



OSGOODE

OSGOODE HALL LAW SCHOOL
Y O R K U N I V E R S I T Y

FACULTY HANDBOOK

Office of the Dean
2021-2022

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PREFACE

The presentation of our first Osgoode Hall Law School Faculty Handbook is not a pleasant task. It formally ratifies the end of what in fact long ago ceased to be an easy, informal collegial regime in which tacit understandings made rule making and bureaucratic administration unnecessary.

But many influences conspired to move this faculty into a world of complex regulations: the growth in size of our faculty and student body, relatively frequent turnover of administrative and teaching personnel, the diversity of our curriculum and growing expectations concerning research, budget constraints and collective bargaining, to name but a few.

One can only hope that certain countervailing influences will preserve our sense of community. Lawyers have a healthy rule skepticism, and hopefully will observe the sense of the rules in this Handbook rather than cavil about the letter. Moreover, the rules themselves are largely the product of democratic decision-making, by Faculty Council or by informal consensus. And finally, there will come to be a sense that the approach symbolized by this Handbook is either a useful one which should command the support of everyone, or it is dysfunctional and should be discontinued. Perhaps these influences will help to assure that this Handbook remains our servant and does not become our master.

One final word. This Introduction and the first edition of the Handbook speak to conditions prevailing within the Law School at the beginning of the 1976-77 academic year. We will attempt to keep it up-to-date so far as specific Osgoode matters are concerned. However, there are a broad range of University policies presently in effect or likely to emerge through future Senate legislation, administrative decision, or the collective bargaining process. Some of these are included in this Handbook for easy reference, but you are invited to inform yourself of University-wide policies through the York University Handbook, the Office of the Secretary of the University, or the Dean's Office, Osgoode Hall Law School.

H. W. Arthurs, Dean
August 1976

In the presentation of the second edition of the Faculty Handbook, the aim is to continue to provide a consolidation of all information which might be of use or interest to the members of the Faculty of Osgoode Hall Law School. In reissuing the Handbook, an attempt has been made to retain as much as possible of the original style of the Handbook, while at the same time updating and improving its overall content and format.

As with the first edition of the Handbook, this second edition speaks to conditions prevailing within the Law School in this instance, at the beginning of the 1990-91 academic year. Members

of faculty are encouraged to use the Handbook as a guide, and to consult with the Dean's Office with respect to the specifics of both Osgoode and University policies.

James C. MacPherson, Dean
August 1990

This is a new revision and consolidation of the Faculty Handbook, bringing it up-to-date to the beginning of the 2000-2001 academic year. It does not speak clearly with respect to all situations, and members of faculty should consult with the Dean's office if in doubt as to the applicable rule, practice or policy.

Peter W. Hogg, Dean
September 2000

In the presentation of the 2008 edition of the Faculty Handbook, the aim is to continue to provide a consolidation of information which might be of use or interest to the members of the Faculty of Osgoode Hall Law School.

As with previous editions of the Handbook, this edition speaks to conditions prevailing within the Law School. It should be noted that this Handbook does not contain a complete compilation of all documents or policies applicable to the Faculty; there are a variety of other sources of applicable policy including Senate legislation, administrative decisions or the collective bargaining process. Members of faculty are encouraged to use the Handbook as a guide, and to consult with the Dean's Office with respect to the specifics of both Osgoode and University policies.

Patrick J. Monahan, Dean
July 2008

We are pleased to present the 2009 edition of the Faculty Handbook, which incorporates recent revisions to many of the policies and procedures under which the law school operates. In this time of transition, this Handbook is intended to provide a consolidation of information that may be of use to members of Faculty of Osgoode Hall Law School. In instances of uncertainty or for further clarification, you are invited to inform yourself of University-wide policies through the York University Handbook, the Office of the University Secretariat or the Dean's Office, Osgoode Hall Law School.

Jinyan Li, Interim Dean
July 2009

We are pleased to present the 2017 edition of the Faculty Handbook, which contains policies and procedures of the law school. The Handbook, which in some areas dovetails with the OHFA - York University Collective Agreement, is intended to serve as a clear and helpful resource for the Osgoode Hall Law School community. The Handbook is designed as an evolving document, which incorporates responses to new issues and circumstances that can affect the Osgoode community. Where the Handbook does not yet provide the information community members seek, you should consult the University-wide policies, procedures and regulations available on the Secretariat's website - <http://secretariat-policies.info.yorku.ca/>, or consult the Deans' Office.

Lorne Sossin, Dean
July 2017

The 2019-2020 edition of the Faculty Handbook, which contains policies and procedures of the law school, is intended to serve as a resource for the Osgoode Hall Law School community. It incorporates current responses to new issues and circumstances that can affect the Osgoode community. Where the Handbook does not yet provide specific information that community members seek, University-wide policies, procedures and regulations available on the Secretariat's website - <http://secretariat-policies.info.yorku.ca/>, or the Deans' Office should be consulted. I hope you will find this year's edition useful.

Mary Condon, Dean
November 2019

Since the last preface to the Faculty Handbook was written, we have experienced a worldwide pandemic and all the disruption thereby caused at a societal, university and law school level. Members of the Osgoode community have risen to the challenge of making sure that our programs continued to be delivered and that our community was safe. I certainly hope that this upcoming year may see a return to some semblance of "normality". On a more positive note, we also finalized a new Strategic Plan for the Law School, and I hope that future iterations of the Faculty Handbook will contain the results of implementing that Plan. Meanwhile, the 2021-2022 edition of the Faculty Handbook, which contains the current policies and procedures of the law school, remains a resource for the Osgoode Hall Law School community. Where the Handbook does not yet provide specific information that community members seek, University-wide policies, procedures and regulations available on the Secretariat's website - <http://secretariat-policies.info.yorku.ca/>, or the Deans' Office should be consulted. I hope you will find this year's edition useful.

Mary Condon, Dean
September 2021

YORK UNIVERSITY MISSION STATEMENT

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multicultural. York University is part of Canada: we encourage bilingual study, we value diversity. York University is open to the world: we explore global concerns.

A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: The Way Must Be Tried.

OSGOODE HALL LAW SCHOOL VISION, MISSION, AND VALUES

Our vision

The rich, innovative and accessible legal education Osgoode provides will empower our graduates to pursue flexible and challenging futures, to be leaders in the legal profession and to serve the cause of justice and the public good. Our faculty will continue to excel in producing foundational, socially engaged and world-leading academic scholarship.

Our mission

By fostering excellence in legal education and scholarly research, Osgoode responds to the priorities of our times. Embracing diversity and committed to justice and reconciliation, we are technologically attuned, locally invested yet internationally conscious, and sensitive to the needs of the many constituencies we serve.

Our values

Justice. Knowledge. Equity. Diversity. Integrity. Innovation.

Per Jus ad Justitiam: Through Law to Justice

STATEMENT ON THE RESPONSIBILITIES OF MEMBERS OF THE FACULTY OF OSGOODE HALL LAW SCHOOL OF YORK UNIVERSITY

The Law School faculty is a community governed in part by formal rules adopted internally or imposed by University-wide policies but, in large measure, its effective rules are informal in nature, and reflect generally understood norms of conduct.

Members of faculty have widely varying backgrounds, talents, interests and personal responsibilities. Thus, it is almost impossible (even if it were desirable) to establish clear and unequivocal standards by which to measure the discharge by each individual of his or her responsibilities as a member of the community. Each individual must, in large measure, judge him/herself.

In order to make more explicit the general understandings of the community, and to assist its members in determining whether they are adequately discharging their responsibilities, this statement has been agreed to as a fair reflection of reasonable expectations within the Law School.

While the above provides a description of the responsibilities of faculty members, it predates the Collective Agreement which at [Article 12](#), further elaborates on Professional Responsibilities.

WHO TO CONTACT WHEN YOU NEED ASSISTANCE

Equality concerns, inside and outside the classroom

- Professor Karen Drake, Associate Dean (Students)
 - 2025
437-232-3799; ADS@osgoode.yorku.ca

Examination deferrals and paper/assignment extensions beyond the first day of the examination period

- Mya Rimón, Assistant Dean, Students
 - 1012 Office of Admissions & Student Services
416-736-5699; MRimon@osgoode.yorku.ca

Petitions and grade reappraisals

- Nancy Sperling, Manager, Academic Programs & Records
 - 1012 Office of Admissions & Student Services
416-736-2100 ext. 58182; nsperling@osgoode.yorku.ca

Complaints about non-academic conduct

- Professor Karen Drake, Associate Dean (Students)
 - 2025
437-232-3799; ADS@osgoode.yorku.ca
- Office of the Ombudsperson
 - 1050 Kaneff Tower
416-736-2100 ext. 22937; ombuds@yorku.ca
ombuds.info.yorku.ca
- Office of Student Community Relations
 - W128 Bennett Centre for Student Services
416-736-5231; yorku.ca/oscr
- Centre for Human Rights
 - 2070 Victor Philip Dahdaleh Building
416-736-5682; rights.info.yorku.ca

Race relations

- Professor Karen Drake, Associate Dean (Students)
 - 2025
437-232-3799; ADS@osgoode.yorku.ca
- Office of the Ombudsperson
 - 1050 Kaneff Tower
416-736-2100 ext. 22937; ombuds@yorku.ca
ombuds.info.yorku.ca

- Centre for Human Rights
 - 2070 Victor Philip Dahdaleh Building
416-736-5682; rights.info.yorku.ca.

Sexual harassment and Sexual Assault

- Professor Karen Drake, Associate Dean (Students)
 - 2025
437-232-3799; ADS@osgoode.yorku.ca
- Office of the Ombudsperson
 - 1050 Kaneff Tower
416-736-2100 ext.22937; ombuds@yorku.ca
ombuds.info.yorku.ca
- Centre for Human Rights
 - 2070 Victor Philip Dahdaleh Building
416-736-5682; rights.info.yorku.ca
- Centre for Sexual Violence Response, Support and Education
 - 301 York Lanes
416-736-5211; <http://thecentre.yorku.ca>.

Physical, psychiatric and learning disabilities

- Student Accessibility Services
 - N108 Ross Building 416-736-5755; sasinfo@yorku.ca

Counselling

- Osgoode – Student Success and Wellness Office
 - 1012 Office of Admissions and Student Services
416-736-5597; <https://www.osgoode.yorku.ca/my/jd/counselling/>
 - dernest@osgoode.yorku.ca
- York U- Student Counselling and Development
 - N110 Bennett Centre for Student Services
416-736-5297
<https://counselling.students.yorku.ca/>.

SESSIONAL DATES FOR THE JD 2021/2022 ACADEMIC YEAR

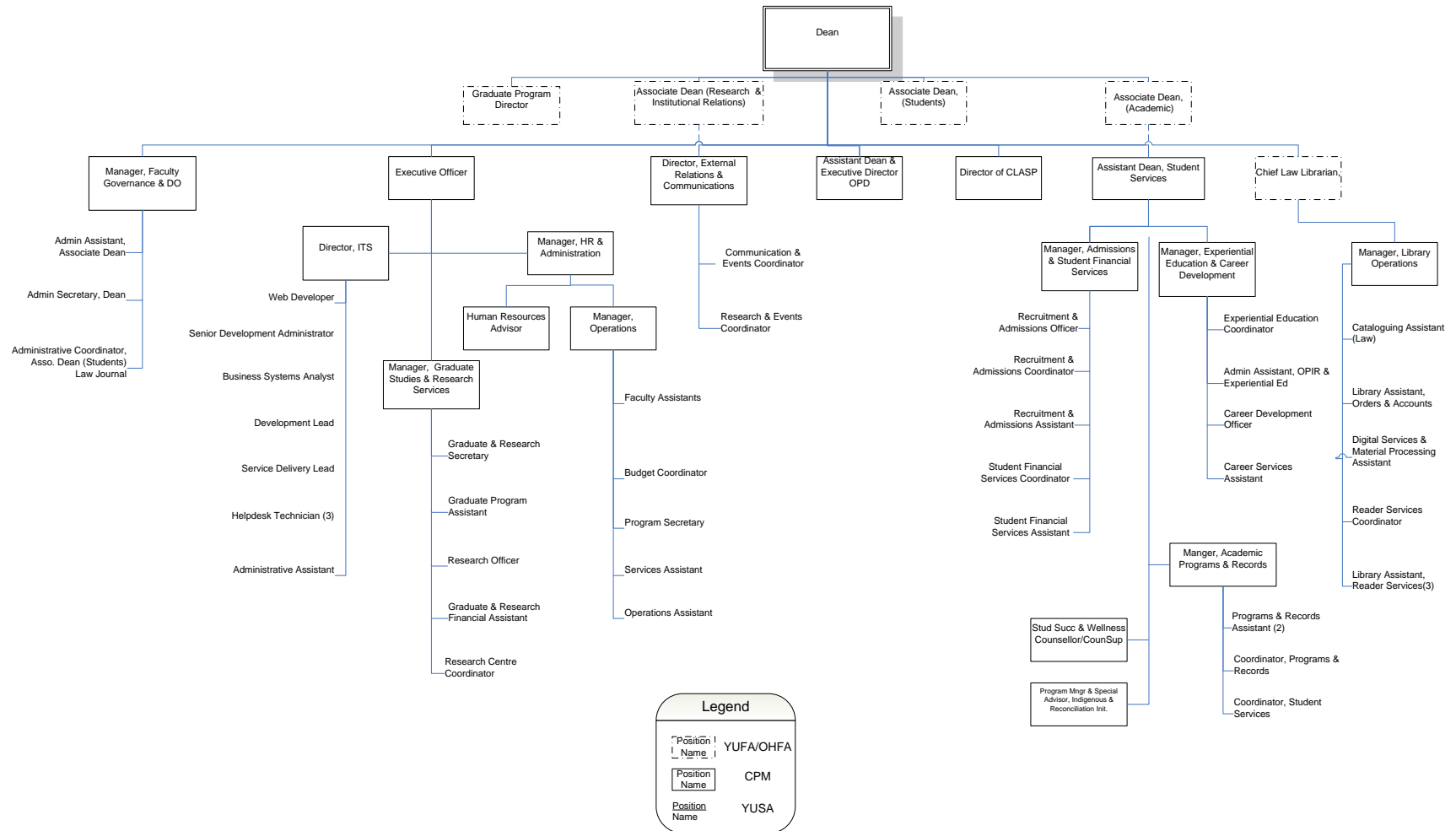
2021 Fall Term

Thursday, Aug. 26	Orientation for 1 st year students begins.
Monday, Aug. 30	1 st year classes begin for both Ethical Lawyering and Legal Process. 2 nd and 3 rd year classes begin.
Monday, Aug. 30 – Monday, Sept. 13	Course change period.
Monday, Sep. 6	Labour Day – no classes, University closed.
Monday, Oct. 11	Thanksgiving – no classes, University closed.
Thursday, Oct. 14	Deemed Monday – Thursday day and evening classes are cancelled. Monday classes will be held.
Monday, Nov. 1 – Friday, Nov. 5	Reading Week for Upper Year students.
Thursday, Nov. 4 – Friday, Nov. 5	Reading Break for First Year students.
Friday, Dec. 3	Classes end.
Monday, Dec. 6	Seminar & Supervised Research Papers due by 3:30 pm – (unless an earlier date is established by the course instructor). Papers must be submitted electronically through the online drop box.
Monday, Dec. 6 – Thursday, Dec. 16	Examinations. Optional papers written for courses in which there is an examination are due on the day of the examination by 3:30 pm (unless an earlier date has been set by the instructor). Papers must be submitted electronically through the online drop box.
Friday, Dec. 17 – Thursday, Dec. 23	Deferred examinations.
Friday, Dec. 24 – Tuesday, Jan. 4	Winter break – University closed.

2022 Winter Term

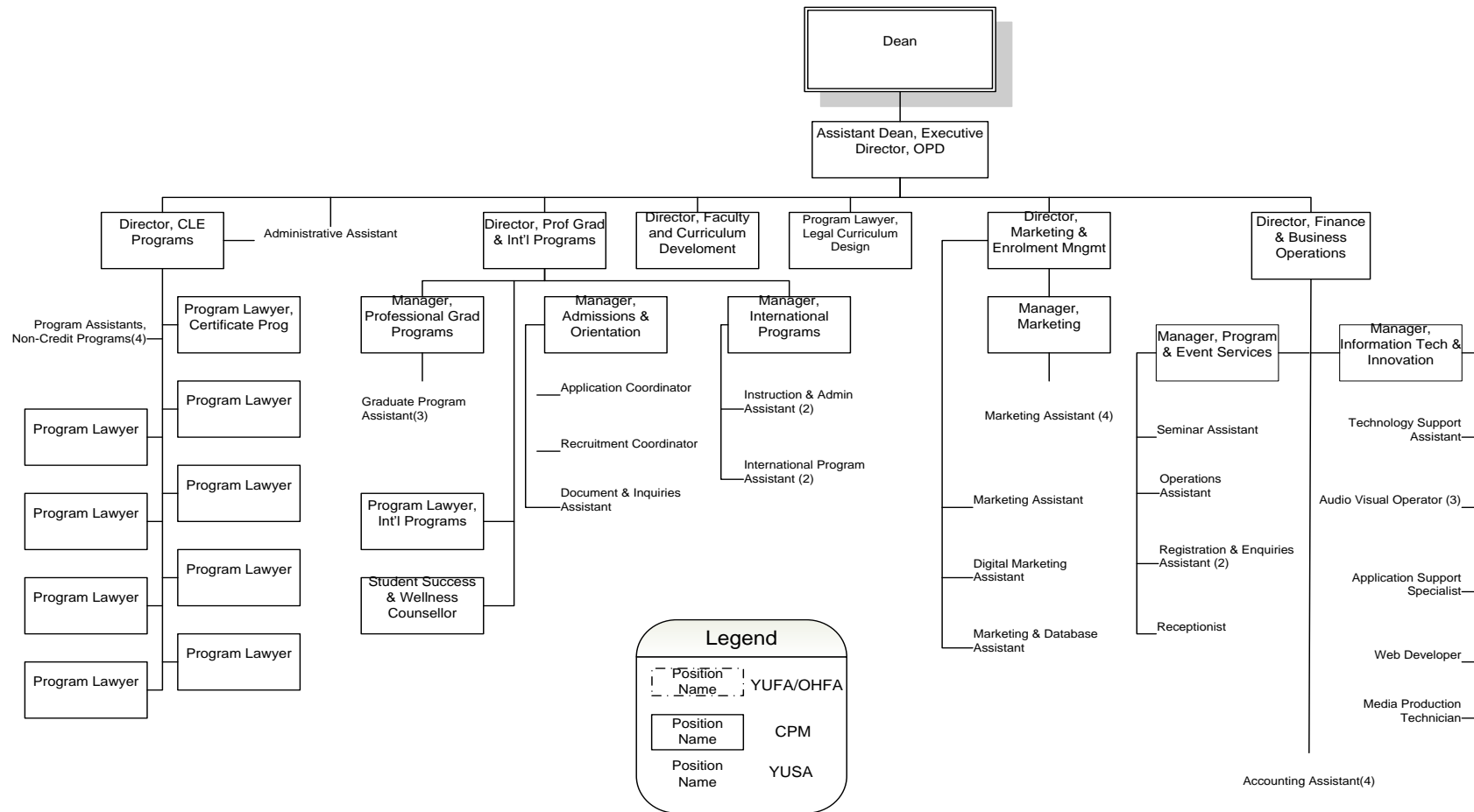
Wednesday, Jan. 5	University re-opens. Classes begin. Last day to submit Fall Term examination petitions.
Wednesday, Jan. 5 – Tuesday, Jan. 18	Course change period.
Monday, Feb. 21	Family Day – no classes, University closed.
Tuesday, Feb 22 – Friday, Feb. 25	Reading Week.
Friday, Apr. 8	Classes end.
Monday, Apr. 11	Seminar & Supervised Research Papers due by 3:30 pm (unless an earlier date is established by the course instructor). Papers must be submitted electronically through the online drop box
Friday, Apr. 15	Good Friday. University Closed.
Monday, Apr. 11 – Monday, Apr. 25	Examinations. Optional papers written for courses in which there is an examination are due on the day of the examination by 3:30 pm, unless an earlier date has been set by the instructor. Papers must be submitted electronically through the online drop box.
Tuesday, Apr. 26 – Saturday, Apr. 30	Deferred examinations.
Friday, Apr. 29	Last day to submit Winter Term examination petitions.

ORGANIZATIONAL CHARTS



Osgoode Hall Law School
August 2021

SECTION I: EMPLOYMENT



Osgoode Professional Development, Osgoode Hall Law School August 2021

SECTION I: EMPLOYMENT

A. TEACHING

Please consult the [York University-OHFA Collective Agreement](#), Article 18, Sections 18.06-18.14 for detailed information regarding workload of faculty members.

At present, normal “on-load” teaching loads comprise 12 hours per year (six hours per week per semester).

The term “on-load” refers to the teaching of courses in the Osgoode JD or graduate program for which students receive credit or registration toward the completion of their program, or the teaching of a course in any Osgoode Professional Development LLM program where the instructor also serves as a director or co-director of that program (up to a limit of three credits per academic year). See below for relevant OPD teaching-related policies.

In addition to these formal classroom commitments, faculty members are expected to accept such informal teaching tasks as supervision of graduate students (for which principal supervisors receive teaching credit on completion of supervisions), supervision of directed research projects by JD students, facilitation of OPIR sessions, and coaching/ judging of moots. Accessibility to students in order to discuss course or other matters is also included in this category of “informal” teaching commitments.

Faculty members are expected to maintain a high standard of scholarship both in their own work and in that of their students. This requires careful preparation and revision of teaching materials, syllabi, etc., as well as preparation for each class or seminar session, and proper attention to administering examinations and other systems of evaluation.

There should be an absolute minimum of disruption of either formal or informal teaching. So far as possible, the meeting of regularly scheduled classes is preferable to makeup classes (see *infra* on class cancellations).

A. Policy on FT Osgoode Faculty Teaching in the Professional LLM

1. To qualify for teaching credit, a faculty member must be a director or co-director of a program in the Professional LLM (“Program Director”). Faculty who are not Program Directors will be paid the teaching fee paid by OPD for teaching in the Professional LLM.
2. Program Directors will be paid a director stipend by OPD over and above any credit earned or teaching fee (in the case of co-directors, the stipend is split equally).

3. Without exception, all teaching fees and stipends paid by OPD will be processed through York payroll.
4. A 6 credit Professional LLM course earns three JD teaching credits; a 3 credit Professional LLM course earns 1.5 JD teaching credits. Program Directors will have the option of taking up to 3 JD teaching credits in an academic year for teaching done at OPD for teaching undertaken in their own program. Any teaching by Program Directors above and beyond 6 Professional LLM credits (or 3 JD credits) in an academic year will be compensated by payment of the OPD teaching fee.
5. For purposes of this policy, the academic year will run from July 1 through June 30. Therefore, teaching done in the Summer term at OPD will earn credit in the prior JD academic year, unless otherwise agreed by the Associate Dean.
6. Teaching credit cannot be earned on sabbatical. Program Directors who teach in the Professional LLM while on sabbatical will be paid the Professional LLM teaching fee.
7. The term of a Program Director shall be five years.

This policy came into effect on July 1, 2012, as amended 2016.

B. Policy on Program Director Appointments in the Professional LL.M.

1. This policy applies to full-time faculty at Osgoode Hall Law School.
2. The term of a Program Director is five (5) years.
3. The annual teaching preference form will include a list of specializations for which the Program Director's term is expiring in the following academic year. Faculty may indicate on their teaching preference forms interest in being considered for appointment when the term of the incumbent expires.
4. In the event no qualified faculty express interest, the incumbent may be re-appointed for an additional term of three (3) years. A committee comprised of the Dean, the Associate Dean, Academic and the Assistant Dean, Osgoode Professional Development, will select Program Directors. In addition to academic expertise in the field, factors that will be considered include:
 - a. teaching experience and evaluations in the specialization and/or in the Professional LLM; and
 - b. ability to recruit instructors suitable for teaching in the Professional LLM, including

academics from other universities and senior practitioners.

C. Existing Practice Related to Summer Teaching

Osgoode's practice has been to offer on-load teaching in Fall/Winter semesters. Where summer on-load teaching has taken place, it has specifically been at the request of interested faculty (e.g. OPD, subject to the OPD teaching policy), and in such circumstances those faculty preferences should be directed to the Associate Dean.

D. Clarification of "Available Teaching Load" in Article 18.19 of the Collective Agreement

If, through no fault of the employee, it is not possible to deliver six on-load teaching credit hours in the term opposite a Research Release Fellowship and the employee can only deliver four or five on-load teaching credit hours, then the one or two unfulfilled on-load teaching credit hours can be deferred to the next year in which the employee delivers on-load teaching credit hours.

E. Low-enrolment course cancellation policy

A course or seminar will ordinarily be cancelled by the Associate Dean (Academic) if fewer than eight students are enrolled. This decision is usually taken in the late summer by the ADA upon review of final enrolment numbers provided by Student Services. It may, at the discretion of the ADA, be taken sooner (in the case of intensive programs whose intake is decided in winter term) or later (e.g. in the fall if it is decided extra time is warranted to see if a winter-term course might attract more enrollees.)

The ADA will consider allowing a course to go forward with fewer than eight enrollees in each of the following circumstances:

1. Where a new course or seminar is being taught for the first time by the instructor, and considerable effort has been expended on preparing the materials
2. Where the course or seminar is being offered by a pre-tenure faculty member
3. Where the course or seminar is being offered pursuant to new strategic initiatives of the law school

When a course or seminar is cancelled due to low-enrolment, the teaching credits allocated to that assignment would be considered owing to the law school, to be discharged in subsequent years unless one or other of the following is possible for the year in question: a) a faculty member decides to cover some or all of the cancelled teaching credits by use of banked credits subject to the parameters of s.18.19 of the Collective Agreement; and/or b) another course or seminar is assigned, with the faculty member's agreement, to make up some or all of the teaching credits.

F. Determining Teaching Credit Allocations for Clinical / Intensive Programs

Effective for the 2022-23 academic year, teaching credits for clinical/ Intensive programs will be assigned by the ADA in accordance with the following parameters and principles. Such assignment takes place against a backdrop general acknowledgement that directing such programs has distinctive qualities not typical to other forms of teaching:

There are three general rules:

1. All Clinical/ Intensive programs within the Law School will receive no fewer than 4 teaching credits and no more than 6 teaching credits.
2. Any Clinical/ Intensive program delivering less than a full term (i.e. 15 student credits) of student coursework will receive a maximum of 4 teaching credits.
3. For all Clinical/ Intensive programs delivering 15 credits of student coursework, the ADA shall consider the following non-exhaustive list of factors in determining whether a given program will receive 4, 5 or 6 credits. These are reproduced verbatim from the May 12, 2021, document entitled *Guidelines for Determining Credit Allocations for Clinical/ Intensive Programs*
 - a. Creation of new programs (start-up factor), addition of 1 teaching credit
 - Applied during the first two (2) years of a Program and considers the extra work required to find an array of new placements for students.
 - b. Supervision of students providing legal advice, addition of 1 teaching credit
 - Applied for any Director acting as a lawyer and in that capacity supervising students who are providing legal advice. Drawing on the Director's Law Society of Ontario membership and associated insurance for providing legal advice.
 - c. Size of the program, addition of 1 teaching credit.
 - Delivering a program for 20 or more students will result in a 5-teaching credit weighting (unless [an]other factor[s] is/are applied).
 - d. New Program Placement/ Refreshment Incentive
 - Adding 4 new placement organizations and 3 additional students from the previous year will result in 1 additional teaching credit.
 - Adding 8 new placement organizations and 6 additional students from the previous year will result in 2 additional teaching credits.

- Merging two existing programs under a single director will result in 1 additional teaching credit in the following year.
- e. Faculty new to Clinical/ Intensive teaching
 - A faculty member not having previously directed a particular Clinical/ Intensive program (but having directed another Clinical/ Intensive program) will be given 1 additional credit in the first year of such directorship, as an incentive to faculty to take on new roles related to relationship-building within a particular program.
 - A faculty member not having previously directed any Clinical/ Intensive program will be given 1 additional credit in each of the first two years of such directorship, as an incentive to faculty to take on new roles related to relationship-building within such programs generally.

B. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Members of faculty are expected to keep up to date in the fields in which they are working, and to contribute to the body of professional knowledge as creative scholars. As law teachers, they have a unique opportunity to benefit the public, the profession and law students through research and writing which identifies, articulates, evaluates and stimulates developments in the legal system. Faculty members are therefore expected to devote a reasonable portion of their time to research and scholarly work.

Creative scholarship may be generated by such remunerated and focused activities as projects of law reform and royal commissions or community groups, arbitrations, professional opinions, etc.

However, as independent, critical members of the University and legal communities, members of the Law School faculty should try to ensure that the scholarship generated by such activities is reflected ultimately in some contribution to the world of knowledge, by way of articles, treatises, or other forms of knowledge mobilization and dissemination.

One way in which this might be done, although not always possible, is for periods of activity involving outside work to be followed by periods of reflection and perspective which produce writing which will pass into the public domain, and thus represent a quid pro quo to the Law School for time spent elsewhere.

It is also preferable that outside work which is undertaken be either in the public interest or in areas which feed into the professional academic interests of the individual undertaking such assignments; work for the purpose solely of enhancing income may sometimes be inevitable, but it is not, *prima facie*, the most desirable allocation of intellectual resources.

In situations where an individual's time commitment to outside work is such as to interfere with fulfilment of his/her responsibilities for teaching, research and administrative service at a reasonable standard, it is expected that the individual shall reduce such activities appropriately, seek a reduced teaching load or leave without pay, or resign.

Please consult the [York University-OHFA Collective Agreement](#), Article 18, Section 18.04 for detailed information regarding outside professional activities.

A. Teaching and Learning Faculty Grants

Purpose

The [Plan for the Law School 2006-2010](#), approved by Faculty Council in October 2005, contemplated the building of “best practices” and other core values into the educational program of the Law School. As a result, the faculty is encouraged to consider ways to deepen engagement within the Osgoode community and enhance the educational effectiveness of the Osgoode program, particularly within their own classrooms. The Law School has developed internal aids to faculty in this regard: the Standing Committee on Teaching and Learning along with the Osgoode Course Design Institute. Both are intended to analyze “best practices” and assist faculty in reviewing such concepts as the value of diversity, innovative pedagogy, interdisciplinary study and the integration of theory and practice. However, the Law School recognizes that an emphasis on teaching and learning requires investments on the part of the faculty. With this in mind, the Law School provides [Teaching and Learning Faculty Grants](#) in order to reimburse faculty for those costs.

Qualifying Opportunities

The Teaching and Learning Faculty Grants program (“Program”) is intended to reimburse full-time faculty members and, on a limited basis, to adjunct faculty and part-time professional staff members who are involved in teaching or student supervision as part of the JD or Graduate Program, for costs incurred, directly or indirectly, in improving or developing their courses, seminars or academic programs at the Law School. The school will reimburse 100% of the eligible expenses to a maximum \$1000 per application in each fiscal year. Some examples of the eligible expenses are:

- costs associated with course design or development, including where approved by the Standing Committee on Teaching and Learning, on the basis of a written proposal, hiring a research assistant to further develop active learning components, setting course goals, etc.;
- costs incurred to attend workshops, courses, programs or other opportunities which will enhance the faculty member’s understanding or knowledge in this area;

- purchase of publications, software, or other materials designed to enhance these goals in the classroom or the academic program.

Guidelines for Grants

All applications for support must be made in advance of the Program in which the faculty member is participating.

The Law School will reimburse faculty members for 100% of their incurred expenses up to a maximum of \$1,000 in a single fiscal year.

Applicants are expected to keep expenses to a minimum by, for example, arranging the most economical travel arrangements where the Program is to be held a substantial distance from Toronto.

A maximum of eight adjunct faculty and eligible full-time professional staff members in each fiscal year will be eligible to participate in the Program. Adjunct faculty and eligible staff members must apply either by January 15 or July 1. Up to four awards will be made with respect to each of the two application periods.

Procedures

All applications for support should be made to the Manager, Dean's Office, giving details of the proposed Program, including, if possible, the nature of the Program, a copy of the Program materials (if available), and an estimate of the anticipated costs associated with participation in the Program. The Dean will consider all requests on an individual basis, with advice as requested from the Chair of the Standing Committee on Teaching and Learning. Once approval has been obtained, faculty members are expected to keep all receipts and to submit their expenses to the Executive Officer immediately following the completion of the Program.

Application form is available on the [MyOsgoode](#) Faculty page.

B. Osgoode Student Organization Fund

Osgoode funds a number of conferences and initiatives organized by Osgoode student associations, some as one-off events and others on a recurring basis. In providing this funding, the following preferences will be considered by the Dean's Office:

- Where the funding provided serves to leverage other external sources of funding;
- Where the funding provided develops or advances a collaboration with a partner university or institution;
- Where the funding provided supports student leadership and community involvement;

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- Where the funding provided raises Osgoode's profile and goodwill in the legal community and with the public more broadly;
- Where the funding provided serves an initiative in the public interest.

Request Amount: Request may not exceed \$1000*.

Application Deadline: Rolling.

**The amount provided will also depend on the financial capacity and other priorities of the Law School.*

C. DISCLOSURE AND DISCUSSION

Please refer to Article 22 of the [York University-OHFA Collective Agreement](#) for information regarding intellectual property, contracting out and disclosure.

D. COMPENSATION

Please refer to Article 24 of the [York University-OHFA Collective Agreement](#) for information regarding compensation, including salary floors, progress-through-the-ranks, professional expenses reimbursement, etc.

Salaries and administrative stipends are paid to employees in twelve equal installments, by payment to their bank, credit union, or trust account on the 25th day of each month. When the 25th falls on a Sunday or a Monday holiday, payment is made on the following day. When the 25th falls on a Saturday or a Friday holiday, payment is made on the previous day.

E. TERMS AND CONDITIONS OF EMPLOYMENT

Article 18 of the [York University-OHFA Collective Agreement](#) has detailed information regarding the terms and conditions of employment.

A. Length of Employment Year

The employment year shall normally be from July 1 to the subsequent June 30 and shall include eleven months of professional obligations and responsibilities to the University and one month's vacation, payment for which is included in the annual salary. For more information, please refer to the section 18.01 of the [York University-OHFA Collective Agreement](#).

B. Holidays

Employees are entitled to the following holidays: Canada Day, Civic Holiday, Labour Day,

Thanksgiving Day, December 24, Christmas Day, Boxing Day, New Year's Day, Family Day, Good Friday, Victoria Day, and any other day proclaimed as a holiday by the University, or as a statutory holiday by federal or provincial authorities. Refer to Section 18.02 of the [York University-OHFA Collective Agreement](#) for a full list of holidays.

C. Payment of Salaries

Salaries and administrative stipends are paid to employees in twelve equal installments, by payment to their bank, credit union, or trust account on the 25th day of each month. Refer to Section 18.03 of the [York University-OHFA Collective Agreement](#) for more information.

D. Length of the Academic Year

Information regarding the length of the academic year can be found in Section 18.16 of the [York University-OHFA Collective Agreement](#).

E. Research Release Fellowship

Information regarding the Research Release Fellowship can be found in Section 18.18 of the [York University-OHFA Collective Agreement](#). See also Section II.A.2 below.

F. Accommodation for Persons with Disabilities

Please refer to sections 18.25 – 18.27 of the [York University-OHFA Collective Agreement](#) for detailed information regarding accommodation for persons with disabilities.

F. LEAVES OF ABSENCE

A. General

All members of the faculty are expected to be in residence at the University during the academic session. All planned leaves during this period must be applied for. Whenever possible, applications for a leave of absence should be submitted to the Dean by the November preceding the academic year in which the leave will be taken.

Refer to Article 19 of the [York University-OHFA Collective Agreement](#) for information on leaves of absence.

B. Short Term Leave

Faculty members should consult Sections 19.01 – 19.05 of the [York University-OHFA Collective Agreement](#) for information regarding short term leaves.

C. Longer Term Leave

Information regarding long term leave, including sick leave, pregnancy, primary caregiver and parental leave is detailed in Sections 19.06 – 19.16 of the [York University-OHFA Collective Agreement](#).

D. Political Leave

Information on political leave can be found in Sections 19.19 – 19.26 of the [York University-OHFA Collective Agreement](#).

E. Sabbatical Leave

For information regarding sabbatical leaves please refer to Article 20 of the [York University-OHFA Collective Agreement](#).

More information regarding sickness, pregnancy, etc. during a sabbatical leave can be found in Article 19, Section 19.16 of the [York University-OHFA Collective Agreement](#).

G. BENEFITS

Please refer to Article 25 of the [York University-OHFA Collective Agreement](#) for information regarding employees' benefits, including information on pension, insurance, tuition waiver and moving expenses.

H. RETIREMENT PROVISIONS

For information regarding retirement provisions please consult Article 15 of the [York University-OHFA Collective Agreement](#).

I. FACULTY EMPLOYMENT EQUITY PLAN

The goal of the Employment Equity Plan is to facilitate, through the recruitment of new faculty, a faculty composition that is reflective of the diversity in society at large, including but not limited to the four designated groups identified in the federal *Employment Equity Act* – women, visible minorities, Aboriginal persons and persons with disabilities. In particular, this plan seeks to increase the representation of faculty from the following five equity-seeking groups: women, racialized persons, Indigenous persons, persons with disabilities and LGBTQ persons. The full text of the Law School's Employment Equity Plan can be obtained from the Office of the Dean, the Office of the Associate Dean (Academic) or the current Chair of the Equality Committee.

J. ADMISSION TO THE BAR OF ONTARIO

The Law Society of Upper Canada presently provides, under [By-Law 4](#), for the admission of law teachers to the Bar of Ontario under the following conditions:

Exemption from degree or certificate requirement

9. (1.1) An applicant is exempt from the requirement mentioned in paragraph 1 of

subsection (1) if,

(a) the applicant is a dean of an accredited law school and has entered upon the second consecutive year in that position; or

(b) the applicant is a full-time member of the faculty of an accredited law school and has entered upon the third consecutive year in that position.

Exemption from examination requirement

9. (2) An applicant is exempt from the requirement mentioned in paragraph 2 of subsection (1) if,

(b) the applicant is a dean of an accredited law school and has entered upon the second consecutive year in that position; or

(c) the applicant is a full-time member of the faculty of an accredited law school and has entered upon the third consecutive year in that position.

Exemption from experiential training requirement

9. (3) An applicant is exempt from the requirements mentioned in paragraphs 3 and 4 of subsection (1) if,

(b) the applicant is a dean of an accredited law school and has entered upon the second consecutive year in that position; or

(c) the applicant is a full-time member of the faculty of an accredited law school and has entered upon the third consecutive year in that position.

Further information about admission to the Ontario Bar under By-Law 4 may be obtained from the Secretary of the Law Society of Upper Canada.

