wagner

The Environmental Justice and Sustainability (EJS) Clinical Program gives Osgoode students an opportunity to explore and use law’s potential to remedy past and present environmental injustices and to promote the transition to a more sustainable Canadian society and economy. In this full-year, 15-credit program, students work on files chosen for their likely lasting positive impact on environmental justice and sustainability. The Program’s dual focus on remedying environmental injustice and promoting sustainability makes it unique among environmental law clinical programs in Canada. “Environmental justice” mobilizes environmental, civil rights, anti-racist, anti-poverty, Indigenous rights and feminist agendas to challenge the unequal distribution of environmental burdens and benefits in society. “Sustainability” involves the simultaneous pursuit of ecological integrity, social equity and economic prosperity within the biophysical constraints of local and planetary ecosystems.

This dual mandate encompasses a broad range of subject-matter, including biodiversity, energy, water, food sovereignty, climate change, pollution, resource extraction, land use planning, housing, human rights, green technology, social enterprise, corporate social responsibility, toxic torts, and regulatory compliance. It also includes a variety of types of legal work, including litigation, law reform, legislative drafting, community legal education and outreach, and legal services that advance sustainable or social enterprise. Clients may include individuals, community groups, public
interest non-governmental organizations, Indigenous organizations, First Nations, municipalities, cooperatives, social enterprises and other groups affected by environmental injustice or interested in advancing sustainability. The Program may also work in its own name (e.g. legal education materials or law reform submissions).

The EJS Clinical Program selects files for their potential to advance environmental justice or sustainability. The Program may work on files provided by external organizations or initiate its own files. Files are drawn from across Canada, with an emphasis on Ontario. Students’ clinical work is supervised by the lawyer(s) with professional responsibility for the file. In the case of files provided by external organizations, this means lawyer(s) at the external organization. Students working on external files are not placed physically with external organizations but conduct their clinical work on their own.

For 2021, the program may be modified as needed to account for any ongoing physical distancing requirements related to COVID-19. This will entail a mix of virtual clinic meetings and individual consultations, remote group work, recorded instruction, and independent research and preparation. The possibility of in-person meetings, where possible, will be explored and confirmed at the start of the Fall 2021.

Program Components
Clinical work (9 credits, ungraded), seminar (6 credits, graded: 3 credits Fall and 3 credits Winter).

Clinical Work
9 credits, (credit/no credit), LW 7550 (4 credits Fall term and 5 credits Winter term).

Students receive their file assignments early in the Fall term, after an initial introduction (see Seminar, below). They engage in supervised clinical work throughout the remainder of the academic year. The nature and timing of the tasks to be completed are determined on an individual basis depending on the file. The clinical work finishes a few weeks before the end of Winter term classes, to allow for orderly wrap-up of the seminar and research assignment. Academic credit for the clinical work is awarded on a credit/no credit basis, with 4 credits allocated to the Fall term and 5 credits to the Winter term. The Fall term credits are awarded upon completion of the program (until then they appear as “in progress” on transcripts). Students receive a combination of formative and summative assessment. Formative assessment includes informal feedback on their work through the process of revision of written work and through supervisory discussions and interim written feedback. Summative assessment takes the form of a final written evaluation that encompasses students’ clinical work in both terms. The final evaluation is completed by the academic director at the end of the academic year with input from the supervising lawyers with whom the students have worked. Blank written evaluation forms are available to students in advance.

To facilitate the praxicum component, students keep a reflective journal in which they reflect on their engagement with theory and practice. Students receive formative feedback on journals, but the journals do not form part of the summative evaluation.

Seminar
6 credits (graded), LW 7551.03 & 7552.03
Students participate in the EJS Clinical Program Seminar throughout the academic year. In the Seminar, students explore and develop perspectives from which to understand, critically assess, and think constructively about environmental justice, sustainability, public interest law and legal clinics. The Seminar meets a total of twelve times throughout the year: weekly in the first month of the Fall term and eight more times during the rest of the year. The first month of the Seminar is devoted to orientation, clinical skills training and an introduction to theories of environmental justice, sustainability, and public interest lawyering. The final sessions are devoted to collective reflection on theory and practice. The intervening Seminar meetings are devoted to special topics in environmental justice and sustainability, work on common clinic projects, and skills development. Some Seminar meetings may feature guest lectures or short field trips. Topics, readings and speakers are chosen to complement the current year’s clinical files.

Students will participate in organizing sessions related to the common clinic work, inviting or interviewing guest speakers, and facilitating discussion. Each student must also prepare a blog post about their work on the common clinic project. The blog post must be posted to the Program’s website (up to 750 words) on an agreed upon date (these will be staggered throughout the Fall and Winter terms).

Students are required to contribute work towards one of three “common clinic projects” proposed by outside client organizations. We select topics that present cutting edge legal questions and tasks suitable for collective work in an area that we believe the clinic students can contribute something useful to the organization over the course of the two terms.

Students must choose one of these three files to contribute to the research component of their seminar grade. Guest speakers will visit the seminar at various times through the year to allow students to deepen their knowledge in relation to the common projects. Students are encouraged to work together to understand the legal context for the problems identified below, but also to identify a distinct legal question, or theoretical angle on the file to contribute research and writing on for the research portion of their seminar grade. The final research product may consist of a legal memorandum, research report, draft submission, public legal education materials, or another output approved by the clinic Director(s).

Students submit a research proposal (2-3 pages), on which they receive formative feedback. In the common project workshops, students working together on that file will organize the discussion of some of the key questions related to their research projects so that the invited guests may assist. Everyone will contribute time during the workshops to moving the common project forward.

The breakdown of the Seminar grade is: 20% participation, 20% blog post, 20% facilitation of the common clinic workshop, and 40% final research product.

The credits for the Seminar are awarded upon completion of the program (until then they appear as “in progress” on transcripts). The final research product may qualify for the Upper Year Writing Requirement provided that it is written by one student and is at 7000 words in length. Other forms of research products may or may not qualify.

Eligibility
The program is open to second- and third-year JD students who are selected during the
preceding year via the general application process for clinical and intensive programs. The number of places available depends partly on the nature and number of projects available but is expected to be between 10 and 20 per year. Students may complete the program only once. In the event of oversubscription, preference is given to third-year students.

Students must have completed or be enrolled in at least one of Environmental Law, Land Use Planning Law, or Municipal Law by the Fall term of the year in which they enroll in the EJS Clinical Program.

The Program satisfies the Praxicum and Osgoode Public Interest requirements and is eligible for the Upper Year Writing Requirement.

**Feminist Advocacy: Ending Violence Against Women**

LW 7080.04 (Fall), LW 7081.02 (Winter) & LW 7082.03 (Winter)

Director: Professor J. Mosher and Adjunct Professor D. Mattoo

Around the globe, countries have reported significant increases in gendered-based violence as a result of COVID-19. The pandemic has made more visible the reality that for many, the home is not a safe place. Indeed, some have labelled the increase in gender-based violence the “shadow pandemic.” In this context the need for safe access to legal, counselling, and interpretation services is acute.

Students participating in the Feminist Advocacy: Ending Violence Against Women clinical program will spend approximately 8-9 hours/week throughout the year working with our partner, the Barbra Schlifer Commemorative Clinic, assisting Clinic staff in the delivery of legal services to women-identified survivors of gender-based violence and on various systemic advocacy projects. Currently, in most instances services to women are being delivered remotely, and this presents its own challenges given both the digital divide and the use by abusers of various technologies to monitor and surveil their intimate partners. For students in the program this means that a key part of your learning will be how to safely deliver remote services to survivors.

While in-person attendance at the Clinic will ultimately be determined based on public health and York University directives in place during the academic year, at this juncture we are anticipating that some number of students may be able to be physically present at the Clinic on a limited basis in the fall term, and we are hopeful that by the winter semester, a greater degree of in-person attendance at the Clinic will be possible.

To prepare students for their Clinic work there will be 6-8 hours of intensive orientation workshops held early in the Fall. We anticipate that the orientation – which will include an opportunity to meet Clinic staff and for students to get to know each other – will be delivered, for the most part, remotely.

The program also includes “site visits” (approximately 6 hours/semester), as well as “case rounds” (approximately 4 hours/term) that are designed to deepen the connections between theory and practice. The visits and rounds will usually be scheduled on Fridays, where possible either before or after the regular seminar meeting time. The seminar has roughly 13 scheduled meetings over the Fall and Winter terms. We anticipate that at least for the Fall term, the seminar will usually meet remotely, in real time, with various clinic staff
and other guests joining our discussions. In the event that actual site visits to observe court proceedings are not possible, as we are hoping to again this year hold online meetings with one or more judges, including those who sit in the Integrated Domestic Violence Court.

Students participating in the Program will be integrated into the work of the Clinic, and while the precise contours of the work will vary from student-to-student, it will include a combination of legal intake shifts, follow-up legal support to clients, work on case files in family and immigration law, and assisting with the Clinic’s systemic advocacy projects. The program exposes students to the complexities of addressing access to justice for survivors of violence in various legal domains (family, child welfare, immigration, social assistance, criminal law), as well as when these legal domains intersect; to an approach to practice that challenges disciplinary boundaries; and to a trauma-informed, anti-oppressive legal practice. A particular area of focus this year will be the mechanisms through which the pandemic has resulted in increases in gender-based violence, the ways in which law (family, criminal, child welfare) has responded, and how best to ensure women’s safe access to legal and other supports. The seminar draws from examples of feminist advocacy in action to critically examine the transformative potential of law, and its capacity to meet the needs of marginalized communities and the goals of equality-seeking groups.

