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## **An Introduction to Clinical Education**

The clinical education offerings at Osgoode Hall Law School are the most extensive in Canada and among the most innovative in the world. The Criminal Law Intensive and the Intensive Program in Poverty Law at Parkdale Community Legal Services began almost 30 years ago. They were the first programs in North America to provide intensive full term, 15-credit clinical experiences in actual workplaces. Building on the success of these two programs, full-term intensive programs have been added in Business Law, Immigration and Refugee Law and Aboriginal Law. Osgoode Hall Law School continues to lead the field in the number and variety of its intensive programs.

The full-term intensive programs have been supplemented with programs that are spread over more than one term. Some of these programs offer fewer credits, for example the Innocence Project and the Osgoode Business Clinic, while the Community Legal Aid Services Program (CLASP) offers 15-credits for work undertaken during both academic terms.

Each program has its own character and own criteria for admission. Applications are made in the winter term of the preceding academic year. For example a student applying for a clinical or intensive program offered in September or January will do so in February of the year before.

How does a student decide which is the right program?

Here are some things to think about:

1. Program content  
It is important that you be interested in the area of law, but students do not necessarily have to be planning a career in that area. All of the programs provide generic skills that are applicable in many other contexts.
2. How many credits and for how long?  
Clinical programs providing fewer credits allow a student more flexibility in taking other non-clinical courses. However, some students favour full-term intensives because they can focus completely on their clinical work.
3. Exposure to the “real world”  
Students should determine where the programs are based. Some programs work out of the law school, while others involve time in law offices, government departments, courts or Aboriginal organizations.
4. Community service and social justice  
Whether dealing with a wrongfully convicted prisoner, a person threatened with eviction or an Aboriginal organization needing legal research, a motivated student, under the supervision of experienced counsel and faculty, can make a difference. Community service is an important facet in the Parkdale program, the Innocence Project, CLASP, the Aboriginal Intensive and the Osgoode Business Clinic.
5. Osgoode Public Interest Requirement  
Many of the Clinical and Intensive Programs will satisfy the Osgoode Public Interest Requirement (OPIR). Students enrolled in clinical or intensive programs have the unique opportunity of satisfying both their course and public interest requirements.

## [One-Semester Intensive Programs](#)

## [Aboriginal Lands, Resources & Governments](#)

Co-Director: Professor Shin Imai

Professor Imai has worked in community legal aid clinic, had his own practice, and was counsel at the Ministry of the Attorney General. He was appointed to the full-time faculty of Osgoode in 1997, has served as Academic Director of the Intensive Program in Poverty Law at Parkdale Community Legal Services and as Director of Clinical Education.

Co-Director: Ms Kimberly Murray

Kimberly Murray is the Executive Director at Aboriginal Legal Services of Toronto. She has served on a variety of bodies advising on Aboriginal matters to the City of Toronto, the Law Society of Upper Canada, the Toronto Police Services Board and Legal Aid Ontario. She has been co-counsel on six cases to the Supreme Court of Canada and an intervener in a number of inquiries including the Ipperwash Inquiry. Kimberly is a citizen of the Kahnnesatake Mohawk Nation, Oka, Quebec and a member of the Indigenous Bar Association.

The Intensive Program in Aboriginal Lands, Resources & Governments is the only one of its kind in North America. Designed to provide students, Aboriginal and non-Aboriginal, with opportunities to acquire theoretical

and practical information and skills related to lands, resources and Aboriginal governments that are currently, or are about to be, the subject of policy development, negotiation or litigation.

Important issues in constitutional law, environmental law, land use planning, resource management, and criminal law are examined. The program explores how to address legal issues relating to Aboriginal people in a more open and creative way, giving more emphasis to the historical, economic, cultural, linguistic and spiritual differences that are not addressed in conventional law school classes. The objective of this program is to create a new generation of lawyers better able to address issues related to the partnership of aboriginal peoples in the confederation.

The program begins with two weeks of seminars introducing the substantive law and the skills necessary for the student. As well, students have the opportunity to meet leading members of Aboriginal communities. Students participate in a seven-week placement. Examples of past student placements include land claims research, analyzing new legislation, litigation preparation, presentations to the Chief and Council and accompanying the Crown Attorney to fly-in Courts.

Placements are generally in Canada with Aboriginal organizations, environmental organizations, on reserves, with law firms and with government departments. However, there have also been placements in Africa, Costa Rica, the United States, Australia and New Zealand. When students return they have two weeks in the classroom to share and reflect upon their learning.

**Requirements:**

This 15-credit program is open to up to 16 students who will each be expected to produce written and oral presentations on their placement experience as well as a major research paper. The pre-requisite is one course in Aboriginal Law. Students wishing to have an environmental placement should also have a course on environmental law or land use planning. Student papers are graded and a written evaluation of the placement becomes part of the student's transcript. For more information, visit the Web site: <http://osgoode.yorku.ca/clinicaleducation>.