K. OSGOOD HALL FACULTY ASSOCIATION

The Osgoode Hall Faculty Association (OHFA) is open to all members of the full-time faculty of Osgoode Hall Law School other than the Dean and the Associate Deans. OHFA's website is <https://www.osgoodefakulty.ca/>.

The purposes of the Osgoode Hall Faculty Association, as described in the Constitution of the Association, include:

"...the promotion of the welfare of Osgoode Hall Law School, the maintenance of the

traditions of Osgoode Hall Law School as an institution of higher learning in the legal profession in Ontario, and the promotion of the welfare of the members of the faculty of the Osgoode Hall Law School including relations with the Law Society of Upper Canada and the regulation of the terms and conditions of employment between faculty of the Osgoode Hall Law School and York University."

The Osgoode Hall Faculty Association meets at least once a year, and from time to time throughout the year as business demands.

For each academic year, there is an executive comprising of elected representatives from junior, intermediate and senior members of faculty.

L. ADMINISTRATIVE SERVICES

A. Secretarial

Each faculty member is assigned one full-time Faculty Assistant, whose services are shared with other faculty. Faculty Assistants are to be utilized to support Law School work with regards to teaching and research only. To obtain a complete job description for Faculty Assistants, contact the Executive Office.

Faculty Assistant assignments are prepared by the Office of the Executive Officer once a year in July and are subject to change depending on professors' sabbaticals, leaves, workload, office relocation, etc. Careful thought is given to achieving a reasonably balanced workload amongst the secretarial staff.

Faculty Assistants are unionized employees belonging to the York University Staff Association (YUSA) and directly report to the Manager, Operations. Issues, concerns and problems with staff must be brought to the attention of the Manager, Operations or Executive Office.

The Manager, Operations in the Executive Office handles all work overload requests and notifies faculty members of any staff absences, ensuring that faculty have appropriate support during absences. During the Manager, Operations' absence, any request for assistance may be directed to the Manager of Human Resources and Administration.

B. Research Assistants

Faculty members are entitled to apply for Research Assistant (RA) support for the Fall/Winter and Summer terms. The program is administered by the Office of the Executive Officer. Faculty members are allotted 60 hours of research assistance in the Fall/Winter term, and 245 hours during the Summer. A photocopying allowance is provided.

Matching Program:

For each term, 60 additional RA hours are available to each faculty member, as Osgoode will match up to 30 hours when faculty contribute 30 hours from their own internal/external grant funds. Faculty members will be asked to reimburse the Law School for RA hours exceeding allotments, and for photocopying charges in excess of the allowance. Unused hours are not carried over to the following term. Faculty on sabbatical may apply for the RA program.

Up to \$500 of additional RA funding is available to assist with the preparation of a Tri-council grant application. Faculty members can apply for this through the Research Intensification Fund – Faculty application on MyOsgoode.

A communication with more information on the hiring process will be sent to faculty immediately prior to the period of hire.

C. Long Distance Telephone Charges

Faculty are expected to reimburse the Law School for the cost of personal and non-Law School business long distance telephone calls.

Reimbursements should be submitted to the Manager, Operations in the Office of the Executive Officer. Cheques should be made payable to York University.

D. Fax Messages

Fax messages can be sent from the fax machine located in the 3rd Floor copy room, 3023.

The cost of fax messages which are not Law School business will be billed to the appropriate individual.

E. Photocopying

Each faculty member will be given a photocopy card. This card will track the amount of photocopies made by each faculty member. These cards are intended for faculty use only and should not be shared with Research Assistants. Cards will also be given to the faculty member's Assistant.

Faculty members are expected to reimburse the Law School for the cost of personal and non-Law School business photocopying.

F. Mail

Each faculty member will have a mailbox in the mailroom in 1021.

All Law School mail is handled through the Faculty Assistants. To comply with Federal

Postal Regulations, Law School mail must be in Law School envelopes. Each item must have the sender's name and room number below the York University/Osgoode Hall Law School return address section. If there is no identification, the envelopes will be opened and returned to the sender.

Non-Law School mail (other than personal mail) may be sent in Law School envelopes and meter postage can be affixed to it, but every such item must either plainly indicate who the sender is or otherwise bear some identification. This will facilitate preparation of accurate monthly billings of postal charges which should be paid for by persons or offices other than the Law School. As in the case of Law School mail, unidentified items will be opened and returned to the sender.

The metering and postal charge recording and billing service does not extend to personal mail.

G. Stationery and Office Supplies

Stationery and office supplies can be obtained through your Faculty Assistant. Items not normally stocked can be specially ordered and usually take about three business days to be received.

H. Room bookings

Room bookings for academic activities may be made through the Programs and Records Office at student_services@osgoode.yorku.ca.

Room bookings for non-academic activities, such as special presentations and meetings, which involve the use of seminar rooms, classrooms and other rooms may be requested through the Executive Office by sending an email to rooms@osgoode.yorku.ca detailing the dates, times (start and end), special requirements (e.g. Security, AV equipment, signage, etc.) and the nature of the event taking place. Requests should be made at least seven business days in advance.

If assistance is required with AV and/or computing equipment, your Faculty Assistant can make the arrangements with Information Technology Services a minimum of seven business days in advance.

I. Key Control

Keys and access cards for the building, offices, filing cabinets and desks are controlled through the Office of the Executive Officer, suite 2030. Faculty members are reminded that, for security reasons, Research Assistants cannot be issued building access cards and should not be given keys to offices.

J. Parking

Parking permits can be obtained through the department of Parking & Transportation Services. Further information on parking rates and applications can be found online at yorku.ca/parking or by visiting the parking office in person, which is located in room 222 of the William Small Centre.

M. FACULTY EXPENSES

A. Reimbursement of Expenses

York University will reimburse its employees for reasonable expenses incurred by them on behalf of the University or in the course of University academic or administrative business. Expenses will be allowed when incurred in accordance with the Expense Guidelines in effect from time to time and may be claimed in accordance with the prescribed Procedures for Reimbursement of Expenses, in effect from time to time. All expense claims are subject to audit.

For more information, see the University's policy on [Reimbursement of Expenses](#).

Please consult Article 18, Section 18.05 of the [York University-OHFA Collective Agreement](#) for more information regarding reimbursement of expenses while on University business.

B. Professional Expense Reimbursement

For details on faculty Professional Expense Reimbursement (PER) accounts, see Article 24, Section 24.08 of the [York University-OHFA Collective Agreement](#).

C. Reimbursement of Research Expenses

Research Grants and Contracts have specific guidelines on eligible expenses. Only expenses that are eligible will be reimbursed by Research Accounting. Questions on eligible expenses can be directed to the Graduate & Research Financial Assistant at financeohls@osgoode.yorku.ca. Please refer to this link for more information <https://www.osgoode.yorku.ca/my/faculty/faculty-funding/>.

For more information, see the University's policy on [Reimbursement of Expenses](#).

D. Conference Travel & Research Support Fund

4.1 Purpose

As of May 1, 2007, the total amount for travel and conference travel for each fiscal year (May 1 – April 30) will be allocated equally among all OHFA full-time members of faculty. Each eligible faculty member will be informed of the per capita amount

available for the upcoming fiscal year by April 15, and faculty members will be reimbursed for expenses up to that amount.

4.2 Qualifying Travel

This fund can be used for conference travel and research associated expenses, and criteria for reimbursement are the same as those provisions set out for Professional Expense Reimbursement.

4.3 Procedures

Faculty will be required to complete a Claim for Reimbursement within the Concur Expense System and submit original receipts to Graduate & Research Financial Assistant. The Office of the Executive Officer will track all faculty expenses through individual faculty accounts set internally at Osgoode. Any claims for reimbursement in excess of the annual allocated Conference Travel & Research Support Fund will be charged to the faculty member's individual PER account.

E. Cash Advances

Where a credit card cannot reasonably be used and an advance of funds may be required to cover travel expenditures in excess of \$500, a request for a cash advance may be made. Only one cash advance may be outstanding at any time, unless approved by the Office of the Comptroller, Finance Department.

A request for a cash advance shall be submitted to the Finance Department using the Concur Expense System, a minimum of seven business days prior to the date when the funds are needed.

A cash advance shall be settled within 14 working days following the use for which it was requested (completion of travel, conclusion of an event, etc.). A cash advance shall be settled by offsetting claims for reimbursement and/or by cash repayment. A cash advance remaining outstanding after 60 days may be deducted from the employee's next salary payment.

F. Visitors and Guest Lecturers

The following policy guidelines have been developed with regard to guest lecturers and visitors to the Law School:

It is useful to students and faculty alike to be able to discuss current problems with guest lecturers in courses and seminars and to be exposed to a broader spectrum of views and personalities beyond those of our own faculty. Such opportunities, as well, are often useful to the guest lecturer and help to maintain links between the School and other academic

and professional communities.

Advance approval should be sought from the Executive Officer or the Associate Dean (Academic) in writing prior to the invitation to a guest lecturer if any reimbursement to cover the expenses of the guest lecturer is anticipated.

Normally, no honorarium will be paid for one or two isolated appearances at a class or seminar. However, with advance approval, a modest honorarium may be possible in circumstances such as the following:

- i. The guest is on a more extended visit to the School, participating in additional courses or seminars, or in consultations with faculty members;
- ii. The guest is invited to present a specifically prepared paper to an event such as a faculty seminar;
- iii. The guest is one for whom such visits are not normally undertaken as a "professional courtesy."

If the guest is one whose appearance might be of general interest, especially if visiting from another city, the host faculty member should try to arrange to make him/her available for a faculty seminar, for consultations and discussions, and for classes and seminars other than his/her own. Co-sponsorship of such a visit with other Law Schools, particularly the University of Toronto Law School, are strongly encouraged.

G. Computing Facilities

7.1 Computer Purchasing – CRP/RSH Program

Full-time faculty members are entitled to receive a new computer every three years, which is partially funded through the University Computer Renewal Program (CRP). Osgoode ITS will contact faculty members when their computers are up for renewal. Faculty members will have the option of choosing between several desktops and laptops with optional upgrades to meet faculty work and research needs.

For any additional computing needs, faculty members can purchase additional equipment using PER funds. Contact help@osgoode.yorku.ca to request information if additional equipment is needed for purchase.

7.2 Laptop Loan Program

Faculty can borrow laptops through the library circulation desk for short term loans.

7.3 Smart Phone

Smart phones/plans can be purchased through Osgoode. The service is provided

through Rogers Wireless and charges are made to faculty research or personal expense budget. Contact help@osgoode.yorku.ca to begin the process of ordering a phone.

7.4 Video Conferencing/Live Webcasts

Osgoode has state-of-the-art mobile video conferencing facilities that have been used for guest speakers, lectures, courses, and dissertation defense panels. The equipment can be booked through help@osgoode.yorku.ca and requests must be made a **minimum of ten business days in advance** to accommodate testing.

7.5 Live Webcasts

Live Webcasts for events are also possible through UIT Classroom Operations. Osgoode ITS will assist with coordination of live webcasts. For bookings, contact help@osgoode.yorku.ca at least two to three weeks in advance of the event to prepare resources.

7.6 Lecture Recordings

Training for faculty members recording lectures for students is set up automatically for your first class. Additional training sessions are also held before the start of each semester. All queries related to lecture recording should be sent to audiorecording@osgoode.yorku.ca

H. Classroom Technology

8.1 Electronic Classrooms

The Osgoode classrooms are equipped with easy-to-use technology to enhance the classroom experience.

- All rooms are equipped with a Windows computer and a large display (projector or television).
- Laptops can be connected to the displays using a **VGA** connection in Standard rooms; with an **HDMI** or **Wireless** connection in the upgraded rooms.
- Instructions for using the equipment are affixed to the credenzas in all rooms.
- Training sessions on equipment usage are provided and a technician will stop by your first class of each semester. For additional assistance, your Faculty Assistant can book an UIT Classroom Operations technician to visit your class. Please note that this must be ordered 5 business days in advance.

UIT – AVSS (York University Audio Visual Support Services) provides equipment and support for the rooms. If you run into any trouble in the room, the phones in the

classrooms can be used to call UIT Classroom Operations (ext. 55065) for immediate assistance.

HyFlex Rooms

- The Moot Court, 1005, is a semi-hyFlex classroom. The room has a built-in camera which can display the stage on a video conference call.
- Room 0002 is a full hyFlex classroom. The room has a built-in camera, participant microphones and additional reference displays for showing remote participants.
- Room 2001 is being converted to a full hyFlex classroom, similar to 0002, and will be available at the end of September 2021.

Additional details and a list of classrooms and technology can be found on the Osgoode [ITS Classroom Technology page](#).

SECTION II: TEACHING RESPONSIBILITIES

A. TEACHING LOADS

A. Normal Teaching Load

Please consult Article 18, Sections 18.06 – 18.14 of the [York University-OHFA Collective Agreement](#) for detailed information regarding workload of faculty members.

B. Teaching Release Research Support

The Dean's Office may approve special teaching release for research grant applicants or holders on a discretionary basis.

- a. Discretionary teaching release must be pre-approved at the time of the grant application, regardless of the source of funding.
- b. An application for teaching release is to be submitted in writing to the Office of the Associate Dean (Research & Institutional Relations) before the grant application is signed by one of the Deans. The application for teaching release is to set out the amount and timing of release being sought, and any other information required by the Office. Any award of teaching release is at the discretion of the Dean, in consultation with the Associate Deans.
- c. The criteria to be considered in deciding whether to grant teaching release and in what amount include but are not limited to the following:
 - i. Whether the faculty member otherwise expects to carry a normal teaching credit load of 12 hours during the period in question;
 - ii. Whether the faculty member has received discretionary teaching release for research purposes in the past, whether as a result of an external grant or through the Osgoode Research Fellowship, or any other internal or external program;
 - iii. The faculty member's record of producing scholarly publications or other research outputs including those following sabbaticals and other research leaves;
 - iv. The teaching and institutional needs of the Law School during the period in question;
 - v. The faculty member's teaching and administrative load in the past (whether heavy or lighter); and
 - vi. The nature of the project, including whether the individual faculty member will be a principal investigator under a Tri-Council grant or through other external funding, and whether he or she will be bringing in external funding from one or more grants/sub-grants of at least \$100,000 per year to the University during

SECTION II: TEACHING RESPONSIBILITIES

the period for which teaching release is sought, either as Lead/Principal Investigator or through Co-Applicant sub-grants.

- d. An award of discretionary teaching release should be based on the calculation of the normal teaching hours and should not exceed 4 contact hours in total and may be limited to 3 or 2 contact hours depending on the above criteria. In exceptional circumstances, an award of teaching release may be for 6 contact hours.
- e. Teaching release does not include administrative release, unless otherwise specified.
- f. Where appropriate, the faculty member may be required as a condition of approving the teaching release to apply in addition for the Osgoode Research Release Fellowship, or another program that could support the release, and any such award would then reduce the amount of discretionary teaching release provided under the policy.
- g. The Research Office should continue to work with the Executive Officer to ensure that any funds owing to Osgoode from VPRI or other sources in respect of a faculty member's teaching release are reimbursed in a timely way.
- h. Where discretionary teaching release is requested but not granted, a faculty member may be offered other adjustments to align his or her teaching load more closely with research needs.
- i. The Research Office will keep track of discretionary awards made under this part; and the operation of this policy will be reviewed.

Note: See also [Section I.E.5. Research Release Fellowship](#)

B. GRADUATE SUPERVISION

Faculty members are expected as part of their teaching responsibilities to assume responsibility for the supervision of graduate students in Osgoode's Research Graduate Program, to serve on supervisory committees, and to serve on examination committees at York.

The Research Graduate Program is keen to build a supportive culture for supervisors. Please contact the Graduate Program Director for information on Osgoode and York support for supervision and supervisory skills development.

Please see the criteria for appointment to Faculty of Graduate Studies (FGS) at the following: [Appointments Policy](#). In accordance with Article 18, Section 18.15 of the [York University-OHFA Collective Agreement](#), faculty members are to be given credit for the completed principal supervision of graduated graduate students on the basis of one half hour of credit per term

SECTION II: TEACHING RESPONSIBILITIES

for each candidate supervised, to a maximum of one credit hour for each LLM (thesis) candidate, and a maximum of one and a half credit hours for each Doctoral candidate.

More generally, for specific rules and procedures related to the Research Graduate Program (research LLM and PhD), see the [Graduate Student Handbook via My Osgoode](#) (viewable after signing in), the [Osgoode Hall Law School Graduate Program in Law pages](#) and/or the [Faculty of Graduate Studies pages](#).

C. TEACHING ASSIGNMENTS

Early in the academic year, members of faculty are invited to indicate their preferred teaching assignments for the following year. So far as possible, these preferences will be honoured, subject to the exigencies of course coverage, recruitment and staffing problems, sabbatical and other leaves of absence, etc.

Faculty members who wish to offer new courses or seminars should seek approval from the Academic Policy & Planning Committee by no later than the end of the first semester. Please refer to the Rules for Establishing Courses and Seminars and for Fixing the Numbers and Qualifications of Students to be Admitted Thereto (see below) for the proper procedures. Approval of a new course does not automatically mean that it can be offered in a given academic year.

Final decisions concerning teaching assignments are expected to be made by March 1, subject again to any problems created by last-minute developments.

D. RULES FOR ESTABLISHING COURSES AND SEMINARS AND FOR FIXING THE NUMBERS AND QUALIFICATIONS OF STUDENTS TO BE ADMITTED THERETO

1. No courses or seminars shall be offered except with the prior approval of the Academic Policy & Planning Committee and Faculty Council. Innovation and experimentation are to be encouraged, and approval is designed to ensure the orderly growth and balance of the School's program. In seeking approval, or from time to time, an instructor shall provide the information as specified on the New Course Proposal Form.
2. Changes to existing courses and seminars must be approved by the Academic Policy & Planning Committee and the Faculty Council. In seeking change, the instructor shall provide the Academic Policy & Planning Committee a memorandum detailing the rationale behind, and specifics of, the change(s).
3. A seminar is a study of a specific problem area of the law in which a small group of

students (rarely more than 20, preferably fewer) do research on related aspects of the basic problem under the direction of a professor. The subject matter of the seminar should be such as to require the production of new knowledge or new ideas which suggest solutions or illuminate problems in the area of the law chosen for study.

4. Courses should be offered to a normal complement of students, comprising up to 95 students. There are usually multiple sections for courses that typically have high demand. Seminars should be offered to a normal complement of students, comprising normally no more than 20 students.

In the event that an instructor wishes, for pedagogic reasons, to admit fewer than the normal complement of students, he/she may do so only with the prior permission of the Dean.

5. Qualified graduate students from other faculties or departments may be permitted to enroll in courses and seminars offered in the Law School.

Where instruction in a course or seminar is offered jointly by an Osgoode professor holding a cross-appointment in another Faculty, student enrolment will normally be divided equally between law students and other qualified students.

Where instruction in a course or seminar is offered solely by an Osgoode professor, he/she may admit such number of qualified graduate students from other faculties as has been approved by the Office of Admissions & Student Services.

Where enrolment in a course or seminar is divided between law students and students in other Faculties or departments, any surplus of places made available by the failure of one group to take up its quota may be made up by the other.

E. TEACHING SCHEDULES

The main purpose of the timetabling exercise is to enable us to provide our students with early, accurate information upon which they can make course selections for the following year. As a secondary consideration, the timetable should accommodate as much as possible the individual preferences of faculty members. Subject to special circumstances, the following principles will govern timetabling:

1. Normally, courses and seminars will be offered in two-hour blocks; certain slots will be reserved for Perspective Options in the Winter term.
2. Upper year courses will be arranged to afford students the maximum number of options in course selection;

3. First year programs will be arranged to provide a balanced daily load for students;
4. Classes may be scheduled from 8:30 am to 6:00 pm on any weekday, except for Legal and Literary hours (Wednesday 12:30 pm to 2:30 pm) and Faculty Council hours (Monday 12:30 pm to 2:30 pm); classes are normally not scheduled for evenings unless necessary for the substantial involvement of adjunct faculty or other important academic reasons. Please note that we have a number of classes taught by practitioners that are scheduled in the evenings;
5. Faculty members will normally be scheduled for one free day per week (if desired) for purposes of research, etc.; however, there is no guarantee that any particular day of the week can be so designated;
6. Faculty members will not normally be required to teach twice in a single day without an intervening period for preparation.

In or around November of each year, instructors will be invited to indicate their preferences for teaching days and hours during the coming year; these preferences will be respected as far as is possible in the preparation of class timetables.

Any changes to the preferences should be communicated to the Office of the Associate Dean (Academic) immediately, since no changes can be made once timetables have been distributed to the students in May.

Once timetables are established, faculty members are expected to adhere to them. Classes should not be cancelled for purposes of personal convenience; if cancellation is unavoidable, make-up classes should be provided. Departures from this practice inevitably affect the other commitments of students, create problems of room allocation, and interfere with other courses by triggering a chain reaction of requests for rescheduling.

Faculty members must not undertake to agree with student requests for timetable changes. Such changes may take place only with the prior consent of the Programs and Records Office, which will be given only for good academic reasons or in response to unanticipated problems.

Classes should not be terminated before the end of the semester. Classes should run for the established length of time, as approved by Faculty Council, namely two, three or four hours/week, less a reasonable/appropriate break.

F. SYLLABUS

Note that “syllabus” is used in two senses in this section. It can refer to the overall Osgoode list of courses (with fairly brief descriptions and evaluation method) – what other institutions

SECTION II: TEACHING RESPONSIBILITIES

sometimes call a calendar. It also refers to the more detailed document for an individual course – what Osgoode tends to refer to as a “course outline.”

In spring of each year, instructors will be asked to provide the Programs and Records Office with a brief description of each course or seminar they will offer in the following year for inclusion in the annual online program syllabus.

A link to the online program syllabus is emailed to second- and third-year students in late May/early June. Changes in the method of evaluation for any course or seminar cannot be made after the syllabus has been published.

Instructors are asked to take care in preparing their course descriptions, and to adhere to those descriptions in order to avoid prejudice to students who may have relied on them.

Instructors are asked in or around August for the Fall term, and December for the Winter term, to provide an electronic copy of a detailed course outline/syllabus to the Office of the Associate Dean (Academic). The course outlines/syllabi are posted on the MyOsgoode website (sign in with your Osgoode credentials; near the top of the page go to “Switch User Role” and select “JD Students”; you will find “Course Outlines” under the “Programs & Records” heading). While the details of the course outlines are for each instructor to determine, each course outline must contain a statement of learning objectives and must include certain common paragraphs that address such matters as accommodations and academic integrity. An electronic template is provided to all instructors.

G. EXEMPTION FROM PREREQUISITES

Instructors who choose to grant certain students an exemption from the prerequisite requirements for a course or seminar should sign the Pre-Requisite Waiver available online and completed by the student. The student will then upload the completed form to the Programs & Records Office via MyJD.

H. CLASS CANCELLATIONS

The Programs & Records Office should be notified of class cancellations at least 24 hours in advance. Faculty should send an email to their class through Outlook/class email list, as well as to Karen Willoughby (karenw@osgoode.yorku.ca) and Gayle Dyke (gdyke@osgoode.yorku.ca), who will post the cancellation on MyOsgoode.

I. EXTRA CLASSES AND MAKE-UP CLASSES

For first year sections, arrangements for additional or make-up classes can be made at any

time not taken by other class sessions or Legal Process seminars of that section. These classes must be cleared with and confirmed by the Programs & Records Office. Please contact Gayle Dyke at gdyke@osgoode.yorku.ca.

For second- and third-year classes and seminars, additional or make-up classes cannot be scheduled at a time when there is a possibility of a class conflict being created for some students. Before confirming the make-up class with the Programs and Records Office, the instructor must check with the class to ensure that no conflict exists. Whenever possible, a week's notice is requested.

Room bookings for make-up classes must be made through the Programs and Records Office.

Extra classes are **not** to be scheduled on a continuing basis throughout the term.

J. EXAMINATIONS AND GRADING

Note: The following is intended to be a summary of the Academic Rules of Osgoode Hall Law School, regarding Examinations and Grading that are most relevant to instructors. The complete regulations are contained in [Section V](#) of this Handbook. In the event that there is a discrepancy between this summary and the Academic Rules, the Academic Rules prevail.

A. Examinations and Testing Procedures

1.1 Secondary Examiner

A secondary examiner shall be designated by the Associate Dean (Academic) for each course in which one or more written examinations are given. The secondary examiner shall review all examination questions in advance and offer comments and suggestions to the primary examiner. In the case of disagreement, the decision of the primary examiner shall prevail. Failure to comply with this requirement will not invalidate an examination. Ordinarily, an instructor is expected to seek out a colleague with sufficient expertise to be secondary examiner and the Associate Dean (Academic) is asked to designate someone only where the instructor is encountering difficulty finding a secondary examiner.

1.2 Exam Invigilation

Instructors must be available by phone during the writing of their examinations.

1.3 Examination questions must be handed in along with the examination answers at the conclusion of all examinations. Following the completion of the examination period and the release of grades, examinations will be available for review by students in the

Library as has been the practice in the past.

questions must be handed in along with the examination answers at the conclusion

1.4 Use of Computers in Examinations

Computers may be used for writing examinations, resources permitting. The use of computers is governed by the Law School's code of academic honesty as set forth in the *Academic Rules* of the Law School, by guidelines issued by the Senate of York University, including the accommodations required for students with disabilities, and by procedures issued from time to time by the Associate Dean (Academic) and the Assistant Dean, Students.

1.5 Instructor – Student Grade Review:

A student is entitled to a conference with the instructor regarding his/her grades, provided he/she makes an appointment for this purpose within three weeks after the grades have been released.

Faculty members should make a serious effort to furnish each student with an explanation of why he/she obtained the result he/she did on the examination or projects used to evaluate his/her performance in each course or seminar. Wherever possible, the student should be informed as the course or seminar progresses.

Where such conference and oral explanation is not possible, the professor should either:

- i. make written comments and make available the exam paper or assignment;
or
- ii. give the student an opportunity to attend a class where the exam or assignment is discussed generally; or
- iii. make available the exam or assignment to the student and encourage him/her to meet the professor privately to discuss it within three weeks of the work being returned.

The instructor shall include in the course outline information about post-examination reviews of the exam and consultation with individual students.

B. Grading and Credit

2.1 Grades:

A student shall receive one of the following letter grades for each course, seminar or program:

A+/A:	Excellent
B+/B:	Good
C+/C:	Acceptable
D+/D:	Marginal
F:	Fail

2.2 Credit/ No-Credit

With the approval of Faculty Council, a course, seminar or program may be graded on a credit/no-credit basis and a student enrolled in the course, seminar or program shall receive one of the following evaluations:

Credit: indicating that the student has successfully met the requirements of the course, seminar or program.

No Credit: indicating that the student has not met the requirements of the course, seminar or program.

2.3 Distribution of Grades:

All courses with more than 30 students are subject to the following rules governing the distribution of grades. These rules do not apply to courses with 30 or fewer students, seminars, and clinical programs, which are governed by section 2.3.b, below.

i. The grading profile is:

A+/A:	15%
B+/B:	60%
C+/C:	20%
D+/D/F:	5%

- ii. An instructor is permitted a maximum variation of five percentage points from the grading profile, with any greater variation requiring the approval of the Grades Review Committee under section 2.3.vi below.
- iii. In the A+/A and B+/B ranges, the number of “plus” grades awarded in a range may not exceed one-third of the total number of grades in that range.
- iv. In the C+/C range, the number of “plus” grades awarded may not exceed two-thirds of the total number of grades in that range.
- v. In the D+/D/F range, there is no restriction on the number of “plus” grades awarded.
- vi. An instructor whose grades vary more than five percentage points from the

grading profile in section 2.3.a.i shall submit an explanation to the Grades Review Committee. In deciding whether to permit this variation, the Committee may, inter alia, wish to take into account the size of the class.

- vii. The above rules apply before any changes made under the grade appeal procedures in section 6.2 below.

[Note that there is no necessary correlation between a numerical score and any particular letter grade.]

The Rules permit a maximum 5% point deviation from the above grade profiles. This means that instructors can award the following grades in each range of grades:

A+/A 10% - 20% maximum 1/3 "+" grades

B+/B 55% - 65% maximum 1/3 "+" grades

C+/C 15% - 25% maximum 2/3 "+" grades

D+/D/F 0% - 10% no maximum 1/3 "+" on "D+" grades

No F+ grades permitted

It is expected that grades will conform to the grading profile. In classes with 30 or more students, the normal practice of the GRC is not to permit a deviation from the grading profile.

*An instructor whose grades vary more than 5% from the grading profile or whose number of "plus" grades exceeds the allowable limit, **must** submit an explanation to the GRC.*

In determining whether to permit such a deviation from the profile, the GRC will consider all the circumstances of the situation, including:

- (i) the size of the class,*
- (ii) the stated objectives of the course,*
- (iii) the pedagogical approach used by the instructor(s),*
- (iv) the form(s) of evaluation, and*
- (v) any other relevant factors.*

Instructors are reminded that an explanation that addresses the factors in (i) and (ii) is required. In recent years, the GRC has not been persuaded by the following sorts of assertions offered by way of explanation:

SECTION II: TEACHING RESPONSIBILITIES

- *the students worked exceptionally hard,*
- *they were exceptionally well taught,*
- *they were an exceptionally bright group,*
- *there were multiple forms of evaluation,*
- *there were multiple opportunities for feedback.*

All courses with 30 or fewer students, seminars, and clinical programs are subject to the following rules governing the distribution of grades.

- i. Where the median grade awarded in the class is higher than B+ or lower than B, the instructor shall submit an explanation for such variation to the Grades Review Committee. In a class with an odd number of students, the median grade is the central grade awarded, with an equal number of grades above and below it. In a class with an even number of students, the median grade is the lowest grade awarded in the top half of the class
- ii. The purpose of the explanation is to assure the Grades Review Committee that the instructor has addressed the grading process in an informed and conscientious manner.
- iii. Where the Committee is satisfied that the explanation meets this standard, it shall normally approve the grades awarded. Where the Committee is not satisfied that the explanation meets this standard, it may request the instructor to reconsider or change the grades awarded.
- iv. In making this decision, the Committee shall be guided by the principle that the judgment of the instructor lies at the heart of the grading process and is normally entitled to deference.
- v. In all cases, the Grades Review Committee has the ultimate power to determine the grades awarded.

After a Grades Review Committee has released the grades pursuant to Academic Rule 4.1(e), no instructor shall alter a grade awarded to a student except in accordance with the grade appeal procedures in Rule 6.2 following.

2.4 Grade Point Average

The grade point average of each student shall be calculated on the following basis:

A+	=	9
A	=	8
B+	=	7
B	=	6
C+	=	5
C	=	4

D+	=	3
D	=	2
F	=	0
Allowed=		0

In the calculation of student grade point averages, the grades are weighted according to the number of credit hours associated with each course, commencing with the 1996-1997 academic year.

Grade point averages thus calculated will be translated into the following letter grade averages:

Over 8.49	grade point average = A+
From 7.50 - 8.49	grade point average = A
From 6.50 - 7.49	grade point average = B+
From 5.50 - 6.49	grade point average = B
From 4.50 - 5.49	grade point average = C+
From 3.60 - 4.49	grade point average = C
Less than 3.60	grade point average = F

C. Academic Standing and Transcripts

3.1 Academic Standing

Immediately upon release of the fall semester grades, students in all years who are in danger of not obtaining credit for the year will be specifically invited to discuss their papers with the instructor concerned, interviewed by the Assistant Dean or the Associate Dean (Students), and warned of the danger that they may not obtain credit for the year. If they wish to do so, they will be permitted to complete the year.

All decisions as to whether a particular student passes or fails and whether any of his/her grades should be adjusted by the Grades Review Committee shall be taken at the end of the Winter semester of each year.

A student will be failed and required to withdraw from the School if, in any academic year, he/she obtains:

- i. an F grade in any course, seminar or program; or
- ii. a No Credit in any course, seminar or program graded on a credit/no-credit basis; or
- iii. a grade point average of less than 3.60.

The grade referred to in this paragraph is the grade finally awarded to the student after

faculty deliberation and exhaustion of supplemental privileges and appeals, if any.

A student who has failed in a subject will normally be graded as "allowed" by faculty decision where his/her grade point average (ignoring the failure) is not less than 4.75.

A student who has obtained a grade of D, F or Allowed in any course will not be allowed to take another course in substitution therefor.

A student who is failed and required to withdraw from the School will not normally be permitted to re-enter and repeat his/her year.

3.2 Transcripts

The portion of transcripts dealing with grades shall reveal only the letter grade in each course, the course size, the course average, the letter grade average earned each year by the student, the letter grade average of the class and the percentage of the class falling within each such letter grade average, but shall not reveal the actual grade point average or class rank.

In the case of students enrolled in any course, seminar or program which involves a substantial portion of a semester's work graded on a credit/no-credit basis, the instructor shall place in the student's file, on or before February 15 for the Fall semester and on or before June 15 for the Winter semester, a letter evaluating the student's performance in the course, seminar or program. The fact that such a letter of evaluation is on file shall be noted on the student's transcript, and a copy of such a letter shall be attached to the student's transcript.

A student's grades shall not be made public, nor shall they be disclosed to any person or institution without his/her consent.

D. Deferred Examinations and Papers

The guidelines and procedures for granting examination deferrals on compassionate, medical and equitable grounds are set out in the Academic Rules. Students seeking deferrals should be referred to Assistant Dean, Students, Mya Rimón. The Office of Student Services will apprise you of any deferrals approved in your courses. There is a 7-10 day deferral period that follows immediately after the regular examination period. Generally speaking, deferred examinations will be written in time for you to grade them before the relevant Grades Review Committee Meeting.

Instructors are free to set due dates for in-course assignments and papers; **however, the final due date for term work must be the first day of the examination period.** (The only exception to this is where students are given the option to submit a paper in addition to writing the final examination in which case the paper may be due any time up to, and including, the date of the final examination.) Instructors may grant extensions of

assignments or papers up to the first day of the examination period. **Instructors may NOT grant extensions beyond the first day of the examination period; rather students must seek an extension through Assistant Dean, Students, Mya Rimón.**

It is mandatory that instructors provide the Manager, Academic Programs & Records with a deferred exam different from the regular examination in the course.

E. Supplemental Examinations

Note that the entitlement to a supplemental examination is determined by the Grades Review Committee or in some instances, the Academic Standing Committee.

Supplemental examinations are a privilege which may be granted by the Faculty in special cases. They are not to be considered a regular method of enabling students to complete the requirements of the year.

A student may be permitted to write supplemental examinations only if:

- i. for medical, compassionate or equitable reasons he/she was unable to write, or to demonstrate his/her ability at the regular examinations;
- ii. he/she received a final grade of D+, D, F, or DNW; and
- iii. he/she does not qualify for aegrotat standing.

F. Aegrotat Standing

Note that the entitlement to aegrotat standing is determined by the Grades Review Committee or in some instances, the Academic Standing Committee.

Aegrotat standing may, in the discretion of the Faculty, be granted to a student who, on medical, compassionate or equitable grounds, has been unable to write or to pass one or more examinations.

A student will not be granted aegrotat standing unless his/her academic record taken as a whole justifies the assumption that he/she would have successfully passed the examination. In the case of first year students, the absence of any law school record will normally lead to denial of aegrotat standing, although a good pre-law record, coupled with satisfactory semester work and success in other examinations written, may lead to the granting of aegrotat standing.

Notwithstanding that a student has been denied aegrotat standing he/she may be permitted to write supplemental examinations.

A student granted aegrotat standing in one or more subjects shall receive a grade point average calculated without reference to such subjects.

G. Grade Reappraisal

Subject to the requirements and procedures in [Section 6.2](#) following; a student may appeal a final grade in a course on one or both of the following grounds:

- i. a significant error or unfairness in the assessment of the grade;
- ii. a defect in the evaluation process.

A claim that the instructor held political opinions different from the student's, or employed theoretical or other perspectives different from the student's in teaching or evaluating the student's work, does not constitute a ground of appeal. A claim that the grade given does not demonstrate the student's knowledge of the subject matter or does not adequately reflect the student's efforts to learn the material does not constitute a ground of appeal.

Note that Grade Appeals are heard by the Academic Standing Committee. A panel of committee members assesses whether, accepting the student's evidence, one of the grounds could be potentially established. In the event that the conclusion is positive, the full-blown appeal process is described. At this stage in the process the Committee will invite the instructor to provide a written response. For more details regarding grade appeals see section [V.E. 6](#)

H. Keeping Examinations and Papers

Examinations and papers should be kept for a period of one year.

K. STUDENT EVALUATIONS

In the last two weeks of each term, course evaluation forms are completed by the students in each class. The Office of Admissions & Student Services administers the evaluation process. For further information about student evaluations, please consult the Office of Admissions & Student Services.

SECTION III: RESEARCH

A. FUNDING OF RESEARCH

A. General Principles

In May 1973, Faculty Council approved the following general principles to govern the allocation of research funds within the Law School:

- i. Funds should be made available (both in the Summer and part-time in the Winter) for the hiring of student research assistants for preparation of teaching materials.
- ii. Funds should be made available to cover the expense of general research likely to lead to publication.
- iii. Where possible, compensation should be paid to faculty members for research within the context of these general principles.
- iv. The Research and Seminars Committee should advise the Dean upon the allocation of research funds, following open advertisement to faculty members of their availability and the criteria for allocation, if any.
- v. Compensation should not normally be paid for preparation of teaching materials.

B. Research Programs

Please consult the Research section on the Faculty page on MyOsgoode for an up-to-date listing of funding opportunities as well as online application forms. For clarity, the term CLAs includes both CLTAs and NTCAs, as defined in Section VII. Governance of York University and Osgoode Hall Law School, [C. Faculty Council of Osgoode Hall Law School, 5.1 \(a\)\(ii\) Rules and Procedures](#) and in the [York University-OHFA Collective Agreement](#).

2.1 Research Assistant Program

For more information on hiring a student research assistant please refer to: [Section I. Employment, L. Administrative Services, 2. Research Assistants](#).

2.2 Harry W. Arthurs Fund

Harry W. Arthurs, former Osgoode Hall Law School Dean and York University President, has generously created a fund to enhance the intellectual life of Osgoode Hall Law School by promoting scholarly endeavour in the broad field of public law, with preference being given to interdisciplinary work. Full-time Osgoode faculty members may apply for a two-year grant of up to \$5,000 from this fund.

Grants may be used, for example, to support occasional intensive faculty research

colloquia; provide start-up funding to enable groups of faculty members to form collaborative research groups for a defined project which would then seek external funding. This may include reading groups only where those reading groups have an explicit plan to launch a research project which will also seek additional sources of funding. This fund is not available to support long-term recurring commitments such as annual lectureships, public conferences or graduate fellowships, nor is it to be the sole source of funds for a project.

Application Deadline: N/A

Funding: up to \$5,000

Application available on MyOsgoode.