For the seminar there are two evaluation components: participation (worth 25% of the final grade) and a substantial research and writing project of 7000 words (worth 75%). In most instances, research and writing projects will draw directly from students’ clinical experiences and will be tied to the work of the Clinic. The 6 credits of clinical work are evaluated on a credit/no credit basis, with 4 clinical credits assigned to the Fall and 2 assigned to the Winter term. The 3 credits for the seminar will be assigned to the Winter term.

**Innocence Project**  
LW 7140.03 (Fall), LW 7140.06 (Winter)  
Director: Adjunct Professors B. Sodhi and L. Johnson

The Innocence Project at Osgoode Hall Law School involves work on cases of suspected wrongful conviction. Students will be working on files under the direction of Adjunct Professor B. Sodhi with supervision from local lawyers in addition to studying areas of law germane to the problem of wrongful conviction.

The Innocence Project will involve work over two terms. Students will be selected on the basis of an interview conducted with the Director of the Project.

The heart of the program is supervised clinical work on actual cases of possible wrongful conviction which have been pre-screened by the Director of the Project or by Innocence Canada. Beyond the investigative work which must be undertaken on any file, students will be required to conduct an exhaustive review of the record in the trial and appellate courts, and may be involved in obtaining new forensic or DNA testing. Students will also be responsible for a major paper on an issue relevant to the problem of wrongful conviction.

Throughout the two terms, students will be required to attend regular workshops on issues relevant to the problem of wrongful conviction. In terms of the major paper and the workshops,
students in the Innocence Project will study the following subjects:

- Forensic Testing
- The Law of Interrogation
- The Law and the Flaws of Eyewitness Identification
- Analyzing Circumstantial Evidence
- Professional Conduct: Crown Disclosure, Ineffective Assistance of Counsel
- Exculpatory Evidence and Evidence of "Other Suspects"
- Overreaching Prosecution (including evaluation of opening and closing addresses to the jury)
- Change of Venue and Challenge for Cause
- Jail House Confession and the Use of Informants

Clinical work will be evaluated on the basis of a pass/fail grade and a detailed evaluation prepared by the Directors of the Project. The major paper will receive a letter grade.

The Innocence Project satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

**Intellectual Property Law and Technology Intensive Program ("IP Intensive")**

LW 7400.09, LW 7410.03 and LW 7420.03
Director: Professor D. Vaver

The Intellectual Property Law and Technology Intensive Program ("IP Intensive") is open to students in the Fall term for a full semester's work (15 credit hours).

**Program Outline**

The IP Intensive provides students with training in intellectual property law (patents, trademarks, copyright, industrial designs, trade secrets, etc.), technology, computer and Internet law, privacy and other areas. The first two weeks of classes feature workshops and lectures from prominent members of the IP community. These classes cover a range of topics aimed at teaching students the fundamental aspects of substantive and procedural law applied in the day-to-day practice of IP law. The classes will be delivered online via Zoom or other similar platform with mandatory audio and video participation for IP intensive students. Students are expected to participate in a variety of IP Osgoode events and projects as coordinated by the Director of the program.

A key component of this clinical program is a 10-week internship with a government agency, industry (e.g. a high-technology company), or a public interest or other organization that is heavily involved with IP matters (e.g. a copyright collective society). Participation in the internship will be remote, although in some instances and where it is consistent with public health guidelines in-person attendance at the placement site may be possible.

The internship, together with periodic discussions and seminars, a major research paper, blogging exercises, and a seminar presentation, provides students with a comprehensive examination of important practical aspects of intellectual property law and technology.

**Student Evaluation**

The evaluation is comprised of the following components:

3 credits/letter graded: A major research paper proposal (3 pages) and short online presentation (5 minutes) – 20% of final mark; major research paper (max 30 pages) – 80% of final mark.
3 credits/letter graded: Online seminar presentation & workshop supplemented with visual aids/handouts – 40% of final mark; 2 research-based short papers to be published in blog format (1 blog post, max of 750 words and 1 response/comment, max of 250 words) – 20% of final mark; class seminar leader (introducing topic, speaker and facilitating discussion) – 20% of final mark, and class participation (video and audio presence required) – 20% of final mark.

9 credits - credit/ no credit basis: An internship reflective journal, an internship reflective blog, and performance at the internship.

The Program Director will also prepare a written evaluation report for each student on the student’s performance in each aspect of the program (taking into account comments from the internship placement supervisor), which will then be attached to the student’s transcript.

Pre-requisites: Successful completion of at least two of the following courses: Intellectual Property Law, Patent Law, Copyright Law, Trademark Law, or IP related seminar course.

The IP Intensive satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

**Intensive Program in Criminal Law**

LW 7100.03, LW 7110.03 and LW 7120.09

Directors: Adjunct Professors J. Rosenthal and Justice E. Rondinelli

The Intensive Program in Criminal Law is open to twenty students in the Winter term for a full term’s work (15 credits).

**Program Outline**

Students write one paper on a topic approved by the Directors within the fields of criminal law, criminal procedure, evidence and/or the administration of criminal justice. In addition, students will prepare a written factum on a criminal law motion or appeal. They are also responsible for one seminar presentation on a topic from a pre-determined list of subjects of special importance within the criminal justice system. Students attend lectures, seminars and discussion sessions coordinated by the Directors of the program and specially invited guests currently employed within the criminal justice system. In the opening sessions, students are exposed to trial advocacy, to the forensic sciences (such as toxicology, pathology, and biology) and to the basics of criminal case management. Key components of the program also include:

- A 10-week placement with a specially selected member of the judiciary at the Ontario Court of Justice or with Crown Counsel, or with Defense Counsel. During these placements, students are exposed to every element of the process from initial client interview to sentencing and appeal. Students make weekly written reports on their activities and reflections and placement personnel report in writing on students placed with them.
- Attending the Centre of Forensic Sciences and the Coroner’s Office to receive instruction in scientific evidence and pathology.
- Visiting mental health treatment facilities and learning about the intersection of criminal and mental health law.
- Attending at specialty courts such as Youth Court and the Court of Appeal for introduction and discussion about their particular roles within the criminal justice system.

The two written assignments are letter graded, whereas the seminars and the placements are
on a pass/fail basis. The outline/bibliography for the first paper must be approved by the end of Week 2, and the paper is due at the end of Week 7. The Factum is due on the first day of examinations. At the conclusion of the semester the Directors supply each student with a written evaluation of each aspect of the student’s performance in the course.

Prerequisites: Successful completion of Criminal Law, Criminal Procedure and Evidence.

The Criminal Law Intensive satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

**Intensive Program in Immigration and Refugee Law**

LW 7300.04, LW 7310.04, LW 7320.03 and LW7330.04

Not offered 2021/2022

Established in 1990, the Intensive Program in Immigration and Refugee Law was the first program of its kind in a Canadian law school.

The Program exposes students to a challenging series of clinical placements, hands-on simulations, seminars and supervised research work that reflect on contemporary issues of international migration. The Program seminars discuss both theoretical and practical aspects of migration and migration regulation. From a theoretical perspective, they explore various theories of community membership; factors that influence formation of migration flows and state responses them; approaches to migration regulation and refugee protection in the context of globalization and humanitarianism. In addition, the seminars examine in detail selected topics of Canadian immigration and refugee law deepening the students’ understanding of the application processes, relevant statutory interpretation, case law and other issues.

**Learning Objectives**

The Program seeks to assist students to critically assess the underlying tenets of this rapidly evolving body of public law, and the roles that lawyers play in the design and implementation of immigration and refugee law.

The program seeks to enhance your ability:
- To recognize and appreciate the complexity of immigration and refugee issues
- To situate immigration/refugee law and relevant legal institutions in their historical, social, economic, political, philosophical, moral and cultural context
- To be aware of the evolving nature of the law
- To use the techniques of legal reasoning and argument, such as case analysis and statutory interpretation, to analyze legal issues
- To conduct independent legal research and to identify areas of law in need of reform
- To effectively formulate and present legal arguments both orally and in writing in different contexts
- To understand the role of a lawyer and the importance of ethics, professionalism, and integrity
- To understand the limits to your own knowledge and how this might influence your analyses and interpretations of the law
- To conduct self-reflection and to identify and address your own learning needs in changing circumstances

**Required course materials:**

1) Immigration and Refugee Protection Act
2) Immigration and Refugee Protection Regulations
3) Readings posted on the course website

a. Credits
15 credits are allocated in the following way:
(1) 7320.03 (3 credits, graded)
   ▪ Research paper (approx. 7,000 words, excluding references) (100%)
(2) 7330.04 (4 credits, pass/fail)
   ▪ Placement
   ▪ Presentation on placement experience
(3) 7310.04 Advanced Immigration Law (4 credits, graded)
   ▪ Participation – 30% (for weeks 1-3)
     (includes participation in class discussions via zoom, short written reflections on assigned readings, collaborative exercises, short research memos)
   ▪ Research paper proposal – 15%
   ▪ Presentation of paper proposal – 15%
   ▪ Sample of work completed during the placement or an H&C assignment – 40%
(4) 7300.04 Advanced Refugee Law (4 credits, graded)
   ▪ Participation – 30% (for weeks 4-5)
     (includes participation in class discussions via zoom, short written reflections on assigned readings, collaborative exercises, short research memos)
   ▪ Mock refugee hearing – 40%
   ▪ Placement journal – 30%

4 credits for the placement are assigned on a pass/fail basis. All other components of the evaluation (advanced immigration law, advanced refugee law and research paper) are assigned letter grades.