**Poverty Law at Parkdale Community Legal Services**

Academic Director: Professor Janet Mosher

After 12 years of teaching in the Faculties of Law and Social Work at the University of Toronto, Professor Mosher joined Osgoode in 2001 and serves as the Academic Director of the Intensive Program in Poverty Law at Parkdale Community Legal Services.

Established in 1971, Parkdale Community Legal Services (PCLS) was the first community-based legal aid clinic in Ontario. The Intensive Program in Poverty Law at PCLS has had two goals from its inception: providing progressive legal services for marginalized individuals and communities; and providing clinical education in a poverty law setting. More than 1200 students have participated in the Parkdale program, which is funded by Osgoode and Legal Aid Ontario.

In 1999 PCLS was the recipient of the Law Foundation of Ontario's Guthrie Award that is bestowed upon an individual or an organization performing outstanding public service in the administration of justice.

The program provides an understanding of the social phenomenon of poverty, including its causes and impacts, and a critical analysis of the legal system's and the legal profession's responses to poverty.

After an intensive week of training and an introduction to the Parkdale community in August, students spend a full semester at PCLS in the west end of downtown Toronto. Students are assigned to one of the clinic's four working groups: social assistance, violence and health; immigration; landlord and tenant; or workers' rights. Students are responsible for interviewing clients and carrying a caseload of about 15 active files under the supervision of staff lawyers and community legal workers. Students will occasionally appear before boards, tribunals and courts. In addition to casework, students participate in community organization, education outreach, and law reform activities. During the term students attend a weekly seminar and write a 30-page paper that contributes in some manner to the work and goals of PCLS.

**Requirements:**

The 15-credit program is open to 20 students per term. Students receive a letter grade for the seminar (3 credits) and a pass/fail grade (12 credits) for their work at the clinic. A written evaluation of the student's work at the clinic becomes part of the student's transcript. Parkdale also offers summer positions for 20 students, usually 12 incoming students and 8 experienced students. Applicants who are offered placements are assigned to their term and legal group in March of the preceding academic year.

## **Criminal Law**

Co-Director: Adjunct Professor Joseph Di Luca

Mr. Joe Di Luca is a partner at Di Luca Copeland Davies LLP. He practices criminal law at both the trial and appellate levels and has appeared before the Supreme Court of Canada, The Walkerton Inquiry, The Goudge Inquiry, and Standing Committees of the Senate and Parliament. Joseph is also an adjunct professor of law at Osgoode Hall Law School where he co-directs the Criminal Law Intensive Program.

Co-Director: Adjunct Professor Enzo Rondinelli

Mr. Rondinelli practices criminal law at Lafontaine & Associates in Toronto with a busy and specialized practice in serious criminal matters argued before the Ontario Court of Appeal. Mr. Rondinelli joined the adjunct faculty at Osgoode Hall Law School in 2003-2004. He has appeared at all levels of court, including the Supreme Court of Canada.

The Intensive Program in Criminal Law, which was the first intensive program introduced at Osgoode, commencing almost three decades ago, is designed to provide students with a comprehensive examination of the criminal law adjudicatory process. The opening two weeks of lectures focus on how substantive, procedural and evidentiary law is applied on a daily bases in our criminal courts. During those first two weeks, respected members of the legal and forensic science communities lecture on an array of topics, such as DNA evidence, cross-examining witnesses, drinking and driving, forensic psychiatry, special diversion courts, plea bargaining and judicial perspectives on advocacy.

During the semester students participate in a 10-week internship with a member of the judiciary, Crown counsel or defence counsel. Each Friday, the class meets at the Law School for two of the students to present seminars on selected topics in criminal law. Students also participate in advocacy exercises that culminate in prosecuting or defending a mock trial before a judge of the Ontario Court of Justice. In addition, students have an opportunity to accompany a police officer on a "ride along".

The program concludes with visits to the Centre for Forensic Sciences, the Special Investigations Unit (SIU), a provincial remand centre, a federal penitentiary and the Coroner's Office, where students are afforded an opportunity to view an autopsy.

### **Requirements:**

The 15-credit program is open to 20 students. Students are required to complete two major papers, to prepare a written journal reflecting on their experiences at their placements, and to lead one seminar on a selected topic in criminal law. Letter grades are assigned for each of the two papers, while credit/no credit is granted for the journal, seminar, mock trial and placement. A detailed personal evaluation, reflecting the student's involvement in all aspects of the program (i.e., class participation, seminar performance, conduct of criminal case, journal insights, quality of written work, etc.) will be submitted for attachment to each student's transcripts.

The prerequisites for this program are Criminal Law, Criminal Procedure, and Evidence.