2.3 Research Intensification Fund – Faculty

Fund to support research for full-time faculty, Osgoode law librarians and CLAs (subject to contract entitlement, where applicable). Priority will be given to projects that demonstrate outcomes (grants, publications, dissemination) in the following areas:

1. Conference & Workshop - Development & implementation of a conference or workshop (not conference attendance) including with External Partners (generally max \$2,500)
2. Matching Funds for External Grants (up to \$6,000)
3. Grant Preparation & Revision - New grant applications or revision of a grant application after a decline from a granting agency. (up to \$500 for Research Assistant support)
4. Pilot Projects - seed money to do preliminary research in preparation for an external grant (generally the max amount is \$2,500)
5. Top Up Research Funds - for research initiatives that do not fit other RIF categories or internal Osgoode Funds. (generally the max amount is \$3,000)

Note that categories #1-4 will be reviewed and approved by the Associate Dean Research in conjunction with the Research & Seminars Committee. Category #5 will be reviewed and approved by the Dean and ADR.

Application Deadline: Rolling

Funding: up to \$6,000

Application available on MyOsgoode.

2.4 Research Intensification Fund – Senior Scholars Expense Fund (PER)

Modest amounts to Senior Scholars for research, roughly paralleling PER amounts for Faculty.

Application Deadline: Rolling

Application available on MyOsgoode.

2.5 Research Intensification Fund – Senior Scholars Research Fund (TURF)

Modest amounts to Senior Scholars for research, roughly paralleling Top Up Research Funds for Faculty.

Application Deadline: Rolling.

Application available on MyOsgoode.

2.6 Research Intensification Fund for JD Students

A fund is available to support JD student initiatives, such as JD student organized conferences, speaker series, visiting speakers or other research related events including travel to present works at scholarly conferences. Eligibility for this fund is limited to current full or part time JD students at Osgoode, and preference would be given to initiatives put forward by groups of students and those who have not previously received this award.

Application Deadline: Rolling

Funding: one grant per fiscal, up to \$350

Application available on MyOsgoode.

C. External Funding

The Osgoode Research Services Office supports Osgoode faculty by providing information on possible sources of support and application procedures, and works with faculty on preparing research applications. The office also acts as a liaison with the Office of Research Services.

Further information on Internal and External Research Funding and other opportunities can be found on the Faculty page of MyOsgoode or by contacting the Research Officer

(researchofficer@osgoode.yorku.ca), Room 2033D.

D. Payment of Research Assistants

JD Students

All JD research assistants working on Osgoode funded projects are paid every two weeks, through the Executive Office. When a student has been hired by any member of faculty, he/she is asked to report to the staff in the Executive Office before beginning work, or as soon after as possible.

Faculty members working on external grants can arrange to have their research assistants paid through the Executive Office by speaking to the Executive Officer about the delegation of signing authority for the relevant grant accounts.

Graduate Students

All graduate students who are hired as research assistants are paid by stipend, not hourly. Faculty members interested in hiring graduate students as research assistants should contact the Graduate Office for information on hiring procedures. The research graduate program assistant can be reached at resgpa@osgoode.yorku.ca.

B. ETHICS REVIEW PROCESS FOR RESEARCH INVOLVING HUMANS

To meet Senate requirements for the ethical conduct for research involving humans, all proposals for research involving human participants should be accompanied by an ethics review. This includes surveys and interview-based studies, which students or faculty undertake either in the course of their regular research or, in the case of students, in the context of an assignment.

Senate policy indicates that all research involving humans conducted by faculty will be subject to review by the University-wide Human Participants Review Sub-Committee (HPRC). [Review of minimal risk research involving humans conducted by JD or graduate students undertaking an MRP or in fulfillment of course requirements, is the responsibility of each Faculty's delegated ethics review committee, and approved projects are to be reported annually to the Senate Committee on Research every July 1. At Osgoode, these responsibilities lie with the Research and Seminars Committee]. Graduate undertaking theses or dissertations with human participants are subject to the ethics approval procedures of the Faculty of Graduate Studies.

Faculty members and students undertaking research involving humans should read the [Senate Policy on Research Involving Human Participants](#). The relevant form should be completed and

submitted to the HPRC, Osgoode's Research Officer or Faculty of Graduate Studies as appropriate.

C. RESEARCH EVENTS

The Research Office presents conferences, workshops, seminars, book launches, and lectures that allow for an enhanced research environment among the law school's faculty, students, visitors and community. These events bring forth the finest legal minds and practitioners from across the globe to share their ideas, insight and challenge common perceptions on a myriad of topics.

Research events foster innovation and partnerships and our office works closely with faculty members to develop these relationships. If you would like assistance coordinating an event, please contact the Research Events Coordinator.

SECTION IV: RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE OSGOODE HALL LAW SCHOOL COMMUNITY

A. OSGOODE HALL LAW SCHOOL EQUALITY RESOLUTION AND PROCEDURES

PART 1: EQUALITY RESOLUTION

In furtherance of Osgoode Hall Law School's long-standing commitment to social justice and substantive equality¹ in legal education, the legal profession, and the law generally, Faculty Council approved the following Equality Resolution.

A. Affirmation

Faculty Council of Osgoode Hall Law School acknowledges Osgoode Hall Law School's legal obligations to respect human rights entitlements and to uphold their human rights duties under the Ontario *Human Rights Code*.

*The preamble to the Human Rights Code reads in part as follows:

"Whereas recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world and is in accord with the Universal Declaration of Human Rights as proclaimed by the United Nations;

And whereas it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province ..."

In furtherance of that objective, the Code establishes rights to equality in social interactions relating to provision of goods, services and facilities; accommodation; employment; contracts and vocational associations.

¹ Substantive equality is the legal standard for equality in Canada. Under this principle, whether discrimination occurs is assessed by the effect on the equality right claimant; it is not assessed by reference to the intent of the respondent: *Ontario Human Rights Commission v. Simpson-Sears* [1985] 2 S.C.R. 536. Substantive equality recognizes that the "essence of true equality" is the accommodation of difference taking into account the full context of social, political, legal and historical disadvantage and systemic discrimination: *Andrews v. Law Society of British Columbia*, [1989] 1 S.C.R. 143; *R. v. Turpin*, [1989] 1 S.C.R. 1296; *British Columbia (Public Service Employee Relations Commission) v. BCGSEU*, [1999] 3 S.C.R. 3.

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Faculty Council affirms that all students, faculty², members of the administration and staff have a right to substantive equality in accordance with the *Human Rights Code*, including equal treatment without discrimination, and in particular, without regard to race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, political orientation, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability. At the same time, all students, faculty, members of the administration and staff have an obligation to respect this right to substantive equality.

Faculty Council recognizes Osgoode Hall Law School's duty to advance truth and reconciliation between Indigenous and non-Indigenous communities.

B. Equality in the Osgoode Learning Community

Osgoode Faculty Council recognizes that systemic discrimination³ that operates in multiple and intersecting dynamics creates systems, structures, institutionalized practices and beliefs that continue to marginalize many communities of people and that this systemic discrimination may create multiple barriers in the Law School learning environment. Recognizing its duty to create a learning environment which enables all students to participate fully without discrimination, Osgoode Faculty Council adopts the following measures in relation to teaching and learning:

A: Pedagogy

In order to continue and to expand efforts to build and sustain a learning environment characterized by substantive equality, Osgoode faculty undertake to consider the following measures in relation to teaching and learning:

² For the purpose of this Resolution and Procedures, "Faculty" includes all full-time faculty members of Osgoode Hall Law School; all persons holding full-time contractually limited term academic appointments and/or holding full-time non-tenured or non-tenure track continuing appointments as faculty members of Osgoode Hall Law School; and all persons carrying out a teaching or instructional role at Osgoode Hall Law School, including but not limited to: adjunct or sessional academic appointees, clinical instructors, mooted coaches, visiting faculty, fellows, lecturers and members of the administration in their teaching role. "Faculty" does not include current Osgoode students.

³ Systemic discrimination refers to the discriminatory effect of systems, practices, procedures, and institutions which have been designed by and with reference to a majority population. Systemic discrimination arises through "the simple operation of established procedures" without consideration of how they have a differential effect on and reinforce exclusion contrary to human rights law: *CN v. Canada (Canadian Human Rights Commission)*, [1987] 1 S.C.R. 1114; *British Columbia (Public Service Employee Relations Commission) v. BCGSEU*, [1999] 3 S.C.R. 3. Systemic discrimination refers to how "Exclusion from the mainstream of society results from the construction of a society based solely on 'mainstream' attributes": *Eaton v. Brant County Board of Education*, [1997] 1 S.C.R. 241; *Eldridge v. British Columbia (Attorney General)*, [1997] 3 S.C.R. 624

SECTION IV: RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE OSGOODE HALL LAW SCHOOL COMMUNITY

- a. inclusion in teaching materials of works or references to works that demonstrate the impact of law on groups that are or have been subjected to discrimination, or inclusion in teaching materials of explanations for the omission of such works or references;
- b. placement of teaching materials that support or exhibit discrimination within a context that identifies their discriminatory nature and that invites open and critical comment on it;
- c. use of language in the classroom, in written materials, and in examinations that is free from discriminatory stereotypes and references;
- d. use of other measures which demonstrate continuing responsiveness to the problems faced by individuals and groups subject to systemic discrimination (for example: holding faculty training seminars about non-discriminatory teaching materials and methods; faculty retreats; inviting guest speakers);
- e. heightening awareness and understanding of how systemic discrimination operates and of efforts to respond to and redress systemic discrimination.

Faculty Council undertakes to work proactively to address systemic discrimination on an ongoing basis in order to build an inclusive learning environment characterized by substantive equality.

C. Learning Environment – Standards of Conduct

Interactions between faculty, staff and students must be free of discrimination, harassment and bullying in accordance with the *Human Rights Code*, the *Occupational Health and Safety Act* and other applicable Osgoode and York policies. Members of the Osgoode Community have a corresponding right to a learning and work environment that is free of discrimination, harassment and bullying.

In accordance with the *Human Rights Code* and other applicable Osgoode and York policies, students must conduct themselves in a manner that respects the rights of their peers to a learning environment that is free of discrimination, harassment and bullying in the classroom, on electronic platforms and Osgoode online communities with a real and substantial link to the learning environment, on all Osgoode premises and at all Osgoode-sponsored events.

Any intellectual community thrives on the free and full expression of opposing ideas and values. It is recognized that community members may be exposed to ideas or opinions they find

disagreeable or offensive.⁴ Only in an environment free of discrimination or harassment can the Law School fulfill its commitment to fostering an environment that promotes free and open inquiry by all members of the community. Faculty, staff and students have a responsibility to exercise their freedom of expression in a manner that does not violate the *Human Rights Code*. In relation to the learning environment, students should also be mindful of the various values and principles set out in the York University Code of Student Rights and Responsibilities, discussed further in sub-section II.B. below.

PART II: EQUALITY RESOLUTION ENFORCEMENT PROCEDURES

A. Academic Procedures: Guiding Principles

- a. The purpose of these procedures is to provide access to swift and effective mechanisms to protect all students from discrimination and harassment as referred to in Part I.2.B: Learning Environment – Standards of Conduct.
- b. The dispute resolution process should not impose an undue burden on complainants. In addition, the process should provide a forum for giving voice and legitimacy to the experiences and concerns of all members of the community.
- c. The administration should foster a climate of respect, consultation and assistance rather than confrontation in regard to faculty and students alike.
- d. Any student has a right to claim and enforce their rights under the Equality Resolution and Procedures. Any student who institutes or participates in proceedings under the Equality Resolution and Procedures has the right to do so without reprisal or threat of reprisal for doing so.

⁴ This sentence is drawn from section 3(3) of York University's [Statement of Policy on Free Speech](#) which should be read in its entirety. Section 3(3) states as follows:

"A range of York policies reflect the right of all community members and invited guests to express their views within the law without fear of intimidation or harassment. To guarantee this right, it is recognized that community members may be exposed to ideas or opinions they find disagreeable or offensive. Freedom of speech is not absolute and does not protect expression that constitutes hate speech, harassment, threats, discrimination or otherwise violates the law. Consequently, the University will not tolerate members of our community or guests engaging in threatening speech or actions which violates York's commitments to ensure the safety of community members, as noted in various policies such as Disruptive and/or Harassing Behaviour in Academic Situations, Racism, Sexual Violence which address the priority of community safety and the harm that can arise from some forms of expression. These policies also provide recourse for those affected by such speech."

- e. The existence of the Equality Resolution and Procedures does not displace a student's right to pursue other formal or informal avenues of redress. Students who choose to pursue other formal or informal avenues of redress have a right to do so without reprisal

B. Procedures Regarding Equality Complaints in Teaching and Curriculum

The complaint procedures outlined in this part apply to complaints made by any student or students that a member of the faculty, in their teaching or teaching-related administrative capacity, has breached the commitments in Part I.2.B: Learning Environment – Standards of Conduct. Complaints in respect of student behavior are governed by the *Student Code of Rights and Responsibilities* and other relevant York policies.

- a. Any student who believes, or any students who believe, that the anti-discrimination and anti-harassment commitments in Part I.2.B: Learning Environment – Standards of Conduct are being violated, including by
 - i. the course content;
 - ii. the nature of the reading materials;
 - iii. the management of the classroom dynamic;
 - iv. the conduct of classes in a particular course, seminar or academic program;
 - v. conduct on electronic platforms and Osgoode online communities with a real and substantial link to the learning environment; or
 - vi. conduct on Osgoode premises or at Osgoode events, are encouraged, but in no sense required as a prerequisite to pursuing the remedies set out below, to raise the matter with the faculty either individually or in a group.
- b. Any student or students may initiate a complaint to the Assistant Dean, Students, in her/his/their capacity as Safe Counsel, or, acting on their own behalf or with the assistance of the Safe Counsel, students may initiate a complaint to the Associate Dean (Academic), where they believe the anti-discrimination and anti-harassment commitments in Part I.2.B: Learning Environment –Standards of Conduct are being violated, including by
 - i. the course content;
 - ii. the nature of the reading materials;
 - iii. the management of the classroom dynamic;
 - iv. the conduct of classes in a particular course, seminar or academic program;
 - v. conduct on electronic platforms and Osgoode online communities with a real and substantial link to the learning environment; or
 - vi. conduct on Osgoode premises or at Osgoode events.

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- c. Any student or students may request any remedy within the authority of the Associate Dean (Academic), including but not limited to any one or combination of:
 - i. mediation;
 - ii. retroactive withdrawal from the course, seminar or program;
 - iii. permission to attend lectures in another section;
 - iv. late entry into another course, seminar or program;
 - v. tutorial assistance;
 - vi. alternative examination or grading arrangements;
 - vii. guaranteed enrolment in another section of the course, seminar or program to be offered in a future term or academic term; and
 - viii. the issuance of "damage control letters" with a view to securing extensions or other forms of relief in other courses or seminars in which the complainant is enrolled.
- d. Where the Associate Dean (Academic) and the Safe Counsel both find the complaint to be frivolous or abusive, the equality complaint shall be dismissed and no further Law School procedures may be pursued by the complainant with respect to that matter.
- e. Where a complaint has not be dismissed under Part II.2.d, and where the Associate Dean (Academic) finds on the merits that Part I.2.B has not been violated, the complaint shall be dismissed.
- f. Where a complaint is not dismissed under Part II.2.d or Part II.2.e and the Associate Dean (Academic) finds on the merits that the commitments in Part I.2.B are being or have been violated, the Associate Dean (Academic) shall take such action as is necessary to remedy the breach of Part I.2.B: Learning Environment – Standards of Conduct. The remedy to be granted by the Associate Dean (Academic) shall be determined in consultation with the Safe Counsel and the student(s) concerned, and shall be fixed not later than 10 school days after the receipt of the complaint by the Associate Dean (Academic), or after mediation (if pursued) has proved unsuccessful.
- g. Where a complainant is not satisfied with the result under either paragraph 2(e) or 2(f), the complainant may request the Dean to convene, and the Dean may convene, an investigatory panel composed of three persons: one student, one faculty member, and an external chair, all of whom are acceptable to both the complainant(s) and the respondent(s).
- h. An investigatory panel established under paragraph 2(g) shall convene within 10 school days of notice being given to the Dean under paragraph 2(g), and shall conduct an informal inquiry that will consist of interviews with the parties, and such further investigation as it deems appropriate. The complainant and any faculty members implicated or involved in

SECTION IV: RIGHTS AND RESPONSIBILITIES OF ALL MEMBERS OF THE OSGOODE HALL LAW SCHOOL COMMUNITY

the complaint shall be given a copy of the complaint, and afforded an opportunity to respond to it orally and in writing. The panel's process is intended to be speedy and informal; the panel does not have the power to compel the attendance of witnesses or the production of documents.

- i. The investigatory panel may make any decision which the Associate Dean (Academic) could have made under paragraph 2(c).
- j. The investigatory panel shall prepare a brief report of its work, including the nature of the complaint, the nature of the respondent(s)'s response, its tentative findings of fact, and such other matters as it deems pertinent, which shall not identify the complainant(s). Both the complainant(s) and respondent(s) shall be given an opportunity to make written or oral submissions in response to the preliminary report and to the response of each other. The investigatory panel shall then prepare its final report having considered the parties' submissions and any responses. If the parties both decline the opportunity to make submissions in response to the preliminary report, the preliminary report shall become the final report of the panel. A copy of the final report shall be delivered to the complainant(s) and the respondent(s). If the complainant(s) or respondent(s) are employed at the University and have engaged union representation in this process, the representatives of the unions to which the complainant(s) and respondent(s) belong will receive copies of the preliminary and final reports.
- k. The final report of the investigatory panel shall be filed with the Dean, Associate Dean (Academic) and Chair of the Equality Committee and will remain confidential within that committee and those offices.
- l. If a complaint is made against the Associate Dean (Academic), or if there is otherwise a conflict of interest, the Dean shall appoint an Alternate to act in place of the Associate Dean (Academic).
- m. The Equality Committee shall monitor the efficacy of the equality complaints procedure and undertake to remedy any issues of general concern.
- n. A student or students, acting on their own behalf or with the assistance of Safe Counsel, may alternatively or simultaneously explore other options to resolve their concerns beyond the Equality Resolution procedures, including but not limited to a complaint to the Office of the Ombudsperson and Centre for Human Rights, Equity and Inclusion.

B. UNIVERSITY POLICIES AND PROCEDURES GOVERNING NON-ACADEMIC CONDUCT

A. Code of Student Rights and Responsibilities

The Office of Student Community Relations is committed to fostering student success by upholding the behavioural expectations outlined in the Code of Student Rights & Responsibilities. OSCR strives to build community by embodying the values of civility, diversity, equity and respect through provision of services such as advice, referrals, education, alternative dispute resolution/dialogue processes, Local Adjudication and the University Tribunal process. OSCR also supports students, parent/guardians and the community in its role as a University liaison in the management of critical incident cases.

Currently, the governing principles and policies of Student Conduct are found in the [Code of Student Rights and Responsibilities](#).

The Office is located at W128 Bennett Centre for Student Services (West entrance to Bennett Centre for Student Services, south of main entrance) and is open from Monday to Friday, 8:30 am to 4:30 pm. You can reach the office at 416-736-5231 or ext. 55231 or by visiting yorku.ca/oscr.

B. Rights and Responsibilities of Students (from the Code)

York University is a place of research, teaching and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another. Freedom of expression, freedom of association, freedom to study and to learn, freedom to engage in research, and the freedom to write and to publish are all recognized as central to the mission of the institution. It is acknowledged that these values can only be meaningful, and these freedoms fully realized, in an atmosphere of safety and security. All York students have rights and responsibilities as outlined in this document and are expected uphold the identified values for the benefit of the entire York community.

This Code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviour of non-student members of the University community are held to comparable standards of account by provincial laws, University policies and their unions' collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at oscr.students.yorku.ca

York is committed to civil discourse and the free and open exchange of ideas between community members and as such, nothing in this Code is intended as a method or excuse

to suppress peaceful protest, civil debate or other lawful conduct so long as student responsibilities as outlined in [Section 4](#) are being upheld.

All students have the rights and responsibilities articulated in the preamble. In keeping with these rights and responsibilities, students are responsible for conducting themselves in a way that supports research, teaching and learning, and upholding an atmosphere of civility, diversity, equity and respect in their interactions with others. Students should strive to make the campus safe, to support the dignity of individuals and groups, and to uphold individual and collective rights and responsibilities.

C. Complaints Procedure

The University recognizes that many disputes can be resolved without resorting to the provisions of this Code. Wherever it is possible and proper to do so, members of the University community are to be encouraged to use constructive communication to encourage appropriate behavior rather than invoking the following complaint process.

A complaint may be initiated by filing a written complaint with the Office of Student Conduct. A [complaint form](#) is available on its website for this purpose. Initially every complaint made under this process will be directed to a Local Adjudicator in the relevant College, Faculty, Residence or Administrative Unit. Following an investigation and decision of the Local Adjudicator, a student may request a hearing before the University Tribunal.

The standard of proof required for determination that there has been a breach of the Code will be “on a balance of probabilities,” meaning that the person(s) deciding a case must find that it is more probable than not a contested allegation is established as fact, or not.

The Complainant has the right to attend any hearing on the matter where evidence he or she has provided is being used. The Complainant also has the right to know the outcome of the complaint process, unless the Local Adjudicator of University Tribunal finds that there are grounds to order otherwise. Sanctions can include any combination of the following: reprimand, personal or public apology, community service or reflective essay, restitution for damage up to \$500, fines up to \$250, withdrawal of non-essential University services, behavioural undertaking with a financial deposit of up to \$500, campus restrictions, relocation or removal from University residence, notation on student record, suspension or expulsion.

Note: The full text of the standards and procedures summarized above can be found in the [Student Code of Rights and Responsibilities](#).

D. Ombudsperson

The Ombudsperson will receive and consider the concern(s) raised when a member of the University community has availed herself/himself of all usual processes but has not been able to resolve her/his concern because of an alleged unfair or delayed application of such processes; or where for good reason, she/he is unable to follow the usual processes.

In exercising this role, the Ombudsperson will have unrestricted access to all University personnel and may examine the actions or decisions of the York University authority in question in order to determine whether such actions/decisions conform to the University's stated processes and with procedural fairness.

While the Ombudsperson does not have the authority to overrule decisions, impose solutions or interfere with collective agreements or the collective bargaining process, she/he can consider complaints outside of the realm of collective agreements, make informal enquiries, carry out formal reviews, draw conclusions and make appropriate recommendations to the President and Senior Administrators about specific actions or decisions. In addition, the Ombudsperson may also make recommendations about York University policies, practices and/or procedures that may be outdated, ineffectual or arbitrary.

The Ombudsperson acts impartially and objectively, neither as an advocate for individuals, nor as a defender of the University, but rather as a seeker of procedural fairness and reasonable outcomes. The Ombudsperson is independent of York University's formal administrative structure and all other departments.

More information can be found at ombuds.info.yorku.ca.

E. Centre for Human Rights

The Centre for Human Rights, Equity & Inclusion assists individuals and groups to address and resolve allegations of discrimination and harassment as defined by the Ontario Human Rights Code (Code). The Centre's mandate covers all grounds of the Code, as well as York's human rights policies and provisions. Where a complaint cannot be resolved informally, the matter may be investigated.

The Centre advocates for the adherence to both the spirit and provisions of the Code, as well as all human rights policies at York.

The Centre also plays a significant role in human rights education promoting a culture of equity and mutual respect. As part of its educational role, the Centre liaises with human rights groups/committees/associations both within the University and in the broader community as resources permit.

C. INTERNAL MECHANISMS

A. Associate Dean (Academic)

The Associate Dean (Academic) has general responsibility for the administration of the academic program at the Law School. The Associate Dean (Academic) is responsible for teaching assignments (full-time and adjunct faculty) and directs the tenure and promotions process. The Associate Dean (Academic) has the power to provide relief to students with founded complaints of a breach of equality principles in teaching or curriculum. The Associate Dean (Academic) also attends to matters of academic honesty.

B. Associate Dean (Students)

The Associate Dean (Students) working closely with the Assistant Dean, Students and the Office of Admissions & Student Services, has general responsibility for oversight of student matters at the Law School. S/he provides support and resources in order to (i) assist in easing the transition into law school for first year students and (ii) encourage the academic success of all students in the JD Program. The Associate Dean (Students) works with the Assistant Dean, Students to provide oversight and approval for student plans of study. In addition the Associate Dean (Students) is responsible for issues concerning student non-academic misconduct and provides advice and information regarding the [Code of Student Rights and Responsibilities](#).

SECTION V: ACADEMIC RULES OF OSGOODE HALL LAW SCHOOL**A. ACADEMIC CREDIT****A. Course Hour Credit**

- 1.1 Every upper year course and seminar shall be assigned a value of two, three or four credit hours, and every first-year course and seminar shall be assigned a value of two to eight credit hours, reflecting the time spent in formal class meeting or supervised research over one semester lasting approximately 14 weeks. (It should be noted that a number of clinical programs and research courses do have more than four credit hours. Please consult the Syllabus for a listing of the courses associated with the clinical programs and for the regulations concerning credit for research courses.) All Osgoode course syllabi are expected to include an explicit statement of the learning objectives of that course.
- 1.2 The method of evaluation in a course shall be such as to test a comprehensive knowledge of the subject matter in the course.

B. First Year

- 2.1 Every first-year student shall successfully complete the following prescribed courses:

Course	Credit Hours	Term(s)
Ethical Lawyering in a Global Community	3	Taken over the first week of the Fall semester and the first two weeks of the Winter semester
Legal Process I	4	Taken over Fall and Winter semesters
Legal Process II	4	Winter semester
Public and Constitutional Law	6	Taken over the Fall semester (commencing after the first week) and the Winter semester
Contracts	4	Fall semester (commencing after the first week)
Criminal Law	4	Fall semester (commencing after the first week)
Torts	4	Fall semester (commencing after the first week)

SECTION V: ACADEMIC RULES OF OSGOODE HALL LAW SCHOOL

Course	Credit Hours	Term(s)
Property Law	4	Winter semester (commencing after Ethical Lawyering in a Global Community is completed)

2.2 In addition to the courses prescribed in Rule 2.1 above, every first-year student shall successfully complete one of the following elective courses:

Elective Course	Credit Hours	Term(s)
A Perspective Option seminar (other than Legal Theory Seminar)	3	Winter semester (commencing after Ethical Lawyering in a Global Community is completed)
Legal Theory Seminar (seminar available each year as one of the Perspective Options)	3	Winter semester (commencing after Ethical Lawyering in a Global Community is completed)

2.3 In the Fall term, in each first-year section, at least one of Contracts, Criminal Law, Public and Constitutional Law, or Torts shall be taught in a format that includes weekly small-group meetings with the course instructor.

2.4 First Year Electives

Perspective Options

Each first-year student shall select his/her Perspective Option by no later than mid-November.

The first-year Perspective Option shall be selected from courses and seminars designated by the Academic Policy & Planning Committee, with the consent of the instructor.

In designating and administering Perspective Option seminars, the Academic Policy & Planning Committee and the Associate Dean (Academic) shall have regard to the learning objectives specified for this elective, as approved by Faculty Council in October 2006. In particular a seminar may be designated as a Perspective Option only if:

- i. it goes beyond purely doctrinal analysis to focus in a sustained way on critical and contextualized perspectives on law (generally Perspective Options will

achieve this objective by introducing students to central themes in one of the special disciplinary approaches to law such as legal sociology, criminology, legal history, feminist legal theory, law and economics, legal philosophy, law and social work, law and anthropology, law and international relations, or other like disciplines);

- ii. the course materials consist primarily of secondary literature in law or related disciplines (i.e. materials that go beyond cases, statutes and “black letter” analysis);
- iii. it is evaluated by way of a paper for at least 75% of the grade; and
- iv. it includes instruction on how to write a scholarly paper in law, including an opportunity for students to receive feedback on their work during the term.

Except for the Legal Theory Seminar, enrolment in a seminar designated as a Perspective Option shall normally be limited to 23 in total, with places for upper year students normally limited to five and except in exceptional circumstances not to exceed eight.

Except where criteria for admission are set by the instructor, in the event of a surplus of applicants over available places in a particular optional course or seminar, admission will be by lottery.

2.4.1 Legal Theory Seminar

The Legal Theory Seminar shall be offered as one of the Perspective Options. It is to be scheduled every year. Enrolment in a Legal Theory Seminar shall not exceed 20.

C. Second and Third Year

- 3.1 All courses and seminars which are open to second- and third-year students are elective.
- 3.2 Prior to the end of May, each first and second year student shall prepare and file a plan of study for the next academic year.
- 3.3 The plan of study of each student will be subject to review by the Assistant Dean, Students or designate. While this is largely a monitoring function, with utmost deference being paid to the wishes of the student, in the event of a disagreement between the student and those responsible for the review of his/her plan, there shall be a right of appeal to the Associate Dean (Students).
- 3.4 Plans of study submitted for the second and third year shall comprise a program which:

- i. lasts two semesters;
- ii. has an aggregate value of at least 60 credit hours (over the two years);
- iii. has a minimum value of 13 credit hours in each semester;
- iv. has a maximum value of 17 credit hours in each semester; and
- v. includes a seminar, course or other option satisfying the Upper Year Research & Writing Requirement in Rule 3.6.
- vi. the suggested program has 15 credit hours in each semester.

3.5 The Assistant Dean, Students or the Associate Dean (Students) may, upon application by a student before the tenth school day of the semester affected, give permission for a student to file a plan of study that comprises a program which has a minimum value of less than 13 or a maximum value of more than 17 credits in a single semester.

3.6 Upper Year Research & Writing Requirements:

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. 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.

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.

Prior to filing of plans of study under Rule 3.2, the Program & Records Office shall publish

a list of seminars and designated courses offered at Osgoode Hall Law School in the next academic year.

3.7 Osgoode Public Interest Requirement (OPIR)

3.7.1 As a condition of graduation, each student shall successfully complete a Public Interest Requirement consisting of:

- 40 hours of financially uncompensated, law-related, public interest work; and
- an additional three hours of reflection on the experience through either direct discussion or a five-page essay (essays may be written collaboratively, with the page requirement multiplied by the number of co-authors and including a brief discussion of the process collaboration).

The 40 + 3 hours may be completed at any time during the student's years of study and must be completed prior to graduation. The hours may be completed while school is in session and/or over the holidays.

3.7.2 For the purposes of this Rule, the concepts of "law-related" and "public interest" shall be interpreted broadly.

"Law-related" work shall be construed in a manner that acknowledges the multiplicity of practice visions and contexts and would include: the application and interpretation of law; the formulation of legal policy; the drafting of legislation or regulations; law reform; public legal education; outreach to communities on legal issues; and participation in community organizing and community development activities.

"Public interest" shall be interpreted with a broad approach that would include activities such as: a) facilitating access to justice for individuals or groups who have limited or no such access (this may include access to legal information, access to advice and representation, access to the multiple forums in which law is constituted); b) participation in activities that seek substantive law reform; c) participation in activities that help to expose the law's impact on the lives of those with limited access to justice; and d) the provision of services that helps to build the capacity of organizations or communities to engage with law and legal process.

Projects or organizations that promote hate or violence shall not be considered to meet the requirement of being in the "public interest". The concept of "public

interest" entails work on real issues and not simulations.

3.7.3 Foundations for OPIR will be established through the Ethical Lawyering in a Global Community course.

3.7.4 Completion of OPIR will be noted on the transcript.

3.7.5 Three years after OPIR is implemented, a review shall be conducted by a committee including the Clinical Education Committee and three representatives from participating organizations. Among other things, the committee shall consider:

- retention of the discussion group and paper option;
- whether three hours is sufficient for the discussion groups; and
- whether credit should be given for all or a portion of OPIR.

3.8 Praxicum Requirement

- a. In either second or third year, each student shall successfully complete a praxicum designated course.
- b. For the purposes of this Rule, "designated" means a seminar, course or Clinical Program designated as meeting the praxicum requirement.
- c. Prior to filing of plans of study under Rule 3.2, the Program & 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.

3.9 Indigenous and Aboriginal Law Requirement **[For Students Entering Fall 2018 and Beyond]**

- a. All graduates of the JD program must have completed at least one course that fulfills the Indigenous and Aboriginal Law Requirement (IALR)
- b. A course fulfills the IALR when it meets the following criteria:
 - i. It is a lecture, seminar, or other for-credit course offering that carries at least three (3) credits;
 - ii. The course content focuses primarily on Indigenous and Aboriginal legal issues and engages in a substantial way with all three of the following:
 - i. Indigenous law (that stems from Indigenous communities);

- ii. Aboriginal law (non-Indigenous law, including Canadian law, as it pertains to Indigenous people);
 - iii. Aspects of professionalism and/or practice skills related to serving Indigenous clients, which may include intercultural competency, conflict resolution, human rights and anti-racism.
- c. The following courses fulfill the IALR:
 - i. Indigenous Peoples and Canadian Law (2110.04, lecture course);
 - ii. Directed Reading: Indigenous Realities and Perspectives (6001.04, seminar);
 - iii. Comparative Law: Indigenous Legal Traditions (3040.03, seminar);
 - iv. Rights & Reconciliation: Indigenous Peoples and Law (3390.03, seminar);
 - v. Comparative Law: Indigenous Rights in Four Settler States (3041.03, seminar).
- d. A course not listed above can be recommended as fulfilling the IALR by approval of the Associate Dean (Academic) in consultation with the Academic Policy and Planning Committee and with ultimate approval from York Senate. Such an application would only be possible when the course instructor is considered knowledgeable in both Aboriginal and Indigenous law.
- e. A course which a student takes at another Faculty of Law fulfills the IALR if it meets the criteria listed in 3.9(b). This includes courses taken before transferring to Osgoode Hall Law School or while studying at another Faculty of Law on a letter of permission. The Associate Dean (Academic), in consultation with the Director, Truth and Reconciliation Commission (TRC) Engagement (or a designate) will determine whether the criteria in 39(b) have been met.

3.10 Principles of Administrative Law **[Repealed beginning with Class of 2020]**

As a condition of graduation, each student shall successfully complete Administrative Law (Law 2010) or take the not-for-credit "Principles of Administrative Law Lecture" in person or online. From the Class of 2020 onward, administrative law knowledge is satisfied by the first-year Public and Constitutional Law course.

3.11 Curricular Streams

Students may be admitted to a curriculum stream as early as the beginning of the second semester of first year, and no later than the beginning of the second semester of second year. In the event of a surplus of applicants over available places, selection shall be by lottery or on the basis of stipulated prerequisites or some combination of the two. Students may transfer into the program if they have accumulated an appropriate profile of course credits and may exit the program without prejudice if they do not wish to continue to meet its requirements.

Successful completion of the requirements of a curriculum stream shall be noted on a student's transcript.

Responsibility for each stream shall be assumed by a Convenor appointed by the Associate Dean (Academic) after consultation with participating faculty members. The Convenor will consult closely with the Associate Dean (Academic) on behalf of participating faculty members to ensure the efficiency and high quality of the program.

3.11.1 International, Comparative & Transnational (ICT) Law Program Curriculum Stream

Students must complete a minimum of 27 credits to satisfy the requirements for the ICT Stream, including:

LW 2008 3.0 (Globalization & the Law);

At least eight credits from LW 2004 4.0 (Comparative Law); LW 2040 4.0 (Conflict of Laws); and LW 2340 4.0 (Public International Law);

LW 5008 3.0 (ICT Colloquium);

At least 13 credits from ICT-designated courses as identified in the annual Osgoode Course Syllabus or, if not identified, as approved by the ICT Convenor

Included in the required minimum 27 credits, students must include at least three credits that satisfy the Law School's Upper Year Research requirement.

As part of the required minimum 27 credits, in consultation with the ICT convener, students must pursue at least one of the following opportunities. Students will be permitted to use up to a maximum of 10 credits from any one of these opportunities towards the ICT Curricular Stream.

- i. Study at another law school as part of an exchange program;
- ii. Study at another law school on a Letter of Permission;
- iii. Enrol in a Clinical Program;
- iv. Enrol in a global classroom course;

- v. Enrol in a Summer Study Program;
- vi. Participate in an Internship;
- vii. Participate in a Work/Study Practicum;
- viii. Engage in Supervised Research.

3.11.2 Litigation, Dispute Resolution and the Administration of Justice (LDA) Program Curriculum Stream

Students must complete a minimum of 25 credits to satisfy the requirements for the LDA Stream, including:

LW 2490 4.0 (Evidence);

LW 5007 3.0 (LDA Colloquium);

At least one of the following:

- i. LW 3960 2.0 and LW 3961 2.0 (Lawyer as Negotiator)
- ii. LW 3980 3.0 (Dispute Settlement)
- iii. LW 5070 3.0 (Labour Arbitration).*
- iv. LW 5960 4.0 (Theory & Practice of Mediation)

At least one of the following:

- i. LW 6020 3.0 (Mooting)
- ii. LW 2140 3.0 (Legal Drafting)
- iii. LW 3630 3.0 (Constitutional Litigation)
- iv. LW 5070 3.0 (Labour Arbitration).**
- v. LW 5270 4.0 (Trial Advocacy)
- vi. LW 7140 3.0 (Innocence Project, Fall Term)
- vii. LW 7140 6.0 (Innocence Project, Winter Term)
- viii. LW 8000 3.0 (Community & Legal Aid Services Program)
- ix. LW 3007C 3.0 (International Dispute Resolution)

At least one of the following:

- i. LW 2040 3.0 (Conflict of Laws)

* If this course is used to satisfy the requirements of c, then it may not be used to satisfy the requirement in d.

** If this course is used to satisfy the requirements of d, then it may not be used to satisfy the requirement in c.

- ii. LW 2120 3.0 (Legal Profession)
- iii. LW 2230 3.0 (Civil Procedure II)
- iv. LW 2240E 3.0 (Criminal Law II)
- v. LW 2442 4.0 (International Courts & Tribunals)
- vi. LW 2690 4.0 (Criminal Procedure)
- vii. LW 3007 3.0 (International Dispute Resolution)
- viii. LW 3010 3.0 (Administration of Civil Justice: Class Action)
- ix. LW 4090 3.0 (Litigating the Insurance Claim)
- x. LW 5010A 3.0 (Administration of Criminal Justice)
- xi. LW 5450 3.0 (Advanced Evidence Problems).

Students must take a sufficient number of credits from any of the courses listed above to satisfy the LDA Curriculum Stream's minimum 25-credit requirement provided that the course(s) have not been previously taken to satisfy requirement c., d. or e.

3.11.3 Tax Law Program Curriculum Stream

Students must complete a minimum of 23 credits to satisfy the requirements for the Tax Stream, including:

- 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 and Social Policy), LW 5220.03 (Taxation Policy), or LW 3006.03 (Consumption Taxes in Canada)
- e. A minimum of ten additional credits from the following courses.