The research paper satisfied the Upper Year Research and Writing Requirement (UYRWR) and the placement satisfies the Praxicum Requirement.

Withdrawal from the Program – only with permission of the Director of Clinical Education and the Associate Dean.

b. Prerequisite Courses
1) Immigration Law
2) Refugee Law
3) Administrative Law (recommended, but not required)

c. Presentation
f) A combination of seminars, guest lectures, presentations, hearing simulations and external placements. Seminars, guest lectures, presentations and hearing simulations will be conducted via zoom or other online platforms. Placements may include both remote and in-the-office work (details will be confirmed in the coming few months).
g) Supervision by course director in association with external supervisors (during placements) in partner organizations.
h) Attendance of all components of the Program is mandatory

3. Program Content and Structure
The Program consists of 3 key modules:
advanced immigration law, advanced refugee law and an external placement.

The Program begins with a week-long seminar introducing the major themes, history and international context of refugee and immigration law followed by sessions in advanced immigration and refugee law. The first two modules, Advanced Immigration Law and Advanced Refugee Law, each consist of two weeks of seminars that consider specialized topics in domestic and international law.
The third module is a 6-week external placement. The external placements are a major component of the Program. Students are placed with mentors in advocacy, institutional and adjudicative settings. The goal of the placements is to advance the student’s understanding of immigration and refugee law from the perspective of advocates, policy officials and decision-makers and to allow students apply the knowledge they have gained in the areas of immigration and refugee law. Some of the past and current placements include the Federal Court of Canada, the UNHCR, the Immigration and Refugee Board, Green and Spiegel and others.

Following the external placement, students return for the concluding weeks of the Program. The students are given an opportunity to share and discuss their placement experiences and to complete a research paper on a chosen topic of immigration or refugee law.

**Intensive Program in Indigenous Lands, Resources and Governments**

LW 7500.09, LW 7510.03, LW 7520.03

Directors: Professors J. Hewitt & A. Bhatia

**The Program**

The Program is the only one of its kind in North America. It combines a rigorous academic experience with challenging placements in the field in Aboriginal law or environmental law. The Program is worth 15 credits (a full term’s workload). This course will be of particular interest to students interested in Aboriginal and Indigenous law, environmental law, constitutional law and public policy.

**Application process**: Osgoode students must apply through the general selection process for Clinics and Intensives held in January and February every year. Students from other Canadian law schools may then also apply in April. See the Program page on the Osgoode website for more information.

**In The Classroom: The First Phase**

The term begins with one week of independent study and two weeks of intensive seminars at Osgoode. Students are taught how to use law in creative ways to solve problems. The importance of a community-based approach to the law is particularly evident in addressing the problems that Indigenous peoples encounter within the Canadian legal context. Because of the distinctive history, culture and political situation of Indigenous peoples, a distinctive approach to identifying and applying the law must be developed. Alongside State law, thinking about how to identify, interpret and apply Indigenous laws, as well as the rules and legislation developed by First Nations themselves, is at the heart of the community lawyering approach taken throughout the Program.

**In the Field: The Second Phase**

The program places students for seven weeks with Indigenous organizations, environmental organizations, on reserves, with law firms and with government departments to work on applied legal issues. Clinical field placements are important because they provide a variety of experiences and perspectives that would be impossible to simulate in the classroom. Examples of placement work include land claims research, analyzing new legislation, assistance in preparation for litigation, attending negotiation sessions, making presentations to Chief and Council and accompanying Crown attorneys on a fly-in circuit court. There are a limited number of placements outside of Canada – which in the past have included organizations based in Latin America and the United States (among others).
Prerequisites: A law school course in Aboriginal or Indigenous law is required. A course on environmental law is required for students who wish to be placed specifically with an environmental organization. Students wishing a placement in Latin America must be able to speak, read and write Spanish where relevant (cf. Belize). Students applying in their second year of law school (toward participating in the Program during their third year) will be preferred. Continued enrollment in the Program is contingent on finding an appropriate placement and on the ability of the student to show a collaborative attitude in the classroom and at their placement.

Evaluation: The Third Phase
A variety of evaluative methods are used. Two papers (a written background paper supporting a seminar presentation connected to the student’s placement experience, and a major legal research paper) are prepared during the term, for which letter grades are awarded. In addition, comments from the placement sponsor, the student presentation to the class and the daily journal kept during the placement form the basis of a written evaluation by the directors that is attached to the student’s transcript.

The Intensive Program in Indigenous Lands, Resources and Governments satisfies Osgoode’s Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

Intensive Program in Poverty Law at Parkdale Community Legal Services
LW 7000.03, LW 7000.12
Academic Director: Professor Fay Faraday

Background
The Intensive Program in Poverty Law places 20 students for an entire semester in an operating community legal clinic, Parkdale Community Legal Services (PCLS), in downtown Toronto. PCLS was established in 1971 as the first community-based legal aid clinic in Ontario. Osgoode students were instrumental in establishing the Clinic and since its inception, have been an integral part of PCLS. The students accepted into the Intensive Program in Poverty Law will join over 1,600 members of the legal profession, including practicing lawyers, law professors, and judges, who have participated in this enriching and challenging experience as part of their legal education.

Recognizing that many of the problems in the Parkdale community are systemic, PCLS embraces a model of community lawyering that integrates strategies designed to redress individual legal problems with those designed to facilitate broader systemic reform. The systemic work of the Clinic takes many forms including public legal education, community development, coalition building, community organizing, media strategizing and law reform. PCLS works with people in the community to identify issues and challenges that are facing them collectively and to develop strategies to address these issues. Students participate in all dimensions of the Clinic’s work, engaging daily with the practices of community-based lawyering.

Learning Objectives
Students are expected by the end of a semester at PCLS to be able to, among other things:

- critically evaluate law’s role in reproducing poverty and as a resource to help eradicate poverty
- assess various models of poverty law practice
- describe and explain the ‘gap’ between law on the books and law in action
• describe different theories of social change and evaluate the work of PCLS in light of these theories
• engage in practices consistent with community lawyering
• establish rapport with clients and effectively conduct client interviews
• effectively apply the substantive law in the area of practice in which they work
• explain different models of public legal education and design & deliver public legal education workshops drawing on one or more models
• capably manage client files and community work files
• work collaboratively with clients, other students, staff and partners
• identify and deliberate about issues of professional responsibility and ethics in the context of poverty law practice and community lawyering

Support for Student Learning
The environment at PCLS is deeply collaborative and enormously supportive. The permanent staff at the Clinic includes a Clinic Director, staff lawyers, community legal workers, and support staff. In addition to the permanent staff, the Academic Director (a member of Osgoode's faculty) and 4-6 students who have ‘summered’ at the Clinic, all play roles in supporting student learning. Among the structured learning sessions is the academic seminar, which meets Wednesday morning for a three-hour seminar led by the Academic Director. The seminar provides a space to critically reflect on experiences at the Clinic, to become acquainted with relevant theory, and to draw connections between theory and practice. At the Clinic, divisions meet regularly early in each semester to review the substantive law and to interrogate the relationships between the issues individuals are facing and broader structures of power. Students also meet on a handful of occasions to learn some of the foundational skills of community outreach, education and organizing. Beyond the structured sessions, staff doors are always open and students are invited – indeed encouraged – to ask questions and to work with others to problem-solve.

Credits
Students receive a letter grade for the seminar, which is allocated three credits. The remaining 12 credits are graded on a credit/no credit (pass/fail) basis. Detailed written evaluations of the student’s performance prepared by the student’s supervising lawyer and community legal worker, together with the Academic
Director, form part of the student’s academic transcript.

**Introductory Skills Training Program**
All students accepted into the Program are required to participate in an introductory Skills Training Program (STP) during the opening weeks of their term. Basic practice skills such as interviewing, informal advocacy and negotiation, and litigation are introduced in the STP, combined with an understanding of the work in the context of the Parkdale community. It is a good opportunity to get to know the staff and the other participating students. Attending the STP is a mandatory pre-condition for participation in the Intensive Program in Poverty Law.

**Term Dates**
A term at PCLS starts on the first day of the term and extends to the last day of the exam period at Osgoode Hall Law School. Students are expected to be in attendance at PCLS between these dates. There is a 'reading week' in each of the Fall and Winter semesters, however the timing of this week is staggered so that the Clinic continues to be accessible to the community throughout each term.

**Shadowing and File Transfer**
Incoming and outgoing students, at the beginning and ending of their respective term, are required to work together to facilitate file transfer and to allow incoming students to learn from outgoing students. The timing is to be determined in consultation with the division, including both the incoming and outgoing students and their supervising lawyer. The purpose of this requirement is to create overlap between incoming and outgoing students.

**Workload and Hours of Work**
The program is a full-time, full-term commitment. Each student handles a caseload of approximately 15 active files. In addition, students spend a good deal of time on intake and in offering summary advice to clients or referring them to appropriate agencies or services. Students are expected as well to become involved in the Clinic’s change-oriented organizing work.