## **Immigration and Refugee Law**

Director: Professor Oleksandra (Sasha) Baglay

Professor Baglay's research is focused on Canadian and comparative immigration and refugee law and policy, international public law and international human rights. For a number of years, she has been actively involved in work with refugee claimants in Canada, including preparation of refugee claims and appearances before the Immigration and Refugee Board of Canada. Professor Baglay is the co-author of *Refugee Law* (Irwin Law, 2007) and is currently working on another text on Canadian immigration and refugee law.

Established in 1990, the Intensive Program in Immigration and Refugee Law was the first program of its kind at a Canadian law school. This program is typically offered in alternate years.

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's objective is 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 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. 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. 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 to 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 UN High Commissioner for Refugees, Amnesty International, the Immigration and Refugee Board, Green and Speigel, Waldman and Associates, Jackman and Associates and others.

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

**Requirements:**

This 15-credit program is available to 20 students. A letter grade is awarded for each of the following three modules of the course: advanced immigration law (4 credits), advanced refugee law (4 credits) and course research paper (3 credits). Placements (4 credits) are evaluated on a pass/fail basis. Administrative Law is recommended but not required.

**[Advanced Business Law Workshop I \(Corporate Finance & Governance\)](#)**

Co-Director: Ms Carol Pennycook and Mr. James Reid

Ms Pennycook and Mr. Reid are partners at Davies Ward Phillips & Vineberg LLP and adjunct members of the Osgoode faculty.

The Advanced Business Law Workshop I (Corporate Finance and Governance) draws together various aspects of corporate law focused on business transactions involving corporate finance and applies that knowledge to analyzing typical problems that confront a business lawyer involved in the broad area of corporate finance in the public and private debt and equity markets. It is also intended that students will develop insight into the broader theoretical and ethical considerations that necessarily confront a business lawyer. The workshop is conducted by Carol Pennycook, James Reid and other partners at Davies Ward Phillips & Vineberg LLP.

Topics will include:

- Business structures (including corporations, limited partnerships, investment trusts and alternative structures)
- Equity offerings in the capital markets – IPOs and private placements
- Bank financings and debt offerings in the capital markets
- Roles of rating agencies and investment dealers in corporate finance
- Insolvency and restructuring
- Corporate Governance
- How to Run a Deal – due diligence to closings

The program runs three hours per week at the offices of Davies Ward Phillips and Vineberg LLP. Evaluation is in the form of assignments one of which will be a major group assignment involving negotiation and drafting of a loan agreement plus two to three additional written assignments. There will be no exam or major paper.

**Requirements:**

The Advanced Business Law Workshop I – Corporate Finance & Governance accepts 16 students who will receive 5 credits over one semester. Pre-requisites: Business Associations and Securities Regulation. Recommended Course: Commercial Law and Taxation Of Business Enterprises. Under special permission Securities Regulation may be taken concurrently.

Demonstrated academic performance based on law school grades to date will be an important selection factor. Students may elect to take one or both Advanced Business Law Workshops. Corporate Finance & Governance is offered in the Fall Term. Mergers & Acquisitions is offered in the Winter Term.

### **Advanced Business Law Workshop II (Mergers & Acquisitions)**

Co-Directors: Ms Carol Pennycook and Ms Patricia Olasker

Ms Pennycook and Ms Olasker are partners at Davies Ward Phillips & Vineberg LLP and adjunct members of the Osgoode faculty

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 insight into the broader theoretical and ethical considerations that necessarily confront a business lawyer. The workshop is conducted by Carol Pennycook, Patricia Olasker and other partners at Davies Ward Phillips & Vineberg LLP.

The workshop will focus on mergers and acquisitions, with an emphasis on public companies and will examine take-over bids; defences; corporate reorganizations; going private and related party transactions; and related aspects of competition law and corporate governance. Seminars include classroom lectures, problem-solving and written assignments such as preparation of a memorandum or letter of advice to a client in respect of various issues which may arise in merger and acquisition transactions. The program has no major research paper or exam.

**Requirements:**

The Advanced Business Law Workshop II – Mergers & Acquisitions accepts 16 students who will receive five credits over one semester. Pre-requisites: Business Associations and Securities Regulation. Recommended Course: Commercial Law and Taxation of Business Enterprises. With special permission Securities Regulation may be taken concurrently.

Demonstrated academic performance based on law school grades to date will be an important selection factor. Students may elect to take one or both Advanced Business Law Workshops. Corporate Finance & Governance is offered in the Fall Term. Mergers & Acquisitions is offered in the Winter Term.

### **Two-Semester Intensive Programs**

#### **Mediation Intensive Program**

Director: Professor Leanne Shafir

Leanne Shafir is currently a Visiting Professor at Osgoode. She received her LL.B from the University of British Columbia, and her LL.M (ADR) from Osgoode Hall Law School. She is a certified mediator and certifying assessor for Family Mediation Canada, and has worked extensively in family mediation since 1998. In addition to her role at Osgoode, she maintains a family law and mediation practice at the firm of Cooper, Kleinman.