Note: Courses used to satisfy one of the requirements listed in a, b, c, 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 4080.04 (Taxation of Trusts and Social Justice Organizations)
- v. LW 4150.40 (International Tax)
- vi. LW 5220.03 (Taxation Policy)
- vii. LW 6022.02 and LW 6020.03 (Appellate Advocacy Workshop and a Tax Law moot)
- viii. 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.
- xii. Planning)
- xiii. LW 5220 3.0 (Tax Policy)

3.11.4 Labour and Employment Law Program Curriculum Stream

Students must complete a minimum of 23 credits to satisfy the requirements for the Labour and Employment Law Stream, including:

Two of the following courses:

- i. LW 2315 4.0 (Labour and Employment Law)
- ii. LW 2515 4.0 (Collective Bargaining Law)
- iii. LW 2550 4.0 (Individual Employment Relationship)

Two of the following seminars:

- i. LW 5070 3.0 (Labour Arbitration)
- ii. LW 3260 3.0 (Occupational Health and Safety)
- iii. LW 3040N 3.0 (Comparative and International Labour Law)
- iv. LW 5060 3.0 (Advanced Labour)
- v. Other seminar approved by the convenor

The LELP capstone course: 5550 3.0 (Labour and Employment Law and Policy Colloquium)

Two labour and employment related courses or seminars from the following:

- i. LW 2010 4.0 (Administrative Law)
- ii. LW 4270 4.0 (Immigration Law)
- iii. LW 2490 3.0 or 4.0 (Evidence)

- iv. LW 3840 3.0 (Entertainment and Sports Law)
- v. LW 3960 4.0 (Lawyer as Negotiator)
- vi. LW 2008 3.0 (Globalization and the Law)
- vii. LW 3300 3.0 (Discrimination Law)
- viii. LW 3630 3.0 (Constitutional Litigation)
- ix. Other courses or seminars approved by the convenor

Students must also complete one of the following experiential opportunities:

- i. participation in the Ministry of Labour Summer Co-op Program;
- ii. a semester in the Parkdale Community Legal Services workers' rights division;
- iii. 40 hours of volunteer work that is labour and employment related (e.g. work at Toronto Workers' Health and Safety Legal Clinic); or other arrangement as approved by the convenor.

D. Alternative Ways to Obtain Academic Credit

With prior permission and upon compliance with the conditions stipulated, students may also receive academic credit in the manner provided as follows in Rule 4.

4.1 Law Journal

Senior editors of academic legal journals whose Chief Editor is a member of faculty of Osgoode Hall may receive credit in second and/or third year to the value of four credit hours each academic year and not more than eight credit hours in total. Senior editors receiving credit must have at least two semesters of prior experience as a junior editor.

The application for credit must be made before the end of the first course change period of the academic year. The faculty member in charge shall certify that the student is entitled to such credit by reason of having accepted responsibility for substantial editorial work of an academic character for at least two semesters. In particular, such work shall include:

- i. editing at least two articles or the equivalent for publication in the journal;
- ii. reviewing submissions to the journal;
- iii. participating in the administration of the journal; and
- iv. completing one written assignment.

4.2 Community Legal Aid Service Program (CLASP)

Senior supervisory personnel (i.e. "Division Leaders") of the Community and Legal Aid Services Program (CLASP) may receive 15 credits, with three credits allocated to each of

two seminars on the lawyering process (one in the fall and the other in the winter term) and nine credits allocated to the clinical component of CLASP. Of the nine clinical credits, five will be allowed to be earned in one semester and four in the other.

Students enrolled in CLASP continue to receive a pass/fail grade for the clinical components of the program and a letter grade for each of the two seminars.

Division Leaders must enrol in two three-credit seminars (one per term) entitled “Fundamentals of the Lawyering Process” as a co-requisite to the CLASP clinical program.

The application for credit must be made before the end of the first course change period of the academic year.

The CLASP Board of Management will notify the CLASP Counsel of entitlement to such credit by reason of the student having accepted responsibility for substantial supervisory work of an academic character, including regular meetings with the CLASP Supervisor. The credit shall be certified by the CLASP Counsel.

4.3 Upper Year Competitive Lawyering Simulations (Mooting)

Students chosen to represent the Law School at a lawyering simulation competition may earn credits as a result of that participation. Lawyering simulations can include, but are not limited to, appellate advocacy, trial advocacy, mediation, arbitration and client consultation competitions.

The number of course credits to be earned by a student for a particular lawyering simulation competition will be determined by the Associate Dean (Academic) in consultation with the Director of Lawyering Programs (Skills & Moots), in light of the following criteria:

- i. If participation in the competition includes the completion of a substantial amount of legal research and writing, for example the preparation of a factum, students should receive three graded credit hours;
- ii. If participation in the competition does not require a substantial amount of research and writing, students should receive two graded credit hours;
- iii. In the case of appellate advocacy competitions, where students are required to participate in the Appellate Advocacy Workshop, they should receive two additional ungraded credit hours for successfully completing the workshop;
- iv. If a student is a member of a team that is successful at a preliminary qualifying competition and advances to another competition as a result, where the second competition takes place on a different date and involves a different problem than that which was the subject of the preliminary qualifying competition, they should receive two additional ungraded credit hours for

participating in the further round and three additional graded credit hours if the further round also requires the completion of a substantial amount of legal research and writing, for example the preparation of another factum.

Where a portion of the credits earned by a student participating in a lawyering simulation competition are graded, the grade to be awarded shall be decided by the faculty member who is serving as the Director of Lawyering Programs, in consultation with the coach(es) and/or faculty advisor(s).

Students are to be selected to represent the Law School at lawyering simulation competitions through an open and fair tryouts process. Tryouts will ordinarily be conducted by the Director of Mooting & Lawyering Simulations with participation and advice from the President of the Mooting Society or his/her designate. However, the Director of Lawyering Programs may also delegate the responsibility for selecting students to represent the Law School at certain competitions to a faculty member who will also be serving as the coach of the team selected. Any such alternate selection process must also entail an open and fair tryouts process.

Student may participate for credit in only one lawyering simulation competition in a given academic year unless, in the judgement of the Director of Mooting and Lawyering Simulations, no other suitable candidates exist for the additional component.

Students who have earned credit in a lawyering simulation competition will only be permitted to participate for credit in another lawyering simulation competition (whether the same or a new competition) when, in the judgement of the Director of Mooting & Lawyering Simulations, when no other suitable candidates exist for the competition.

4.4 Research Papers

A student may receive a total of nine hours of academic credit for three-hour credit research papers under the supervision of faculty members, during one academic year.

Research papers will normally carry a credit value of three credit hours, but the Assistant Dean, Students or the 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.

A student seeking permission to pursue a research paper shall submit to the Program & Records Office, not later than 10 days prior to the commencement thereof, a statement from the proposed supervisor stipulating:

- i. the topic or field of research;
- ii. the amount of academic credit to be obtained and the date for submission of the completed research paper; and

- iii. consent to provide supervision.

Any change in the conditions of supervision may only be obtained upon filing of a new statement by the supervisor.

The supervisor, upon application by the student or upon his/her own motion, may permit or require the student to terminate a research paper upon such terms and conditions as he/she may decide, provided that the supervisor's decision shall be subject to approval by the Assistant Dean, Students or the Associate Dean (Students).

4.5 Research Program

A student may receive academic credit for a Research Program of not less than 15 credit hours and not more than 30 credit hours, which may extend throughout his/her second and third years.

A student will be permitted to pursue a Research Program if, in the opinion of the Assistant Dean, Students or the Associate Dean (Students),

- i. 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;
- ii. the proposed Research Program is within the student's capacity, and his/her entire plan of study is otherwise satisfactory; and
- iii. he/she will receive adequate supervision.

A Research Program will normally extend through the student's three final semesters, but with the consent of the Assistant Dean, Students or the Associate 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 or the Associate Dean (Students), not later than 10 days prior to the commencement thereof, a statement from the proposed supervisor stipulating:

- i. the topic or field of research, and a tentative outline of research;
- ii. the amount of academic credit to be obtained and the date for submission of the completed research paper; and
- iii. consent to provide supervision.

Any change in the conditions of supervision may only be obtained upon filing of a new statement by the supervisor, and with the consent of the Assistant Dean, Students or the Associate Dean (Students).

The Assistant Dean, Students or the Associate Dean (Students), on application by the

student or the supervisor, or upon its own motion, may permit or require the student to terminate a Research Program upon such terms and conditions as she/he may decide.

4.6 Clinical Programs

A student may receive credit for a Clinical 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 enroll in one of the Clinical Programs for the next academic year shall apply to the Office of Experiential Education Programs on or before the Friday of the fourth week of the Winter Term.

Selection procedures for the applicants to each Clinical 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 Experiential Education in writing whether the offer of a place in each Clinical 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 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 business days following the day the offer was made to confirm in writing that the offer of a place in the Clinical 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 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 Program remaining unfilled after the foregoing procedure may be filled thereafter by Clinical Programs on an *ad hoc* basis.

A selected applicant, having accepted a place in a Clinical Program, will only be permitted to withdraw with the consent of the Assistant Dean, Students or the Associate Dean (Students) 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 (Students) 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.

4.7 Exchange Programs

To be eligible for participation, a student must have successfully completed the first year of the JD Program at Osgoode Hall Law School (or its equivalent), and have maintained a cumulative average of B or better up to the time of departure. Subject to rule 4.10, transfer students are eligible to participate in the Osgoode Exchange Program, though restricted to a maximum of a single academic semester of study on Exchange or on a letter of permission, pursuant to rule 4.8.

A student must submit a statement of why she/he wishes to study abroad, and a plan of study showing which courses she/he intends to take. Substantial departure from the plan of study will result in loss of academic credit.

Courses will be taken on a credit/no-credit basis.

Students will normally be permitted to study abroad for credit for not more than one year. Students may also receive up to four credits per academic year for summer study-abroad programs.

Students may receive credit only for study at approved institutions. "Approved institutions" include:

- i. those which are party to an exchange agreement with the Law School or with York University;
- ii. those which are covered by an arrangement or agreement established by the federal or provincial government;
- iii. those which are administered by another Canadian law school;
- iv. those which are approved by the Association of American Law Schools; and
- v. any other high quality program offered by a well-reputed university, if approved by the Assistant Dean, Students.

Students are responsible for any failure to register or gain academic credit in an international program due to failure to meet entry criteria, to comply with visa, insurance or financial requirements, to secure adequate knowledge of the language of instruction, to complete the program for any reason, or to secure a passing grade. They accept the risk of administrative or other problems which result in their grades not being submitted to Osgoode in a timely fashion. Failure to receive credit while studying abroad will result in the student having to take Osgoode credits in lieu.

Students will receive credit only in accordance with the terms of a letter of permission issued in advance of enrolling in an international or exchange program. The letter of permission will stipulate both the number of credit hours to be received, and whether grades received will be on a credit/no-credit basis or will be recorded as the Osgoode equivalent of the grades awarded by the host institution. A letter of permission will not be provided retroactively. However, amendments may be made to the student's plan of study on the same basis as elsewhere in the JD program, if requested in writing in a timely fashion by the student.

Students may not normally receive credit for international internships or placements undertaken during the summer. However, credit may be awarded for such international placements or internships if they involve research which is intended to be incorporated into an independent research paper or project supervised by a faculty member. At the discretion of the faculty supervisor, an international internship or placement may be awarded up to half of the total credit hours assigned to the paper or project to a maximum of four credit hours, provided the placement or internship involves research which will subsequently be used in that paper or project. The approval of the program director or faculty supervisor must be filed with the student's request for a letter of permission to study abroad and must set out the arrangements prescribed. Retroactive requests for credit for international internships and placements will not be accepted.

4.8 Letters of Permission

The Assistant Dean, Students may issue to a student who has successfully completed the first year of the JD Program at Osgoode Hall Law School (or its equivalent), a letter of permission allowing that student, upon conditions set forth in the letter, to receive credit toward the JD degree of the Osgoode Hall Law School for the work successfully undertaken at the other law school. Subject to rule 4.10, transfer students are eligible to receive Letters of Permission for study at another law school though restricted to a maximum of a single academic semester of study on a letter of permission or an Exchange, pursuant to rule 4.7.

Normally such letters of permission will not be issued for more than one semester's or one academic year's work at another law school, but in exceptional circumstances and where there would be real hardship to the student involved, permission may be granted for an extra semester's work.

The decision with respect to granting letters of permission will take into consideration, inter alia, the law school record of the student, the student's reasons for wishing to spend a period of time elsewhere, the law school the student proposes to attend, and the program of courses the student proposes to undertake.

This privilege may only be granted once during any student's law school career.

A student who is attending another law school on this basis must continue his/her registration at the Osgoode Hall Law School of York University.

An appeal lies from the decision of the Assistant Dean, Students regarding the granting of Letters of Permission to the Associate Dean (Students).

4.9 Extra-disciplinary Courses

A student may, with prior written approval of the Faculty or department involved and subject to approval of his or her plan of study, enroll in up to a maximum of three courses or seminars, not exceeding a total of nine credit hours, in other faculties or departments of the University, provided that the courses or seminars requested are integral to the development of a plan of study. Each such course or seminar will rank as a seminar for the purpose of the more than two seminars rule

4.10 Transfer Credits

A transfer student may use up to 15 upper year credits earned at their originating law school toward the 60 credits required pursuant to rule 3.4(b) above. Any such transfer credits will be counted on a Credit/No-Credit basis in the student's Osgoode transcript and any student transferring upper year credits will not be entitled to earn credit pursuant to rule 4.7 (exchange programs) or 4.8 (letters of permission).

E. Registration Restrictions

5.1 Subject to Rule 4, and except with the permission of the Assistant Dean, Students or the Associate Dean (Students) to be given only in exceptional circumstances, a student shall not:

- a. be enrolled in more than two seminars in any semester;
- b. be enrolled in more than one 15-credit Clinical Program over their second and third years;
- c. be enrolled in both a Research Program and a 15-credit Clinical Program over their second and third years; or
- d. be enrolled in more than four seminars in addition to a 15-credit Clinical Program or Research Program over their second and third years.

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

F. Submission of Final Papers and Supervised Research Papers

- 6.1 Except with the written permission of the two instructors involved, no student shall gain credit for two courses or seminars by the submission of a single final paper or supervised research paper. Such permission shall be given only if the proposed paper fits within the design of both courses or seminars, and involves effort equivalent to the credit requirements of both courses and seminars.
- 6.2 A final paper or supervised research paper written for credit shall be submitted in final form by the first day of the examination period of the semester for which the credit is earned, unless an earlier date is set by the instructor. If an earlier date is set by the course instructor, that date must be set out in the course syllabus.
- 6.3 Where a supervised research paper is written for credit in more than one semester, the paper shall be submitted in final form by the first day of the examination period of the last semester for which the credit is earned, unless an earlier date is set by the instructor.
- 6.4 Where a supervised research paper is written, including a paper written as part of a Research Program, and a date has been fixed for the submission of the paper, the paper shall be submitted in final form by the day so fixed.
- 6.5 The late submission of a final paper or supervised research paper shall result in an F grade unless the student has been granted an extension in accordance with Rule F below. The student will be permitted to submit, within 10 days after the examination period to which the petition relates, a Petition to the Grades Review Committee for consideration at its Spring meeting, which may include but is not limited to applying a late penalty or submitting the paper during the summer supplementary exam period.

B. EVALUATION IN THE FIRST YEAR

A. Definition

For the purpose of the Rules regarding Evaluation (Sections B and C), a final examination means a test written at the Law School by all students in a course at the same time within two weeks of the end of the semester or later.

B. Evaluation in First Year Courses

- 2.1 The course in Ethical Lawyering in a Global Community shall be evaluated exclusively through non-examination methods.

2.2 Evaluation in Legal Process and Public and Constitutional Law shall conform to the following requirements:

- i. students shall be evaluated using at least two different methods including at least one non-examination method;
- ii. any final evaluation may not count for more than 67% of the grade (except as a consequence of earlier evaluations being graded on a no-downside-risk basis); and
- iii. instructors must provide feedback to students on their work at some point during the course, whether graded or ungraded, in a form that is designed to help prepare them for later evaluations in the course.

2.3 In Contracts, Criminal Law and Torts, instructors must provide individualized feedback (graded or ungraded) to students on their work by week 11 of the Fall semester. Feedback should be in a format designed to help prepare students for later evaluations in the course. Instructors shall include in the course outline the nature and date(s) of any test or other exercise to be completed for this purpose, as well as the means by which students will obtain individualized feedback.

2.4 In Property Law and Legal Process II, instructors must provide individualized feedback (graded or ungraded) to students on their work by week 10 of the Winter semester. Feedback should be in a format designed to help prepare students for later evaluations in the course. Instructors shall include in the course outline the nature and date(s) of any test or other exercise to be completed for this purpose, as well as the means by which students will obtain individualized feedback.

2.5 The requirement in 2.3 and 2.4 that student feedback be “individualized” can be met in a variety of ways, including but not limited to written feedback for each student or the provision of a model answer combined with opportunities for students to meet with the instructor to discuss their work. Instructors have wide discretion to select the means of providing individualized feedback most appropriate to the course, however availability for office hours alone is not sufficient to meet this requirement.

C. Evaluation in First Year Electives

3.1 Legal Theory Seminars and Perspective Option seminars shall be evaluated by way of a paper approximately 5000 words in length, and requiring some degree of scholarly research, for at least 75% of the grade.

C. EVALUATION IN THE SECOND AND THIRD YEAR

1. In those courses where credit is otherwise to be obtained solely by taking a final examination, a student may elect to take an additional evaluation procedure.
2. The nature and weight of any such additional evaluation procedure shall be determined by the instructor.
3. The instructor shall inform students, by not later than the end of the first week of the semester, of the following:
 - i. The nature of the additional evaluation procedure.
 - ii. Any time limits stipulated for participation in, or completion of, such procedure.
 - iii. The relative weight to be accorded the final examination and the additional procedure.
4. A second- or third-year student has until the fourth week of a semester to notify the Program & Records Office if she/he wishes to undertake an additional evaluation procedure. The instructor of any course may, at his/her discretion, extend this deadline for such time as he/she thinks fit.
5. A student who elects to undertake such additional procedure:
 - i. may revoke the election by written notice to the Office of Admissions & Student Services at any time prior to the first date fixed for participation or, if none is stipulated, the date for completion;
 - ii. shall comply with the dates fixed for participation or completion, or be penalized for lateness, unless an acceptable excuse is provided; and
 - iii. shall forfeit any credit for the additional procedure unless it is completed.
6. If a midterm evaluation is given, appropriate feedback or a grade should be given to students within a reasonable time.

D. ADMINISTRATION OF THE UPPER YEAR ELECTIVE SYSTEM

A. Limited Enrolment Courses and Seminars

- 1.1 Courses shall normally be limited to an enrolment of 80 and except in exceptional circumstances shall not exceed 105. Seminars shall normally be limited to an

enrolment of 15-20 and except in exceptional circumstances shall not exceed 20.

- 1.2 Basic courses or seminars may be designated by the instructor as academic prerequisites to advanced courses or seminars.

B. Admission to Courses and Seminars

- 2.1 When a student files his/her plan of study covering two semesters, the student shall indicate in order of priority the 10 courses or seminars in which he/she is most interested.
- 2.2 In assigning places in a limited enrolment course or seminar, priority shall be given to students who have marked it highest in priority of interest.
- 2.3 Where there is a greater number of qualified students indicating equal priority of interest than there are places available or where there are no students indicating priority of interest, available places shall be allocated on the basis of a lottery.
- 2.4 Students enrolled in the Intensive Program in Criminal Law, and in the Intensive Program in Immigration and Refugee Law are guaranteed admission to any prerequisite course, but insofar as guaranteed admission occurs, the students sacrifice their A and/or B priority.
- 2.5 Second- and third-year students who have been required to repeat a year shall normally be allowed to enroll in those courses for which they received a grade below C in the year they are required to repeat.
- 2.6 The Office of Admissions & Student Services will determine the admission of each student to courses and seminars and will advise him/her of his/her plan of studies prior to the commencement of the second and third years.
- 2.7 Students are not permitted to enroll 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.

C. Change in Electives

- 3.1 A student may change his/her plan of study prior to the first week of August and during the first 10 school days of the Fall and Winter semesters.
- 3.2 Notwithstanding Rule 3.1 and subject to Rule 3 of Section A, the Associate Dean (Students) may, in his/her discretion in exceptional circumstances, allow a student to

withdraw from a course or seminar at any time, but a student so withdrawing shall not be permitted to select an alternative course or seminar in that semester.

E. EXAMINATIONS AND GRADING

A. Examinations and Testing Procedures

1.1 Secondary Examiner:

A secondary examiner shall be designated by the Associate Dean (Academic) for each course in which one or more written examinations are given. The secondary examiner shall review all examination questions in advance and offer comments and suggestions to the primary examiner. In the case of disagreement, the decision of the primary examiner shall prevail. Failure to comply with this requirement will not invalidate an examination. Ordinarily, an instructor is expected to seek out a colleague with sufficient expertise to be secondary examiner and the Associate Dean (Academic) is asked to designate someone only where the instructor is encountering difficulty finding a secondary examiner.

1.2 Exam Invigilation:

Examination questions must be handed in along with the examination answers at the conclusion of all examinations. Following the completion of the examination period and the release of grades, examinations will be available for review by students in the Library as has been the practice in the past.

1.3 Use of Computers in Examinations:

Computers may be used for writing examinations, resources permitting. The use of computers is governed by the Law School's code of academic honesty as set forth in the *Academic Rules* of the Law School, by guidelines issued by the Senate of York University, including the accommodations required for students with disabilities, and by procedures issued from time to time by the Associate Dean (Academic) and the Assistant Dean, Students.

1.4 Instructor – Student Grade Review:

A student is entitled to a conference with the instructor regarding her/his grades, provided she/he makes an appointment for this purpose within three weeks after the grades have been released.

Faculty members should make a serious effort to furnish each student with an explanation

of why he/she obtained the result he/she did on the examination or projects used to evaluate his/her performance in each course or seminar. Wherever possible, the student should be informed as the course or seminar progresses.

Where such conference and oral explanation is not possible, the professor should either:

- i. make written comments and make available the exam paper or assignment;
- ii. give the student an opportunity to attend a class where the exam or assignment is discussed generally; or
- iii. make available the exam or assignment to the student and encourage him/her to meet the professor privately to discuss it within three weeks of the work being returned.

The instructor shall include in the course outline information about post-examination reviews of the exam and consultation with individual students.

B. Grading and Credit

2.1 Grades:

A student shall receive one of the following letter grades for each course, seminar or program:

A+/A:	Excellent
B+/B:	Good
C+/C:	Acceptable
D+/D:	Marginal
F:	Fail

2.2 Credit/No-Credit:

With the approval of Faculty Council, a course, seminar or program may be graded on a credit/no-credit basis and a student enrolled in the course, seminar or program shall receive one of the following evaluations:

Credit: indicating that the student has successfully met the requirements of the course, seminar or program; or

No Credit: indicating that the student has not met the requirements of the course, seminar or program.

2.3 Grading Profile:

- a. All courses with more than 30 students are subject to the following rules governing the distribution of grades. These rules do not apply to courses with 30 or fewer students, seminars, and clinical programs, which are governed by section 2.3.b, below.
 - i. The grading profile is
 - A+/A: 15%
 - B+/B: 60%
 - C+/C: 20%
 - D+/D/F: 5%
 - ii. An instructor is permitted a maximum variation of five percentage points from the grading profile, with any greater variation requiring the approval of the Grades Review Committee under Section 2.3.vi below.
 - iii. In the A+/A and B+/B ranges, the number of “plus” grades awarded in a range may not exceed one-third of the total number of grades in that range.
 - iv. In the C+/C range, the number of “plus” grades awarded may not exceed two-thirds of the total number of grades in that range.
 - v. In the D+/D/F range, there is no restriction on the number of “plus” grades awarded.
 - vi. An instructor whose grades vary more than five percentage points from the grading profile in Section 2.3.a.i shall submit an explanation to the Grades Review Committee. In deciding whether to permit this variation, the Committee may, *inter alia*, wish to take into account the size of the class.
 - vii. The above rules apply before any changes made under the grade appeal procedures in Section 6.2 below.
- b. All courses with 30 or fewer students, seminars, and clinical programs are subject to the following rules governing the distribution of grades.
 - i. Where the median grade awarded in the class is higher than B+ or lower than B, the instructor shall submit an explanation for such variation to the Grades Review Committee. In a class with an odd number of students, the median grade is the central grade awarded, with an equal number of grades above and below it. In a class with an even number of students, the median grade is the lowest grade awarded in the top half of the class.
 - ii. The purpose of the explanation is to assure the Grades Review Committee that the instructor has addressed the grading process in an informed and conscientious manner.

- iii. Where the Committee is satisfied that the explanation meets this standard, it shall normally approve the grades awarded. Where the Committee is not satisfied that the explanation meets this standard, it may request the instructor to reconsider or change the grades awarded.
 - iv. In making this decision, the Committee shall be guided by the principle that the judgment of the instructor lies at the heart of the grading process and is normally entitled to deference.
 - v. In all cases, the Grades Review Committee has the ultimate power to determine the grades awarded.
- c. After a Grades Review Committee has released the grades pursuant to Rule 4.1(e) as follows, no instructor shall alter a grade awarded to a student except in accordance with the grade appeal procedures in Rule 6.2 following.

2.4 Grade Point Average:

The grade point average of each student shall be calculated on the following basis:

A+	=	9
A	=	8
B+	=	7
B	=	6
C+	=	5
C	=	4
D+	=	3
D	=	2
F	=	0
Allowed=		0

In the calculation of student grade point averages, the grades are weighted according to the number of credit hours associated with each course, commencing with the 1996-1997 academic year.

Grade point averages thus calculated will be translated into the following letter grade averages:

Over 8.49	grade point average = A+
From 7.50 - 8.49	grade point average = A
From 6.50 - 7.49	grade point average = B+
From 5.50 - 6.49	grade point average = B
From 4.50 - 5.49	grade point average = C+
From 3.60 - 4.49	grade point average = C

Less than 3.60 grade point average = F

C. Academic Standing and Transcripts

3.1 Academic Standing

Immediately upon release of the Fall semester grades, students in all years who are in danger of not obtaining credit for the year will be specifically invited to discuss their papers with the instructor concerned, interviewed by the Assistant Dean, Students or the Associate Dean (Students) and warned of the danger that they may not obtain credit for the year. If they wish to do so, they will be permitted to complete the year.

All decisions as to whether a particular student passes or fails and whether any of his/her grades should be adjusted by the Grades Review Committee shall be taken at the end of the Winter semester of each year.

A student will be failed and required to withdraw from the School if, in any academic year, he/she obtains:

- i. an F grade in any course, seminar or program; or
- ii. a No Credit in any course, seminar or program graded on a credit/no-credit basis; or
- iii. a grade point average of less than 3.60.
- iv. The grade referred to in this paragraph is the grade finally awarded to the student after faculty deliberation and exhaustion of supplemental privileges and appeals, if any.

A student who has failed in a subject will normally be graded as "allowed" by faculty decision where his/her grade point average (ignoring the failure) is not less than 4.75.

A student who has obtained a grade of D, F or Allowed in any course will not be allowed to take another course in substitution therefore.

A student who is failed and required to withdraw from the School will not normally be permitted to re-enter and repeat his/her year.

3.2 Transcripts:

The portion of transcripts dealing with grades shall reveal only the letter grade in each course, the course size, the course average, the letter grade average earned each year by the student, the letter grade average of the class and the percentage of the class falling within each such letter grade average but shall not reveal the actual grade point average or class rank.

In the case of students enrolled in any course, seminar or program which involves a substantial portion of a semester's work graded on a credit/no-credit basis, the instructor shall place in the student's file, on or before February 15th for the Fall semester and on or before June 15th for the Winter semester, a letter evaluating the student's performance in the course, seminar or program. The fact that such a letter of evaluation is on file shall be noted on the student's transcript, and a copy of such a letter shall be attached to the student's transcript.

A student's grades shall not be made public, nor shall they be disclosed to any person or institution without his/her consent.

D. The Grades Review Committee

4.1 There shall be one Grades Review Committee comprised of six faculty members, including the Associate Dean (Academic) as Chair, ex officio.

The Grades Review Committee shall meet in January and May or June of each year in order to consider the results of courses offered, respectively, in the Fall and Winter semesters, and again in August to consider the results of supplemental examinations, if any.

The Grades Review Committees shall exercise all powers of the faculty members in Council in relation to examinations, grading, petitions, aegrotat standing, supplemental privileges, grade appeals and permission to repeat the year.

The Grades Review Committee shall issue an annual report to Faculty Council summarizing its deliberations and making any recommendations.

The Grades Review Committee shall release the grades for the Fall and Winter semesters immediately following their January, May or June meetings respectively.

Grade lists prepared for Grades Review Committee meetings by the Office of Admissions & Student Services which identify students' names and grades must remain in the Office of Admissions & Student Services with two exceptions:

- i. They may be produced during a Grades Review Committee meeting but must be returned to the Office of Admissions & Student Services at the end of the meeting;
- ii. They may be held by the Dean, Associate Dean (Academic), Associate Dean (Students) and Assistant Dean, Students for the performance of their duties.

4.2 Petitions to the Grades Review Committee:

Petitions based on medical, compassionate or equitable grounds for aegrotat standing or

supplemental privileges shall be submitted to the Office of Admissions & Student Services in writing, together with all relevant material in support thereof, within 10 days after the examination period to which the petition relates.

Petitions will be considered in the first instance by the Grades Review Committees for the relevant years at their May or June meeting.

A Grades Review Committee of its own motion may refer any petition considered by it to the Academic Standing Committee.

A student who has submitted a petition which has been considered by a Grades Review Committee may refer the petition to the Academic Standing Committee by submitting a statement to the Office of Admissions & Student Services in writing, together with all relevant material in support thereof, within 30 days of the release of the grades by the Grades Review Committee at its May or June meeting.

A petitioner may attend a meeting of the Academic Standing Committee to present his/her case in person.

4.2.1 Aegrotat Standing:

Aegrotat standing may, in the discretion of the Faculty, be granted to a student who, on medical, compassionate or equitable grounds, has been unable to write or to pass one or more examinations.

A student will not be granted aegrotat standing unless his/her academic record taken as a whole justifies the assumption that he/she would have successfully passed the examination. In the case of first year students, the absence of any law school record will normally lead to denial of aegrotat standing, although a good pre-law record, coupled with satisfactory semester work and success in other examinations written, may lead to the granting of aegrotat standing.

Notwithstanding that a student has been denied aegrotat standing he/she may be permitted to write supplemental examinations.

A student granted aegrotat standing in one or more subjects shall receive a grade point average calculated without reference to such subjects.

4.2.2 Supplemental Examinations:

Supplemental examinations are a privilege which may be granted by the Faculty in special cases. They are not to be considered a regular method of enabling students to complete the requirements of the year.

A student may be permitted to write supplemental examinations only if:

- i. for medical, compassionate or equitable reasons he/she was unable to write,

- or to demonstrate his/her ability at the regular examinations;
- ii. he/she received a final grade of D+, D, F, or DNW; and
- iii. he/she does not qualify for aegrotat standing.

E. Academic Standing Committee

5.1 There shall be an Academic Standing Committee consisting of six members of faculty, (including the Chair), the Associate Dean (Students), *ex officio*, and two JD students who shall be elected by Faculty Council not later than at its regular meeting in April of each year.

The Chair of the Academic Standing Committee shall have power to appoint to the Committee such alternate member as is required to replace any absent member.

The Academic Standing Committee shall meet subsequent to the May or June meetings of the Grades Review Committees in order to review and decide such petitions as may be referred to it pursuant to Sections 4.2(c) and 4.2(d). The Academic Standing Committee shall exercise all powers of the Grades Review Committees in relation to such petitions.

The Academic Standing Committee shall meet from time to time, subsequent to the May or June meetings of the Grades Review Committees, in order to hear and decide such applications as may be made to it pursuant to Section 5.3(a). The Academic Standing Committee shall exercise all powers of the faculty members in Council in relation to such applications.

Only the members of the Academic Standing Committee and the Assistant Dean, Students, or designated alternate, shall be present after an applicant and any representatives have completed their submissions and the Committee has entered into the stage of its proceedings where it is deciding on an appropriate disposition of the matter in issue.

The Academic Standing Committee shall meet from time to time as necessary to consider any grade appeals referred to it pursuant to Section 6 below. The Academic Standing Committee shall exercise all the powers of the Grades Review Committee in relation to such appeals.

The Academic Standing Committee may grant to a student who has permission to repeat the year a leave of absence for a period of one year. Such leave of absence may be extended, upon further application to the Academic Standing Committee, on a year to year basis.

In the Rules and Procedures of Faculty Council (available in the Dean's Office), Rule 5.21 shall not apply to the Academic Standing Committee.

5.2 Petition to the Academic Standing Committee:

The Academic Standing Committee shall not entertain a petition for aegrotat standing or supplemental privileges that has not been submitted to and considered by a Grades Review Committee, unless the student establishes that there are substantial reasons for his/her failure to submit the petition to the Grades Review Committee.

The Academic Standing Committee shall not review a petition referred to it under Section 4.2(d) after the period specified for its referral unless the student establishes that there are substantial reasons for his/her failure to refer the petition within the specified period.

The Academic Standing Committee shall not hear an application under Section 5.3(a) that is submitted after the period specified for its submission unless the student establishes that there are substantial reasons for his failure to submit the application within the specified period.

For the purposes of this section, ignorance of a period specified in the regulations and difficulty in deciding whether to submit or refer a petition or to make an application, are not substantial reasons for a failure to comply with such a period.

5.3 Application to Repeat a Year:

A student who has failed and is required to withdraw from the School may apply to the Academic Standing Committee for permission to repeat the year.

Such applications shall be submitted to the Office of Admissions & Student Services in writing, together with all relevant material in support thereof, within 30 days of the release of the grades by the Grades Review Committee at its May or June meeting.

A petitioner may attend a meeting of the Academic Standing Committee to present his/her case in person.

Where:

- i. a student has done satisfactory work in one semester of an academic year but, due to medical, compassionate or equitable circumstances in the other semester of that year, has failed to meet the total requirements of the year, and
- ii. has not been granted aegrotat standing or supplemental privileges, the Academic Standing Committee may permit the student to repeat one semester on the basis that if the student's results in that semester together with his/her results in the semester unaffected by medical, compassionate or equitable circumstances would have constituted successful completion of an academic year if the semesters had been taken in the normal sequence, then the student shall be deemed to have successfully completed the academic year in question.

5.4 Mutatis Mutandis:

The foregoing procedures shall apply "mutatis mutandis" to the supplemental examinations in August, except that:

A petition that has been considered by a Grades Review Committee shall be referred.

An application for permission to repeat the year shall be submitted to the Program & Records Office, in writing, together with all relevant material in support thereof, within 10 days after the release of the grades by the Grades Review Committee at its August meeting.

F. Grade Reappraisal

6.1 Subject to the requirements and procedures in Section 6.2 following, a student may appeal a final grade in a course on one or both of the following grounds:

- a significant error or unfairness in the assessment of the grade; and/or
- a defect in the evaluation process.

A claim that the instructor held political opinions different from the student's, or employed theoretical or other perspectives different from the student's in teaching or evaluating the student's work, does not constitute a ground of appeal. A claim that the grade given does not demonstrate the student's knowledge of the subject matter or does not adequately reflect the student's efforts to learn the material does not constitute a ground of appeal.

6.2 Appeal of a Final Grade:

A student who wishes to appeal a final grade in a course may not commence a formal appeal until the student has made all reasonable efforts to meet promptly with the course instructor to obtain an explanation of the reasons for the grade, in accordance with section 1.5(a) and 1.5(b) of these regulations.

An instructor may only request the Academic Standing Committee to change a student's grade at this stage in order to correct a mechanical error. For the purpose of this section, "mechanical error" means an error that is obvious on the face of the paper, for example, a question or part of a question that was not marked or numbers that were wrongly totaled.

A student who is not satisfied with the explanation that has been given for the grade may submit an appeal form to the Academic Standing Committee requesting a change in the grade. All appeals must be accompanied by written reasons identifying the ground(s) of appeal and providing specific supporting arguments.

Subject to the discretion of the Academic Standing Committee to extend the time because of exceptional circumstances, the appeal form must be submitted no later than 21 days after the student's grade was mailed to the student, or was received by the student if not mailed. If the student has not had the opportunity to speak with the course instructor within this time, then the appeal form must be submitted no later than 10 working days after the student has met with the instructor.

Upon receiving an appeal form, the Academic Standing Committee may,

- i. deny the appeal because it does not allege any ground(s) of appeal, does not provide specific supporting arguments, or was not submitted within the period allowed under paragraph 6.2(d) above; or
- ii. accept the appeal, and begin the formal appeal process.

The Academic Standing Committee may decide to refer decisions under paragraphs (d) and (e) to a panel or panels of the Committee. A panel shall consist of not less than two members. Any decision to deny an appeal by a panel consisting of two members must be unanimous.

The Academic Standing Committee will inform the instructor when an appeal has been referred to the Committee. The Academic Standing Committee will invite the instructor to give, as soon as reasonably practicable, a written explanation for the student's grade and to supply any information thought to be helpful about the grading scheme, grade profile, etc. for the course. The instructor may recommend any change to the student's grade that the instructor thinks appropriate, provided such recommendation is made in writing with reasons. The Academic Standing Committee may either accept or reject a change recommended by the instructor and shall notify the student in writing, as soon as reasonably practicable, of both the instructor's recommendation and the Committee's decision.

If a student wishes to continue an appeal after completion of the procedures in paragraph 6.2(g) above, the submissions of the student and the instructor shall then be forwarded to the members of the Academic Standing Committee (excluding any members who are parties to the appeal). The Academic Standing Committee shall, as soon as reasonably practicable, consider the submissions and information provided by the student and the instructor. The Academic Standing Committee may, if it thinks a reasonable case has been made out for doing so, consult with an Independent Reviewer with knowledge of the subject area involved (the Independent Reviewer may already be a member of the Academic Standing Committee), and shall consider the Reviewer's response equally with the submissions of the student and the instructor. The Academic Standing Committee shall be able to receive any information it requests, including information about the content of the course and the degree of emphasis placed on various parts, the instructor's

method of evaluation and the marking scheme.

The Academic Standing Committee shall, as soon as reasonably practicable, either:

- i. dismiss the appeal; or
- ii. allow the appeal and assign the grade it believes should have been assigned.

The Academic Standing Committee shall give its reasons in writing to the student and the instructor. In making its decision, the Academic Standing Committee must consider that the Osgoode grading profile will require instructors to make close judgment calls on papers and/or exams at the margins of each grade bracket.

Where the Academic Standing Committee allows an appeal, it may either raise or lower the grade appealed from.

Where a grade is changed in accordance with this regulation, the Chair of the Academic Standing Committee shall report the change to the Manager, Academic Programs & Records.