The work at the Clinic can be intense and the amount of work can be unpredictable. The Clinic’s hours extend into evenings and community work and events also regularly happen in the evenings and on weekends. Students are expected to participate in a minimum of 40 hours of community work over the course of their term. Because it is a working Clinic there are sometimes spikes in the workload. As well, there is quite an intense period at both the beginning and end of the semester. While occasional workload challenges in the Intensive Program in Poverty Law are inevitable, the Academic Director is available to work with students to ensure that their overall hours are reasonable and that they are able to balance their participation in the program with their other commitments. As is the case in all professional environments, students must also be proactive in managing their own workload and in reaching out for assistance where required.

**Acceptance and Withdrawal**
The work of the Clinic cannot accommodate last-minute adjustments. Accordingly, acceptance of an offer of a place in the Program includes an undertaking in writing that the student will not subsequently seek to withdraw except for the most pressing and urgent of personal reasons. The discretion to allow such a
withdrawal rests with the Associate Dean (Students) or Assistant Dean, Students who will consult with the Academic Director.

**Praxicum and UYRWR**
The Intensive Program in Poverty Law satisfies the Praxicum requirement and provides options for students who would like to qualify for the Upper Year Research and Writing Requirement.

**Students with Disabilities**
PCLS and Osgoode are committed to ensuring that the Intensive Program in Poverty Law is accessible to all students. Students requiring accommodations in the application or selection process should contact the Academic Director or Nadia Azizi in the Office of Experiential Education. After the selection process, all students selected for the program will receive communications regarding how to pursue accommodations procedures for their upcoming term at PCLS. The Clinic’s aim is to proactively identify and plan for accommodation needs as early as possible after the selection process to ensure that all students have inclusive and productive learning experiences.

**Summer Employment**
Each year PCLS applies to Legal Aid Ontario for funding for 20 summer student positions. The Clinic’s ability to offer summer work to students is dependent upon receipt of this funding. Assuming the same level of funding as prior years, students who accept a position in the Program will be eligible for summer employment at the Clinic. The Clinic hires 12-16 new students who will be entering the academic program in the next academic year (half of these being students who are coming in the Fall, and half those coming to the Clinic in the Winter); four to eight positions are reserved for students who have already completed the Program. This is done to provide a measure of continuity for client files as well as to ensure that there will always be a core of experienced students at the Clinic who are able to assist the new students.

PCLS is committed to employment equity and will give priority to applicants who are members of traditionally disadvantaged sectors of our society, where competence is equal. The Clinic may also consider students’ career goals and current financial need. Students are advised that typically PCLS is only able to offer relatively modest summer salaries.

**Investor Protection Clinic (IPC)**
LW 7670.03 (Fall), 7671.03 (Winter) – clinical component and 7672.03 (Winter) - seminar
Director: Professor P. Puri

The first program of its kind in Canada, the IPC consists of two components: (1) A Clinic that provides students the opportunity to grapple with real-life problems and issues of harmed individual investors; and (2) An Academic Seminar that facilitates the integration of reflection and practice, building upon work being undertaken by students at the Clinic and providing a more conceptual framework for their practical day-to-day work. Students will develop specialized, advanced and critical knowledge of investor protection issues, investor recovery mechanisms and gaps in the current system through a program that integrates scholarly perspectives, skills development and reflective practice.

Pre-requisite or Co-requisite: Securities Regulation and Business Associations

The Investor Protection Clinic (IPC) consists of two closely integrated components:
• The Clinic, housed at Osgoode Hall Law School, will offer students the opportunity to grapple with difficult and complex legal issues relating to investor protection and investor recovery (such as through litigation, mediation and arbitration procedures, and investor education outreach); and
• An Academic Seminar whereby students will develop specialized, advanced and critical knowledge of investor protection issues in an academic program that integrates scholarly perspectives, skills development and reflective practice. The seminar will also enable students to develop skills in dispute resolution, negotiation, oral and written advocacy and legal research and writing.

Clinic (6 Credits, Credit/No Credit): Open to second- and third-year students, the IPC requires attendance and active participation during the entirety of the academic year. The Clinic will begin with a training program to prepare students for the breadth and depth of issues that they may encounter at the Clinic. It will include an overview of: (i) Key types of investments and investment products; (ii) The range of issues that may arise (misappropriated funds, fraud, unsuitable investment recommendations, unsuitable recommendations to borrow to invest, nondisclosure of fees, churning, inappropriate advice, unauthorized trading, misrepresentation, and so on); (iii) Key mechanisms available (court, mediation, arbitration, regulatory complaints, ombudservices, criminal complaints, and internal corporate complaints processes) as well as procedural aspects for each; and (iv) Client intake skills. This skills training at the beginning of the year will provide a foundation for students to commence at the Clinic and deepen their learning through regular group and one-on-one meetings with the Academic Director as well as ongoing supervision by lawyers from the supervising law firm. The Clinic’s clients will be selected by the Academic Director based on need, scope and available resources.

Students will work closely with their supervising lawyers to interview potential clients, suggest legal options to clients, draft documents (including complaint letters), assist clients with ombudservice resolution processes, facilitate mediation and arbitration procedures and/or assist with court hearings.

Academic Seminar (3 Credits, Graded): The Academic Seminar provides a critical understanding of the theory, policy, nature and design of the investor protection framework in the Canadian legal and regulatory landscape. Students will develop perspectives from which to understand, critically assess and think constructively about what investor protection means as a dynamic social, economic and political construct. Students will be encouraged to consider the competing and complimentary nature of public regulatory mechanisms, private civil lawsuits through the courts, self-regulatory mechanisms including mediation and arbitration, and corporations’ internal complaints mechanisms. Students will be encouraged to explore the challenges and gaps in the current framework of investor protection.

Topics to be covered include: (i) History and development of the investor protection mandate; (ii) Current debates on deterrence versus investor compensation and recovery; (iii) Efficacy of current investor recovery procedures, their policy rationales and where they leave gaps or fall short; (iv) Innovative mechanisms on the horizon in Canada and
other jurisdictions; (v) Reflective practice (praxis) in the context of investor protection; (vi) the potential and limits of the utilization of corporate law, securities law, contract law and fiduciary duties in the quest for better investor protection outcomes.

There will be two evaluation components: attendance, participation and short, journal reflections (worth 25% of the grade) and a substantial research and writing project (worth 75% of the grade). Each student will be expected to prepare written work of at least 7000 words in length, excluding notes, bibliography and appendices. As such, the seminar will satisfy one of the upper year writing requirements.

**International & Transnational Law Intensive Program**
LW 7370.10, LW 7371.02, LW 7372.03
Director: Professor C. Scott

**Preliminary note on the impact of COVID-19:**
With respect to 2021-22 program, details must be read against the backdrop of some remaining uncertainty regarding the specific impact COVID-19 might have on the International and Transnational Law Intensive Program (ITLIP). Especially since a large percentage of ITLIP placements are outside of Canada and almost all are outside of Toronto, measures that a given country, province, city or partner institution decides it must take could impact on how a placement proceeds. In 2020-21, all interns did remote placements except for one (in Halifax, due to how well Nova Scotia was dealing with the pandemic).

However, due to the roll-out of vaccines and projected permission for York students to travel outside Canada by winter term of 2021-22, it is quite likely that all or most placements will be in-person. There may also be an internship or two specifically designed as remote (e.g. quite likely the one with Koe Koe Tech, a Myanmar social enterprise and NGO that has had to relocate due to the coup and human rights abuses there). All that said, if there are subsequent waves of COVID-19 here or in partner locations (or if future variants start to prove vaccine-resistant), it is possible that adjustments or adaptations may need to be made on an individualized basis to one or more placements. In that regard, we must keep in mind that, amongst all the other inequalities laid bare by this pandemic, delayed vaccination for many parts of the world will remain a reality well into 2023. This could yet affect placement possibilities with UNICEF and with the Arusha, Tanzania, branch of the International Residual Mechanism for Criminal Tribunals.

Notwithstanding the above comment on prolonged struggles against COVID-19 lasting at least until 2023 in some parts of the world, it is very likely that ITLIP will be able to operate entirely or mostly free of COVID-19 concerns for the 2022-2023 year.

**Overview:**
Open to upper year JD students, the International and Transnational Law Intensive Program (ITLIP) is offered in the Winter term each academic year. Students develop specialized, advanced and critical knowledge of international and transnational law and its daily, on-the-ground operation in a program that integrates scholarly perspectives, experiential learning, skills development and reflective practice. ITLIP is a full-term program (15 credits) and consists of three closely integrated parts, each its own course on the student’s final transcript:
(1) (graded by Credit / No Credit) a Winter term placement of three months in either an intergovernmental organization located in Canada or abroad, or a law clinic, non-governmental organization, government department or law firm in Canada that grapples in a significant way with international and/or transnational law questions/issues (such as through litigation, legislative change and other advocacy);

(2) (letter grade) an online academic seminar conducted once a week by videoconference; and

(3) (letter grade) a research paper, generally related to the field of international and/or transnational law that is the focus of the placement organization

To different degrees depending on a student’s placement, ITLIP enables students to develop skills related to dispute resolution, handling ethical dilemmas, collaborative/team work, work-flow and time management, international/transnational law compliance and implementation processes (both at international and national/local levels), research and writing, and policy development and advocacy. The online/Zoom seminar meetings commence once the students are in place with the partner organizations and continue every week for the entire semester, with the exception of Reading Week. The research paper that the students write during their placement is separate from their placement duties. During the placement, students are required to submit three journals – approximately, one per month. These journals serve as a basis for the Director to engage students on their progress and challenges in their placements; aspects of the journals may also serve on occasion as a basis for sharing of experience amongst the students via an eClass forum and/or during the online seminars.