This full-year 9 credit hour program bridges mediation theory and practice. 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 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 (20-25 pages) addressing one or more theoretical issues with observations based on the students' practice experience.

Students also participate in an intensive 40-hour mediation skills training program, including significant interactions among faculty, coaches and students, small group discussions, observing and discussing videotaped mediations, role plays in mock mediations with fellow students, coaching in preparation for the mediations and debriefs of simulations with coaches and with fellow students following the mediations.

Students are encouraged to reflect on their experiences and articulate their emotional and intellectual responses to the situations they encounter. Under the guidance and direction of the Mediation Clinic Director, students also engage in a combination of court-related and community mediation services, including community outreach (e.g., ADR training and education of community groups and elementary/secondary school students); developing and applying dispute resolution design and implementation skills in the community; promoting mediation and the services of the Mediation Clinic to potential community user groups; conducting several community and/or Small Claims Court mediations.

During the Mediation Intensive, students are responsible for completing a community engagement project, usually carried out by a team of 2-3, designed by the students and approved by the Clinic Director. Students keep a reflective journal on their mediation practice activities throughout the course. Students also participate in two simulated co-meditations as both the mediator and as a mediation advocate or client. The two mediations will be observed and critiqued by current or past members of the teaching/coaching team and another experienced mediator.

Students will be evaluated on the development of both their mediation and mediation advocacy skills. As well, students will be asked to reflect on their roles as mediators and advocates and to participate in a self-critique that reflects the student's ability to analyze what happened and their role in it, as well as what alternatives, if any, they considered or could have tried.

**Requirements:**

The program is open to 10-15 students in second or third year (selected by interview) who receive nine credits over two semesters. Students will receive a letter grade for their major research paper, a simulated mediation, and a practicum in the fall term, for a total of 4 credit hours. The remaining 5 credit hours will be allocated on a pass/fail basis for the student's fulfillment of the clinical components of the program, including a skills workshop, mediations, a reflective journal and a community engagement project. The Mediation Clinic Director will also prepare a detailed evaluation report for each student with respect to their performance in the clinical component of the program, which will then be attached to the student's transcript.

**Innocence Project**

Director: Professor Alan Young

Professor Alan Young received his BA from York University, his LLB from Osgoode Hall Law School, and his LLM from Harvard University. In addition to being an Associate Professor of law at Osgoode, he maintains a small practice specializing in criminal law and procedure. In 1997 he co-founded the Innocence Project with the late Professor Dianne Martin.

The Innocence Project involves supervised clinical work on actual cases of suspected wrongful conviction as well as the study of areas of law germane to the problem of wrongful conviction. Cases are selected by students and the Director and supervised by the Director and sometimes lawyers in private practice associated with the Association in Defence of the Wrongly Convicted. Students re-investigate these cases in an effort to determine whether a case for innocence can be made. This involves an exhaustive review of the record in the trial and appellate courts as well as a search for new exculpatory evidence. Where proof of innocence is found, the Project seeks a new trial, compensation or other appropriate remedy from the federal Minister of Justice.

The clinical work in this program includes duty counsel activities, screening new files, case analysis, client contact and case development. Students interview the client and witnesses, re-investigate evidence, arrange for

new forensic testing, perform media searches, make Freedom of Information requests, conduct legal research and draft a range of legal documents. Student involvement is hands-on and very direct.

In addition to the clinical work, students study and research the causes of and remedies for miscarriages of justice. Issues addressed include police interrogation and false confessions, the law and flaws of eyewitness identification, scientific evidence, jailhouse confessions and the use of informants, police abuse, Crown misconduct, ineffective assistance of counsel, and credibility judgments by triers of fact. Students are also invited to attend an autopsy, ride-along during a police patrol, and tour the Centre of Forensic Sciences.

**Requirements:**

The program is open to 10 students in second or third year (selected by interview) who receive nine credits over two semesters. Students receive three pass/fail credits for clinical work each term and three graded credits for required academic work, including a major paper on an issue of relevance to wrongful convictions. No courses are required as prerequisites; however, Evidence and Criminal Procedure are preferred. Some students elect to take extra credits in the area by undertaking Directed Reading projects under the supervision of the Director.

**Volunteers:**

The program invites first-year students to become involved as volunteers and graduates to serve as mentors.

**Summer Employment:**

The Innocence Project offers summer employment for one to five students as funding permits. Students will work on case files as well as the day-to-day management of the clinic.

**Community & Legal Aid Services Program (CLASP)**

Director: Mr. Richard Ferriss

The Community and Legal Aid Services Program (CLASP) is a community service provided by Osgoode students. CLASP provides a combination of individual advocacy, community development (with an emphasis on the Jane-Finch community), law reform and clinical education for law students who 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 issues, youth, female survivors of domestic violence, and members of racialized communities. CLASP's individual representation work is directed to low-income persons, including York University students, not eligible for a legal aid certificate.