G. Relief against Literal Application

Notwithstanding the provisions of these rules, the Grades Review Committees and the Academic Standing Committee shall have the power to relieve against the literal application of these rules in order to ensure that students are dealt with fairly and in keeping with the spirit of the rules. However, this power will only be exercised in exceptional cases.

F. PROCEDURE FOR GRANTING OF FINAL EXAMINATION DEFERRALS AND FINAL PAPER EXTENSIONS

This rule governs requests for the granting of final examination deferrals and final paper extensions. Requests for extensions, deferrals, waivers or other alterations to in-term course requirements are governed by Rule G, below.

A. Purpose

The purpose of granting a deferral or extension under these guidelines is to provide a student with an opportunity to be evaluated under conditions in which the student's performance reflects her or his abilities and preparation, and not the impact of the medical, compassionate, or equitable grounds for which the student was granted the deferral or extension. The guidelines are not intended, and should not be used, to grant deferrals or extensions to students in order to provide them with additional time to prepare or any other advantage in relation to other students. The purpose of these guidelines is solely to provide reasonable accommodation to students who have medical, compassionate, or

equitable grounds that would have a significant impact on their performance.

B. Medical, Compassionate or Equitable Grounds

- 2.1 These guidelines establish a procedure whereby students may obtain permission to write an examination or paper on a deferred/extended basis where they are unable to write the examination at the scheduled time or submit the paper by the scheduled deadline due to medical, compassionate or equitable grounds that would have a significant impact on their performance.
- 2.2 In these guidelines, “medical, compassionate, or equitable grounds” shall be interpreted so as to ensure the attainment of the objectives described in paragraph 1, consistent with their meaning in the “Academic Rules of Osgoode Hall Law School” as interpreted by the Grades Review Committee and the Academic Standing Committee. Without limiting the generality of the foregoing, examples of medical, compassionate or equitable grounds would include: mental or physical illness just prior to or during the examination or paper deadline; the death, hospitalization or serious illness of a near relative or of an individual with whom the student has a close personal relationship; the breakup of a marriage or close personal relationship; spousal abuse; and the illness of a relative for whom the student is the primary caregiver.
- 2.3 In order to justify a deferral, the medical, compassionate or equitable grounds must be such that they would significantly impair the student’s performance on the exam or paper. The grounds must also be distinguishable from those which every student has to combat. For example, most students suffer a certain amount of pre-exam anxiety. If a student seeks deferral on the ground of anxiety, he or she must be able to establish that it is of a different order of magnitude than that which the average student suffers.

C. Procedure

- 3.1 Where a student believes that his or her performance on one or more examinations (“the Examination”) or papers will be significantly impaired due to medical, compassionate or equitable grounds, the student shall, prior to the commencement of the Examination or deadline for the paper, attempt to bring the matter to the attention of the Assistant Dean, Students or her/his designate and request permission to write the Examination on a deferred basis or submit the paper on an extended basis. As soon as is reasonably practicable, the student shall submit a written application to the Assistant Dean, Students setting out the student’s name, student number, permanent and semester addresses and telephone numbers, along with a clear statement of the nature of the medical, compassionate or equitable grounds.

The student shall also provide any documentation requested by the Assistant Dean, Students, acting reasonably in respect of those grounds. Where the application is based on medical grounds, the student shall normally supply documentation from a medical practitioner setting out the nature, extent and duration of the illness or malady.

- 3.2 The Assistant Dean, Students shall review the grounds put forward, including the documentation, if any, provided by the student and, if necessary, meet with the student. The Assistant Dean, Students shall determine whether the medical, compassionate or equitable grounds would significantly impair the student's performance in the Examination or on the Paper that is the subject of the application. Where the Assistant Dean, Students is of the opinion that the student's performance would be significantly impaired, as described in paragraph 2.1, the Assistant Dean, Students shall grant the deferral. In reviewing the Deferral or Extension request, the Assistant Dean, Students may consult with the Associate Dean (Students).
- 3.3 If the Assistant Dean, Students grants permission to write the Examination on a deferred basis, the time for writing the deferred Examination shall be based on the prescribed Deferral Schedule published each term. Generally, for the Fall term examinations this Schedule shall be in the first week of classes in the Winter term, and for Winter term examinations, this Schedule shall be the week immediately following the Winter term examinations. The extended deadline for submitting a paper shall be agreed upon between the Assistant Dean, Students and the student but shall be no later than the last day of the Deferral Schedule.

D. Confidentiality

Prior to receiving permission to write an Examination on a deferred basis, a student shall be required to sign a standard-form confidentiality agreement, whereby he or she agrees not to discuss the Examination with any other student at Osgoode Hall Law School prior to the writing of the deferred Examination. Breach of the terms of the confidentiality agreement shall be regarded as a serious academic offence and subject to the Sanctions for Academic Offences as set out in the Academic Rules of Osgoode Hall Law School, Section H - Academic Offences.

E. Deferred Examination and Extended Paper

- 5.1 The Assistant Dean, Students shall inform the professor in the course that a student has been granted permission to submit a Paper on an extended deadline or write an Examination on a deferred basis. In advance of the prescribed deferral date, Faculty shall submit a deferred exam different than the regular examination in the course.

5.2 The Assistant Dean, Students shall make all reasonable efforts to preserve the student's anonymity. Save in exceptional circumstances, the deferred examination shall be written prior to the Grades Review Meeting so that the deferred exam can be graded using the regular examination numbers.

F. Further Deferral

If a deferred exam or paper submission deadline has been scheduled but the student does not submit the paper or write the deferred exam on that date (the "deferral date"), the student will receive an F grade for the paper or deferred exam. The student will be permitted to submit, within 10 days of the deferral date, a Petition to the Grades Review Committee for its Spring meeting, requesting relief which may include but not be limited to, applying a late penalty (papers only) or writing a supplementary exam or submitting a paper for that course during the summer supplementary exam period.

G. No Derogation from Existing Rights

These guidelines shall not affect the rights of students who are unable to write an examination due to medical, compassionate or equitable grounds and who:

- on reasonable grounds, fail to apply for a deferred examination; or
- are refused permission to write a deferred exam;
- to petition for relief from the Grades Review Committee and the Academic Standing Committee.

H. Reporting

Without revealing the identities of any students involved, the Assistant Dean, Students shall report annually to the Grades Review Committee at its May or June meeting on the numbers of exam deferrals granted or denied and the nature of the grounds on which deferrals have been granted or denied.

G. PROCEDURE FOR GRANTING IN-TERM ACADEMIC ACCOMMODATION

This rule governs individual requests for extensions, deferrals, waivers or other alterations of course requirements other than final evaluations. Final evaluations are governed by Rule F, above.

A. Types of In-Term Academic Accommodation

Students may request different types of in-term academic accommodation, including:

- extending the deadline for an assignment;
- deferring a midterm examination/test;

- waiving all or part of a participation component in a class; and
- alteration of a course requirement.

B. Grounds for In-Term Academic Accommodation

Students may request in-term academic accommodation(s) based on medical (including mental health), compassionate or equitable grounds that would have a significant impact on their performance.

C. Requesting In-Term Academic Accommodation

Requests made to the Instructor

Students may submit their request for in-term academic accommodation directly to their instructor. Requests must be:

- i. made in writing;
- ii. barring exceptional circumstances, be received by the instructor before the assignment deadline, midterm test date and/or as soon as the need for accommodation arises; and
- iii. accompanied by supporting documentation.

In these instances, the instructor may, at his/her discretion, provide reasonable accommodation or may refer the request to the Assistant Dean, Students.

Requests made, or referred, to the Assistant Dean, Students.

Students may submit their request for in-term academic accommodation to the Assistant Dean, Students. Requests must be:

- i. made in writing;
- ii. barring exceptional circumstances, be received by the Assistant Dean, Students before the assignment deadline, midterm test date and/or as soon as the need for accommodation arises; and
- iii. accompanied by supporting documentation.

Where the Assistant Dean, Students is of the opinion that the student's performance would be significantly impaired if relief were not granted, the Assistant Dean, Students will act as a liaison between the student and the instructor in order to provide the student with reasonable accommodation.

If a deferred midterm examination/test or an extended assignment deadline has been scheduled but the student does not submit the assignment or write the deferred midterm

examination/test on that date, the student will receive an F grade for the assignment or deferred midterm examination/test.

D. Appeals

An appeal lies from the decision of the instructor and/or the Assistant Dean, Students regarding the granting of in-term academic accommodations, as determined in Section 3 above, to the Associate Dean (Students).

A student who receives an F grade for an assignment or deferred midterm examination/test in accordance with Section 3.c. above will be permitted to submit, within 10 days after the deferred date or extended deadline to which the appeal relates, an appeal to the Associate Dean (Students), requesting relief which may include, but not be limited to, applying a late penalty (assignments only), or providing a further extension (assignments only), or writing a further deferred midterm examination/test. All forms of relief must be completed before the start of the examination period for the applicable term.

An appeal under clause 4.a. and 4.b. above will be considered on the merits of each particular case, based on specific and documented grounds. Both procedural anomalies as well as other compassionate grounds will be considered.

H. ACADEMIC OFFENCES

On February 17, 2011, the Senate of York University approved the revised [Senate Policy on Academic Honesty](#) (the "Senate Policy"). The Senate Policy defines York University's commitment to academic honesty (Section 1) and identifies what constitutes an offence against standards of academic honesty, provides the range of penalties that may be invoked, and identifies factors to be considered when penalties are imposed (Section 2). The Senate Policy also provides procedures for the investigation and resolution of cases of alleged violations of academic honesty (Section 3) and indicates the order of Faculty or Senate hearings of a charge for breach of academic honesty (Section 4).

All Faculties of the University are deemed to be covered by the Senate Policy. Consistent with the Senate Policy, the Osgoode Hall Law School has established the following complementary procedures specific to the investigation and resolution of alleged violations of the Senate Policy involving students in Osgoode-based programs.

A. Osgoode Hall Law School Implementation of the Senate Procedures Governing Breach of Academic Honesty.*

The procedures below are consistent with those specified by the [Senate Policy on Academic Honesty](#).

1.1 Purpose

The following procedures are provided for the investigation and resolution of cases of alleged violations of the Senate Policy on Academic Honesty involving students in Osgoode-based programs. In these procedures, the term “student” includes a York graduate or undergraduate student, a York graduate, a former York student, or a student who is applying to take, is taking or has taken a York course.

1.2 Jurisdiction

- 1.2.1 Allegations of a breach of academic honesty by a student in a course offered by Osgoode shall be dealt with by Osgoode. In cases of students from other Faculties, the student’s home Faculty (or Faculties) shall have observer status at a hearing and may make submission as to penalty. For students in joint programs or where allegations arise in more than one Faculty, the Faculties will agree on which Faculty will have jurisdiction over the proceedings.
- 1.2.2 All allegations of breaches of academic honesty other than those in course work shall be communicated by the administrator, committee or other person with direct knowledge (faculty, staff, clinical supervisor, etc.) to the student’s home Faculty.
- 1.2.3 Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty shall have carriage of the matter.
- 1.2.4 Appeals of decisions of a Faculty committee are considered by the Senate Appeals Committee.

1.3 Investigating Potential Academic Misconduct

If a person (or persons) suspect(s) a breach of academic honesty:

- 1.3.1 on assignments, term papers, essays, theses and dissertations, etc., the matter

* For ease of reference, the numbering of this document is consistent with the numbering used in the Senate Policy on Academic Honesty.

shall be reported to the concerned course instructor or supervisor. For courses, if the evaluator is not the course instructor, the evaluator shall retain possession of the suspect material and provide a written report, together with the confiscated material, to the course instructor;

1.3.2 on non-course work, the person discovering the potential breach of academic honesty, shall retain possession of the suspect material and provide a written report, together with any confiscated material to the Associate Dean (Academic);

1.3.3 in an examination, the invigilator, in cases of suspected impersonation, shall ask the student concerned to remain after the examination and shall request appropriate University identification or shall otherwise attempt to identify the student. In other cases of suspected breach of academic honesty the invigilator shall confiscate any suspect material. In all cases, the student will be allowed to complete the examination. The invigilator(+), if other than the course instructor, shall give a full report, together with any confiscated material, to the Associate Dean (Academic) (See the [Senate Policy and Guidelines on the Conduct of Examinations](#) for further information);

1.3.4 for research not conducted as part of a course, major research papers/projects, comprehensive examinations, theses and dissertations, person(s) suspecting potential academic dishonesty shall report the matter to the Associate Dean (Academic).

1.4 Initiating an Investigation of Potential Academic Misconduct

1.4.1 When a faculty member or course instructor directing a course, or having or sharing responsibility for a student's research, examination, or dissertation preparation, or a staff member or person employed to assist in the administration of evaluations, or other person suspecting potential academic dishonesty becomes aware of a possible violation of academic honesty, it is the responsibility of that person to forthwith notify the Associate Dean (Academic) and initiate an investigation of the matter.

1.4.2 It is the responsibility of the Associate Dean (Academic) and the faculty member, course instructor or other person suspecting potential academic dishonesty to collect or assist in the collection of the necessary information and to be prepared to act as a witness at any committee hearing of the matter. The course instructor,

⁺ At Osgoode, the practice of anonymous examinations requires that invigilators not report to course instructors but to the Associate Dean directly.

faculty member or other person suspecting potential academic dishonesty is not called upon to determine whether or not a breach of academic honesty has occurred, nor to impose punishment, mild or severe.

- 1.4.3 Once notified of a potential breach of academic honesty, the designated Faculty office shall post a block on enrolment activity in the course. The student may not drop or be deregistered from the course for any reason, nor may transcripts be released to the student until a final decision is reached. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed, but, if the student is found guilty of a breach of academic honesty, the recipients of the transcript will be provided automatically with an updated transcript.
- 1.4.4 If the investigation relates to work already presented for evaluation but not yet evaluated, the course instructor or faculty member may elect to defer the evaluation of the work until after the matter has been dealt with. Normally, any evaluation of a work which relates to a charge will not be entered into the student's record until after the matter is concluded.
- 1.4.5 If the faculty member, course instructor or other person suspecting potential academic dishonesty decides to proceed with a formal complaint alleging a breach of academic honesty, the complaint shall be submitted in writing to the Associate Dean (Academic) as soon as is reasonably possible. The complaint shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence.
- 1.4.6 The Associate Dean (Academic) will normally take carriage of an alleged breach of academic honesty, including when an apparent breach of academic honesty is not tied to a student's enrolment in a specific course (examples of such infractions include 'falsification of an academic record', 'improper research practices', 'obstruction of other's academic activities') ([†]).

1.5 Exploratory Meeting

- 1.5.1 When a complaint is received by the Associate Dean (Academic) an exploratory meeting shall be arranged to determine whether or not there are reasonable and probable grounds to proceed with a charge of breach of academic honesty. At least seven calendar days' written notice of the meeting and a brief

[†] At Osgoode, it is the Associate Dean (Academic) rather than the faculty member or course instructor who will normally have responsibility for the conduct of the investigation, exploratory meeting and hearing of cases of alleged breach of academic honesty.

description of the reason for the meeting shall be provided. At this meeting, convened and chaired by the Associate Dean (Academic) the student may be accompanied by a representative and the Associate Dean (Academic) may have another person present.

1.5.2 The exploratory meeting will result in one of the following:

- i. It is agreed by all parties that no breach of academic honesty occurred. No records of the matter shall be retained.
- ii. If the student wishes to admit to a breach of academic honesty, a document signed by the student and the Associate Dean (Academic) which includes the admission, a summary of the matter and a joint submission as to penalty shall be forwarded to the Faculty committee which deals with allegations of breach of academic honesty. In such cases, the agreed-upon penalty shall not exceed failure in the course. The responsible Faculty committee receiving such a joint submission will normally impose the penalty suggested, but if it is of the opinion that some other penalty would be more appropriate, it shall arrange for a hearing of the matter, to which the student and faculty member will be invited.
- iii. If the student wishes to admit to a breach of academic honesty but no agreement is reached on recommended penalty, a document signed by the student and the Associate Dean (Academic), which includes the admission, a summary of the matter and individual submissions by the student and the Associate Dean (Academic) as to penalty shall be forwarded to the responsible Faculty committee, which shall arrange a hearing of the matter, to which the student and faculty member will be invited.
- iv. If the student elects not to attend the meeting, and if those present find sufficient grounds to proceed with a charge of breach of academic honesty, a summary of the matter shall be forwarded to the responsible Faculty committee, which shall arrange a hearing of the matter, to which the student will be invited.
- v. If the Associate Dean (Academic) decides that sufficient grounds exist to proceed with a formal charge of academic misconduct and the student does not admit to this alleged breach of academic honesty, a formal charge shall be prepared and submitted to the responsible Faculty committee. The charge shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence. The Associate Dean (Academic) will forward the documents contemplated in items iii. and iv. above and this section to the responsible Faculty committee.

1.6 Formal Hearing

- 1.6.1 The Associate Dean (Academic) shall give to the student and to the case presenter who is to present the case for Osgoode a written copy of the charge, a copy of the materials submitted by the course instructor or faculty member or other complainant which includes a summary of the evidence, a copy of the procedures to be followed and not less than 21 calendar days' written notice of the time and location of the hearing. If the student wishes to waive all or part of the notice period, he/she should inform the Associate Dean (Academic) in writing. If the student wishes to file a written response to the charge, it must be received by the Associate Dean (Academic) within 14 calendar days of the date on which the charge was sent to the student. The Associate Dean (Academic) will send a copy of the student's response to the charge to the case presenter. Both the student and the case presenter must inform the Faculty committee of their intention to call witnesses and file names of these witnesses at least seven calendar days prior to the hearing.
- 1.6.2 Prior to the hearing, if a student acknowledges the accuracy of the charges, the student may waive the right to a hearing by submitting a written statement that both admits guilt and waives the right to a hearing.
- i. In this statement, the student may make submissions as to appropriate penalty and give reasons. If the Associate Dean (Academic) concurs with the penalty recommendation of the student, a jointly signed submission will be forwarded to the Faculty committee. In such cases, the agreed-upon penalty shall not exceed failure in the course. Should the Faculty committee find that some other penalty would be more appropriate, it shall arrange for a hearing of the matter.
 - ii. If the Associate Dean (Academic) and student do not agree on a recommended penalty, individual submissions as to penalty shall be made by the student and case presenter to the committee at a hearing of the matter.
- 1.6.3 Only the Faculty committee members, a recording secretary, the case presenter, the student, the student's representative(s)/adviser(s) (who may be lawyers), a representative of Osgoode and the witnesses may be present at a hearing. The matter will be heard before a committee consisting of three faculty members selected by lot by the Associate Dean (Academic) from among the entire eligible faculty. Upon the request of the person charged with an academic offence, the committee shall consist of two faculty members selected by lot by the Associate Dean (Academic) from among the entire eligible faculty and one member selected by lot by the Associate Dean (Academic) from among all eligible student

members of Faculty Council. Where any committee member cannot serve he/she shall be replaced by another faculty or student member, similarly selected. Committee members shall be at “arm’s length” from the student charged with a breach of academic honesty. Committee members are not at “arm’s length” if they have had a significant personal or professional relationship with the student charged (§). Witnesses shall be present at the hearing only while testifying. Exceptions to this policy may be made at the discretion of the committee. The committee shall arrange for a recording secretary to take notes of the hearing. A record prepared from these notes will constitute the official record of the proceedings. Parties may, if they wish, arrange for their own written record of the hearing to be taken. The committee shall select one of its members to act as Chair. The Chair of the committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the committee may be required to leave.

- 1.6.4 The committee shall consider the facts and circumstances of the case and determine whether there has been a breach of academic honesty. If a finding of academic misconduct is determined, the committee shall hear submissions as to the appropriate penalty and then decide the penalty.
- 1.6.5 If a student fails to appear at a hearing after proper notice, the hearing may proceed, a decision may be made and sanctions may be imposed, unless the student can establish, in advance of the hearing and to the satisfaction of the committee, that there are circumstances beyond her or his control which make an appearance impossible or unfairly burdensome.
- 1.6.6 Parties must be allowed a full and fair opportunity to present their evidence and to respond to the evidence presented against them. Parties are allowed to cross-examine each other’s witnesses in matters related to the charge. The committee has the discretion to make rulings as to admissibility of evidence or the suitability of cross-examination. The committee is not bound by formal rules of evidence applicable in courts of law.
- 1.6.7 When the parties have presented all available relevant evidence and witnesses, each party may present a final argument. Following this, the parties shall be excused without further discussion. The committee shall then enter into closed

[§] Individuals asked to serve as committee members shall be told the identity of the student(s) involved. A potential committee member is required to disclose any relationship that may mean that he/she is not at “arm’s length” from the student charged. Simply knowing a student or having taught a class that he/she has taken does not normally disqualify a potential committee member.

session to determine whether a breach of academic honesty has occurred. A finding of academic misconduct supported by a majority of committee members shall be binding.

- 1.6.8 If the committee does not render a finding of academic misconduct, all records of the charge and hearing will be held by the student's home Faculty until such time as appeals procedures are exhausted or abandoned. Thereafter, a record consisting of the complaint and the decision letter will be placed in a confidential file retained in the Office of the Dean of the student's home Faculty.
- 1.6.9 Following a finding of academic misconduct, the committee shall next allow both parties to make a presentation as to suitable penalty. At this point the committee may be made aware of other academic offences in the student's file. The committee will again enter into closed session and decide upon the sanction. A decision by the majority of the committee to impose a particular penalty shall be binding. The decision of the committee, as described in Item 4.8 of the Senate Policy on Academic Honesty, must be communicated to the parties in writing, delivered by hand or by mail. A record of the offence, the proceedings and the finding will be retained in the Office of the Dean of the student's home Faculty, regardless of the severity of the penalty, and be held for a time consistent with the University's records retention guidelines. This record is for internal academic purposes only. A note shall be placed on the Student Information System to bar withdrawal from the course.
- 1.6.10 If the student is found to have committed a breach of academic honesty in work related to a funded research project, the Vice President Academic shall be notified and the Vice President or a designate shall determine whether to notify the granting agency.
- 1.6.11 If a student from another institution enrolled in a joint program or attending York on Letter of Permission is found to have committed a breach of academic honesty, notice of the Committee's findings will be sent to the other institution.

B. Order of Faculty or Senate Hearings on Academic Honesty

The following indicates the order in which a Faculty or Senate committee should proceed when hearing a charge of breach of academic honesty. The committee may alter the order in the interests of fairness or in cases where multiple students are charged with related offences.

2.1 The Chair shall:

- introduce the parties and members of the committee;
- identify the nature of the case and evidence before the committee.

2.2 The presenter's case:

- briefly describe the case to be presented, in an opening statement;
- present support for the charge through oral testimony of complainant and witnesses, and through documentary evidence;
- the student (or her/his representative) may ask questions of each of the presenter's witnesses at the close of that person's testimony;
- committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required.

2.3 The student's case:

- the student (or her/his representative) shall briefly reply and indicate main arguments in an opening statement;
- present support for her/his case through oral testimony provided by her/himself and witnesses as well as documentary evidence;
- the presenter may ask questions of each of the student's witnesses at the close of that person's testimony;
- committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required.

2.4 The presenter shall be allowed to present testimony or other evidence in reply to new issues raised in the student's case which were not raised in the original presentation.

2.5 At any time the committee may require other witnesses or the production of other written or documentary evidence and may, if it sees fit, adjourn the hearing after allowing both parties the opportunity to speak to the adjournment.

2.6 Following the presentation of evidence, the parties are entitled to make closing arguments and to summarize briefly the main points of their cases, but no new evidence may be introduced. This will proceed in the following order: the student (or her/his representative) followed by the presenter.

2.7 The committee will move into closed sessions for deliberations and decision. If there is a finding of academic misconduct, the committee will then consider submissions as to appropriate penalty, then return to closed sessions and decide on the appropriate penalty.

2.8 The written decision of the committee shall include:

- the names of committee members and all who appeared;
- a summary of the cases of the parties;
- the committee's findings of fact, decision and reasons; and
- the route of appeal.

C. Osgoode Guidelines on the Use of Collaborative Study Materials

The York University Senate Policy on Academic Honesty (the "Policy") contains a number of offences against the Standards of Academic Honesty. One of these is cheating (Section IIIA2.1). The Policy provides a number of examples of cheating, which include:

- "submitting work prepared in collaboration with another or other member(s) of a class, when collaborative work on a project has not been authorized by the instructor"
- "submitting work prepared in whole or in part by another person and representing that work as one's own"

In light of these examples of cheating in the Policy, certain questions have arisen as to their impact on practices such as student collaboration in the preparation of a "summary" of course material, which may be brought into an open-book examination, or the practice of using a widely-circulated summary as an aid in an examination context. Thus students may each write different sections of a summary, or jointly produce all or part of a summary, or use a summary prepared in a previous year and available online. If a section of a summary is reproduced in an examination, where that section was not written by the student reproducing it, the question arises as to whether this constitutes an academic offence, in light of the language of the Policy above. A similar situation arises where students collaborate on the production of "sample" answers to questions that may be asked in an open-book examination, where several students reproduce that sample answer in the examination. There may also be other examples of pre-prepared or jointly-prepared study materials.

This memo from Academic Policy and Planning Committee (APPC) is intended to provide

some guidance on these issues. For the sake of simplicity, the examples provided in the paragraph above will be referred to as “collaborative study materials”. 3.1 is addressed to JD students. 3.2 is addressed to instructors.

3.1 Guidance to Students on Use of Collaborative Study Materials in Examinations

- 3.1.1 In all cases, your approach to the use of collaborative study materials in an examination context should be guided by the Policy referenced above and any specific instructions provided on these issues by your instructor
- 3.1.2 Unless your instructor advises otherwise, you should assume that s/he is expecting that your examination answers represent your own individual work. In particular, while collaborative study materials may be used as a learning/study aid, the answers you give in your examination must be your own and should be expressed *in your own original words*. For example, unless you prepared the study materials yourself, you should not reproduce material from them verbatim, because the *instructor is assuming that the work is your own work*. Also remember that instructors, where appropriate, may give credit for the originality of the analysis or legal opinion provided in an examination answer.
- 3.1.3 It is acceptable to reproduce excerpts from cases, statutes or other legal materials in answering examination questions. The accurate transmission of concepts and tests established in authoritative cases or other legal materials is a skill being acquired at law school. Check with your instructor as to their expectations about the requirement to provide citations for cases and statutory provisions that you reproduce in exam answers.
- 3.1.4 If you are uncertain about the appropriate use of any form of study materials in an examination context, it is your obligation to consult the instructor.

3.2 Guidance to Instructors on Use of Collaborative Study Materials in Examinations

- 3.2.1 In light of the examples of cheating above, drawn from the Policy, APPC requests that instructors be clear with students as to their expectations concerning the use of collaborative study materials in an examination answer context. APPC assumes that the foundational principle is that students are being awarded individual grades for individual intellectual effort, unless a different norm has been established with the class in advance.
- 3.2.2 Please review with your class the guidance being provided to students in the memo above, and if you wish to deviate from it, be explicit with the class about how you will do so in the context of your examination. Note that while the Policy

makes clear that instructors may authorize the presentation of collaborative work, it does not provide an alternative to the principle that representing work prepared by someone else as your own is an academic offence.

- 3.2.3 From the perspective of the Associate Dean (Academic)'s office, one key issue in the application of the Policy is whether the student is "submitting work" done by another when they draw upon collaboratively-prepared materials. Another is the issue of whether the student is representing the work as their own work when it is not. An important part of the analysis will be what the instructor's expectations were about the nature and extent of collaboration in preparing examination answers. Please be as clear as possible about this with students.
- 3.2.4 Note that the Senate Policy says that "(I)t is the responsibility of the faculty member to forthwith notify" the Associate Dean [Academic]'s office and initiate an investigation, where the faculty member "becomes aware of a possible violation of academic honesty."

I. EXTENDED TIME PROGRAM AND LEAVE OF ABSENCE

A. Extended Time Program Guidelines

- 1.1 First year students accepted into the Extended Time Program will normally be required to carry between 13 and 23 credit hours over two semesters.
- 1.2 Second- and third-year students accepted into the Extended Time Program will normally be required to carry between 13 and 17 credit hours over two semesters.
- 1.3 The Extended Time Program was approved on a pilot project basis and on the basis of a review after four years (1998-1999). The following regulations concerning this program were approved by Faculty Council in March 1993 and February 1995.
- 1.4 The Extended Time Program shall be available to first, second- and third-year students completing the JD degree.
- 1.5 Admission to the first year of the Extended Time Program is determined by the Admissions Advisory Committee.
- 1.6 Admission to the Extended Time Program is determined only after an applicant has been determined admissible to the JD degree Program through one of the existing categories.

- 1.7 Admission to the Extended Time Program is limited to a maximum of five students in any one academic year, with a total program of 30 students in all three years of the JD Program at any one time.
- 1.8 The division of the required first year courses shall be determined by the Academic Policy and Planning Committee once the first-year curriculum revision is complete, allowing for a balance of courses and progression of studies.
- 1.9 Students are allowed to enter or leave the Extended Time Program in any year level of the JD Program, again subject to current program entry provision relative to students already enrolled at Osgoode.
- 1.10 The Academic rules shall be applied to the Extended Time Program and to a student in the Program so that as near as possible, and subject to the fairness principle expressed in Rule 7 of Section E, a student in the Program shall be in the same position as a student who is not in the Program.
- 1.11 When the following Rules are applied to a student in the Extended Time Program, the words "semester" and "academic year" shall have the same meaning they have when applied to a student not in the Program: Rules 4.6(c), 6.1 and 6.2 of Section A; Rules 3 and 4 of Section C; Rules 3.1 and 3.2 of Section D; and Rule 4.1(e) of Section E.
- 1.12 When the following rules are applied to a student in the Extended Time Program, the word "semester" shall mean a period made up of two semesters; and the words "academic year" shall mean a period made up of two academic years: Rules 3.4, 4.1(a), 4.4(a), 4.9(b) and 5.1(a) of Section A; Rules 3.1(c), 5.3(a) and 5.3(d) of Section E.
- 1.13 When Rule 4.5(c) of Section A and Rule 2.1 of Section D are applied to a student in the Extended Time Program the references of "two", "three" and "four" semesters shall read to mean four, six and eight semesters respectively.
- 1.14 When Rule 4.1(b) of Section A is applied to a student in the Extended Time Program, the words "academic year" shall be read to mean the first academic year of the period made up of two academic years which constitutes each of the second year and the third year of a student in the Program.
- 1.15 Rule 3.1(a) of Section E shall be applied to a student in the Extended Time Program as if the opening clause of the Rule reads as follows: "Immediately upon release of the Fall semester grades and of the Winter semester grades of the first academic year of the period made up of two academic years which constitutes

each of the second year and the third year for a student in the Program".

- 1.16 When Rule 3.1(b) of Section E is applied to a student in the Extended Time Program it shall be deemed to include a provision that an interim decision whether any grade of such a student should be adjusted by the Grades Review Committee may be taken at the end of the Winter semester of a year that is the first academic year of the period made up of two academic years which constitutes each of the second year and the third year for a student in the Program.
- 1.17 When Rule 4.2(b) of Section E is applied to a student in the Extended Time Program it shall be deemed to include a provision that a Petition of a student in the Program may be considered in the first instance by the Grades Review Committee at its May or June meeting at the end of the Winter semester of a year that is the first academic year of the period made up of two academic years which constitutes each of the second year and third year for a student in the Program.

B. Leave of Absence

- 2.1 Students will not be permitted a leave of absence during 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 for any further leaves of absence may be granted only in the most exceptional circumstances.
- 2.2 A request for a leave of absence should be submitted to the Assistant Dean, Students or the Associate Dean (Students).

SECTION VI: POLICIES AND REGULATIONS OF YORK UNIVERSITY

A. ACADEMIC HONESTY

A. Senate Policy on Academic Honesty

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards.

Academic honesty requires that persons do not falsely claim credit for the ideas, writing or other intellectual property of others, either by presenting such works as their own or through impersonation. Similarly, academic honesty requires that persons do not cheat (attempt to gain an improper advantage in an academic evaluation), nor attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document. Finally, academic honesty requires that persons do not aid or abet others to commit an offence of academic dishonesty, including intentional acts to disrupt academic activities.

Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. A student who is charged with a breach of academic honesty shall be presumed innocent until, based upon clear and compelling evidence, a committee determines the student has violated the academic honesty standards of the University. A finding of academic misconduct will lead to the range of penalties described in the guidelines which accompany this policy. In some cases the University regulations on non-academic discipline may apply. A lack of familiarity with the Senate Policy and Guidelines on Academic Honesty on the part of a student does not constitute a defence against their application. Some academic offences constitute offences under the Criminal Code of Canada; a student charged under University regulations may also be subject to criminal charges. Charges may also be laid against York University students for matters which arise at other educational institutions.

B. Senate Guidelines on Academic Honesty

2.1 Summary of Offences Against the Standards of Academic Honesty

The following summary of offences is not exhaustive, nor are the definitions provided for each offence confined to the examples cited.

2.1.1 Cheating is the attempt to gain an improper advantage in an academic evaluation. Forms of cheating include:

- obtaining a copy of an examination before it is officially available or learning an examination question before it is officially available;
- copying another person's answer to an examination question;
- consulting an unauthorized source during an examination;
- disruption of an academic evaluation by any means;
- obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor;
- changing a score or a record of an examination result;
- submitting the work one has done for one class or project to a second class, or as a second project, without the prior informed consent of the relevant instructors;
- submitting work prepared in collaboration with another or other member(s) of a class, when collaborative work on a project has not been authorized by the instructor;
- submitting work prepared in whole or in part by another person and representing that work as one's own;
- offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal;
- preparing work in whole or in part, with the expectation that this work will be submitted by a student for appraisal.

2.1.2 Impersonation is to have someone impersonate one's self in class, in a test, examination or interview, or in connection with any other type of assignment or placement associated with a course or academic program. Both the impersonator and the individual impersonated may be charged.

2.1.3 Plagiarism is the misappropriation of the work of another by representing another person's ideas, writing or other intellectual property as one's own. This includes the presentation of all or part of another person's work as something one has written, paraphrasing another's writing without proper acknowledgement, or representing another's artistic or technical work or creation as one's own. Any use of the work of others, whether published, unpublished or posted electronically, attributed or anonymous, must include proper acknowledgement.

- 2.1.4 Improper research practices. Academic research includes the collection, analysis, interpretation and publication of information or data obtained in the scientific laboratory or in the field. Forms of improper research practices include:
- dishonest reporting of investigative results, either through fabrication or falsification;
 - taking or using the research results of others without permission or due acknowledgement; and
 - misrepresentation or selective reporting of research results or the methods used.
- 2.1.5 Dishonesty in publication. It is a violation of academic honesty to knowingly publish information that will mislead or deceive readers. This includes the falsification or fabrication of data or information, as well as the failure to give credit to collaborators as joint authors or the listing as authors of others who have not contributed to the work. Plagiarism is also considered a form of dishonesty in publication.
- 2.1.6 Dissemination of information without permission. Information or experimental data that was collected with a member of faculty or another student, and other works that involved the participation of a faculty member or another student, should not be submitted for publication or otherwise disseminated without their permission.
- 2.1.7 Abuse of confidentiality. Taking or releasing the ideas or data of others that were given with the expectation that they are confidential is inappropriate. This includes the ideas or data obtained via the evaluation of confidential grant proposals, award applications or manuscripts that will be or may have been submitted for possible funding or publication. Unless one is authorized to do so, it is improper to obtain a password assigned to another or to copy or modify a data file or program belonging to someone else. Proper authorization means being granted permission either by the owner or originator of that material, or by an appropriate faculty member or administrator.
- 2.1.8 Falsification or unauthorized modification of an academic document/record. It is a breach of academic honesty to falsify, fabricate or in any way modify, either through omission or commission, an application to the University or a program, course, student examination or test, transcript, grade, letter of recommendation or related document, a degree, a physician's letter/form or any other document

used in support of an academic application, record, petition/appeal or endeavour.

- 2.1.9 Obstruction of the academic activities of another. It is a violation of academic honesty to interfere with the scholarly activities of another in order to harass or gain unfair academic advantage. This includes interference or tampering with experimental data, with a human or animal subject, with a written or other creation (e.g. a painting, sculpture or film), with a chemical used for scientific study, or with any other object of study.
- 2.1.10 Encouraging, enabling or causing others to do or attempt any of the above with intent to mislead an instructor, academic unit, program, office or committee as to a student's academic status, qualifications, actions or preparation, or knowingly aiding or abetting anyone in a breach of academic honesty shall itself be considered misconduct. Taking any action which can reasonably be interpreted as intending to encourage or enable others to commit an offence of academic honesty.

2.2 Summary of Penalties for Academic Misconduct

When verified, violations of academic honesty may lead to the following range of penalties, which may be imposed singularly or in combination for any offence. The following penalties are listed in ascending order of severity.

- 2.2.1 Written disciplinary warning or reprimand.
- 2.2.2 Required completion of an academic honesty assignment.
- 2.2.3 Make-up assignment, examination or rewriting a work, subject to a lowered grade.
- 2.2.4 Lower grade on the assignment, examination or work.
- 2.2.5 Lower grade in the course.
- 2.2.6 Failure in the course.
- 2.2.7 Permanent grade of record. The grade assigned shall remain as the one grade of record for the course, even if the course is repeated. This penalty can be added to any other penalty, but shall always be attached to the penalty of failure in the course.
- 2.2.8 Notation on transcript. Notation on transcript can be a separate penalty or it can

be added to any other penalty. Transcript notation shall always be included in cases of suspension, withholding or rescinding a York degree, diploma or certificate and expulsion from the University. Transcript notation can be for a limited period, at the end of which the notation will be removed from the student's transcript. When no period is specified for a transcript notation, a student may petition to the Faculty Petitions Committee to have the notation removed after a period of five years from the date at which the notation was entered, with the exception of notation of expulsion from the University.

- 2.2.9 Suspension from the University for a definite period, not to exceed five years, with transcript notation. Suspension is defined as a penalty of a variable but limited period during which the student may not register in the University, imposed for serious academic offences such as plagiarism and cheating. A student who is otherwise eligible to graduate, but is suspended, may not graduate until the suspension expires or is lifted. This penalty may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.
- 2.2.10 Expulsion from the University with transcript notation. Expulsion is defined as permanently terminating a person's right to continue as a student in the University and to be re-admitted as a student in the University. This penalty is to be imposed for extreme forms and/or multiple incidents of academic dishonesty. Expulsion from the University may be awarded only by a Faculty-level committee which is recognized by a Faculty Council as the responsible body to assign this penalty.
- 2.2.11 Withholding or rescinding a York degree, diploma or certificate with transcript notation. When a Faculty decides to rescind a degree, diploma or certificate, the decision, with supporting documentation, must be forwarded to the Senate Appeals Committee for approval on behalf of Senate.
- 2.2.12 The following penalty is applicable only to students in the Faculty of Graduate Studies. Retroactive withdrawal of a graduate student from a course with a transcript notation of the reason for the withdrawal.