Apart from the placement, seminar, and research paper, there are two further components of ITLIP. One is the Public International Law pre-requisite; students must have completed this course in the Fall semester if they have not already done the course. (Furthermore, students may be advised by the Director of other Fall semester courses they might consider taking to enhance preparation for their specific placements.) The second is a placement training session held online in early January a week before or in the same week that students begin their placements.

What follows is further detail on the three separate courses that combine to make up 15 credits:

Seminar LW 7371.02, (2 Credits, graded):

The seminar takes place online once a week on a day and at a time that is worked out with the students, considering time zones. That said, it is presumptively to be on Tuesdays, at 10 am – 12pm Eastern Standard (Toronto) Time, possibly with some adjustment when daylight savings time starts. There is no seminar during the Osgoode Reading Week. The seminar is offered using a video-conferencing platform (to date since ITLIP’s inception, Zoom) for the real-time online weekly class and using eClass for postings and asynchronous discussions between the Zoom sessions. Where the seminar takes place during the ordinary workday for a given placement (this depends on a student’s time zone), students should ensure their partners understand the need (already conveyed to the partners by the Director) to have a scheduled break from placement work for that online session every week.
The seminar’s focus is heavily on “transnational law” ideas, issues and contexts, as a follow-on from the more traditional interstate-law focus of the mandatory pre-requisite Public International Law course. It involves a mix of readings designed to deepen students’ understanding of the nature, operation and impact of international law, international organizations, transnational law, and transnational actors like corporations and non-governmental organizations as a dynamic set of interacting social institutions rooted in history, competing normative perspectives, and unequal power relations. The goal is to foster the development of perspectives from which to critically assess and think constructively about international and transnational law and associated institutions’ impact on society, both globally and locally. The seminar topics encourage students to make connections with their placement contexts while also engaging in reflection beyond those contexts. The seminars will be devoted mostly to discussing the academic readings with time periodically set aside for discussion of student experience across the placements.

Evaluation will combine an assessment of pre-seminar postings in advance of the readings for a required number of weeks, attendance, and contributions to the seminar discussion. The journals that are required as part of the placement will be assigned a part of the seminar mark with a presumptive common grade – i.e. the same grade assigned to all, on condition of meeting the deadlines for them and engaging in a threshold of meaningful reflection within them; however, an especially strong set of journals may be used as help the instructor decide between grade categories where a student’s seminar grade is otherwise on the border between grades.

Placement LW 7370.10, (10 Credits, credit/no credit):

In the Winter term, students are placed with a partner organization for three (3) months, generally from the start of the second week of January to the end of the first or second week of April each year. They are assigned a supervisor at the partner institution. The Director of ITLIP consults with the supervisor at a mid-point in the placement and then at the end of the placement in order to arrive at an overall assessment of the student’s performance; a written narrative of that performance is then prepared by the Director for the student’s Osgoode transcript. Insights from the student journals and discussions with the student can help round out the Director’s understanding of the student’s experience and performance.

Students will be engaged in providing legal and law-related services within these organizations and to any clients that the organizations might have, and/or critically engaging with international and transnational law issues through legal research and/or policy analysis. Students are accepted into the ITLIP program with no commitment as to specific placement. Placement decisions are made by the Director in consultation with the relevant partner organizations, but program students are first asked to rank their preferences for placements such that these preferences can be taken into account in allocating placements. The Director will guide each student to prepare a nomination package to a given organization, or a formal application in those cases (notably United Nations organizations) where a partner organization has a mandatory application procedure before they can accept an intern.
As noted earlier, journaling is a mandatory component of the placements; three journals must be written by the student as a reflection on what and how they are learning in their placement, with one sent by roughly early February, early March and early April. These journals may also feed into the experience-exchange component of the online seminar. As noted under “Seminar”, the journals can play a ‘tie-breaking’ role with respect to the grade category assigned to the seminar.

By way of example, placements in 2020-21 included: the Office of the Prosecutor of International Residual Mechanism for Criminal Tribunals (IRMCT) in The Hague; the Anti-Racial Discrimination Section and the Special Procedures Branch of the Office of the United Nations High Commissioner for Human Rights in Geneva; Amnesty International in Ottawa; Government of Canada Trade Law Bureau in Global Affairs Canada in Ottawa; Trade and Investment Project at the Canadian Centre for Policy Alternatives in Ottawa; the Centre for Law and Democracy in Halifax; Canadian Lawyers for International Human Rights (CLAIHR); Gardiner Miller Arnold LLP in Toronto; Tunley Law in Toronto; Camp Fiorante Matthews Mogerman (CFM Lawyers) in Vancouver; Centre for Equality Rights in Accommodation (CERA) in Toronto; and Koe Koe Tech in Myanmar. In 2021-22, it is expected that previous partners that could not take students during COVID will be brought back onstream, notably, the IRMCT branch in Arusha, several law divisions at Canada’s Permanent Mission to the United Nations in Geneva, and UNICEF with placement locations to be worked out in tandem with the New York HQ of UNICEF in any given year.

Research Paper LW 7372.03, (3 Credits, graded):

Students research and write a 7000-word academic paper. By current regulation, they are to be submitted on the same date as research papers are due for all Osgoode Winter courses, but a proposal has been put forward to Osgoode’s Academic Planning and Policy Committee for a change to regulations so as to allow for papers to be submitted nearer to the end of April. It is not currently known whether this will be approved.

Partner institutions are asked by the Director to accord the equivalent of the Winter term Reading Week to the student to assist the student in making time for the paper; this time may be given as a consecutive week or as shorter periods adding up to give days and does not have to correspond to the same week as the Osgoode Reading Week.

The paper may not re-purpose material written as part of placement work, but it may build on such work and generally should complement the learning that has occurred in the placement by being on a topic that, in general terms, relates to the field of international or transnational law that has been the focus of the placement. Papers must not use or draw on confidential material from the placement. The student’s placement supervisor may wish to ensure that no confidential material has been used, and is permitted, for that purpose, to look at the paper before its submission at the end of term; for that reason, students should be sure to have completed the paper – or its essence (before a final edit) – at least several days before the submission deadline.
Pre-requisite: Public International Law

Preferred courses: Where a student’s placement is known in advance of the course selection period, the Director may recommend to the student another course along with Public International Law if a course is being offered in Fall semester that is especially relevant to their placement.

Other Osgoode curricular requirements: The ITLIP satisfies the Osgoode “praxicum” criteria, the Osgoode Public Interest Requirement (OPIR) and qualifies for the Upper Year Research and Writing Requirement.

Mediation Clinical Program
LW 7810.03 (Fall), LW 7800.04 (Winter), 7810.02 (Winter)
Academic Director: JP Bevilacqua, Adjunct Professor

This full-year program bridges mediation theory and practice, while actively engaging students in the provision of conflict resolution services through the Osgoode Mediation Clinic and its community partners. Students learn the theory that underlies mediation as well as the skills needed to actually mediate conflicts. Under the guidance and direction of the Mediation Clinic Directors, students also engage in a variety of mediation services including undertaking community outreach, facilitating dispute-resolution workshops, and conducting community and Small Claims Court mediations.

For their clinic work, students are divided into one of three divisions: Campus/Clinic, Neighbourhood, and Family and Youth. Students remain in the same division throughout the year and work with both the Clinic Director and community partners in fulfilling their clinic work.

Students participate in a weekly three-hour seminar that focuses on class discussion of the recent dispute-resolution literature, including the utility of mediation in civil and criminal disputes, mediation advocacy, access to justice, innovation, community-mediation issues, as well as cultural, power, ethical and professional responsibility issues in alternative dispute resolution and principles of dispute-system design. The seminar includes a major research paper addressing one or more theoretical issues with observations based on the students’ practical experience.

Grading and Evaluation
Graded (Winter term) 4 credits: Class participation (10%); Major Research Paper or Project (60%); Mediation assessment (10%); and Community engagement work product (20%).

Credit/No-Credit 5 credits total: Fall (3) and Winter (2): Clinical work including conflict resolution work within the community; community workshops; and community outreach.

The Mediation Clinical Program satisfies the praxicum and OPIR requirements and qualifies for the Upper Year Research and Writing Requirement.

Osgoode Business Clinic
LW 7600.02 (Fall) & 7610.02 (Winter)
Director: Professor S. Ben-Ishai

The objective of the Osgoode Business Clinic is to fuse students’ doctrinal education in commercial law with experiential training thereby providing a holistic educative experience. Students are put into teams of 2 – 4, assigned a business client and supervised by a team of lawyers from Stikeman Elliott. The files typically involve providing basic but typical legal advice and documents (i.e. incorporation, drafting sales contracts, subcontracts). Clinical
clients cannot otherwise afford professional legal services but are attempting to start up or raise the sophistication of their small company or sole proprietor business practices. The clinic presents an opportunity to “practice” law and learn without any billing, status, volume or commercially related pressures. The Osgoode Business Clinic provides students with skills-based training that includes: retainers; case management; client interviews; identifying the appropriate commercial structure and documents; legal drafting; negotiation; reporting letters and file closing. The clinic often provides students with their first ever challenge involving managing client expectations and focusing client wants.

Student duties include:

- Physical and/or electronic meetings with the client;
- 3 compulsory classes at the offices of Stikeman Elliott (in-person or virtual) (2 in the Fall, 1 in the Winter);
- Weekly virtual OBC classes in the first half of the each term;
- Monthly virtual classes thereafter; and
- Weekly written reports to the Director throughout.