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 15 student "division leaders" who work in the clinic, under the supervision of three lawyers and one outreach coordinator, for a full year (summer and academic year). During the academic year, these students facilitate the involvement of approximately 150 – 200 volunteer law students. Students are encouraged to become involved as volunteers in all aspects of CLASP's services, including casework, community outreach and as duty counsel (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 duty counsel and caseworkers), advance a case load (including files and summary advice) in accordance with the standards of the supervision policy and related standards, oversee duty counsel at our main location, coordinate and staff our five satellite offices, and pursue law reform, PLE and community development projects in the clinic's four divisions (Youth, Community Support, Criminal Justice and Women's, and New Immigrant and Refugee). 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.

**Requirements:**

Student division leaders receive nine credit hours on a pass-fail basis for successfully completing their clinical work during the academic year. They are also required to participate in the CLASP seminar in the Fundamentals of the Lawyering Process each term for a further three credits each term (a total of 6). 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.

**Osgoode Business Clinic**

Director: Dr. Stan Benda

Dr. Stan Benda is Senior Counsel with the Federal Department of Justice (Agricultural Biotechnology) as well as an Adjunct Professor at Osgoode.

Established in 1996, the Osgoode Business Clinic provides students with the opportunity to complement their studies in business law and related areas by engaging in clinical case work under the expert supervision of legal practitioners. Under the supervision of a downtown law firm (Stikeman Elliott LLP), the students in teams of two to three provide basic legal commercial information and advice to small business "clients" who could not otherwise afford to obtain legal services. The entrepreneur clients obtain documentation necessary for the structuring and operation of their small businesses, including incorporation, partnership and joint venture, as well as contracts such as distribution agreements, sales agreements, waivers and indemnities. The clinic offers students the opportunity for community service and enriching educational experience in business law. In the course of the year the students attend three lectures at the law firm that involve the details of incorporation, contract drafting and organization and reporting letters. There are approximately three classes at Osgoode on commercial drafting, file organization and client relations. The clinic provides the opportunity to learn commercial law in practice, manage client expectations and serve client needs; and inter-personal skills necessary to the effective function of legal teams.

**Requirements:**

The clinic is open to 20 upper-year students who receive four credits over two semesters. Practitioners from Stikeman Elliott supervise the students' clinical work. Students enrolled in the clinic are also required to take Business Associations as a prerequisite or a co-requisite, and the seminar entitled "Small Business Enterprises" as a co-requisite.

**Other Clinical Education Offerings****Collaborative Research Teams (CRT)**

Director: Professor Sasha Baglay

Professor Baglay's research is focused on Canadian and comparative immigration and refugee law and policy, international public law and international human rights. For a number of years, she has been actively involved in work with refugee claimants in Canada, including preparation of refugee claims and appearances before the Immigration and Refugee Board of Canada. Professor Baglay is the co-author of *Refugee Law* (Irwin Law, 2007) and is currently working on another text on Canadian immigration and refugee law.

Collaborative Research Teams or CRT's involve Osgoode students in research projects on 'real world' issues, in collaboration with a partner organization, usually a not-for-profit that works on social justice issues with an international or transnational dimension. Students work on the projects at Osgoode during the course of the usual academic year for course credit. The work, however, is quite different from an ordinary law school course. Students are expected to work collaboratively – in groups of between two and four-- and relatively independently. In the early fall, students develop detailed project proposals in consultation with the course instructor and the research partner. Once the proposal is approved, the balance of the academic year is spent conducting the research under the supervision of the course director and/or other faculty with expertise in the subject area. The expected outcomes of the research vary; students may be asked to aid in the development of a Submission to a Parliamentary Committee, to draft a piece of proposed legislation or to write a model judgment. For the 2008/09 academic year, opportunities exist for Osgoode students to conduct research on implementing Canada's obligations to monitor human rights violations related to the overseas operations of

Canadian firms, review the disability laws of a variety of foreign jurisdictions and study how Canadian courts treat minors who are refugee claimants. The partner organizations sponsoring these research projects are, respectively, Human Rights Watch Canada, Disability Rights Promotion International and the York Center for Refugee Studies.

**Requirements:**

There are no prerequisites required for participation in CRT, however, relevant courses (LLB or otherwise) and relevant experience may be the basis for preference in selection to participate in a particular project.

Three or four credits are allocated in consultation with instructors. Four credits may qualify as Upper Year Research and Writing Requirement. This is a full year course. While credits will be allocated in the Winter term, substantial work effort will be required in the Fall term (including a requirement to submit a detailed proposal to the partner for approval and a work plan).

Supervision will be provided by the course director in consultation with the partner organizations. As needed, additional (co-) supervision may be provided by another full-time faculty member, alone or in association with, external supervisors in partner organizations.