2.3 Factors Considered When Imposing Academic Penalties

The circumstances surrounding each case of academic misconduct may vary to a significant degree. The penalty imposed should reflect, reasonably, these circumstances. These guidelines are not intended to restrict the authority or flexibility of Faculty committees in imposing the penalties contained in this Policy. In each case, Faculties

shall exercise their discretion, taking into consideration the relevant factors, as outlined below. For the benefit of students, however, Faculties shall provide an explanation in their written decision of the major reason(s) the penalty imposed was deemed warranted. Important factors to be considered by committees in imposing penalties or reviewing penalty recommendations are:

2.3.1 Extent of violation: The actions which constitute specific offences of academic honesty (i.e. plagiarism, cheating) vary in terms of severity. Some instances of academic dishonesty constitute only minor infractions while others represent the most extreme form of violation. Penalties should correspond to the nature of the offence. Penalties may be imposed singularly or in combination for any offence.

2.3.2 Basic considerations include:

- the level of the student's academic experience;
- extenuating circumstances which may help explain the action taken by a student, and due weight should be attached to those circumstances; and
- if the student admits guilt, accepts responsibility for their action, and is amenable to educative remedies, committees may find it justified to levy a less severe penalty.

2.3.3 Prior/multiple incidents: If the offence is a second (or subsequent) one for the student and/or is in combination with another offence, then a severe penalty should be considered.

C. Procedures Governing Breach of Academic Honesty

Each Faculty shall ensure that its procedures are consistent with the following standards, approved by the Senate Committee on Curriculum and Academic Standards, published in the Calendar and available at the appropriate Faculty offices.

3.1 Purpose

The following procedures are provided for the investigation and resolution of cases of alleged violations of the Senate Policy on Academic Honesty. In these procedures, the term "student" includes a York graduate or undergraduate student, a York graduate, a former York student, or a student who is applying to take, is taking or has taken a York course.

3.2 Jurisdiction

- 3.2.1 Allegations of a breach of academic honesty in a course shall be dealt with by the Faculty offering the course. In cases where the course is in other than the student's home Faculty, then the student's home Faculty (or Faculties) shall have observer status at a hearing and may make submission as to penalty. For students in joint programs or where allegations arise in more than one Faculty, the Faculties can agree on which Faculty will have jurisdiction over the proceedings.
- 3.2.2 All allegations of breaches of academic honesty other than those in course work shall be communicated by the administrator, committee or other person with direct knowledge (faculty, staff, clinical supervisor, etc.) to the student's home Faculty.
- 3.2.3 Should a matter arise for which there appears to be no clear Faculty jurisdiction, the Senate Appeals Committee shall determine which Faculty shall have carriage of the matter.
- 3.2.4 Appeals of decisions of a Faculty committee are considered by the Senate Appeals Committee.

3.3 Investigating Potential Academic Misconduct

If a person (or persons) suspect(s) a breach of academic honesty:

- 3.3.1 on assignments, term papers, essays, theses and dissertations, etc., the matter shall be reported to the concerned course director or supervisor. For courses, if the evaluator is not the course director, the evaluator shall retain possession of the suspect material and provide a written report, together with the confiscated material, to the course director;
- 3.3.2 on non-course work, the person discovering the potential breach of academic honesty, shall retain possession of the suspect material and provide a written report, together with any confiscated material to the department chair/school director (or his/her designate), graduate program director or the Associate Dean of the Faculty;
- 3.3.3 in an examination, the invigilator, who is normally the course director, in cases of suspected impersonation, shall ask the student concerned to remain after the examination and shall request appropriate University identification or shall otherwise attempt to identify the student. In other cases of suspected breach of

academic honesty the invigilator shall confiscate any suspect material. In all cases, the student will be allowed to complete the examination. The invigilator, if other than the course director, shall give a full report, together with any confiscated material, to the course director (See the [Senate Policy and Guidelines on the Conduct of Examinations](#) for further information);

- 3.3.4 for research not conducted as part of a course, major research papers/projects, comprehensive examinations, theses and dissertations, person(s) suspecting potential academic dishonesty shall report the matter to the student's supervisor and, as appropriate, the supervisory and examination committees and/or the Associate Dean of the Faculty.

3.4 Initiating an Investigation of Potential Academic Misconduct

- 3.4.1 When a faculty member directing a course, or having or sharing responsibility for a student's research, examination, or dissertation preparation, becomes aware of a possible violation of academic honesty, it is the responsibility of the faculty member to forthwith notify the designated unit or Faculty office and initiate an investigation of the matter.
- 3.4.2 It is the responsibility of the faculty member to collect or assist in the collection of the necessary information, to participate in the exploratory meeting and to be prepared to act as a witness at any committee hearing of the matter.
- 3.4.3 Once notified of a potential breach of academic honesty, the designated Faculty office shall post a block on enrolment activity in the course. The student may not drop or be deregistered from the course for any reason, nor withdraw from the University, nor may transcripts be released to the student until a final decision is reached. A request by a student for a transcript to be sent to another institution or to a potential employer will be processed, but, if the student is found guilty of a breach of academic honesty, the recipients of the transcript will be provided automatically with an updated transcript.
- 3.4.4 If the investigation relates to work already presented for evaluation but not yet evaluated, the faculty member may elect to defer the evaluation of the work until after the matter has been dealt with. Normally, any evaluation of a work which relates to a charge will not be entered into the student's record until after the matter is concluded.
- 3.4.5 If the faculty member or person designated by Faculty policy decides to proceed with a formal complaint alleging a breach of academic honesty, the complaint

shall be submitted in writing to the appropriate office as soon as is reasonably possible. The complaint shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence.

3.5 Exploratory Meeting at the Unit Level

3.5.1 When a complaint is received at the unit level, an exploratory meeting shall be arranged to determine whether or not there are reasonable and probable grounds to proceed with a charge of breach of academic honesty. At least seven calendar days' written notice of the meeting and a brief description of the reason for the meeting shall be provided. At this meeting, convened and chaired by the appointed representative, the student may be accompanied by a representative and the faculty member may have another person present. If the student elects not to attend the meeting, the meeting may proceed without the student present.

3.5.2 The exploratory meeting at the unit level will result in one of the following:

- i. It is agreed by all parties that no breach of academic honesty occurred. No records of the matter shall be retained.
- ii. If the student wishes to admit to a breach of academic honesty but no agreement is reached on recommended penalty, or the breach is a second or subsequent incident by the student, a document signed by the student and the faculty member, which includes the admission, a summary of the matter and individual submissions by the student and faculty member as to penalty shall be forwarded to the responsible Faculty committee, which shall arrange a hearing to determine penalty, to which the student and faculty member will be invited.
- iii. If the student wishes to admit to a breach of academic honesty, a document signed by the student and the faculty member which includes the admission, a summary of the matter and a joint submission as to penalty shall be forwarded to the Faculty committee, which deals with allegations of breach of academic honesty. In such cases, the agreed-upon penalty shall not exceed failure in the course. The responsible Faculty committee receiving such a joint submission will normally impose the penalty suggested, but if it is of the opinion that some other penalty would be more appropriate, or the breach is a second or subsequent incident by the student, it shall arrange for a hearing of the matter to determine penalty, to which the student and faculty member will be invited.

- iv. If the student elects not to attend the meeting, and if those present find sufficient grounds to proceed with a charge of breach of academic honesty, a summary of the matter shall be forwarded to the responsible Faculty committee, which shall arrange a hearing of the matter, to which the student and the faculty member will be invited.
- v. If it is decided that sufficient grounds exist to proceed with a formal charge of academic misconduct and the student does not admit to this alleged breach of academic honesty, a formal charge shall be prepared and submitted to the responsible Faculty committee. The charge shall contain a full, but concise, statement of the facts as perceived by the complainant and be accompanied by all available supporting evidence.

The person chairing the exploratory meeting at the unit level will forward the documents contemplated in items iii. and iv. above and this section to the responsible Faculty committee.

3.6 Formal Hearing at the Faculty Level

- 3.6.1 The responsible Faculty shall give each party a written copy of the charge, a copy of the materials submitted by the faculty member which includes a summary of the evidence, a copy of the procedures to be followed and not less than 21 calendar days' written notice of the time and location of the hearing. If the student wishes to file a written response to the charge, it must be received within 14 calendar days of the date on which the charge was sent to the student. The Faculty will send a copy of the student's response to the charge to the faculty member and unit level representative(s) concerned. Both parties must inform the committee of their intention to call witnesses and file names of these witnesses at least seven calendar days prior to the hearing.
- 3.6.2 Prior to the hearing, if a student acknowledges the accuracy of the charges, the student may waive the right to a hearing by submitting a written statement that both admits guilt and waives the right to a hearing.
 - i. In this statement, the student may make submissions as to appropriate penalty and give reasons. If the faculty member submitting the charge concurs with the penalty recommendation of the student, a jointly signed submission will be forwarded to the responsible Faculty committee. In such cases, the agreed-upon penalty shall not exceed failure in the course. Should the Faculty Committee find that some other penalty would be more appropriate, or if the breach is a second or subsequent offence, it shall arrange for a hearing to determine penalty, to which the student and faculty

member will be invited.

- ii. If the faculty member and student do not agree on a recommended penalty, individual submissions as to penalty shall be made by the student and faculty member to the responsible Faculty committee, which shall arrange a hearing to determine penalty, to which the student and faculty member will be invited. If the breach is a second or subsequent offence by the student, a copy of the written decision from the prior offence(s) shall be provided by the case presenter to the committee at the penalty hearing.

3.6.3 Only the committee members, and secretary, the case presenter, the student, each party's representative(s)/adviser(s) (who may be lawyers), and the witnesses may be present at a hearing. The faculty member(s) or person(s) who submitted the charge may attend as witness(es). Committee members shall be at "arm's length" from the student charged with a breach of academic honesty. Committee members are not at "arm's length" if they have had a significant personal or professional relationship with the student charged. Witnesses shall be present at the hearing only while testifying. Exceptions to this policy may be made at the discretion of the committee. The Chair of the committee has full authority to assure an orderly and expeditious hearing. Any person who disrupts a hearing, or who fails to adhere to the rulings of the committee may be required to leave.

3.6.4 The committee shall consider the facts and circumstances of the case and determine whether there has been a breach of academic honesty. If a finding of academic misconduct is determined, the committee shall hear submissions as to the appropriate penalty and then decide the penalty.

3.6.5 If a student fails to appear at a hearing after proper notice, the hearing may proceed, a decision may be made and sanctions may be imposed, unless the student can establish, in advance of the hearing and to the satisfaction of the committee, that there are circumstances beyond her or his control which make an appearance impossible or unfairly burdensome.

3.6.6 Parties must be allowed a full and fair opportunity to present their evidence and to respond to the evidence presented against them. Parties are allowed to cross-examine each other's witnesses in matters related to the charge. The committee has the discretion to make rulings as to admissibility of evidence or the suitability of cross-examination. The committee is not bound by formal rules of evidence applicable in courts of law.

3.6.7 When the parties have presented all available relevant evidence and witnesses,

each party may present a final argument. Following this, the parties shall be excused without further discussion. The committee shall then enter into closed session to determine whether a breach of academic honesty has occurred. A finding of academic misconduct supported by a majority of committee members shall be binding.

3.6.8 If the committee does not render a finding of academic misconduct, all records of the charge and hearing will be held by the student's home Faculty until such time as appeals procedures are exhausted or abandoned. Thereafter, a record consisting of the complaint and the decision letter will be placed in a confidential file retained in the Office of the Dean of the student's home Faculty.

3.6.9 Following a finding of academic misconduct, the committee shall next allow both parties to make a presentation as to suitable penalty. At this point the committee may be made aware of other academic offences in the student's file. In such cases a copy of the written decision from the prior offence(s) shall be provided by the case presenter to the committee. The committee will again enter into closed session and decide upon the sanction. A decision by the majority of the committee to impose a particular penalty shall be binding. The decision of the committee, as described in Item 4.8 of the [Senate Policy on Academic Honesty](#), must be communicated to the parties in writing, delivered by hand or by mail. If the breach of academic honesty is related to course work, a note shall be placed on the Student Information System to bar withdrawal from the course(s) in which the breach occurred.

3.6.10 A record of the proceeding will be retained in the Office of the Dean of the student's home Faculty, regardless of the severity of the penalty, and held for a time consistent with the University's records retention guidelines. The Record of the Proceeding shall include:

- the formal charge of academic misconduct and all documentary evidence filed with the Faculty committee;
- written response from the student to the charge, if any;
- notice of the hearing; and
- decision of the committee.

If a penalty is imposed that requires an alteration of a student's academic record, a copy of the decision of the committee will be sent to the Registrar's Office for the penalty to be implemented. The decision will be retained by the Registrar's

Office for a time consistent with the University's records retention guidelines.

3.6.11 If the student is found to have committed a breach of academic honesty in work related to a funded research project, the Vice President Academic and Provost shall be notified and the Vice President or a designate shall determine whether to notify the granting agency.

3.6.12 If a student from another institution enrolled in a joint program or attending York on Letter of Permission is found to have committed a breach of academic honesty, notice of the Committee's findings will be sent to the other institution by the Registrar's Office.

D. Order of Faculty or Senate Hearings on Academic Honesty

The following indicates the order in which a Faculty or Senate committee should proceed when hearing a charge of breach of academic honesty. The committee may alter the order in the interests of fairness or in cases where multiple students are charged with related offences.

4.1 The Chair shall:

- introduce the parties and members of the committee;
- identify the nature of the case and evidence before the committee.

4.2 The presenter's case:

- briefly describe the case to be presented, in an opening statement;
- present support for the charge through oral testimony of complainant and witnesses, and through documentary evidence;
- the student (or her/his representative) may ask questions of each of the presenter's witnesses at the close of that person's testimony;
- may interrupt if clarity is required.

4.3 The student's case:

- the student (or her/his representative) shall briefly reply and indicate main arguments in an opening statement
- present support for her/his case through oral testimony provided by her/himself and witnesses, and through documentary evidence;
- the presenter may ask questions of each of the student's witnesses at the close of that person's testimony;
- committee members normally ask questions at the end of each person's testimony but may interrupt if clarity is required.

- 4.4 The presenter shall be allowed to present testimony or other evidence in reply to new issues raised in the student's case which were not raised in the original presentation.
- 4.5 At any time the committee may require other witnesses or the production of other written or documentary evidence and may, if it sees fit, adjourn the hearing after allowing both parties the opportunity to speak to the adjournment.
- 4.6 Following the presentation of evidence, the parties are entitled to make closing arguments and to summarize briefly the main points of their cases, but no new evidence may be introduced. This will proceed in the following order: the student (or her/his representative) followed by the presenter.
- 4.7 The committee will move into closed sessions for deliberations and decision. If there is a finding of academic misconduct, the committee will then consider submissions as to appropriate penalty. If the breach is a second or subsequent offence the case presenter shall provide the committee with a copy of the written decision from the prior offence. Following the presentation of submissions on penalty by both parties, the committee will return to closed session to decide on the appropriate penalty.
- 4.8 The written decision of the committee shall include:
- the names of committee members and all who appeared;
 - a summary of the cases of the parties;
 - the committee's findings of fact, decision and reasons; and
 - the route of appeal.

B. CODE OF STUDENT RIGHTS AND RESPONSIBILITIES

(a) Students have the following rights:

- (i) The right to academic pursuit as the primary reason for students to be at York.
- (ii) The right to participate in activities for students at the University, without harassment, intimidation, discrimination, disruption or acts of violence.
- (iii) The right to freedom of inquiry, expression and assembly on campus.
- (iv) The right to engage and participate in dialogue and to examine diverse views and ideas.
- (v) The right to fair procedures in proceedings under this Code.
- (vi) The right to respect for one's person and property.
- (vii) The right to privacy of personal information (see definitions in Section 17).

(b) Students also have the following responsibilities:

- (i) The responsibility not to disrupt or interfere with University activities (e.g. academic activities such as classes, University programs, student co-curricular activities and tabling).
- (ii) The responsibility to behave in a way that does not harm or threaten to harm another person's physical or mental wellbeing.
- (iii) The responsibility to uphold an atmosphere of civility, honesty, equity and respect for others, thereby valuing the inherent diversity in our community.
- (iv) The responsibility to consider and respect the perspectives and ideas of others, even when the student does not agree with their perspectives or ideas.
- (v) The responsibility to respect the property of others including the property of the University.
- (vi) The responsibility to be fully acquainted with and adhere to University policies, procedures or rules.
- (vii) The responsibility to respect the privacy of personal information of others and treat disciplinary outcomes as confidential.
- (viii) The responsibility to obey public laws.

The identified rights and responsibilities listed are interdependent and interconnected. For example, "The right to freedom of inquiry, expression and assembly on campus" and "The right to engage and participate in dialogue and to examine diverse views and ideas" are not separate from "The right to respect for one's person and property" and "The responsibility to behave in a way that does not harm or threaten to harm another person's physical or mental wellbeing." Where there is a tension between rights and responsibilities that are linked, those involved must recognize the need to achieve an appropriate balance.

A. Introduction

York University is a place of research, teaching and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another. Freedom of expression, freedom of association, freedom to study and to learn, freedom to engage in research, and the freedom to write and to publish are all recognized as central to the mission of the institution. It is acknowledged that these values can only be meaningful, and these freedoms fully realized, in an atmosphere of safety and security. All York students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire York community.

Since their inception, universities have been recognized as clearly distinguishable communities within the larger community and have dealt with issues of misconduct internally. Under the [York University Act, 1965](#), paragraph 13(2)(c), the President has the power to formulate and implement regulations governing students and student activities. The President has assigned to the Vice President Students, through the Office of Student

Community Relations, the responsibility for the administration of this Code of Student Rights & Responsibilities.

The Code of Student Rights & Responsibilities operates in accordance with the basic principles of conflict resolution and procedural fairness. The Office that administers this Code upholds a philosophy and practice that is intended to balance support, accountability and education for participants in any dispute resolution process.

This Code has been developed through extensive consultation with students, staff and faculty, and affirms their stated values of equity and respect. It is based on a model that supports a progressive discipline approach which encourages appropriate conduct. The Code outlines a process for dealing with transgressions and is designed to be perceptibly fair, easy to understand and transparent. In addition, the sanctions it proposes have been developed through community consultation and are understood to be reasonable and suitable for a wide variety of misconduct. Wherever possible and appropriate, sanctions will be corrective and educative.

B. The Reason for a Code of Student Rights & Responsibilities

This Code of Student Rights & Responsibilities is intended to be educative and promote accountability among students toward their peers and other members of the York community.

This Code identifies those behaviours that are disruptive to the educational purposes of the University, make the campus less safe, diminish the dignity of individuals and groups, and the enjoyment of their rights. It applies specifically to students because the behaviours of non-student members of the University community are held to comparable standards of account by provincial laws, University policies and their unions' collective agreements. Information about how to address a concern or a complaint regarding a faculty or staff member can be found at oscr.students.yorku.ca/student-conduct.

York is committed to civil discourse and the free and open exchange of ideas between community members and as such, nothing in this Code is intended as a method or excuse to suppress peaceful protest, civil debate or other lawful conduct so long as student responsibilities as outlined in Section 4 are being upheld.

C. Application of the Code of Student Rights & Responsibilities

This Code applies to non-academic student conduct. Academic student conduct is governed by [University Senate policies](#) and is beyond the scope of this Code.

This Code applies to (a) conduct on University premises, and (b) conduct not on University premises but which has a real and substantial link to the University. Examples of such a link

would be: University-organized or University-sanctioned off-campus events; University-organized or University-sanctioned events where students are acting as delegates or designated representatives of the University; social media (Facebook, Twitter, emails, etc.); or off-campus behaviour that has implications that will or may adversely impact a University community member on campus from a safety/security of person perspective.

This Code applies to students and student groups, and all references to “student” include “students” and “student groups.” Student hosts are responsible for the conduct of their guests and the University expects and requires that they discourage inappropriate behaviour. All students and student groups are bound by University policies and regulations. [Presidential Regulation 4](#) and [Presidential Regulation 5](#) are examples of policies related to Student Groups and Organizations. For individuals who are both students and employees of the University, the Office of Student Community Relations will consult with the appropriate offices to determine whether or not the conflict or incident in question falls into the purview of the Code of Student Rights and Responsibilities.

Code proceedings may be instituted against a student charged with conduct that potentially violates both the Criminal Code of Canada and this Code of Student Rights and Responsibilities. Proceedings may be carried out prior to, simultaneous with, or following civil or criminal proceedings off-campus at the discretion of the Office of Student Community Relations. Determinations made or sanctions imposed under this Code may not be subject to change because criminal charges were dismissed, reduced or resolved in favour of or against the Respondent.

The University reserves the right to:

- a. determine whether or not a matter should be addressed under this Code;
- b. take necessary and appropriate action to protect the safety and welfare of individuals on campus or the campus community as a whole notwithstanding this Code;
- c. use information provided by external agencies such as the police or the courts; and
- d. determine whether or not behavioural restrictions should be put in place regardless of the location of the incident or the actions of external agencies such as the police or the courts.

The University may also invoke, in place of or in addition to its own procedures, civil, criminal or other remedies which may be available to it as a matter of law.

D. Community Standards for Student Conduct

All students have the rights and responsibilities articulated in the preamble. In keeping with these rights and responsibilities, students are responsible for conducting themselves in a way that supports research, teaching and learning, and upholding an atmosphere of civility, diversity, equity and respect in their interactions with others. Students should strive to make the campus safe, to support the dignity of individuals and groups, and to uphold individual and collective rights and responsibilities.

For more information, see the [Guide to Community Membership](#)

Examples of behaviours that fall below the standard of conduct that is expected of all students are provided below. This list is not exhaustive but provides examples of breaches of community standards of conduct.

Breach of University Policies, Procedures or Rules, such as: Residence Rules; Temporary Use of University Space Policy; Policy on Computing and Information Technology Facilities; Policy on the Sale, Service and Use of Alcoholic Beverages on Campus; Parking and Transportation Policy; unauthorized use of identification to obtain goods or services.

Abuse of, or disrespect for, the processes of this Code, such as: bringing unfounded complaints with malicious, frivolous or vexatious intent; failure to comply with the reasonable requests of a University representative; failure to attend meetings or hearings regarding alleged breaches of this Code; retaliation against any participant in the Code process; failure to comply with Code sanctions.

Disruption of, or interference with, University activities, such as: causing a substantial disorder; bomb threats; creating dangerous situations (intentional or not); making or causing excessive noise; disrupting classes, events or examinations; proffering false identification or documentation; intentional misrepresentation; setting off false fire alarms; blocking exit routes.

Damage to the property of the University or its members, such as: damaging or defacing University property or another person's property including computer systems and intellectual property; tampering with University fire alarm systems or fire extinguishing equipment.

Conduct that would be recognized as a breach of the law and/or disregard for the health and safety of the University community or its members, such as: breaking into University premises; vandalism to University premises or property or another community member's property; misappropriation or unauthorized possession of

personal property of a York University community member; trespassing, including unauthorized use of keys to space on campus; unauthorized possession or use on campus of firearms or of a dangerous implement (e.g. a hunting knife, explosives or incendiary devices); possession or consumption of, manufacturing of, or dealing in, illegal drugs; underage drinking; smoking in areas where it is prohibited; illegal gambling; cruelty to animals; misappropriation of University or private property including intellectual property; possession of what could reasonably be considered misappropriated property.

Threats of harm, or actual harm, to a person's physical or mental wellbeing, such as: assault; verbal and non-verbal aggression; physical abuse; verbal abuse; intimidation; sexual assault; harassment (including physical harassment, sexual harassment, and harassment through email and other digital and social media); stalking; hazing.

It is important to note that the Housing and Residence Life teams are committed to providing a safe, secure environment in which students can live and learn. Within the residence community, the [Residence Handbook](#) outlines the residence policies and behavioural expectations which support this environment. Within the Handbook are Residence Community Standards that are founded upon the principles of respect and equality for all members of the residence community. A breach of the community standards outlined in the Residence Handbook is also a breach of this Code.

As a general principle, impairment by alcohol or other drugs is not a defence against being found responsible for breaching the standard of conduct described in this Code.

E. The Process for Dealing with a Breach of Community Standards

Filing a Complaint

Any student, staff or faculty member (a Complainant) may file a complaint under this Code, alleging a breach of community standards by a student.

An online or pdf version of the complaint form can be found at ombuds.info.yorku.ca/how-to-make-a-complaint/complaint-form/.

A paper version is available from the Office of Student Community Relations.

- i. The complaint must be in writing with the Complainant's name and contact information; a residence incident report or a security report may constitute a complaint. Anonymous complaints will not be taken forward.
- ii. The complaint must be filed within 30 business days of the alleged violation

of the Code unless the decision-maker (e.g. Local Adjudicator), upon first addressing the complaint, considers it reasonable to extend that time limit. Extensions are usually considered when there are extenuating circumstances related to the delay in lodging a complaint or if informal resolution was commenced within the 30-day time period.

- iii. A complaint must be filed with the Office of Student Community Relations or with designated Residence Life Staff members within the residence system.
- iv. For cases involving personal safety, only the first name of the harmed party and Complainant may be provided to the Respondent.
- v. The complaint will be considered and a determination will be made by the Office of Student Community Relations as to whether the complaint is within the jurisdiction of this Code. If the complaint does not fall within the jurisdiction of this Code, the complaint will be dismissed and the Complainant will be informed.

Responding to a Complaint

After it is determined by the Office of Student Community Relations that a complaint falls within the jurisdiction of the Code, the person against whom the complaint is made (the “Respondent”) will be notified of the complaint against him or her. The Respondent will be advised of the available options for achieving resolution and may be asked to await further information or guidance from an Office staff person. If a complaint proceeds to an adjudicative process, the Respondent will be referred to this Code as well as a point person in the Office who will provide relevant information to the Respondent about how to prepare for any dispute resolution process.

Role of the Office of Student Community Relations

The role of the Office is to administer the Code of Student Rights & Responsibilities. The Office provides advice, training and resources to Complainants, Respondents, Witnesses, Mediators, Restorative Justice Circle Facilitators, Local Adjudicators, Peer Review Board members and University Tribunal members.

Dispute Resolution Advisers (DRA) coordinate and provide informal resolution processes such as advice, conflict coaching, conciliation, mediation and restorative justice circle processes. DRAs also provide procedural support for Local Adjudication cases. The DRAs will provide resources and neutral advice to all parties (Complainants, Respondents, Witnesses and decision-makers) to help ensure that the processes meet the procedural guidelines outlined in this Code.

Respondents and Complainants may also seek advice from a Peer Support Team member

and this can be coordinated through the Office of Student Community Relations.

Options for Addressing a Complaint

The University recognizes that many disputes can be resolved without resorting to the procedures in this Code. Wherever it is possible and proper to do so, members of the University community are to be encouraged to use constructive communication to encourage appropriate behaviour rather than invoking the complaint process. At the discretion of the Office staff and depending upon available resources, other options may include informal conflict resolution, peer mediation and a restorative justice circle process. Options can be discussed with a DRA who will provide general information and guidance.

If the case falls into the Code's jurisdiction, then the Office may:

- i. refer the complaint to an Informal Resolution process;
- ii. refer the complaint to Local Adjudication;
- iii. refer the complaint to a Peer Review Board (for residence cases only); or
- iv. refer the complaint to a University Tribunal.

Typically, informal resolution options will be explored before the matter is referred to an adjudicative process.

F. Informal Resolution

There are several options for resolving a matter informally. A DRA will assess the case and recommend a resolution option. Options may include providing advice, conflict coaching, conciliation, mediation and restorative justice circle. Within the residence community, according to the criteria outlined in the Residence Community Standards document, Dons and Residence Life staff members are empowered to attempt informal resolution before referring a matter to an adjudicative process. If either party does not respond to a notice for an informal resolution meeting, then the matter will normally proceed to adjudication.

Informal resolution processes are confidential and personal information and admissions shared within the process may not be used by either party against the other in an adjudicative process unless otherwise stipulated. If the parties arrive at a mutually agreeable resolution, then the resolution/agreement may be shared with the appropriate third parties or decision-makers, but the content of the process remains confidential.

Facilitators of any informal resolution process provide a forum for participants to discuss the complaint, the impact of the incident/dispute, and develop a resolution that may include but is not limited to sanctions listed in Section 14 of the Code. If informal resolution is successfully reached and compliance (if applicable) is achieved, then the file will be

closed.

In the case of mediation and restorative justice circle processes, where a resolution is not reached, the case will normally proceed to an adjudicative process. Also, where a resolution has been reached but the resulting agreement is not complied with, compliance measures outlined in Section 14(e) will be invoked or the matter may be referred to an adjudicative process. Refer to oscr.students.yorku.ca for more details about these services.

G. Local Adjudication

When a Local Adjudicator receives a complaint, he or she will initiate an investigation.

The Local Adjudicator may find that the case is appropriate for informal resolution and, as a result, may invoke that process. The Local Adjudicator may be the person who facilitates early settlement and/or an informal resolution process; however, he or she may also refer the matter to an alternative person or process.

When adjudication is undertaken, the Respondent will be directed to the Code and informed of his or her rights and responsibilities. The Respondent will also be given a copy of the complaint including the name of the Complainant. Contact information for the Complainant and Respondent will be kept confidential.

For cases involving allegations of danger to personal or community safety, the Office of Student Community Relations or a Local Adjudicator may order interim behavioural restrictions.

Referral of a Complaint to the University Tribunal

If, at any time after receiving a complaint, the Local Adjudicator is of the opinion that the nature of the complaint makes resolution by the Local Adjudicator inappropriate, the Local Adjudicator may refer the complaint to be dealt with at a University Tribunal hearing.

Investigation

The Local Adjudicator will gather the facts of the case by meeting separately with the parties, and if necessary, with any relevant Witnesses that have been identified. Normally the Adjudicator will meet first with the Complainant and Witnesses for the Complainant before meeting with the Respondent. The Local Adjudicator will also review relevant policies and any relevant documents and information that are provided to him or her.

Sanctions that may be considered are outlined in Section 14. The Respondent will be given an opportunity to comment on the appropriateness of any sanctions that are within the authority of the Local Adjudicator and which may be applicable in his or her situation.

When a response is required, the Respondent must respond by the deadline and in the manner (i.e. in person or writing) required by the Local Adjudicator. Where a meeting has been scheduled to enable the Respondent to be heard in person on the matter by the Local Adjudicator, but the Respondent does not attend despite having been informed of the appointment in writing, the Local Adjudicator may proceed without scheduling another such meeting and may reach a decision on responsibility based on the information and documentation she or he has received and reviewed.

The Standard of Proof

The standard of proof required to determine that there has been a breach of the Code will be “on a balance of probabilities,” meaning that the Local Adjudicator must determine whether the evidence shows that it is more likely than not that the alleged events and/or Code breach(es) occurred.

The Decision

If the Local Adjudicator determines that there has been a breach of this Code, then sanctions may be imposed. The Local Adjudicator will issue a written decision stating the reasons for the decision within 10 business days from the date on which the Respondent is advised of the decision.

The written decision, which will include the reasons for the decision, of the Local Adjudicator will be provided to the Respondent. The written decision may also be provided to the Complainant unless the Local Adjudicator or University Tribunal finds that there are grounds to order otherwise. In such cases, the Complainant will be provided with a summary of the material details of the decision that relate to the Complainant. The decision will be filed with the Office of Student Community Relations which is the Office of Record for conduct-related matters.

H. Peer Review Board (Residence Cases Only)

In the residence community, Dons and Residence Life staff will play a key role in trying to resolve issues informally where possible. The Don’s role in informal resolution and addressing levels of prohibited behaviour are outlined in more detail in the [Residence Handbook](#).

Where a case cannot be dealt with through informal resolution, the matter will be referred to either Local Adjudication or the Peer Review Board (PRB).

Residence cases are directed to the PRB in one of two ways. First, a Residence Life staff member or Local Adjudicator may determine that a case can appropriately be decided upon by peers and directly refer a case to the PRB. Second, any Complainant or

Respondent who resides in residence may advise the Local Adjudicator that he or she would prefer to have their case heard by peers, at which time the Adjudicator would refer the case to the Board providing that the parties can attend the allotted hearing date and time.

Peer Review Board

The Peer Review Board (PRB) provides an opportunity for a balanced airing of the case as presented by the various parties to the hearing. The hearings are held in “private”, i.e. restricted to persons who have a direct role or interest in the hearing or persons who are acting as Witnesses. At the discretion of the Chair, other persons may be admitted to the hearing for training purposes or other reasonable considerations. An assigned PRB Adviser will attend the hearing in order to provide administrative support and procedural guidance to the PRB.

The PRB shall determine whether or not the Respondent’s conduct has met or fallen below the standard of conduct outlined in the Code of Student Rights & Responsibilities or the Residence Community Standards outlined in the Residence Handbook. PRB members will ask questions during the hearing to clarify the information being presented so as to assist in their determination of whether or not there has been a breach, and if so, to determine what level of harm has occurred and how that harm can be addressed including the appropriate resolutions and sanctions. The PRB will promote education about the impact on others of behaviour which falls below the standard of conduct outlined in this Code. The PRB will apply educative resolutions and sanctions whenever possible and appropriate.

The standard of proof required to determine that there has been a breach of the Code will be “on a balance of probabilities,” meaning that the PRB must determine whether the evidence shows that it is more likely than not that the alleged events and/or Code breach(es) occurred.

Further details about the Peer Review Board and its proceedings can be found in the [Residence Handbook](#).

Peer Review Board Composition

Student volunteers are appointed as members of the PRB for a one-year term by the Vice-President Students upon recommendation of a selection committee. Terms are renewable for up to three years. The selection committee will comprise the following representatives: PRB Adviser, Don and PRB member. The appointment may be terminated earlier by the same representatives that comprise the selection committee.

Quorum for each PRB will be at least three and no more than five members, one of whom

will be a Student Chair. One non-voting Board Adviser will also attend the hearing.

I. Request for a Review of a Local Adjudication or Peer Review Board Hearing

The Request

Following a decision of a Local Adjudicator or a Peer Review Board, a Respondent may request a hearing or a review the decision or imposed sanctions on the grounds that:

- i. the Local Adjudicator or Peer Review Board had no authority under this Code to reach the decision or impose the sanctions he or she did;
- ii. the Local Adjudicator or Peer Review Board made a fundamental error in procedure prejudicial to the Respondent;
- iii. the sanctions are unnecessarily punitive and/or do not fit the violation for which the Respondent has been found responsible or would benefit from a review on compassionate grounds (this ground may only result in a review of sanctions);
- iv. the Respondent has new evidence to present that could not reasonably have been presented earlier.

The request must include detailed reasons and be in writing. Requests must be delivered to the University Tribunal, c/o the Director of the Office of Student Community Relations, within 10 business days after the date on which the Local Adjudicator's written decision, with reasons, was issued.

The Decision

The request for hearing or a review of the decision or sanctions will be considered by a University Tribunal in written form only. This University Tribunal will render a written decision with reasons no more than 10 business days from the date of the hearing. The University Tribunal has the authority to do the following:

- i. grant or deny a hearing (Local Adjudication, Peer Review Board or University Tribunal);
- ii. affirm the original decision;
- iii. affirm, reduce or increase the assigned sanctions; or
- iv. require that the Local Adjudicator or Peer Review Board conduct a new hearing or reconsider some pertinent aspect of its decision. The subsequent hearing cannot be subject to a new request for a review under this Section of the Code and its decision will be final and binding.

Sanctions ordered by the Local Adjudicator or Peer Review Board will be suspended pending the decision of the University Tribunal as to whether a hearing will be granted; however, the following sanctions will stay in effect:

- i. behavioural restrictions (e.g. no-contact order, ban from a building);
- ii. residence relocation;
- iii. residence probation;
- iv. residence suspension;
- v. removal from residence; or
- vi. any sanctions that a Local Adjudicator or PRB have specified are for safety or security reasons.

Notwithstanding that a student is appealing the sanction of removal from residence, the student may still be expected to vacate the residence as ordered. Housing issues may be discussed with the Office of Student Community Relations.

If the University Tribunal denies the request for a hearing or chooses not to modify the sanctions, then the original sanctions will immediately become enforceable as of the date of the Local Adjudicator or PRB's decision.

The decision of the University Tribunal is final and may not be appealed.

J. University Tribunal

University Tribunal Composition

The members of the University Tribunal are student, faculty and staff volunteers appointed by the Vice-President Students upon recommendation by a selection committee comprising University Tribunal members, one of whom will be a student. University Tribunal members may serve for a renewable two-year term, unless terminated earlier by the Vice Provost Students upon recommendation by a panel comprising the same representatives that make up the selection committee.

Quorum for a University Tribunal Hearing panel will be three persons, one of whom will be a student. They will elect a Chair for the proceedings. In rare circumstances where a Tribunal matter continues over a period of time and one Tribunal member becomes unavailable for unavoidable reasons such as a medical emergency, the remaining two Tribunal members may complete the proceeding with the consent of the parties. If the Tribunal member who is unavailable was the Chair of the proceeding, one of the remaining two members will become the Chair.

University Tribunal Hearing Process

University Tribunal Hearings provide an opportunity for a balanced airing of the case. The hearings are held in “private”, i.e. restricted to persons who have a direct role or interest in the hearing, or persons who are acting as Witnesses. At the discretion of the Chair, other persons may be admitted to the hearing for training purposes or other reasonable considerations.

The University Tribunal Hearing panel’s purpose is to provide a fair evaluation of the case and determine whether or not the Respondent is responsible for violating University regulations and to assign appropriate sanctions in the case where a student is found responsible. University Tribunal (UT) members will ask questions not only to determine whether or not there has been a breach, but also to determine what the impact of the behaviour was, the level of harm that has occurred and how that harm can be addressed. If a student is found responsible, then the University Tribunal will consider how the harm should be addressed and identify the appropriate sanctions.

The standard of proof required to determine that there has been a breach of the Code will be “on a balance of probabilities,” meaning that the UT must determine whether the evidence shows that it is more likely than not that the alleged events and/or Code breach(es) occurred.

The University Tribunal will attempt to make decisions by consensus. Where a decision proves to be challenging for the panel to achieve consensus, each member, including the Chair, will have one vote and decisions will be made by a majority vote.

Formal rules of procedure and evidence such as those applied in a criminal or civil court are not used in Code of Student Rights & Responsibilities proceedings. In order to ensure that its procedures are as fair as possible in the context of University circumstances and traditions, the University Tribunal shall comply with the following procedural guidelines:

- i. The Chair introduces the other Tribunal members and explains how the hearing will proceed.
- ii. The Chair reads a description of the alleged Code breach and the reason for the hearing.
- iii. An opportunity is presented to the Respondent to admit or deny responsibility in whole or in part.
- iv. The Complainant presents the complaint and any supporting documentation and Witnesses to the University Tribunal Hearing panel.
- v. The Respondent has the opportunity to ask questions of the Complainant and any Witnesses through the Chair of the University Tribunal. Members of the

University Tribunal will also have the opportunity to ask questions of the Complainant and his or her Witnesses. Alternative methods of hearing testimony and asking questions may be used in cases where potential traumatization of any party is a consideration (e.g. allegations involving physical violence, domestic violence, sexual assault, stalking).