The approximate time commitment is as follows:

1. Files: approximately 40 hours per semester for two semesters;
2. Meetings: with supervising counsel approximately 15 hours per semester for two semesters (including the off-site Stikeman classes); with OBC Director approximately 12 hours per semester for two semesters; and
3. Reports: written weekly, approximately 10 hours per semester.

Participation in Osgoode Business Clinic is by permission of the Director. Students must register for the Fall and Winter semesters.

The Osgoode Business Clinic, taken in conjunction with Case Studies in Business Enterprises, satisfies the Praxicum requirement.

**Test Case Litigation Project**

LW 7070.03 (Fall), LW 7071.03 (Winter), 7072.03 (Winter)

Not Offered in 2021 - 2022

The Test Case Litigation Project provides an opportunity for students to learn the theory and practice of using litigation as a tool of law reform and social change, while also gaining hands-on experience assisting practitioners engaged in actual test cases.

This full-year, 9-credit program is divided into three major components: a 1-semester seminar; a placement with a firm, organization or practitioner involved in test case litigation; and a paper requirement. Each component of the program is worth three credits.

The seminar, which takes place during the fall term, is designed to expose students to both the theory behind using litigation as a social change strategy, as well as introduce them to the major practical considerations involved in conducting a test case. Topics to be covered include the lawyer’s relationship to clients and affected communities; justiciability; standing; remedies; funding litigation; expert evidence; and appellate procedure. Readings include traditional materials like case law and scholarly writing, but also podcasts, court filings, and transcripts from hearings.

During the winter semester, students will be placed with lawyers currently engaged in test case litigation before courts and tribunals.
Students are expected to contribute approximately 12-16 hours per week to their placement. Depending on the need of the placement partner, student work may involve legal research, interviewing witnesses, drafting pleadings or affidavits, or assisting in the preparation of factums.

Students are also required to write a 7,000-8,000-word paper which engages with the theoretical and practical issues dealt with in the seminar. Topics are to be set in consultation with the course Director: but may address any aspect of test case litigation. The paper is due at the conclusion of the Winter semester, and students are encouraged to integrate the experiences they have gained from their placements into their work.

Both the seminar and the research paper are graded, while credit for the placement will be given on a pass/fail basis.

The Test Case Litigation Program satisfies the Praxicum requirement and qualifies for the Upper Year Research and Writing Requirement.

**Intensive Research Program**

**LW 7020**

This program offers the opportunity for intensive work under the personal direction of a full-time faculty member, at an advanced level. While a major research paper will be the keystone of each student’s research over two or three terms it will be set in the context of work in related courses and seminars. Students may also take, with approval, some non-related courses and seminars of more general interest. Students may have the opportunity to participate in a symposium run by faculty researchers and providing a forum for the exchange of research results and methodologies. Completed research programs have covered a variety of topics from the use of the videotape in the court to the inference drawing processes of the jury. The past academic and employment experiences of the student do seem to have had a bearing upon what has been researched. If you wish to pursue such a program, first locate a supervisor. Professor cooperation is crucial.

**Notes**

- A student may receive credit for a Research Program of not less than 15 and not more than 30 credit hours which may extend through his or her second and third years.
- A student will be permitted to pursue a Research Program if, in the opinion of the Assistant Dean, Students:
  - the student's academic record in the law school and elsewhere, and other relevant evidence, shows promise of the ability to conduct with distinction a major program of research;
  - the proposed research program is within the student's capacity, and his/her entire plan of study is otherwise satisfactory; and
  - he/she will receive adequate supervision.
- A Research Program will normally extend throughout a student’s three final semesters, but, with the consent of the Assistant Dean, Students may extend through the final four or final two semesters.
- A student seeking permission to pursue a Research Program shall submit, to the Assistant Dean, Students not later than 10 days prior to the commencement thereof, a statement from the proposed supervisor stipulating:
the topic or field of research, and a tentative outline of research;
• The amount of academic credit to be obtained and date for submission of the completed research paper; and
• consent to provide supervision.

- Any change in the conditions of supervision may only be obtained upon filing of a new form, signed by the supervisor and with consent of the Assistant Dean, Students.

- The Assistant Dean, Students on application by the student or the supervisor, or upon her/his own motion, may permit or require the student to terminate a Research Program upon such terms and conditions as she/he may decide.

- Students who elect to take this program shall not:
  o be enrolled in another 15-credit clinical program, e.g. Parkdale, Criminal Law, Immigration & Refugee Law over the second and third years;
  o be enrolled in more than four seminars in addition to the Research Program over the second and third years;
  o for the purpose of this rule, "seminar" includes Personal Research, 15 credit clinical programs, and seminars in other faculties and departments.

Students who are interested in undertaking a Research Program must consult with faculty to obtain an appropriate supervisor. Not all faculty are able to undertake student supervision in any given year.

Students interested in pursuing a Research Program should contact the Assistant Dean, Students.

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**JOINT PROGRAMS – JD/MBA, JD/MES, JD/MA (Phil)**

Osgoode Hall Law School offers three Joint Programs, in which students can complete 2 degrees in a condensed time period: JD/MBA; JD/MES; JD/MA (Phil).

**JD/MBA Joint Program**

Osgoode Hall Law School, in conjunction with York University's Schulich School of Business, offers a four-year, full-time program leading to a joint JD/MBA degree. Students in the Joint Program spend their first year in either the Law School or the Business School, their second year in the first year of the other program, and the remaining two years taking courses in both programs.

Successful applicants are asked to select the program in which they prefer to commence their studies. While such preferences are given utmost consideration, the Faculties of both schools reserve the right to designate initial programs.

Applicants for the Joint Program must apply separately and satisfy the entrance requirements of each program, including the writing of the Law School Admission Test (LSAT) and the Graduate Management Admission Test (GMAT). While most students apply to the Joint program prior to commencement of either their JD or MBA degree studies, a small number of students completing their first year of either program are considered for admission to the Joint program, upon appropriate application to the other Faculty.

**Graduation Requirements**

- 45.00 credit-hours of Schulich School of Business courses
• 81 credit-hours of Osgoode Hall Law School courses (36 first year and at least 45 upper year)
• successful completion of the Upper Year Research and Writing requirement (one in Year 3 and one in Year 4)
• 40 hours Osgoode Public Interest Requirement (as per our Handbook)
• successful completion of the Praxicum requirement
• successful completion of Indigenous & Aboriginal Law Requirement

The Academic Program

Year 1
EITHER
• 27 credit-hours of Schulich MBA 1 Required Foundations of Management Core Courses
• 3 credit-hours of Schulich MBA elective courses

OR
• 36 credit-hours (9 courses) of required Osgoode Hall Year 1 curriculum

Students with previous business degrees who receive waiver with replacement for Schulich MBA 1 Required Core Courses must replace these core courses with Schulich elective courses. (There is no advanced standing granted in the JD program.)

Note: All joint JD/MBA students are required to take MGMT 5500.00 at Schulich in their first year of the Joint Program. This is a compulsory non-credit seminar course.

Year 2
• the Year 1 required program in the other school

Years 3 and 4
Students in the JD/MBA Joint Program enrol in a normal full-time course load of between 13 -17 credit-hours of courses per term (consisting of a combination of JD and Schulich courses, in the third and fourth years of the program).

Note:
• Students will not be eligible to advance to the final two years of the joint degree program if their grade point average (GPA) in the first year of Osgoode is lower than 5.5 (B), or is lower than 5.0 (B) in the first year of Schulich.
• Students ineligible to continue in the Joint Program may continue separately in either the MBA Program at Schulich or the JD Program at Osgoode, provided they maintain the required standards of the respective program.

A combination of Schulich and Osgoode courses, consisting of:
• at least 15 credit-hours at Schulich (note that for the MBA, two required Foundations of Management Core Courses: SGMT 6000 3.00 Strategic Management and MGMT 6090.00/MGMT 6100. 3.00 Strategy Field Study can be taken in either Year 3 or Year 4 of the Joint Program).
• at least 45 academic credits of Osgoode Hall Law School courses, including LW 3820 3.00, the mandatory 4th-year JD/MBA Seminar at Osgoode
• completion of the Upper Year Research and Writing Requirement (a major paper of at least 7000 words worth at least 60% of the course grade in each of year 3 and 4 of the joint program)
• completion of the Praxicum Requirement
• 40 hours Osgoode Public Interest Requirement (as per our Handbook)

For further information and details about the curricular requirements of the Joint Program or typical career opportunities that emanate from the Joint Program, please contact the Program Director, Professor Peter Macdonald,
Admissions
Applicants to the joint program must apply and be admitted separately to the MES and JD programs. Upon admission to both Faculties, students are admitted to the joint program. Students typically apply to both programs simultaneously, but may also apply to the joint program during their first year in either the MES or JD program.

For information regarding the MES application deadlines and admission requirements visit the Faculty of Environmental & Urban Change (EUC) website.

The minimum, and typical, time to complete the Joint Program is 3 2/3 years of full-time study. Students must satisfy the requirements of both the JD and MES degrees to graduate from the joint program. Successful integration of the two fields is challenging, and approaches to integration take many forms. Each student prepares an individualized MES Plan of Study. This Plan of Study is the central feature of each student’s academic activity in the joint program and outlines the intellectual framework for integrating the fields of environmental studies and law. Joint program students are also required to participate in and contribute to the JD/MES program seminar series. Four seminars are offered each academic year.