## Osgoode Hall Law Journal

Editor-in-chief: Professor Stepan Wood

The Journal is headed up by the Editor-in-Chief and an Editorial Board of 15 upper-year students who serve as its Senior Editors.

One of Canada's leading law journals, the Osgoode Hall Law Journal was founded in 1958 to promote an understanding of law through the publication of scholarly writing. The Journal is an interdisciplinary forum for the exchange and expression of original and provocative ideas about law. The Journal publishes articles that present new theoretical understandings, report empirical findings, and address the impact of legal developments on wider issues of social, political or economic concern.

Under the editor-in-chief's direction, student editors are actively involved in all phases of the Journal's governance; their responsibilities range from the selection of articles for publication, to all aspects of the editing and production process, and extend, as well to the management of the Journal and development of its editorial policy.

**Requirements:**

The Journal offers a rewarding and collegial learning experience and working environment for 15 student editors. Senior editors receive four credits for their work at the Journal. To become a senior editor a student must spend a year as a junior editor and be chosen by the Journal's Editorial Board.

## Mooting Program

Director: Professor James Stribopoulos

The moot program gives upper-year students the opportunity to hone their written and oral advocacy skills in a teamwork-intensive setting. Students earn academic credit for representing Osgoode in an inter-university moot court competition involving teams of students from law schools around Canada or, in some cases, around the world. Students prepare and deliver written and oral arguments in close collaboration with their teammates and under the supervision of an advisor who may be a member of the full-time faculty or a practising lawyer. They conduct in-depth research into a particular area of law, draft a written factum or memorial, and develop oral arguments. They often have the benefit of practising their oral arguments with the help of some of the finest advocates in the local bar, including lawyers and judges. Students gain hands-on experience with the full panoply of oral and written appellate advocacy skills, in an intensive and collaborative atmosphere.

Each year, Osgoode enters between six and eight moot court competitions for upper-year students. The competitions cover a range of subject areas including Aboriginal law, administrative law, equality law, constitutional law, criminal law, public international law, international commercial arbitration, international environmental law, corporate/securities law, and labour arbitration. While most are appellate advocacy competitions, some focus on arbitration or trial advocacy. Some of the competitions are national, drawing teams from across Canada. Some are binational, involving teams from Canada and the US, while others are global, drawing teams from around the world. Some are held in Toronto, while others involve travel elsewhere inside Canada or abroad.

Teams for most of these upper-year moots are selected via a centralized competitive tryout process, but some moots have their own separate selection processes. Students selected for an upper-year moot team receive between three and five credits for successful completion of the competition, depending on the moot.

Aside from mooting for credit, students can also become involved in mooting as an extracurricular activity through the Osgoode Hall Mooting Society. First-year students can try out for two non-credit external moots: the Goodman and Carr Moot against the University of Toronto, which raises criminal law issues; and the Fasken Martineau DuMoulin LLP First Year International Law Moot involving several law schools from Canada and the US, which raises public international law issues. Interested students from all years can also compete in the annual in-house Lerner's Cup Competition held at Osgoode each fall.

## **Competitions**

The Clinical Education & Intensive Programs organize participation in two American Bar Association Law Student Division competitions annually.

These competitions offer participating students a forum to develop the very skills they will use as practitioners, and a chance to meet and network with fellow law students – future colleagues – from around the United States and Canada. Competitions also provide an excellent opportunity for law students to gain important resume-building experience and recognition.

### **Negotiation Competition**

The ABA Law Student Division's Negotiation Competition promotes greater interest among law students in legal negotiation and provides a means for them to practice and improve their negotiating skills. The competition simulates legal negotiations in which law students, acting as lawyers, negotiate a series of legal problems. The simulations consist of a common set of facts known by all participants and confidential information known only to the participants representing a particular side. All of the simulations deal with the same general topic, but the negotiation situation varies with each round and level of the competition. Osgoode students compete in an intra-school competition in March of each year hosted by Fraser Milner Casgrain LLP. Two teams are selected from this competition, using criteria mandated by the ABA, to compete in the Regional Finals in November. The two successful teams receive coaching from both Osgoode faculty and practitioners from Fraser Milner Casgrain.

### **Client Counseling Competition**

The ABA Law Student Division's Client Counseling Competition simulates a law office consultation in which law students, acting as attorneys, are presented with a client matter. They conduct an interview with a person playing the role of the client and then explain how they would proceed further in the hypothetical situation. Osgoode students compete in an intra-school competition in January of each year hosted by Borden Ladner Gervais LLP. One team is selected from this competition, using criteria mandated by the ABA, to compete in the Regional Finals in February.

## **Pro Bono Students Canada**

Pro Bono Students Canada is a network of law schools and community organizations that matches law students who want to do pro bono work during the academic year with non-profit public interest organizations, agencies, clinics, coalitions and projects.