- vi. After the Complainant has presented the complaint, the Respondent will have the opportunity to present his or her response to the complaint, including any supporting documentation and Witnesses. Members of the University Tribunal will also have the opportunity to ask questions of the Respondent and the Witnesses.
- vii. The Complainant has the opportunity to ask questions of the Respondent and his or her Witnesses through the Chair of the University Tribunal. Members of the University Tribunal will also have the opportunity to ask questions of the Respondent and the Witnesses.
- viii. Both the Complainant and the Respondent then summarize the information that has been presented through documentation and Witnesses, explain their respective interpretations of that information and whether it shows that there has, or has not, been a breach of the standard of conduct contained in the Code.
- ix. Both the Complainant and the Respondent will have the opportunity to suggest what remedies and sanctions, if any, they believe are appropriate to the matter before the University Tribunal.
- x. The decision of the UT, with reasons, will be put in writing no more than 10 business days from the end date of the hearing and delivered to the Respondent and the Complainant by regular mail, Express Post or email and filed with the Office of Student Community Relations. Whenever possible, decisions of the University Tribunal will also be made orally immediately following the hearing.
- xi. Variations from procedural guidelines within this Section shall not necessarily invalidate a decision, unless significant prejudice to a student or the University may result.

The Director (or Designate) of the Office of Student Community Relations acts as the secretary to the University Tribunal and provides procedural guidance and resources for the Tribunal as required.

Postponements

A hearing may be postponed at the discretion of the University Tribunal if it has

independent reasons to do so or upon the request of a party where the party satisfies the Tribunal that the postponement is necessary for a fair hearing to be held. When deciding whether or not to grant a postponement, the Tribunal may consider one or more of the following factors:

- i. the timeliness of the request;
- ii. the adverse impact, if any, of postponement on the parties;
- iii. whether postponements have been previously granted in the case;
- iv. the consent of the parties; and
- v. any other relevant factor(s).

The Tribunal may grant a postponement on such terms and conditions as it considers appropriate and fair. Any parties seeking a postponement shall seek the consent of the other key party or parties via the Office of Student Community Relations before bringing a request before the Tribunal. Whether consent is obtained or not, the party seeking the postponement is required to contact the University Tribunal via the Director of the Office of Student Community Relations and put the request in writing. The request must include the reasons for the request, any relevant documentation, and must state whether or not the other party consents to the postponement. A copy of the request will be forwarded by the Director to the Tribunal as well as to the other party.

A party making a request for postponement will give the University Tribunal and the other party written notice of their request as soon as possible.

Where possible, the University Tribunal will consider the request in advance of the original hearing date. Where this is impractical or impossible, the University Tribunal may consider the request as a preliminary matter on the hearing date. Either way, the University Tribunal will decide whether or not to grant the postponement request. If the request is denied, the hearing will proceed on the originally scheduled date.

The University Tribunal may, in its discretion, deny a postponement even though the parties consent.

Sanctions

Where the University Tribunal finds that a breach of the Code has occurred, it has the authority to impose any of the sanctions and make any of the recommendations outlined in Section 14, depending on the gravity of the breach of the standard of conduct in question.

Where a University Tribunal is persuaded, by the information it has heard and reviewed,

that there is a risk that the Respondent will engage in future behaviour that is likely to cause harm to others in the University community, the Tribunal may impose behavioural restrictions, suspension or expulsion.

K. Appeals of University Tribunal Decisions

Grounds for Appeal

A student or the University may appeal a University Tribunal decision or request a review of any imposed sanction(s) to the Appeal Panel on one or more of the following grounds only:

- i. the University Tribunal had no power under this Code to reach the decision or impose the sanctions it did;
- ii. the University Tribunal made a fundamental procedural error seriously prejudicial to either party;
- iii. the sanctions are unnecessarily punitive and/or do not fit the violation for which the Respondent has been found responsible or would benefit from a review on compassionate grounds (this ground may only result in a review of sanctions); or
- iv. the Appellant has new evidence to present that could not reasonably have been presented earlier such as, but not limited to, evidence from an appropriate professional indicating that the appellant's behaviour was attributable to a previously unrecognized health problem. Where medical or psychological documentation is produced concerning health issues that pertain to safety and security considerations, the University reserves the right to refer the Appellant for assessment by an independent medical/psychological expert approved by the University (such as the Centre for Addiction & Mental Health).

The grounds for appeal, including all supporting information, must be described and delivered in writing to the Director of the Office of Student Community Relations within 10 business days following the date on which the written decision of the University Tribunal was issued. The Respondent on Appeal will have an opportunity to make written submissions regarding the appeal. The Appellant will then have an opportunity to reply before a decision is rendered. A maximum of five business days will be given to each party to prepare and deliver their materials.

Composition of the Appeal Panel

The Appeal Panel will consist of three members from the University Tribunal, one of whom will be a student. None of them will have been on the panel that heard the original case.

Preliminary Assessment of the Materials

The Appeal Panel will do a preliminary assessment of the written material before holding an oral hearing. If it has concluded that the appeal cannot succeed on any of the grounds provided in (a) above, the appeal may be dismissed without further process such as either an oral hearing or further written hearing.

If the appeal relies on grounds (a) (i) (ii) or (iii) above and no other grounds, the hearing may be conducted in writing only. If the appeal relies on ground (iv) there will be an oral hearing.

Application of Sanctions

Only monetary sanctions are automatically suspended pending the outcome of the appeal. Non-monetary sanctions remain in force pending the outcome of the appeal. The Appellant may apply to the Appeal Panel to stay the enforcement of the sanctions pending the outcome of the appeal. The Appeal Panel will convene a hearing at the earliest possible date to deal with the request for a suspension of sanctions. Where a more urgent response is required, application may be made to the Director of the Office of Student Community Relations.

Notice of the Hearing

The Appeal Panel will hear the appeal within 20 business days except in exceptional circumstances and will give the parties notice of the time and place of the appeal hearing.

Written Hearing

The written hearing will be conducted within the 20 business day period outlined in (e) above. The Appellant and Respondent on Appeal will receive notice that the hearing will be a written hearing. The Appeal Panel will review the materials in closed session and then make a decision as per (h) below.

Oral Hearing

The oral hearing will follow the same general procedural guidelines as outlined in 10 (b): the Appellant will state his or her case first and the Respondent on Appeal will reply. It is not the purpose of the Appeal Hearing to re-hear the case, rather the scope of the hearing will be limited to the Appellant making a case that his or her grounds for Appeal have been met as per (a) of this Section. The Appeal Panel will make a decision as per (h) below.

The Decision

The appeal will be considered by an Appeal Panel. The Appeal Panel will render a written decision with reasons no more than 10 business days from the end of the Appeal Panel

hearing. The Appeal Panel has the authority to do the following:

- i. allow the appeal in part or in whole;
- ii. affirm or modify the University Tribunal decision;
- iii. affirm, reduce or increase the sanctions appealed against; or
- iv. require that the original University Tribunal conduct a new hearing or reconsider some aspect of its decision.

The written decision of the Appeal Panel will be delivered to the Appellant, the Respondent on Appeal and the Office of Student Community Relations by regular mail, Express Post or email. The decision will be filed with the Office of Student Community Relations.

The Appeal Panel decision is final and binding and may not be appealed. If a new hearing is granted, then the subsequent decision is final and binding and also may not be appealed.

L. Student Rights and Responsibilities at an Adjudicative Hearing

Student Rights at a Local Adjudication, Peer Review Board (PRB), University Tribunal (UT) Hearing and Appeal Hearing

Complainants and Respondents have the following rights:

- i. The right to see all the documentation that the Complainant or Respondent will present.
- ii. The right to prior notice of hearing:
 - a) In the case of a Peer Review Board: notice of at least three business days.
 - b) In the case of a Local Adjudication: notice of at least five business days.
 - c) In the case of a University Tribunal: notice of at least seven business days.

Where there are circumstances that warrant more urgent handling, the notice period may be shortened at the discretion of the decision-maker (Local Adjudicator, Peer Review Board, University Tribunal or Appeal Panel).

The hearing notice will be emailed, sent by Express Post or hand delivered. The hearing will be “private” as explained in Section 10(b).

- iii. The right to have an Adviser:
 - a) During Local Adjudication and before the Peer Review Board, a student may bring an Adviser (e.g. friend, parent, or other support person). The Adviser may not speak on behalf of the student but may offer support and guidance to the

student in the presentation of his or her case. The name and contact details of the Adviser should be provided to the designated PRB Adviser or Local Adjudicator at least two business days prior to the hearing date.

- b) During the University Tribunal Hearing and in the University Tribunal Appeal Process, a student has the right to bring an Adviser or, if necessary, an Advocate. This may be any person chosen by the student to help present his or her case. Students are still expected to speak on their own behalf. The name and contact details of the Adviser or Advocate should be provided to the Office of Student Community Relations at least five business days before the hearing.
- c) A student is responsible for selecting as his or her Adviser a person whose schedule allows attendance on the scheduled date and time for the hearing. If a party wishes to request a postponement, he or she may do so by following the procedures outlined in Section 10 (c). Parties are asked to request dates as close as possible to the original hearing date so that the hearing is timely for both parties.

Additional Student Rights at a University Tribunal or University Tribunal Appeal Hearing

- i. Students have the right, before the merits of the case are heard, to challenge the suitability of any decision-maker hearing the case if there is a reasonable apprehension of bias against the Respondent's case. If such a challenge is made, the individual decision-maker or whole panel will determine if a reasonable apprehension of bias is warranted. Its decision will be final. If it does find a reasonable apprehension of bias against the Complainant's or Respondent's case, it will direct the Office of Student Conflict Resolution to appoint a new panel member or reschedule the hearing with a new panel member or a newly constituted panel.
- ii. A student has the right to have his or her case heard in a timely manner, meaning within approximately 20 business days after the determination that the complaint will be heard by the University Tribunal and alternative resolution measures have been unsuccessful, except where emergency measures have been invoked or in other exceptional circumstances (such as University holiday closure).
- iii. Under the provisions of the Ontario Human Rights Code and the Accessibility for Ontarians and Disabilities Act, students with disabilities may require reasonable accommodation in relation to a CSSR proceeding. In such cases, the student is required to provide medical or psychological documentation to Accessibility Services at York. With student consent, Accessibility Services will confirm that there is a need for accommodation in the proceeding and, where appropriate, recommend what that accommodation should be.

Student Responsibilities at Any Adjudicative Hearing

- iv. At least three business days before a Local Adjudication, two business days before a Peer Review Board and at least five business days before a University Tribunal, parties must:
 - a) deliver original documentary evidence and any written submissions about them that the party wishes to provide in advance;
 - b) advise of any Witnesses that will be attending at the party's request; and
 - c) advise whether or not they will be bringing a support person/Adviser to the hearing.
 - i. Respondents are expected to attend hearings in person even if they have an Adviser. Failure to attend a hearing may result in the case being heard and determinations made in the absence of the Respondent's own evidence being considered.
 - ii. A student is responsible for selecting as his or her Adviser a person whose schedule allows attendance at or near the scheduled date and time for the hearing so that the hearing is timely for both parties.
 - iii. It is the student's responsibility to provide the University with his or her current and actively used contact information. If a student fails to receive any notice under this Code by reason of the student's own failure to meet this requirement, such notice will still be treated as valid and effective.

M. Records

A record of the case files and final decisions made under this Code will remain in the Office of Student Conflict Resolution.

N. Sanctions

The sanctions outlined below may be imposed for a breach of the Code. More than one sanction may be imposed concurrently for a single breach. When a sanction is being imposed, prior breaches of the Code may be considered.

Sanctions That May Be Imposed by the Local Adjudicator and Peer Review Board

The following sanctions may be imposed by Local Adjudicators and Peer Review Board:

- i. reprimand;
- ii. educative requirements, such as community service, reflective essay or research on a specified topic (the LA/PRB to assess whether the completed requirements have been performed satisfactorily);
- iii. refundable fine of up to \$500;

- iv. restrictions on behaviour;
- v. fines up to \$250;
- vi. full restitution for damage up to \$500;
- vii. loss of non-essential services;
- viii. relocation to other University housing;
- ix. residence suspension (up to five days);
- x. denial of residence eligibility.

Additional Sanctions that may be Recommended by the Local Adjudicator and Peer Review Board

In addition to the sanctions listed in Section 14(a) above, the Local Adjudicator or Peer Review Board may recommend the following sanctions to the Assistant Director, Residence Life (or Designate):

- i. residence probation;
- ii. removal from residence.

The Assistant Director, Residence Life may not apply these sanctions in the absence of a recommendation from a Peer Review Board or Local Adjudicator.

Additional Sanctions that may be Imposed by the University Tribunal

In addition to the sanctions listed in 14(a) and 14(b) above, the University Tribunal may impose the following sanctions:

- i. fines up to \$1,000;
- ii. campus restrictions;
- iii. full restitution;
- iv. suspension;
- v. expulsion.

Recommendations and Agreements

Decision-makers may also make recommendations and/or acknowledge agreements made by the parties. For example:

- i. Refer parties to counselling services and other potential sources of support such as financial aid.
- ii. Recommend participation in a conflict resolution or a restorative justice circle

process.

- iii. Recommend or assisting with the preparation of an apology or statement of regret to a harmed party or to a symbolic representative of a community on campus (e.g. team, classmates) according to specified guidelines and with the agreement of the Respondent.

Compliance

Failure to comply with assigned sanction(s) within the specified timeframes, or failure to comply with an agreement entered into by a Respondent to resolve a complaint, may result in an automatic fine of up to \$100 for each sanction or resolution not complied with. These fines are in addition to the allowable amount that a decision-maker has the authority to assign. This fine may be added to the Respondent's student account.

O. Emergency Measures

The purpose of this Section is to permit the University to act promptly and effectively to safeguard members of the University community.

If the Vice Provost Students (or Designate) has reason to believe a student may cause harm to himself or herself or to another campus community member or that the student's presence at the University poses or may pose a risk to safety and security, he or she may invoke emergency measures by immediately imposing a range of restrictions, up to and including suspension for up to 10 business days.

The Vice Provost Students is not required to hold a hearing prior to invoking emergency measures; however, every reasonable effort will be made to notify the student of the steps being considered and gather input from the student prior to invoking emergency measures. The student will be notified of the decision to invoke emergency measures in person, by telephone or in writing (including by email).

If a student appears to be at risk of harming others or himself or herself, then a Dispute Resolution Adviser (DRA) and the Vice Provost Students may consult at their sole discretion within the University in order to help determine the best course of action to enhance safety and where applicable, may recommend on- and off-campus referrals to support both the Respondent and any affected parties.

As soon as possible after emergency measures have been invoked, and within the allotted 10 day period or as soon as reasonably possible after contact with the student has been established, whichever happens earlier, a Dispute Resolution Adviser will meet with the Respondent, the Complainant and any relevant Witnesses to gather additional information about the case. This information will be provided, in writing, to the Vice Provost Students for review and may result in a lifting, a modification or continuation of the emergency

measures.

In the case of a full suspension, a University Tribunal shall convene within the initial 10-business-day period to determine whether or not the suspension should continue, under what modifications or conditions, if any, and the length of time the period should continue pending a full hearing and determination on the matter.

The Vice Provost Students (or Designate) may extend restrictions for an additional 30 business days or until a hearing on the matter can be held, whichever occurs first. A University Tribunal hearing must be commenced as soon as possible, but within 40 business days from the first imposition of emergency measures.

The University Tribunal may limit a student's access to the University until a comprehensive threat assessment has been conducted. Notwithstanding the results of that assessment by qualified professionals, the student may still be held accountable for the past behaviour that either led to the emergency measures or had a negative impact on the University or its members.

When a student has been charged under the Criminal Code of Canada, the time limits in this Section may be extended to take into account the scheduling of criminal proceedings, depending on the nature and severity of the offence with which the student is charged. Refer to Section 3 for more details on cases involving criminal charges.

P. Review of this Code

This Code will be reviewed after two years and thereafter every three years.

Q. Definitions

"Appeal" refers to a process for requesting a hearing to formally change an official decision or sanction imposed by the University Tribunal which adheres to specific grounds outlined in the Code.

"Appeal panel" is a panel comprised of three members from the University Tribunal including faculty, staff and student and will review and hear appeals of University Tribunal decisions. The Appeal panel members will not be the same members who heard the original case.

"Appellant" is the person who appeals the decision of the University Tribunal.

"Business day" means Monday to Friday, except for the holidays stated in the University Calendar or unforeseen closures due to weather, emergencies or work stoppages.

"Board Adviser" refers to a designated staff person who attends PRB hearings and panel

meetings to provide procedural guidance and support to PRB panel members. The Board Adviser may speak at a hearing and ask questions of parties to the hearing however the Board Adviser is non-voting and does not make decisions related to complaints.

"Campus" includes all York University campuses, namely, Keele, Glendon, and York Professional Centres.

"Campus Restrictions" refer to restrictions or limitations on the student privileged access to campus, or areas of campus, including residence and housing buildings on campus. Campus restrictions may also apply to buildings, Faculties, departments, schools, divisions and programs including programs abroad.

"Complainant" refers to a role that may be taken by the person directly impacted by a conflict or incident, a Witness to the conflict or incident, or a concerned University representative. In the Peer Review Board (PRB) process, a Complainant may be a staff person presenting a complaint or incident to the PRB.

"Conciliation" refers to a voluntary process of addressing disputes with the help of a third party who meets with the parties separately in an attempt to help resolve their differences. Conciliation may or may not involve a face to face meeting between disputing parties.

"Conflict Coaching" is one-on-one process designed to help individuals identify skills and actions to constructively manage or address a specific conflict or dispute.

"Denial of Residence Eligibility" refers to a sanction which restricts a student's ability to live in residence in subsequent academic years.

"Emergency Measures" are measures that are put in place when a student is determined to pose a risk to safety and security at the University.

"Expulsion" refers to permanently removing a student from the University.

"Hazing" is defined as an act that endangers the mental, physical health, safety and/or dignity of a student and performed as a condition of membership or during Orientation at the University,

"Mediation" refers to a voluntary process where a third-party facilitates a face to face dialogue between two or more parties and helps the parties arrive at reconciliation or a mutually agreeable resolution.

"Non-essential services" means services that are not essential for students to complete their academic requirements.

"Peer Mediation" refers to a conflict resolution process facilitated by student peers of a student Respondent and student Complainant.

"Peer Support Team" refers to a group of trained students who offer peer advice about the Code of Student Rights & Responsibilities as well as other functions such as peer mentoring and peer mediation.

"Personal information" means information about an identifiable individual, including:

- information relating to the race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual;
- information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to financial transactions in which the individual has been involved;
- address, telephone number, fingerprints or blood type of the individual;
- correspondence between the University and the student sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence; and
- personal opinions or views of the individual except where they relate to another individual and the views or opinions of another individual about the individual.

"Probation" refers to a set of restrictions imposed in lieu of a more serious sanction or sanctions. Failure to abide by a probation order may result in the application of more serious sanctions.

"Refundable Fine" refers to an imposed fine which may be secured by a deposit of money of up to \$500 which will be cancelled and the money returned if the student complies with the Code and/or an outlined behavioural standard over a specific period of time.

"Respondent" refers to a student against whom a complaint has been filed under the Code of Student Rights & Responsibilities.

"Respondent on Appeal" refers to the person against whom the appeal of a University Tribunal decision is brought forward

"Residence Suspension" refers to the act of temporarily removing a student from University residence housing.

"Restitution" refers to a sum of money paid or services rendered in compensation for loss or damages caused.

"Restorative Justice" is a philosophy of justice that is based on specific principles and practices. In the context of this Code, restorative justice is a process for resolving an incident by focusing on redressing the harm caused, holding offenders accountable for their actions and, as often as possible, engaging the community in the resolution of the incident and identified "harm."

"Restorative Justice Circle" is a practice of restorative justice which involves bringing together direct and indirect parties, support persons, and relevant university staff into a "circle" to talk about the incident, identify harms that have been caused and collectively determine how those harms ought to be addressed.

"Restrictions on behaviour" refers to restricting a student's behaviour. Restrictions may include, but are not limited to:

- no-contact order;
- ban from establishment that serve alcohol;
- ban from non-essential activities (e.g. involvement in a student club, studying on campus, drinking alcohol on campus);
- ban from a residence floor or building;
- an order to sign in and out with Security when attending campus.

"Student" refers to a person who is registered as a student at York University and who is therefore bound by University policies and regulations. "Student" also refers to persons living in York housing (includes residence) although not enrolled at York.

"Student Group" refers to student organizations recognized by the University, including student college councils and the student government.

"Suspension" refers to a temporary barring from the University for a specified time (e.g. 10 days, one semester, one academic year).

"University" and "institution" mean York University and all of its Faculties, departments, campuses, schools, divisions and programs including programs for study abroad.

"University premises" includes all land, buildings, facilities and other property owned, in the possession of, used or controlled by York University.

C. ADDITIONAL UNIVERSITY POLICIES AND PROCEDURES

Below is a list of current York University Policies, Procedures, and Regulations. Members of Osgoode's community wishing to view any such Policy in its entirety may visit the [University Secretariat website](#).

A. Academic Honesty and Student Appeals

[Academic Honesty, Senate Policy on](#)

[Prohibiting On-Campus Essay-Writing Services](#)

B. Academic Standards, Grades, Conduct of Examinations

[Academic Accommodation for Students with Disabilities \(Policy\)](#)

[Academic Accommodation for Students' Religious Observances \(Policy, Guidelines and Procedures\)](#)

[Conduct of Examinations \(Policy & Guidelines\)](#)

[Course Relief Policy](#)

[Final Examinations and Final Grades in Courses](#)

[Grade Sheet Policy](#)

[Grading Scheme and Feedback \(Policy\)](#)

[Language of Examination](#)

[Limits on the Worth of Examinations in the Final Classes of a Term \(Policy\)](#)

[Proportion of Courses Taken at York](#)

[Repeating Passed or Failed Courses for Academic Credit, Policy on](#)

[Student Evaluation of Teaching, Policy on](#)

C. Admissions, Transfer Credit, Fees

[Academic Sanctions for Outstanding Debts to the University](#)

[Advanced Standing and Correspondence Courses](#)

[Advanced Standing Policy](#)

[Ancillary Fees Protocol Agreement](#)

[Bridging Courses \(Policy and Guidelines\)](#)

[Credit for Professionally-Oriented Courses Offered by Professional Organizations Which Do Not Grant Degrees](#)

[The Pan-Canadian Protocol on the Transferability of University Credits](#)

[Registration \(Policy, Guidelines and Procedures\)](#)

[Transfer Credit, Council of Ontario Universities \(Policy\)](#)

[Transfer Credit Policy: Accredited and Approved Institutions](#)

[Visiting Students, Policy on](#)

D. Appointments, Tenure and Promotion, Awards and Honours

[Appointment of Honorary Governors of York University \(Guidelines and Procedure\)](#)

[Appointment of the Chair of the Board of Governors, Procedure Governing the](#)

[Appointment, Granting of Tenure and Promotion of Full-Time Faculty Members, Procedures for](#)

[Awarding of Degrees, Certificates and Diplomas in Extraordinary Circumstances, Policy on](#)

[Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellows \(Policy\)](#)

[Establishment and Designation of Research and Teaching Chairs, Professorships and Distinguished Fellows \(Guidelines and Procedures\)](#)

[Honorific Professorships](#)

[Presidential Search \(Principles\)](#)

[Renewal of a Presidential Term \(Procedures\)](#)

[Student Awards Categories, Guidelines and Procedures](#)

[Tenure & Promotions \(Policy, Criteria and Procedures\)](#)

E. Class and Examination Scheduling, Academic Activities Disruption, Emergencies

[Academic Implications of Disruptions or Cessations of University Business, Senate Policy on the Class Cancellation Policy](#)

[Conduct of Examinations \(Policy and Guidelines\)](#)

[Disruptive and/or Harassing Behaviour in Academic Situations, Senate Policy on Emergency Preparedness](#)

[Sessional Dates and the Scheduling of Examinations, Senate Policy on](#)

[Women's Remembrance Day](#)

[Weather Emergencies \(Policy\)](#)

[Weather Emergencies \(Procedures\)](#)

F. Curriculum and Academic Program/Unit Approval and Review

[Academic Unit Nomenclature: Characteristics and Guidelines](#)

[Approval and Cyclical Review of Programs and Other Curriculum, Policy On](#)

[Criteria for the Approval of Course Rubrics](#)

[Development and Approval of Schools Within the University, Guidelines](#)

[Organized Research Units \(Policy\)](#)

[Senate Guidelines and Procedures on Organized Research Units](#)

[Statement of Principles for External Partnerships](#)

[Undergraduate Co-Registration Options with Ontario Post-secondary Institutions, Policy and Guidelines on](#)

G. Employees, Employment and Workplace

[Acceptance of Gifts by Employees, Guideline On](#)

[Acceptance of Gifts Policy](#)

[Access to Information and Protection of Privacy, Policy on](#)

[Accessibility for Persons with Disabilities, Statement of Commitment](#)

[Accessibility for Persons with Disabilities, Customer Service Guidelines](#)

[Accommodation in Employment for Persons with Disabilities](#)

[Accommodation in Employment for Persons with Disabilities, Procedures on](#)

[Affirmative Action Plan for Non-Academic Hiring to Achieve Employment Equity](#)

[Conflict of Interest for Employees \(Policy and Guidelines\)](#)

[Employees Paid from Research Funds](#)

[Employment Equity](#)

[Externally Funded Regular Named Chairs](#)

[Fraud, Theft and Misappropriation of University Assets \(Policy\)](#)

[Fraud, Theft and Misappropriation of University Assets \(Procedures\)](#)

[Gender-Free Language Policy](#)

[Hate Propaganda \(Guidelines\)](#)

[Healthy Workplace Policy](#)

[Information Security Policy](#)

[Physical Accessibility of University Facilities \(Policy\)](#)

[Physical Accessibility of University Facilities \(Procedure\)](#)

[Records and Information Management \(Policy\)](#)

[Sexual Violence, Policy on](#)

[Worker Certification](#)

[Workplace Harassment, Policy on](#)

[Workplace Violence, Policy on](#)

H. Faculty, Staff, Students: Conduct and Responsibilities

[Academic Sanctions for Outstanding Debts to the University](#)

[Code of Student Rights and Regulations \(Presidential Regulation\)](#)

[Conflict of Interest for Faculty and Librarians \(Policy and Guidelines\)](#)

[Conflicts of Interest for Members of the Board of Governors \(Policy, Guidelines and Procedures\)](#)

[Copyright and Fair Dealing Guidelines](#)

[Declaring a Conflict of Interest in the Procurement of Goods and Services](#)

[Disruptive and/or Harassing Behaviour in Academic Situations, Senate Policy on](#)

[Electronic Mail \(EMail\) Use, Guidelines and Procedures](#)

[Free Speech Statement of Policy](#)

[Personal Relationships Between Instructors and Students \(Policy\)](#)

[Procurement of Goods and Services \(Policy\)](#)

[Procurement of Goods and Services \(Procedure\)](#)

[Racism \(Policy and Procedures\)](#)

[Research Involving Human Participants, Senate Policy on](#)

[Responsible Conduct of Research, Senate Policy on](#)

[Responsibilities of Faculty Members \(Statement and Procedures\)](#)

[Sexual Violence Policy](#)

[Sources of Research Funds, Policy on](#)

[Regulation Denying Official Status to Fraternities and Sororities \(Presidential Regulation Number 5\)](#)

[Regulations Regarding Student Governments/Organizations \(Presidential Regulation Number 4\)](#)

I. Financial and Operations

[Access to Information and Protection of Privacy, Policy on](#)

[Account Management Guidelines and Procedures](#)

[Brand Stewardship \(Policy\)](#)

[Brand Stewardship \(Guidelines and Procedures\)](#)

[Campaign Counting and Crediting](#)

[Computing and Information Technology Facilities, Senate Policy on](#)

[Declaring a Conflict of Interest in the Procurement of Goods and Services](#)

[Devolution of University Endowment Funds on the Closure, Dissolution, or Merger of the University, Policy on the](#)

[eCommerce Services on York University Web Sites](#)

[Hospitality \(Policy\)](#)

[Hospitality \(Procedure\)](#)

[Insurance \(Policy\)](#)

[Management of University Cash and Cash Equivalents](#)

[Network Security and Management \(Guidelines and Procedures\)](#)

[Payment Card Data Security \(Guidelines\)](#)

[Payment Card Data Security \(Procedures\)](#)

[Perquisites](#)

[Persons Paid from Research Grants and Contracts Held by York University Faculty Members \(Policy\)](#)

[Persons Paid from Research Grants and Contracts Held by York University Faculty Members \(Procedure\)](#)

[Procurement of Goods and Services \(Policy\)](#)

[Procurement of Goods and Services \(Procedure\)](#)

[Procurement Code of Ethics](#)

[Records and Information Management \(Policy\)](#)

[Reimbursement of Expenses \(Policy\)](#)

[Reimbursement of Expenses \(Procedure\)](#)

[Risk Management Policy](#)

[Selection of Architects, Planners & Landscape Architects for Major Projects](#)

[Selection of Construction Related Consultants](#)

[Selection of Contractors and Awarding of Construction, Renovation and Alterations Contracts](#)

[Signing Authority \(Policy\)](#)

[Signing Authority: Approval and Execution of Documents](#)

[Surplus Asset Disposal \(Policy\)](#)

[Surplus Asset Disposal \(Procedure\)](#)

J. University Grounds and Physical Facilities

[Acceptance and Display of Commemorative Art Work \(Guidelines\)](#)

[Access Control](#)

[Alcohol and Cannabis Use](#)

[Businesses & Programs Operating on York University Premises \(Procedures\)](#)

[Businesses & Programs Operating on York University Premises \(Guidelines\)](#)

[Capital Projects \(Policy\)](#)

[Capital Projects \(Procedure\)](#)

[Firearms and Weapons \(Policy\)](#)

[Firearms and Weapons \(Procedures\)](#)

[Operation of Vehicles on Campus Walkways](#)

[Outdoor Banners on Campus](#)

[Pets on Campus](#)

[Physical Accessibility of University Facilities \(Policy\)](#)

[Physical Accessibility of University Facilities \(Procedure\)](#)

[Posting \(Guidelines\)](#)

[Recognition: Naming of University Buildings, Facilities and Space \(Policy\)](#)

[Recognition: Naming of University Buildings, Facilities and Space \(Procedures\)](#)

[Sale and Distribution of Single-Use Bottled Water](#)

[The Sale, Service and Use of Alcoholic Beverages on Campus \(Procedures\)](#)

[Special Events and Visits of High Profile Guests to the University](#)

[Sustainability, Policy on](#)

[Temporary Use of University Space \(Policy\)](#)

[Temporary Use of University Space \(Procedure\)](#)

[Traffic and Parking Regulations](#)

[University Common \(Policy\)](#)

[University Common \(Procedure\)](#)

[Vehicle Idling on Campus](#)

SECTION VII: GOVERNANCE OF YORK UNIVERSITY AND OSGOODO HALL LAW SCHOOL

A. GOVERNANCE OF YORK UNIVERSITY

A. Board of Governors

The government, conduct and management of the University is vested in the Board of Governors, a body with a maximum membership of 30, most of whom are lay members of the Toronto business and professional communities. The Board exercises its responsibility for management policy through a committee structure representing its major areas of activity - Executive Committee, Academic Resources Committee, Finance and Audit Committee, Land and Property Committee, Investment Committee, Governance and Human Resources Committee, and Marketing, Communications and Community Affairs Committee. The Board meets approximately five times per year to receive reports and recommendations from these committees and from the President. The Board is addressed through either the President or the Secretary of the University.

B. Senate

The Senate is the senior academic policy-making body of the University. Its current membership is approximately 160, the majority of which are full-time members of the teaching faculty, 15 percent are student representatives appointed by the various student caucuses, as well as several special constituents. The Senate pursues its work through two main avenues: the Faculty Councils and the Standing Committees of Senate.

C. Standing Committees of Senate

Information on the [Standing Committees of Senate](#), their membership and terms of reference may be obtained from the University Secretariat or online.

D. Faculty Councils

Faculty Councils (which are sub-committees of Senate) usually comprise all of the full-time members of faculty of a particular Faculty, along with varying proportions of student membership, and other members who may be appointed from time to time by the Senate. The Councils concern themselves largely with matters of curriculum and academic regulations for their particular Faculties, and with matters relevant to the internal activities of the Faculty. Reports from Faculty Councils dealing with changes in academic regulations, curriculum, or matters of tenure or promotion, are forwarded to Senate committees for approval.

E. Osgoode Hall Law School's Participation in Senate

Osgoode Hall at present elects five faculty representatives to Senate (one of whom is the

Dean), and two student members. As well, faculty members may be asked from time to time to stand for election for membership on various Senate committees.

B. GOVERNANCE OF OSGOODO HALL LAW SCHOOL

The Law School community depends upon the participation of all of its members in order to secure effective operation of its democratic self-government. All members, therefore, are expected to participate in meetings of Faculty Council and its committees. They are also expected to assist in the evaluation of potential or continuing members of the faculty by co-operating with, and serving on, the Faculty Recruitment Committee, the Faculty Appointments Committee and Tenure and Promotion Committee.

As members of the University community, Law School faculty members may also participate in its governance.

All faculty members should inform themselves of formal policies or rules in effect in the Law School, and cooperate by adhering to those policies or rules.

C. FACULTY COUNCIL OF OSGOODO HALL LAW SCHOOL

Faculty Council is a committee of Senate (see [York University Rules of Senate](#)) and derives its powers therefrom.

A. Establishment

- a. Each Faculty of York University shall have a council which is responsible for academic governance in areas defined by Senate.
- b. Faculty Councils are established by Senate by means of statutes.
- c. Rules governing the membership of Faculty Councils are formally approved by Senate, and membership lists are approved by the Executive Committee of Senate on an annual basis.
- d. Changes to the rules and procedures of Councils shall be reviewed by the Executive Committee to ensure their compliance with recognized principles and practices.
- e. Faculty Councils may cite Senate's rules and procedures for disposition of an issue not adequately addressed in their own rules and procedures.

B. Academic Governance Responsibilities

As a sub-committee of Senate, Faculty Council has the following responsibilities derived from the Responsibilities and Powers of Senate, York University Act, Legislature of Ontario,

1965, c. 143, s.12:

- a. to determine and regulate the standards for the admission of students to the Osgoode Hall Law School, the contents and curricula of all courses of study, and the requirements for graduation;
- b. to conduct examinations and appoint examiners; and
- c. to deal with matters arising in connection with the award of fellowships, scholarships, medals, prizes and other awards for academic achievement.

C. Other Responsibilities

From time to time, Council may undertake other responsibilities that are consistent with the principles of academic governance at York and fall within its jurisdiction.

D. Student Membership

The number of student members of each of the Councils of Faculties and Colleges is determined by the respective Councils on the understanding:

That the number of student members on Councils of Graduate Faculties and Colleges (including the Osgoode Hall Law School) not exceed twenty-five percent (25%) of the total voting membership of each of those Councils.

E. Rules and Procedures

5.1 The members of the Council shall be:

- a. (i) all members of the tenure-stream faculty;
- (ii) up to two contractually limited appointees (CLAs) or contractually limited term academic appointments (CLTAs) as defined in the York University-OHFA Collective Agreement, who have a term of appointment of at least two years; and
- (iii) up to three non-tenured or non-tenure track continuing appointments (NTCAs), as defined in the York University-OHFA Collective Agreement, who have a term of appointment of at least two years;
- b. all professional librarians,
- c. 17 members of the JD student body,
- d. two members of the adjunct faculty,
- e. three graduate students,

- f. one representative of the support staff,
 - g. one representative of the library support staff,
 - h. up to three members of other Faculties of the University,
 - i. the Director of Parkdale Community Legal Services,
 - j. the Director of the Community and Legal Aid Services Program,
 - k. the Director of Legal Process,
 - l. the Assistant Dean & Executive Director of Osgoode Professional Development,
 - m. such other persons as may from time to time be appointed by the Senate as members of the Council, currently, *ex officio* non-voting: Chair of Senate, President of the University, Secretary of Senate and Vice-President Academic & Provost.
- 5.2
- a. The President and any one other voting Executive Member of the Legal and Literary Society shall be members *ex officio* of the Council.
 - b. 15 JD student members of the Council shall be elected annually by the student body in a ballot to be conducted by the Legal and Literary Society; at least one student member shall be elected from each year.
 - c. One graduate student member shall be chosen annually from each of the PhD, research LLM and professional LLM graduate programs chosen by their student association or elected by their peers in the absence of an association.
 - d. Members of the Council under Rule 5.1 f) and g) above shall be chosen annually by their respective constituencies.
 - e. Members of the Council under Rule 5.1 d) and h) above shall be chosen annually by the Nominating Committee.
- 5.3
- a. The Council may invite the attendance, for either the full academic year or for a particular meeting, of individuals who are not members of the Council; such individuals shall be entitled to participate in the meetings of the Council to which they have been invited but shall not have the right to vote.
 - b. A student member of any committee of the Council under Rule 5.14, not being a member of the Council under Rule 5.2, shall have voting rights on any issue arising

from any report of a committee of which he/she is a member which is to be presented to, or is being debated in, the Council.

- 5.4
- a. At its concluding meeting each year, the Council shall elect a Chair from its members; he/she shall hold office for the ensuing year or until a successor is elected, or he/she resigns.
 - b. At its concluding meeting each year, the Council shall elect a Vice Chair from its members; he/she shall hold office for the ensuing year or until a successor is elected or he/she resigns.
 - c. The Council shall appoint a Secretary, who will normally be a member of the administrative staff of the Law School. The duties of the Secretary shall be to take charge of the records and papers of the Council and to keep the same properly arranged for convenient reference; he/she shall attend all meetings of the Council and keep regular minutes of all the proceedings thereat; he/she shall prepare all official documents, and generally discharge such other duties as may be assigned by the Council, or, when Council is not in session, by the Chair.
- 5.5
- a. Regular meetings shall normally be held once each month from the September inaugural meeting to April, inclusive, in accordance with a schedule of meetings adopted by Council at its concluding meeting of the preceding year.
 - b. Unless otherwise determined by Council, meetings shall not last more than two hours.
 - c. Between the last meeting of Faculty Council before summer and the first meeting of Faculty Council in the Fall term, the Dean, Associate Dean Academic, and the Chair of Faculty Council shall be added to the membership of the Professional Graduate Studies Committee, and summer authority delegated to the expanded Professional Graduate Studies Committee to approve minor modifications to existing Professional Graduate programs required for the following academic year. The Professional Graduate Studies Committee shall report to Faculty Council at its first meeting in the Fall what action has been taken under this authority.
- 5.6
- On petition of not fewer than seven members or at the request of the Dean, the Chair shall, on not less than one clear business day notice, call a special meeting for the transaction of business only as may be specified in the notice of meeting.
- 5.7
- At all regular or special meetings, 20 voting members of the Council will form a quorum.
- 5.8
- The Chair may take part in a debate on any subject, but before doing so he/she shall

leave the chair and appoint the Vice Chair or some other member to occupy it until he/she has spoken.