Students in the MES program progress through three stages:

- **MES I:** Students formulate their initial Plan of Study. This stage usually encompasses one term of full-time study.
- **MES II:** Students pursue formal coursework, individual directed studies and/or field experience, and draft their Major Research Paper, Project or Thesis proposal. This stage usually encompasses

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pmacd@rogers.com, and/or visit the Schulich website.

**JD/MES Joint Program**

The Master in Environmental Studies/JD Joint Program was established in 1974 between Osgoode and the Faculty of Environmental Studies (FES). The first and only program of its kind in Canada, it is at the cutting edge of interdisciplinary teaching and research in law and environmental studies nationwide.

The purpose of the JD/MES Joint Program is to encourage the integration of these two critical fields of study and to prepare students for a range of opportunities in environmental affairs, law or planning. It offers students the opportunity to complete both the MES and JD degrees in just under four years, approximately one year less than it would take to complete the two degrees separately.

This unique program brings together one of Canada’s top law schools with one of its most innovative environmental studies faculties. It draws upon Osgoode’s recognized strength in social justice, environmental, planning and aboriginal law, and FES’s acclaimed leadership in interdisciplinary environmental education.

The program attracts a small group of some of the best students interested in environment and law nationwide. There are typically around 20 students in the program at any time. They are often among the strongest in both the JD and MES classes and have won numerous prestigious awards and scholarships. Graduates of the program have gone on to a variety of positions in government, private law firms, non-profit organizations, business, the academy and other settings.
1-2 terms of full-time study in EUC and/or Osgoode.

- **MES III** – students complete the Major Research Paper, Project or Thesis. This stage usually encompasses 1-3 terms of full-time study in EUC and Osgoode.

The MES Major Research Paper or Project focuses on integration of environmental studies and law. Osgoode professors are available to supervise Joint Program students’ research. The Major Research Paper also qualifies for Osgoode’s Research & Writing Requirement.

**Sequence of Study**

Students may choose to start the program either at EUC or at Osgoode. This affects the sequence of study in Years 1 and 2, but Years 3 and 4 are roughly the same for both options.

In exceptional circumstances, it is possible for students to apply for entry to the MES/JD joint program during their 2L year. In this pathway, certain unique aspects of the MES/JD program apply. Interested students should contact the Osgoode joint program coordinator, Prof Dayna Scott at dscott@osgoode.yorku.ca for more details.

**Year 1**

- **OPTION A:** Start at EUC: Students register full time in the MES Program for the Fall, Winter and Spring/Summer terms.
- **OPTION B:** Start at Osgoode: Students register full time in the JD First Year Program for the Fall and Winter terms. They have the Spring/Summer term free.

**Year 2**

- **OPTION A:** Students who started the program at EUC the previous year register full time in the JD First Year Program for the Fall and Winter terms and register full time in the MES program for the Spring/Summer term.
- **OPTION B:** Students who started the program at Osgoode the previous year register full time in the MES Program for the Fall, Winter and Spring/Summer terms.

**Year 3**

Students register full time in the JD upper year program for the Fall and Winter terms. They register full time in the MES program in the Spring/Summer term, working on the MES Major Research Paper Project, or Thesis, and/or pursuing a law-related work placement which qualifies for MES credit.

**Year 4**

Students register full time in the JD upper year program for the Fall and Winter terms. They complete the MES Major Research Paper, Project or Thesis if not already completed. They pass the MES final examination and convocate from the joint program in the Spring.

**Completion**

Normally, students complete both the MES and JD degree requirements by the end of the Winter term of the fourth year of the program. In total, students must register for six terms at Osgoode and usually 4-5 terms at EUC. Up to 15 MES credits may be counted toward the JD degree. This allows students to take a reduced Osgoode course load in Years 3 or 4 to devote time to their MES Major Paper, Project or Thesis.

Some students may need to register for an additional term(s) in EUC to complete the MES requirements, and in some cases, this may delay graduation from the JD program and commencement of the articling or bar admission process.
Adequate participation in the JD/MES Program Seminar Series, as determined by the JD/MES Program Coordinators, is an MES degree requirement for JD/MES students.

**Graduate Student Status**

Once students are registered in the MES portion of the Joint Program, they attain graduate student status for the duration of the Joint Program, even when they are registered in the JD program at Osgoode. To maintain this status, Joint Program students must pay a nominal fee to EUC during each term that they are registered at Osgoode. As graduate students, Joint Program students are eligible for graduate student funding, including Graduate Assistantships at FES and Osgoode, and Teaching Assistantships in any York faculty. When registered full time at Osgoode, Joint Program students are also eligible for Osgoode scholarships, awards and bursaries including undergraduate awards.

**Fees**

Students pay regular JD tuition fees to Osgoode for the six terms they are registered at Osgoode. They pay regular MES tuition fees to EUC for the terms they are registered at FES, plus the $15 FES registration fee for each term they are registered at Osgoode.

Questions about the JD/MES joint program may be directed to Law faculty coordinator, Professor Dayna Scott dscott@osgoode.yorku.ca.

**JD/Master of Arts (MA) in Philosophy Joint Program**

The joint Juris Doctor/Master of Arts in Philosophy (JD/MA) program, offered by Osgoode Hall Law School and the Department of Philosophy at York University, provides students with the opportunity to develop skills and acquire knowledge at the many intersections of law and philosophy. It is the only program of its kind in Canada, and it draws on Osgoode’s existing strength in legal theory and the Department of Philosophy’s recognized strength in moral, political, and legal philosophy. The program is ideal for students who either wish to pursue further postgraduate study and, ultimately, an academic career, or plan to seek out opportunities in legal practice and want to enhance their demonstrated capacity for research, writing, and sustained analysis.

Students must apply and be admitted separately to both the JD and MA programs, indicating their interest in the dual program. The program is completed over four years. In the first year of the program, students complete the first year of the JD program. In the second year, they enter the MA program on a full-time basis and complete the coursework component of the MA degree. In the third and fourth years, students return to the JD program, but they are encouraged to take an additional graduate course in philosophy, and they are required to complete a major research paper on a topic at the intersection of law and philosophy, jointly supervised by a faculty member in the law program and a faculty member in the philosophy program. Successful completion of the dual program will be validated by the issuance of two parchments, one for the JD and one for the MA, and transcripts issued in relation to the two programs will include a clear statement of the nature of the dual program.

For more information about the JD/MA program, please contact one of the program’s directors: Professor Michael Giudice (giudice@yorku.ca) or Professor Palma Paciocco (ppaciocco@osgoode.yorku.ca).
**JD/LLB (Civil Law) Degree Program**

Fourth Year Degree - Osgoode Hall Law School / Université de Montréal, Faculté de Droit

Osgoode Hall Law School of York University and the Faculté de droit, l’Université de Montréal have established a program for the granting of the York degree in common law and the Montréal degree in civil law for law graduates from either institution.

The program has been established to develop a closer academic relationship between the two law schools. As part of the Program, opportunities have been created to enable the students at each school to develop and strengthen a bilingual and bicultural understanding of Canadian legal institutions.

An Osgoode JD graduate is given two years advance standing towards the Montréal civil law degree and, on successful completion of one year of study in civil law at l’Université de Montréal, will be awarded the Montréal LLB (Civil Law) degree. Likewise, a Montréal graduate is granted two years advanced standing at Osgoode and can obtain the Osgoode JD degree with one year of study.

For more information about the JD/LLB (Civil) program, contact the program director, Professor S. Drummond (sdrummond@osgoode.yorku.ca).

**EXCHANGE PROGRAMS AND LETTERS OF PERMISSION**

Law students around the globe have come to regard the opportunity to study abroad or at another institution as an important way of enriching their law school experience. Osgoode has joined the front rank of law schools that offer this wonderful opportunity to their students.

Osgoode has identified many opportunities for study abroad in over 14 countries. In addition, students may apply for a Letter of Permission if they wish to propose a study-abroad program at a university which is not on the exchange list. Opportunities fall into four categories:

- Exchange programs, either one term or one year;
- Study abroad programs run by foreign universities, including during the summer months;
- Letters of permission to study at another institution of your choice for up to one academic year;
- Placements and Internships.

**How to Apply to Osgoode Exchanges**

International experience has become increasingly valuable for law students who wish to practice private international law or public international law, who wish to work for NGOs or in any number of advocacy positions, or who wish to pursue any kind of work or academic study that has implications that go beyond the confines of our borders. To this end, Osgoode has been building on its international ties with universities around the globe to create opportunities of international study for Osgoode students.

**Exchange Opportunities**

- Australia: Monash University
- Belgium: Katholieke Universiteit Leuven
- Canada: Université de Montréal
- China: Chinese University of Hong Kong; University of Hong Kong
- Denmark: University of Copenhagen
• England: University of Kent; Queen Mary University
• France: Aix-Marseille University
• Germany: Bucerius University
• Ireland: Trinity College Dublin; University College Dublin
• Israel: Bar Ilan University; Hebrew University
• Japan: Waseda University
• Luxembourg: University of Luxembourg
• Netherlands: University of Amsterdam; Vrije University
• Scotland: University of Edinburgh; University of Strathclyde
• Singapore: National University of Singapore
• Sweden: Lund University
• Switzerland: University of St. Gallen

Details on international and exchange programs can be found on the Osgoode website.