A sampling of placements includes the AIDS Committee of Toronto, the Family Intake Program, the Canadian Red Cross, Street Kids International and the Canadian Environmental Defence Fund.

Pro Bono Students Canada aims to provide law students with direct and practical experience through a variety of placements with local agencies, organizations and community groups. The program seeks to encourage pro bono work, assist law students in assessing viable career options, and provide under-represented and disadvantaged communities with pro bono legal services. For more information, contact the student coordinator at (416) 736-2100 ext. 22590 or [probono@osgoode.yorku.ca](mailto:probono@osgoode.yorku.ca).

## **The Osgoode Public Interest Requirement**

In November of 2006, Osgoode Hall Law School became the first Canadian law school to introduce a public interest graduation requirement. As part of the Strategic Plan for the Law School, "Making a Difference", the new 40-hour public interest graduation requirement builds upon Osgoode's tradition of commitment to public service and innovative learning methods. In both credit and non-credit placements, students will have the opportunity to engage with clients, the public sector, community organizations, the judiciary, legal organizations and private bar lawyers to fulfill their 40-hour public interest requirement.

Students will enrich their law school experience by participating in law-related activity in the public interest. The benefits to participation include contributing to access to justice, identifying areas of interest, gaining practical skills, meeting mentors, role models and potential employers, engaging with the community and an opportunity to situate and reflect upon the practice of law as part of a profession which has the privilege and responsibility of self-regulation.

Many Osgoode students already participate in public interest opportunities which are eligible for meeting the public interest graduation requirement. These include Pro Bono Students Canada, Community and Legal Aid Services Program, the Intensive Program in Poverty Law, the Aboriginal Intensive Program in Lands, Resources and Governments and more. In addition, students may source other placements and request that these placements meet their public interest requirement.

Public Interest includes work that facilitates access to justice for individuals or groups with limited or no access (this may include access to legal information, access to advice and representation), participation in activities that seek substantive law reform, providing services that build the capacity of organizations or communities to engage with the law and legal processes.

Law related work includes the application and interpretation of law, formulating legal policy, participating in the drafting of legislation and regulations, law reform, public outreach to communities on legal issues, public legal education, participation in community organizing and community development activities.

Possible placements are available in government, with tribunals, with community legal clinics, with practitioners supplying legally aided services in criminal, family, immigration or child protection work, with non-government organizations (NGOs), and more.

## **Summer Clinical Education Opportunities**

### **Summer Public Interest Advocacy Program (SPIAP)**

This program allows students to spend half of their summer at a participating law firm and the remaining half at a public interest organization of their choice. Students work out of the organization's office during the internship portion of the program. In the SPIAP program the sponsoring law firm continues to pay the student's weekly salary while interning. Approximately 15 firms participate in this program annually.

### **Ian Scott Public Interest Internship Program**

This award is available to students who attain summer employment at a public interest organization such as a legal aid clinic, advocacy organization, non-governmental organization or volunteer opportunities through Pro Bono Students Canada or other similar opportunities. Preference will be given to a student who is working unpaid or underpaid. Recipients must demonstrate consistent high

academic achievement and financial need. The award is restricted to students who are Canadian citizens/permanent residents and residents of Ontario.

### **How to Apply**

Students may participate in one intensive program in either their second or third year of study. An information session on the various intensive programs is held at the law school in January. On line applications are open for a period of up to 10 days after this meeting. Each program has its own application criteria. Students are informed of their acceptance into a program prior to the end of February.

For more information about Osgoode's Clinical and Intensive Programs, please contact:

Ms Natia Tucci  
Administrative Assistant,  
Clinical Education and Intensive Programs  
Osgoode Hall Law School of York University  
4700 Keele Street  
Toronto, Ontario, Canada M3J 1P3

Tel: 416-736-5973  
Fax: 416-736-5736  
E-mail: [ntucci@osgoode.yorku.ca](mailto:ntucci@osgoode.yorku.ca)

Web site: [osgoode.yorku.ca/legal\\_clinics/clinical\\_programs.html](http://osgoode.yorku.ca/legal_clinics/clinical_programs.html)