For more information and assistance, you may contact Karen Willoughby, International & Academic Programs Coordinator at karenw@osgoode.yorku.ca.

The application deadline falls in early January for the following academic year. Applicants should be in good academic standing and have a minimum B average in their law studies.

The application is available through MyJD starting in late November.

York International Exchange Programs
York University international exchange programs allow Osgoode students to spend a semester or a year at a Faculty of Law at an even greater number of overseas universities. Some universities with which York has developed exchange programs are Flinders University of South Australia, University of Stockholm, Keele University (England), University of Helsinki (Finland), and Tel Aviv University (Israel). For more information you may visit the York International website.

LAW SOCIETY INFORMATION

Admission to the Practice of Law in Ontario
The following information is a very general overview of the process for being admitted to the practice of law in Ontario. Please ensure you visit the Law Society of Ontario (“Law Society”) website for information relating to the licensing process for your projected year of call. In addition, the Career Development Office will provide important information throughout the year via email and share updated resources on MyCareer.

Please note that adjustments were made to the licensing process as a result of the COVID-19 pandemic for those who commence articles between May 1, 2020 and April 30, 2022, namely a reduction to the minimum length of the articling term from 10 months to 8 months. At the time of this writing, it is unknown whether these adjustments will still be in place for those who will commence articles beyond April 30, 2022. Please refer to the Law Society’s website for the most up-to-date information. The information below will make reference to the typical 10-month articling term.

As an overview, to be admitted to the practice of law in Ontario, you must:

• have successfully completed all components of the Licensing Process as required (more details below);
• have paid all Law Society fees, including the experiential training fee and the call to the bar fee;
• have filed the required documents;
be of good character, as required by section 27(2) of the Law Society Act - candidates have a continuing obligation to keep the responses to the questions set out in the Good Character Section of their Application current, complete and correct prior to the date of call; and have submitted all the required call to the bar related documents.

The academic requirements for applying and entering the Lawyer Licensing Process are as follows:

- Successful completion of an LLB or JD degree that has been accepted by the Federation of Law Societies of Canada; or
- Possessing a Certificate of Qualification from the Federation’s National Committee on Accreditation.

An Osgoode Hall Law School JD degree is accredited by the Law Society of Ontario for enrolment in the Licensing Process.

Licensing Process Information

The Licensing Process
The focus of the licensing process is to ensure that candidates have demonstrated that they possess the required competencies at an entry-level in order to provide legal services effectively and in the public interest. Professional competency is achieved through a combination of knowledge, skills, abilities, and judgment.

Structure
The current licensing process in Ontario for lawyer candidates consists of the following components:

- Licensing Examinations (the Barrister Examination and the Solicitor Examination);
- Complete the Experiential Training Component which consists of:
  - Articling term (typically 10 months); OR
  - Completion of the Law Practice Program; and
- AND completion of the “Good Character Requirement”.

You must successfully complete the Licensing Examinations and either 10 months of articles or the LPP, submit all required documents, and pay all required fees to be eligible to be called to the Bar of Ontario.

Registration
Typically, the registration for the licensing process will take place in the fall term of your third year. Information about registration will be circulated through the Career Development Office and will also be available on the Law Society website.

The Licensing Examinations
The Licensing Examinations will consist of a self-study Barrister Examination and a self-study Solicitor Examination. The Licensing Examinations assess entry-level competencies, which have been defined by the legal profession through a rigorous development and validation process. A competency is defined as the knowledge, skill, ability, attitude or judgment required for entry-level practice. Additional information on the Licensing Examinations can be found here.

Experiential Training Component
Experiential training enables candidates to apply their formal learning and develop their skills, professional abilities, judgment, and to learn about what it means to be a lawyer. The experiential training component of the Licensing Process is designed to assist the
candidate to become prepared for entry-level practice. The two approved experiential training pathways are the Articling Program and the Law Practice Program. Both pathways fulfil the required experiential training competencies for candidates established by the Law Society.

**Articling**
Candidates registered in the Licensing Process may begin the Articling Program at any time upon completion of a JD or LLB or receipt of an N.C.A Certificate of Qualification.

The Articling Program requires candidates to work consecutively for 10 months with an approved Articling Principal. The Law Society may not recognize any time served during an articling placement with an unapproved Articling Principal; therefore, candidates are required to confirm that their Principal has been approved to serve as an Articling Principal before starting the placement. See the Articling Principal section of the Law Society website.

Candidates are responsible for finding their own articling placement, and the Law Society has resources like the Articling Registry and the Mentorship Program to help with their search. The Career Development Office will assist students with the creation/updating of resources on articling, posting advertised positions MyCareer, and facilitate information sessions.

- **Law Practice Program (LPP)**

The LPP consists of a four-month training course and a four-month work placement. Candidates who select the LPP experiential training path must complete both the training course and the work placement. The program runs consecutively from late August/early September until the end of April. Presently, Ryerson University provides the English program and the University of Ottawa provides the French program.

  i. **English LPP at Ryerson University**
  The LPP at Ryerson University is typically held from late August to the end of April annually. The training course component will run from the end of August to the end of December, and the work placements will run from early January to the end of April. The LPP at Ryerson replicates the experience of working in a law firm using interactive web-based modules and digital simulation tools. The training course component of the LPP at Ryerson is offered largely online. However, candidates will be required to attend in person in Toronto for approximately three weeks (pending any limitations regarding the COVID-19 pandemic).

  ii. **French LPP at Ottawa University**
  The LPP at the University of Ottawa is typically held from early September to the end of April annually. The training course component will run from early September to the end of December and the work placements will run from early January to the end of April. The LPP at the University of Ottawa provides intensive, hands-on training in a smaller group format. Candidates are required to attend in person in Ottawa for the duration of the four-month training course (pending any limitations regarding the COVID-19 pandemic).

The University of Ottawa requires that candidates enrolled in the LPP be fluent in French in order to maximize success in the
interactions, skills activities and assessments. Candidates who have not previously studied law in French will be required to successfully complete a language proficiency examination before being accepted into the French LPP. The proficiency examination will be administered by the University of Ottawa. Candidates are encouraged to check the University of Ottawa’s Law Practice Program website in English or French.

If you are interested in the LPP, you are encouraged to consult the applicable program’s website (English or French) for the most up-to-date information, including the exact program delivery dates and registration deadlines. The Career Development Office also advertises the annual information sessions and posts them in the Events Calendar in MyCareer.

The Importance of a Well-Rounded Law School Curriculum
The Law Society neither requires nor recommends that students limit their curriculum to the subject matters covered in the licensing examinations and does not require students holding an accredited JD to have completed particular courses in law school (other than the law school mandatory courses) before entering the Licensing Process.

The Law Society also recognizes the importance of a diverse student curriculum. The constant changes in both the practice of law and in societal demands require that lawyers have a strong theoretical grounding while having the ability to take an inter-disciplinary and comparative approach to law. A well-rounded law school education will meet both the interests of each student and society’s need for competent and sophisticated legal services.

NOTE: It is important that persons in any of the following special categories contact the Law Society of Ontario for information on special requirements: a member of the Bar of another jurisdiction; a holder of a civil law degree only; a holder of a law degree from a jurisdiction other than Canada; and a full-time faculty member of an Ontario law school.

Licensing Outside of Ontario
Students intending to apply for admission to the bar outside Ontario should check with the provincial law society/applicable governing body to ascertain the educational requirements of admission. The requirements of each law society change from time to time and students should ensure that they have the current requirements. The Career Development Office provides information on articling processes across Canada annually, and can assist students in accessing resources for other jurisdictions.

FACULTY ON SABBATICAL/LEAVE

- Professor M. Boittin – Fall & Winter terms
- Professor S. Daum Shanks – Fall & Winter terms
- Professor V. De Stefano - Fall term
- Professor B. Geva – Winter term
- Professor R. Haigh - Fall & Winter terms
- Professor A. Hutchinson – Winter term
- Professor J. Mosher – Fall term
- Professor O. Okafor - Fall & Winter terms
- Professor J. Penney – Winter term
- Professor B. Ryder – Fall & Winter terms
- Professor M. Simmons – Fall & Winter terms
- Professor A. Smith – Fall term
COURSE INFORMATION TABLES

The list of courses and seminars offered in the 2021-2022 academic session are found on MyOsgoode. Click the Syllabus and Enrolment button then on the Course & Seminar Information Tables link.

The enrolment figures in the tables are useful when attempting to letter prioritize your course selections. These figures represent the course enrolment and demand the last term the course was taught by that specific instructor. The initial demand indicates the number of students that assigned a letter priority to that particular course or seminar. The final enrolment figure indicates the number of students who were enrolled in that course at the end of the add/drop period. Please note that enrolment demand fluctuates and the figures presented may not accurately reflect future results.

Note: The sections of Business Associations, Evidence, Family Law, Indigenous Peoples & Canadian Law, and Trusts have a reduced maximum enrollment this year due to the addition of sections as part of our response to the pandemic. Last year’s demand figures for these courses were based on course demands as follows:

Business Associations 80; Evidence 80; Family Law; 80, Indigenous Peoples, 80; Trusts, 80.

When an instructor is new to Osgoode or when a course/seminar has not been offered for more than three years, the demand figures are listed as Not Available (N/A).

- Courses without prerequisites: 2000's;
- Courses with prerequisites: 4000's.
- Seminars without prerequisites: 3000's;
- Seminars with prerequisites: 5000's.