### **Academic Rules of Osgoode Hall Law School**

#### **Academic Rule 5.6: Clinical Education & Intensive Programs**

- A student may receive credit for a Clinical Education or Intensive Program focusing on a particular area of or approach to law so designated by Faculty Council, for the number of academic credits allocated thereto by Faculty Council.
- Conditions of entry and methods of obtaining credit shall be as authorized by Faculty Council.
- A student desiring to enrol in one of the Clinical Education or Intensive Programs for the next academic year shall apply to the Office of Clinical Education and Intensive Programs on or before the Friday of the fourth week of the Winter Term.
- Selection procedures for the applicants to each Clinical Education or Intensive Program shall be carried out in the Winter Term of each academic year for the next academic year. The Director of Clinical Education will inform Faculty Council of the designated selection process dates for the next academic year at the final meeting of Faculty Council in each academic year.
- Selected applicants shall be notified at the same time on the designated date each year. Selected applicants shall have until 12:00 pm on the designated date to advise the Office of Clinical Education & Intensive Programs in writing whether the offer of a place in each Clinical Education or Intensive Program is accepted or declined. An applicant who neither accepts nor declines in writing an offer of a place by the specified time shall be deemed to have declined that offer.
- Those places in each Clinical Education or Intensive Program not accepted by a selected applicant shall be offered to the applicants on the alternate list once the initial offer has been declined. Each alternate so selected shall have two (2) business days following the day the offer was made to confirm in writing that the offer of a place in the Clinical Education or Intensive Program is accepted or declined. An alternate candidate who does not accept the offer of a place in the Program within the specified period shall be deemed to have declined that offer.
- The foregoing procedure in paragraph (f) shall continue for applicants on the alternate list for each Clinical Education or Intensive Program until all the places in that Program have been filled, or the alternate list for it has been exhausted. Any places in a Clinical Education or Intensive Program remaining unfilled after the foregoing procedure, may be filled thereafter by Clinical Education & Intensive Programs on an ad hoc basis.

- A selected applicant, having accepted a place in a Clinical Program or Intensive Program, will only be permitted to withdraw with the consent of the Assistant Dean (Student Services) or the Associate Dean on the basis of reasons which are deemed to have substantial merit, upon consultation with the Program Director or the Director of Clinical Education as appropriate. Withdrawal after the commencement of an orientation period or a Program itself will be permitted by the Associate Dean only for the most compelling of circumstances. In either case, an applicant's withdrawal from a Program after having accepted may be taken into consideration in respect of any future applications to any Clinical Program or Intensive Program.

### **Academic Rule 6: Registration Restrictions**

6.1 Subject to Rule 5, and except with the permission of the Assistant Dean or the Associate Dean, to be given only in exceptional circumstances, a student shall not

- Be enrolled in more than two seminars in any semester;
- Be enrolled in more than one Intensive Program over his/her second and third years.
- Be enrolled in both a Research Program and an Intensive Program over his/her second and third years.
- Be enrolled in more than four seminars in addition to an Intensive Program or Research Program over his/her second and third years.

For the purpose of this rule, "seminar" includes research papers and courses in other faculties and departments

### **Clinical Faculty Members**

Director of Clinical Education  
 Professor Trevor Farrow  
 416-736-5420  
 tfarrow@osgoode.yorku.ca

### **One-Semester Intensive Programs**

#### **Aboriginal Lands, Resources & Governments**

Kimberly Murray, Co-Director  
 416-408-4041 ext 225  
 murrayk@lao.on.ca

Kirsten Manley-Casimir, Co-Director  
 416 778 8516  
 kirstenmanley-casimir@osgoode.yorku.ca

#### **Advanced Business Law Workshop I (Corporate Finance & Governance)**

Carol Pennycook  
 416-863-5546  
 cpennycook@dwpv.com

James Reid  
 416-367-6974  
 jreid@dwpv.com

#### **Advanced Business Law Workshop II (Mergers and Acquisitions)**

Carol Pennycook  
 416-863-5546  
 cpennycook@dwpv.com

Patricia Olasker  
 416-863-5551  
 polasker@dwpv.com

### Criminal Law

Joseph Di Luca, Co-Director  
416.868.1825 x223  
jdiluca@dcdlaw.ca

Enzo Rondinelli, Co-Director  
rondinelli@sympatico.ca

### Immigration and Refugee Law

Professor Sasha Baglay  
416 736-5973  
Sasha.Baglay@uoit.ca

### Poverty Law at Parkdale Community Legal Services

Professor Shin Imai  
416-531-2411 ext 243  
416-736-5274  
simai@osgoode.yorku.ca

### **Two-Semester Intensive Programs**

#### Innocence Project

Professor Alan Young  
416 736-5174  
ayoung@osgoode.yorku.ca

#### Osgoode Business Clinic

Stan Benda  
416-973-9261  
stan.benda@rogers.com

#### Community and Legal Aid Services Program

Marian MacGregor  
416-736-5029  
mmacgregor@osgoode.yorku.ca

#### Other Clinical Education Offerings

Mooting Program  
Professor Stepan Wood  
416-736-8239  
swood@osgoode.yorku.ca

#### Competitions

Natia Tucci  
416 736-5973  
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#### Osgoode Hall Law Journal

Editor-In-Chief, Professor Benjamin Richardson  
416-736-5431  
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Stefania Battisti  
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#### Pro Bono Students Canada

Student Coordinator  
416-736-2100 ext 22590  
probono@osgoode.yorku.ca

Summer Clinical Education Opportunities

Career Services Office  
416-736-5617  
nreid@osgoode.yorku.ca