- 5.9 Except as may by the rules be otherwise provided, all questions which may come before the Council shall be decided by a majority of the members present, but in the case of an equality of votes, the question shall be deemed to be negative.
- 5.10 The Chair may vote on any question; no member shall have more than one vote.
- 5.11 The Chair shall declare the results of every vote, and on any question except the motion to adjourn the Council or to adjourn a debate, any member may require the yeas and nays to be recorded.
- 5.12
- a. An agenda for each regular meeting shall be distributed to members of Council at least by noon on the second business day preceding the date of the meeting.
 - b. The agenda shall be prepared by the Chair and Secretary in accordance with these Rules and Procedures.
 - c. Except upon a two-thirds vote of the members present, no committee report or recommendation shall be considered by Council at a regular meeting unless at least a summary of such report and recommendation, if any, has been distributed to members of the Council at least by noon on the second business day preceding the date of the meeting.
 - d. No motion introducing new matters shall be taken into consideration at any regular meeting of Council, except upon a two-thirds vote of the members present, unless notice in writing has previously been given to the Secretary for circulation with the notice of meeting.
- 5.13 When a question is under debate, no motion shall be received by the Chair except for one of the following purposes:
- a. to adjourn the Council,
 - b. to adjourn the debate,
 - c. to put the question,
 - d. to refer the matter to a committee, or
 - e. to amend.
- 5.14 A motion to adjourn the Council or a debate shall always be in order, but no member may speak to such a motion for more than five minutes.

- 5.15 a. There shall be Standing Committees of the Council (as set forth below) and such Special Committees as Council may from time to time determine.
- b. Members of committees shall be approved by but need not be members of Council, except where otherwise provided by these Rules or by resolution of Council.
- c. For the purposes of membership of Osgoode committees, the Law School's professional librarians shall be treated as faculty.
- d. In addition to the members of the Committees stipulated below, Council may from time to time, upon the recommendation of the Nominating Committee, approve further members to Standing or Special Committees.
- 5.16 The Council shall annually approve a Nominating Committee to nominate faculty members and chairs of Standing Committees for the following academic year, and to receive and discuss the names of students proposed and nominated by Student Caucus to serve as members of Standing Committees for the following academic year. Additional nominations may be made from the floor at the time of voting.
- 5.17 a. The Dean, or an Associate Dean or an Assistant Dean, acting in his/her place, shall be an ex officio member of all Standing and Special Committees.
- b. Each Standing and Special Committee shall have as secretary a member of the administrative staff, appointed by the Dean.
- 5.18 Each committee shall fix the time and place of its own meetings.
- 5.19 The quorum of any committee shall consist of a majority of its voting members.
- 5.20 a. Except as otherwise provided by these rules, and except in the case of the Academic Standing Committee, all members of Council may attend, without invitation, any meeting of any Council committee, but shall not take part in the proceedings unless invited to do so by the Committee.
- b. Agendas, materials, minutes and correspondence of all Standing and Special Committees of Faculty Council shall be forwarded to the Committees Liaison Officer of the Student Caucus, with the exception of the following Committees:
- i. Academic Standing;
- ii. Admission;
- iii. Faculty Appointments;

- iv. Faculty Recruitment;
 - v. Grades Review;
 - vi. Priorities & Finance; and
 - vii. Tenure and Promotion.
- 5.21 Vacancies occurring in a Standing or Special Committee may be filled at any Council meeting, upon the recommendation of the Nominating Committee.
- 5.22 None of the foregoing rules shall be suspended at any meeting of the Council except by a two-thirds vote of the members present.
- 5.23 The Council shall approve full-time faculty members for the following designated seats on Senate and its committees, normally for three-year terms:
- a. Senate - 4, except as in 5.24
 - b. Executive Committee - 1
 - c. Academic Policy and Planning Committee - 1
 - d. Committee for Libraries and Information Technology - 1
 - e. Senate Committee on Research - 1
 - f. Sub-Committee on Honorary Degrees and Ceremonials - 1
- 5.24 One of Osgoode Hall Law School's faculty seats on the Senate of York University shall be reserved for a member of the adjunct faculty, but, in the absence of a member of the adjunct faculty who is willing and able to serve, the Senate seats shall be held by members of the full-time faculty.

D. STANDING COMMITTEES OF FACULTY COUNCIL

A. Academic Policy and Planning Committee

- a. The Academic Policy and Planning Committee shall:
 - i. review all existing and proposed courses, seminars and programs;
 - ii. supervise and assist in the development of the curriculum;
 - iii. review the Academic Rules;
 - iv. undertake long range curricular planning;
 - v. at the beginning of each academic year, present for the information of Council, a work plan developed in consultation with the faculty; and

- vi. establish such sub-committees and working groups as are necessary to enable it to carry out its functions and shall inform Faculty Council on their purpose and composition.
- b. The membership of the Academic Policy and Planning Committee shall be:
 - i. five members of the full-time faculty, at least four of whom, including the Chair, shall be full-time tenure-stream faculty,
 - ii. four JD students,
 - iii. one member of the adjunct faculty,
 - iv. Law Librarian, ex officio,
 - v. Associate Dean (Academic), ex officio,
 - vi. Associate Dean (Students), ex officio, and
 - vii. Assistant Dean, Students, ex officio.

B. Academic Standing Committee

- a. The Academic Standing Committee shall:
 - i. have terms of reference as provided in the Academic Rules of Osgoode Hall Law School, Section E, Examinations and Grading, subsections 5.1 through 5.4 inclusive, or as amended from time to time; and
 - ii. report annually to the Council by its March meeting.
- b. The membership of the Academic Standing Committee shall be:
 - i. six members of the full-time faculty, at least five of whom shall be full-time tenure-stream faculty,
 - ii. two JD students who shall participate in the deliberations of the Committee except when otherwise requested by the petitioner, and
 - iii. Associate Dean (Students), ex officio.

C. Admissions Committee

- a. The Admissions Committee shall:
 - i. be responsible for student admissions to all years of the JD program;
 - ii. develop, maintain and periodically review policies governing the admission of applicants to the first year and upper year JD programs;
 - iii. present for Council approval policies relating to new admissions categories and proposals to change substantially the eligibility criteria of established

- admissions categories;
- iv. annually review, and, where necessary, revise, procedures for administering the admissions process;
- v. monitor admissions decisions for the non-discretionary admissions category;
- vi. make admissions decisions for all discretionary admissions categories, including admission to the Extended Time program in all years of the JD program;
- vii. maintain policies and procedures for deciding:
 - a) applicant requests for reconsideration of admissions decisions,
 - b) applicant requests to waive deadlines and eligibility criteria;
- viii. annually review data on applications, offers and registrations;
- ix. prepare an annual report on admissions data, and on the procedures and policies followed by the Committee, for presentation to the Council no later than its March meeting;
- x. review the mandate of the Admissions Committee every five years; and
- xi. facilitate monitoring of the impact of deregulated tuition fees by:
 - a) surveying applicants who decline offers about their reasons for rejecting an offer (data on the reasons for rejection shall be included in the Committee's annual report);
 - b) presenting in its annual report on admissions data any changes or trends that the committee believes are relevant to the impact of deregulated fees.
- b. The Admissions Committee shall have the following membership⁵:
 - i. five members of the full-time faculty, at least four of whom, including the Chair, shall be full-time tenure-stream faculty,
 - ii. three JD students,
 - iii. one graduate student registered in the full-time graduate program,
 - iv. Assistant Dean, Students as an ex-officio member empowered to vote on

⁵ Faculty Council authorized the Associate Dean (Academic) to add one additional faculty member and one additional JD student member to the Admissions Committee for the 2021-2022 academic year as an interim measure in response to increased application numbers.

- policy matters but not in relation to decisions about individuals,
- v. Associate Dean (Students) as an ex-officio and voting member; in the event that the Associate Dean (Student) position falls into abeyance, the Nominating Committee shall appoint a sixth member of the full-time faculty to the Admissions Committee, and
- vi. the Admissions Officer as (non-voting) Secretary to the Committee.
- c. The quorum of the committee shall be four voting members.

D. Clinical Education Committee

- a. The Clinical Education Committee shall:
 - i. monitor all clinical programs of the Faculty, and
 - ii. develop proposals for new clinical programs for approval by the Academic Policy and Planning Committee.
- b. The membership of the Clinical Education Committee shall be:
 - i. Director of Clinical Education, who shall be Chair,
 - ii. four members of the full-time faculty, at least three of whom shall be full-time tenure-stream faculty,
 - iii. three JD students (one of whom shall be a current division leader in the Community and Legal Aid Services Program, one of whom shall be a current student from Parkdale Community Legal Services, and one other JD student),
 - iv. Director of Parkdale Community Legal Services, ex officio,
 - v. Director of CLASP, ex officio,
 - vi. Associate Dean (Academic), ex officio, and
 - vii. Manager, Experiential Education & Career Development, ex officio.

E. Digital Innovation Committee

- a. The Digital Innovation Committee shall:
 - i. make recommendations to Faculty Council or to other committees of Faculty Council on issues within its or their jurisdiction relating to innovation and information technology that:
 - a) relate to academic policy;
 - b) would substantially benefit from faculty or student input; or

- c) are referred to it or on which advice is sought by another committee;
 - ii. oversee the process of and make recommendations to Faculty Council with regard to strategic planning for innovation and information technology;
 - iii. comment on decisions of the Administration relating to innovation and information technology;
 - iv. make recommendations to the Administration on issues relating to innovation and information technology;
 - v. develop and implement a plan for broader ongoing faculty and student input into issues relating to innovation and information technology, and recommend similar initiatives to the Administration; and
 - vi. report annually to Faculty Council.
- b. The membership of the Digital Innovation Committee shall be:
- i. Law Librarian,
 - ii. three members of the full-time faculty, one of whom shall be Chair and at least two of whom shall be full-time tenure-stream faculty,
 - iii. one professional librarian,
 - iv. three JD students,
 - v. one graduate student,
 - vi. Dean or designate, ex officio,
 - vii. Director of Information Technology, ex officio,
 - viii. Associate Dean (Academic), ex officio, and
 - ix. Assistant Dean, Students, ex officio.

F. Equality Committee

- a. The Equality Committee shall:
- i. identify and act on equality issues in the Law School in order to ensure that the commitment expressed in the Equality Resolution is being fulfilled at Osgoode Hall Law School; as well, the Equality Committee will be responsible for overseeing the implementation of the recommendations of the Osgoode Faculty Affirmative Action Plan; and
 - ii. report annually to Council.
- b. The membership of the Equality Committee shall be:

- i. three members of the full-time faculty, two of whom shall serve as Co-chairs and at least two of whom shall be full-time tenure-stream faculty,
- ii. three JD students,
- iii. one grad student,
- iv. one staff member,
- v. one professional Law Librarian,
- vi. Associate Dean (Academic), ex officio, and
- vii. Associate Dean (Students), ex officio.

G. Faculty Appointments Committee

- a. The Faculty Appointments Committee shall:
 - i. consider recommendations by the Faculty Recruitment Committee concerning the appointment of full-time faculty; and
 - ii. recommend offers of appointment to the full-time faculty, subject to the provisions of Rule f., below.
 - iii. in considering recommendations or other information from the FRC, be bound by expectations of confidentiality concerning the names or other identifying characteristics of candidates for appointment (unless or until an appointment is public) as well as any substantive aspects of their files not otherwise in the public domain, and the positions expressed in favour of or against any candidate including votes cast at the Faculty Appointments Committee.
- b. The membership of the Faculty Appointments Committee shall be:
 - i. all members of the full-time tenure-stream faculty;
 - ii. four JD student members, who shall be the one student member of the Tenure and Promotion Committee, and the three student members of the Faculty Recruitment Committee; and
 - iii. one graduate student member, who shall be the member of the Faculty Recruitment Committee.
- c. The Chair of the Faculty Appointments Committee shall be the Associate Dean (Academic) or another faculty member designated by the Dean.
- d. The quorum of the Faculty Appointments Committee shall be 20 voting members of the Committee.

- e. The Faculty Appointments Committee may be convened either by the Chair of the Faculty Appointments Committee, or by the Chair of the Faculty Recruitment Committee.
- f. A motion that an offer of appointment to the full-time faculty be approved by the Faculty Appointments Committee shall be decided by an affirmative vote of not less than 66 and two-thirds percent of the members present and voting, excluding abstentions.*

H. Faculty Recruitment Committee

- a. The Faculty Recruitment Committee shall:
 - i. make recommendations to the Faculty Appointments Committee concerning the appointment of full-time faculty in accordance with the priorities approved by Faculty Council;
 - ii. develop procedures for the recruitment of full-time faculty, for the approval of Faculty Council;
 - iii. develop and maintain a three-year rolling plan for faculty appointments that is consistent with the policies approved by Faculty Council;
 - iv. present the three-year plan for approval annually by the October meeting of Faculty Council.
- b. The Faculty Recruitment Committee shall have the following membership:
 - i. five members of the full-time faculty, all of whom shall be full-time tenure-stream faculty and one of whom shall be Chair,
 - ii. three JD students,
 - iii. one graduate student appointed by the Graduate Law Students Association,
 - iv. Chair of the Equality Committee, ex officio,
 - v. Associate Dean (Academic), ex officio,
 - vi. Dean, ex officio, and
 - vii. Associate Dean (Research & Institutional Relations), ex officio.
- c. One of the two Co-Chairs of the Equality Committee will be an *ex officio* member of the Faculty Recruitment Committee to have the responsibility of an advocacy role throughout the recruitment process to ensure the process of recruitment does everything possible to maximize the objectives of the Osgoode Faculty

* It was intended that this rule be reviewed in 2008-2009.

Employment Equity Plan.

I. Grades Review Committees – First, Second and Third Years

- a. The Grades Review Committees shall have terms of reference as provided in the Academic Rules of Osgoode Hall Law School, Section E., Examinations and Grading, subsections 4.1(a) through 4.22(b)(iii) inclusive, as amended from time to time.
- b. The Grades Review Committee shall have the following membership:
 - i. five faculty members, and
 - ii. Associate Dean (Academic), ex officio, as Chair,

J. Library Committee

- a. The Library Committee shall:
 - i. concern itself with Law Library policy as it affects the academic life of the Law School, and the University. In so doing, it will respond to submissions from groups or individuals or will independently investigate problems, in order that it may advise on matters which have a bearing on academic affairs;
 - ii. collaborate with the Law Library in the review and evaluation of rules for the use of the Law Library;
 - iii. receive the preliminary budget figure for the Law Library in the Law School Budget and the rationale for such a figure, so as to participate in the discussion leading to the establishment of the Law Library Budget. The Library Advisory Committee shall also receive the preliminary allocations within the Law Library Budget from the Law Librarian for communication and advice;
 - iv. submit reports for the information of Faculty Council. In order to perform this function effectively, it will receive for information and review the Law Librarian's Annual Report to the Dean, or such similar reports as may be available; and
 - v. facilitate effective communication between user groups and the Law Library, and the Law Library and Faculty Council.
- b. The Library Committee shall have the following membership:
 - i. four members of the full-time faculty, at least three of whom, including the Chair, shall be full-time tenure-stream faculty,
 - ii. the Law Librarian,
 - iii. one professional librarian,

- iv. one professional library staff member,
- v. one non-professional library staff member,
- vi. one JD student,
- vii. one graduate student,
- viii. the Associate Dean (Academic), ex officio,
- ix. the Director of Information Technology, ex officio, and
- x. the Graduate Program Director, ex officio.

K. Nominating Committee

- a. The Nominating Committee shall annually, at the concluding meeting of Faculty Council, and as necessary throughout the year, make recommendations to Faculty Council concerning faculty membership and Chairship of its Standing and Special Committees, faculty membership on Senate and its Committees, and other administrative bodies of the Law School and the University. The Nominating Committee shall also forward to Faculty Council the nominations of the Student Caucus concerning student membership and Chairship of its Standing and Special Committees, along with any advice, if appropriate.
- b. The Nominating Committee shall have the following membership:
 - i. Dean, ex officio, as Chair,
 - ii. three members of the full-time tenure-stream faculty,
 - iii. two JD students, non-voting, one of whom shall be the Chairperson of Student Caucus, ex officio,
 - iv. Associate Dean (Academic), ex officio, and
 - v. Chair of Faculty Council, ex officio.

L. Priorities and Finance Committee

- a. The Priorities and Finance Committee shall:
 - i. recommend to Faculty Council the ordering of Law School financial priorities, after a review of its requirements and the estimated level of university support, for use in the Law School's presentation to the University of the annual estimates of expenditures and budget;
 - ii. recommend to Faculty Council the ordering of both short- and long-term budget priorities for internal Law School use;
 - iii. recommend to Faculty Council adjustments to be made in the current Law

School budget, after a review of financial statements of the Law School (except those dealing with faculty or staff salaries) from time to time;

- iv. provide Faculty Council from time to time with a narrative statement of the reasons for the recommended order of priorities referred to in (i) and (ii) above;
 - v. recommend to the Dean the allocation of the Law Foundation Grant; and
 - vi. advise the Dean on setting of priorities for fundraising, and approve the allocation of funds actually raised outside the University.
- b. The Priorities and Finance Committee shall have the following membership:
- i. three members of the full-time faculty, at least two of whom, including the Chair, shall be full-time tenure-stream faculty,
 - ii. two JD students,
 - iii. Executive Officer, ex officio,
 - iv. Dean, ex officio,
 - v. Law Librarian, ex officio, and
 - vi. Assistant Dean & Executive Director, Osgoode Professional Development, ex officio.

M. Professional Graduate Studies Committee

- a. The Professional Graduate Studies Committee shall:
- i. have authority with respect to admissions requirements, supervision, standards, and degree requirements of all students in the Professional Graduate Program in Law, as specified in the Faculty of Graduate Studies' (FGS) Regulations Governing Graduate Studies and the Professional Program Academic Rules;
 - ii. recommend to Faculty Council for approval or other appropriate action new programs and modifications to existing programs;
 - iii. issue guidelines for admissions decisions to the Academic Director, Professional Graduate Program and the Program Directors;
 - iv. participate in the review and ranking of scholarship applications; and
 - v. under the expanded membership of the Dean, Chair of Faculty Council and Associate Dean Academic, act on behalf of Faculty Council between its last meeting before summer and first meeting in the Fall term to approve minor modifications to the existing Professional Graduate program required for the

following academic year; and report to Faculty Council at its first meeting in the Fall what action has been taken under this authority.

- b. The Professional Graduate Studies Committee shall have the following membership:
 - i. Academic Director, Professional Graduate Program, ex officio, as Chair,
 - ii. Associate Dean (Research & Institutional Relations), ex officio,
 - iii. Research Graduate Program Director, ex officio,
 - iv. Assistant Dean & Executive Director, Osgoode Professional Development, ex officio,
 - v. Director, Professional Graduate and International Programs, Osgoode Professional Development, ex officio,
 - vi. three members of the full-time faculty, normally two of which are, programs directors in the Professional program;
 - vii. the Chief Law Librarian, ex officio;
 - viii. an adjunct faculty member in the Professional Graduate Program; and
 - ix. three students in the Professional Graduate Program.

N. Research and Seminars Committee

- a. The Research and Seminars Committee shall:
 - i. have responsibility for stimulating research within the Law School and assisting in obtaining outside funding for research, including reading draft grant applications and suggesting revisions for improving the applications;
 - ii. vet the applications for such other research grants or awards as require adjudication and make recommendation to the Dean as to recipients;
 - iii. suggest to the Associate Dean (Research & Institutional Relations) and/or the Graduate Studies Committee ways of enhancing links in the research field between graduate students and faculty;
 - iv. suggest to the Academic Policy and Planning Committee ways of enhancing the research skills and research culture amongst JD students;
 - v. generally, provide advice to the Associate Dean (Research & Institutional Relations) on matters brought to the Committee related to research;
 - vi. arrange an annual schedule of seminars by members of faculty and distinguished visitors, where appropriate;

- vii. advise, as requested, on annual or other periodic public lectures; and
- viii. carry out such other research-related or seminar/lecture-related functions as may be put to the Committee from time to time by the Dean or Faculty Council.
- b. The Research and Seminars Committee shall have the following membership:
 - i. Associate Dean (Research & Institutional Relations), ex officio, as Chair,
 - ii. two members of the full-time faculty, at least one of whom shall be full-time tenure-stream faculty,
 - iii. Manager, Graduate Studies & Research Service as an ex-officio member,
 - iv. Research Officer as an ex-officio member and as committee secretary,
 - v. Chief Law Librarian,
 - vi. one JD student,
 - vii. one graduate student,
 - viii. Directors of Research Centres/Institutes, ex-officio,
 - ix. Assistant Director of Research, ex-officio, and
 - x. Assistant Director of Research, *ex officio*, and Graduate Program Director.

O. Research Graduate Studies Committee

- a. The Research Graduate Studies Committee shall:
 - i. have authority with respect to admissions requirements, supervision, standards, and degree requirements of all students in the Research Graduate Program in Law, as specified in the Faculty of Graduate Studies' (FGS) Regulations Governing Graduate Studies;
 - ii. recommend for the approval of Faculty Council of Osgoode Hall Law School (Faculty Council) all changes in academic policy and regulations pertaining to research graduate studies in law and report changes approved by the Senateto Faculty Council for information;
 - iii. participate in the review of graduate application files and recommend to the Graduate Program Director whether or not an applicant should be admitted;
 - iv. participate in the review and ranking of scholarship applications.
- b. The Research Graduate Studies Committee shall have the following membership:
 - i. Graduate Program Director, ex officio, as Chair,

- ii. four members of the full-time tenure-stream faculty,
- iii. three graduate students from the Research Graduate Program,
- iv. Academic Director, Professional Stream Graduate Program, ex officio,
- v. Assistant Dean & Executive Director, Osgoode Professional Development, ex-officio,
- vi. Associate Dean (Research & Institutional Relations), ex-officio,
- vii. Chief Law Librarian, ex officio, and
- viii. Manager, Graduate Studies & Research Services, ex-officio.

P. Standing Committee on Teaching and Learning

- a. The Standing Committee on Teaching and Learning shall:
 - i. develop, promote and enhance the best practices in legal education within the educational program at the Law School;
 - ii. review policies, procedures and programs within the Law School so as to ensure that they are aligned with the goal of promoting an enriching educational experience for our students; and
 - iii. design and implement an annual Osgoode Course Design Institute (OCDI) for full-time and adjunct faculty at the Law School, as well as for a limited number of graduate students with a particular interest in an academic career.
- b. The Standing Committee on Teaching and Learning shall have the following membership:
 - i. two members of the full-time faculty, at least one of whom, including the Chair, shall be full-time tenure-stream faculty,
 - ii. one adjunct faculty member,
 - iii. Associate Dean (Students), ex officio,
 - iv. Assistant Dean, Students, ex officio,
 - v. the Director of Clinical Education, ex officio,
 - vi. three JD students,
 - vii. one Graduate student, and
 - viii. one professional librarian.

Q. Student Awards Committee

- a. The Student Awards Committee shall:
 - i. determine the disposition of prizes and scholarships, except those which must be disposed of by the Admissions or Review Committees;
 - ii. recommend the acceptance of new prizes to the Senate Student Awards Committee, when appropriate; and
 - iii. consider matters related to the giving of prizes and medals.
- b. The Student Awards Committee shall have the following membership:
 - i. three members of the full-time faculty, at least two of whom, including the Chair, shall be full-time tenure-stream faculty,
 - ii. one JD student,
 - iii. Director, Student Financial Services, ex officio, and
 - iv. Assistant Dean, Students, ex officio.

R. Tenure and Promotions Adjudicating Committee

Note: Osgoode Hall Law School follows and adheres to the York University [Tenure and Promotions \(Policy, Criteria and Procedures\)](#) (approved by Senate March 21, 2002; Amended November 27, 2003, May 24, 2007, and June 28, 2007).

- a. The Tenure and Promotions Adjudicating Committee shall be responsible for adjudication of tenure and promotion files in accordance with the York University Tenure and Promotions Policy, Criteria and Procedures.
- b. The Tenure and Promotions Adjudicating Committee shall have the following membership:
 - i. Associate Dean (Academic), ex officio, who shall normally be Chair,
 - ii. five members of the tenured faculty,
 - iii. one JD student, and
 - iv. one graduate student.

E. SPECIAL COMMITTEES

A. Alumni Association Board

- a. The Alumni Association Board shall be composed of:
 - i. the President of the Alumni Association,

- ii. two members of the full-time faculty, at least one of whom shall be full-time tenure-stream faculty,
- iii. one JD student,
- iv. Dean, ex officio,
- v. Assistant Dean, Students, ex officio, and
- vi. Director, Office of External Relations & Communications, ex officio.

B. CLASP Board of Directors

- a. The CLASP Board of Directors shall be composed of:
 - i. one member of the full-time tenure-stream faculty (Dean's nominee – Director of Clinical Education),
 - ii. three JD students, elected by CLASP, and
 - iii. one Alumnus.

C. Nathanson Centre Executive Committee

- a. The Nathanson Centre Executive Committee shall be composed of:
 - i. Director, Nathanson Centre, as Chair,
 - ii. two members of the full-time faculty, at least one of whom shall be full-time tenure-stream faculty, and
 - iii. Dean, ex officio.

D. Osgoode Community Enhancement Forum

- a. The Osgoode Community Enhancement Forum (OCEF) shall be composed of:
 - i. the Vice-President Internal of the Legal and Literary Society, who will serve as Co-Chair,
 - ii. Assistant Dean, Students, as Co-Chair,
 - iii. two members of the full-time faculty,
 - iv. two JD students, and
 - v. two Osgoode staff, ex officio.
- b. Any member of OCEF may call a meeting of OCEF.
- c. Quorum of OCEF will be achieved by attendance of 50% of the members of OCEF.

- d. OCEF shall foster social and extracurricular interaction between students, alumni and faculty through:
 - i. encouraging student participation in faculty events;
 - ii. encouraging faculty participation in student events;
 - iii. creating unique events to facilitate the interaction between students and faculty; and
 - iv. encouraging alumni to attend Osgoode events.
- e. The membership of OCEF and the membership of the Student-Faculty Relations Committee may be the same.

E. Osgoode Public Interest Requirement Committee

- a. The OPIR program shall be governed by a nine member committee consisting of:
 - i. Director of Clinical Education, ex officio, as Chair;
 - ii. two members from the Clinical Education Committee including one JD student representative;
 - iii. two members from participating community organizations;
 - iv. one alumni member of the profession;
 - v. Associate Dean (Academic), ex officio;
 - vi. Assistant Dean, Students, ex officio, and
 - vii. Director of the Osgoode Public Interest Requirement, ex officio.
- b. The committee will have responsibilities for:
 - i. hearing student appeals from decisions of the Director and determining the procedures for such appeals;
 - ii. setting broad policy directions; and
 - iii. reviewing and giving feedback to the Director on the activities of the Office.
- c. The committee shall meet at least once a year to set broad policy directions and review the work of the Director, and on an as needed basis to review student appeals from decisions of the Director.
- d. Three years after OPIR is implemented, a review shall be conducted by a committee including the Clinical Education Committee and three representatives from participating organizations. Among other things, the committee shall consider:

- i. retention of the discussion group and paper option;
- ii. whether three hours is sufficient for the discussion groups; and
- iii. whether credit should be given for all or a portion of OPIR.

F. Parkdale Board of Directors

- a. The Parkdale Board of Directors shall be composed of:
 - i. two members of the full-time faculty, at least one of whom shall be full-time tenure stream faculty, and
 - ii. Academic director, Parkdale, ex officio.

G. Winkler Institute Executive Committee

- a. The Winkler Institute Executive Committee shall be composed of:
 - i. Associate Dean (Academic), ex officio, as Co-Chair,
 - ii. one member of full-time faculty,
 - iii. one JD student, ex officio,
 - iv. Dean, ex officio, and
 - v. Clinic Director, Osgoode Mediation Clinic, ex officio, as Co-Chair.

SECTION VIII: OSGOODE HALL LAW SCHOOL STUDENT SERVICES AND RESOURCES

A. OFFICE OF ADMISSIONS & JD STUDENT SERVICES

Under the direction of the Assistant Dean, Students, the Office of Admissions & Student Services provides Osgoode students with a wide variety of supports and services and includes the following areas:

Admissions

Programs & Records

Student Financial Services

Office of Experiential Education

Career Development Office

Student Success & Wellness Office

A. Programs & Records

The Programs and Records Office (PRO) of the Office of Admissions & Student Services is responsible for student grades and records, student programs (including exchanges), disability accommodations and examinations. The PRO coordinates all aspects of a student's academic program, including transcripts, grades, and examination grading numbers. Requisite forms are available on MyOsgoode and MyJD. Enquiries should be directed to 416-736-5042.

The Manager, Academic Programs and Records provides information and assistance with registration, student fees, student records, examination processes and policies (including accommodations), averages and academic standing, grades and petitions, grade appeals, convocation eligibility, awards and prizes. The Manager can be reached at 416-736-2100 ext. 58182.

The International and Academic Programs Coordinator provides information and assistance with international exchanges and opportunities, combined/joint program guidance, timetables, course lottery and overall academic student programming and advising. The International and Academic Programs Coordinator can be reached by telephone at 416-736-2100 ext. 58183.

B. Student Financial Services

It is a priority of Osgoode Hall Law School to ensure that all qualified students have access to a legal education. To help achieve this goal, Osgoode provides a comprehensive student financial assistance program for all Osgoode JD students, which includes scholarships and awards, prizes, bursaries, emergency and external funding.

Osgoode continues to expand and strengthen its financial assistance for students. Our primary objective is to ensure that all students who are admitted to the Law School have the necessary support systems in place to complete their studies. We are committed to providing these services to our students. The office is staffed by a full-time Manager, Coordinator and Assistant. They can be contacted at financialservices@osgoode.yorku.ca or (416) 650-8132.

Osgoode's financial services include:

- scholarships, bursaries, prizes, graduation awards and internship funding;
- innovative programming such as the Income Contingent Loan Program (eligible students receive bursary and loan funding to cover the entire cost of tuition);
- an on-site financial services office to provide support and advice;
- an emergency funding program for students in dire financial circumstances; and
- a database of external funding opportunities.

For additional information, please visit the Financial Services website.

C. Office of Experiential Education

The Office of Experiential Education (OEE) is demonstrative of Osgoode's enduring commitment to hands-on learning and "law in action". The OEE is home to the Praxicum, the Osgoode Public Interest Requirement (OPIR), the moots and lawyering skills program, and all of our clinical and experiential education courses and programs. It is also home to our outstanding volunteer programs: Pro Bono Students Canada (PBSC) and Law in Action Within Schools (LAWS). The full-time staff supporting the OEE includes the Manager of Experiential Education and Career Development and the Administrative Assistants to OPIR, the Moots and Skills Program and our Clinical Education Programs.

Praxicum

Osgoode is the first Canadian Law School to make experiential education a required component of its curriculum. Beginning with the class of 2015, all students must complete a praxicum, which is a seminar, course or program of study that synthesizes legal theory, legal practice and reflection. The praxicum allows students to engage with legal theory and practice in an active ongoing and thoughtful way.

Courses, seminars and programs that fulfil the praxicum requirement will be designated as such throughout the syllabus. For additional information, contact the Associate Dean (Academic) or the Manager, Experiential Education and Career Development.

Osgoode Public Interest Requirement

Osgoode Hall Law School is the first and only Canadian law school to introduce a public interest graduation requirement. This 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 have the opportunity to 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 appreciating the practice of law in a profession which has the privilege and responsibility of self-regulation.

Students may complete their OPIR hours in three different ways. First, by participating in an OPIR approved Osgoode Program. These include for-credit options like the Clinical Programs or non-credit options like ProBono Students Canada (PBSC) and Law in Action Within Schools (LAWS). Second, external organizations can have specific opportunities approved through the OPIR Office and advertised to students. Past partners have included government branches, community organizations, legal clinics, not-for-profit corporations and private firms. Finally, students may source out a project and apply to have it approved by the OPIR Office. This option allows a student to customize their OPIR experience to their specific interest. The flexibility of the program ensures that all students are able to do work in the public interest that is meaningful to them.

For additional information, please contact the OPIR Office at opiradmin@osgoode.yorku.ca.

D. Osgoode Summer Internship Program

The Osgoode Summer Internship Program (OSIP) is a collection of diverse and flexible opportunities for Osgoode JD students to gain valuable legal experience. The internship opportunities vary from in-house corporate positions to funding available for public interest opportunities that students source themselves. The internships can take place locally or anywhere across the globe. While each type of internship offered has unique and distinctive attributes, all OSIP opportunities have the following key elements in common:

- Every successful candidate will (normally) receive a \$10,000 award for their participation

in the Program

- Each opportunity will last between 12 – 16 weeks during the months of May through August
- Each student is required to submit a two-page written reflection on their experience upon the completion of their internship.

E. Career Development Office

Osgoode Hall Law School encourages its students to give careful attention to career planning and offers programs and services throughout the year to assist students in defining and achieving their short-term and long-term career goals. The CDO provides individual career counselling, programs and workshops, and resource and reference materials.

The Career Development Office (CDO) is staffed by a team of six professionals; the Manager, Experiential Education & Career Development, a Career Development Officer, a Student Success & Wellness Counsellor, two part-time counsellors offering additional wellness and career development counselling, and a Career Development Coordinator. Additionally, there are a variety of JD students who work part-time and volunteer to assist with various CDO initiatives.

The programs arranged by the CDO introduce students to a range of possible career opportunities. The CDO hosts diverse legal professionals throughout the academic year to speak about their areas of practice, type of practice, career paths and non-traditional options. Additionally, the CDO hosts workshops where students can improve various skills including networking and interviewing.

The CDO provides students with assistance in their search for both summer and articling positions. The CDO administers various On-Campus Interview programs where employers come from various major markets to Toronto in order to meet with Osgoode students. We assist with the formal and informal recruitment periods in all jurisdictions across Canada. Finally, the CDO collaborates with Faculty to facilitate students' clerkship applications for all levels of courts across Canada.

The CDO maintains job postings for part-time, full-time, summer, articling and internship positions. These postings are available through MyCareer, the CDO's online portal for all things career-related. MyCareer also hosts an extensive resource library to support students in evaluating and pursuing their career objectives.

For additional information, please visit the Career Development website or email us at CDO@osgoode.yorku.ca.

F. Student Success & Wellness Office

Osgoode recognizes the important relationship between academic success and personal wellness and is committed to helping students manage and overcome barriers to their personal, academic and professional success.

Our Student Success and Wellness Office has a team of mental health counsellors who offer confidential mental health counselling appointments to help students develop and fulfil their personal and academic potential while at law school. The counsellors offer short-term individual counselling, advising, and referrals to students with respect to personal and/or academic concerns during their time at Osgoode. Appointments are booked by students through the Counselling page of the MyOsgoode – JD website.

Group programming and events geared toward supporting the physical and mental wellbeing of our students, such as weekly free yoga classes, mental health awareness events workshops and educational sessions, are offered throughout the academic year. The Student Success and Wellness Counsellors work closely with student government, clubs and organizations to further Osgoode's commitment to an inclusive and healthy law school community.

For mental health and wellness services available on campus and in the community, please visit the Counselling page of MyOsgoode or contact Debbie Ernest, Student Success and Wellness Counsellor / Counselling Supervisor at dernest@osgoode.yorku.ca.

B. ASSOCIATE DEAN (STUDENTS)

The Associate Dean (Students), working closely with the Assistant Dean, Students and the Office of Admissions & Student Services, has general responsibility for oversight of student matters at the Law School. S/he provides support and resources in order to (i) assist in easing the transition into law school for first year students and (ii) encourage the academic success of all students in the JD program. The Associate Dean (Students) works with the Assistant Dean, Students to provide oversight and approval for student plans of study. In addition, the Associate Dean (Students) is responsible for issues concerning student non-academic misconduct and provides advice and information regarding the [Code of Student Rights & Responsibilities](#).

The Associate Dean (Students) provides programs and services to support the academic success and wellness of all JD students. The Associate Dean (Students) administers Osgoode's Clerkship Program, as well as its Academic Success Program, which consists of panels, presentations, and programs designed to assist students in various aspects of the academic

experience at law school. A number of these programs and services are specifically aimed at easing the transition into law school for our first-year students. In addition to these programs, any students in need of academic support or counseling may meet with the Associate Dean (Students) to discuss study skills and techniques for academic success.

As part of the support to the first-year program, the Associate Dean (Students) also oversees the Dean's Fellow Program. Each first year section has a Dean's Fellow assigned to some of the courses. The Dean's Fellows are upper year students selected by the instructors to act as peer mentors. The Dean's Fellows are not TAs. Their role is to facilitate study. Since instructors differ in their pedagogical approaches, you will find that Dean's Fellows take on different roles depending on the instructor. First year students are encouraged to make good use of the assistance the Dean's Fellows can provide – but also to recognize that they cannot do so without a commitment to taking responsibility for their own learning and studying.

For additional information, please contact:

Professor Karen Drake, Associate Dean (Students)

Telephone: 437-232-3799

Email: ads@osgoode.yorku.ca

C. LIBRARY

The Osgoode library has the largest collection of any law library in Canada and one of the largest in the Commonwealth, with over 800,000 volumes in print and digital formats. The Library's Canada Law Book Rare Book Room houses a large and internationally significant collection of early Anglo-American law books, including the largest, most comprehensive collection of historical Canadian law books and primary legal sources anywhere, in both English and French. These physical collections are complemented by our digital repository of Osgoode scholarship and research, [Osgoode Digital Commons](#).

It is a full-service library which offers a full suite of services to Osgoode students and faculty, including an in-library, telephone, email reference desk and, consultation services with qualified law librarians, interlibrary loans and legal research assistance and advice. The Library is open seven days a week during the term and offers extended hours of opening during the pre-exam and exam periods.

The library's mission is to support fully the intensive research and innovative teaching of the Law School, by collecting, organizing, preserving and disseminating legal and law-related information in any form; by providing effective service and instruction; and by exploiting electronic information systems to provide access to new information products and services.

Further information about the library, its resources, and services to students and faculty can be

found on the [Law Library website](#).

D. INFORMATION TECHNOLOGY SERVICES

A. General

Osgoode ITS provides technical support services to help faculty use technology for research and teaching.

A variety of services are available to faculty members, including computer support and help with classroom technology and course websites. A full listing of all services, self-serve information and details on how to make requests are available through the [Services for Faculty and Staff](#) page of the ITS website.

B. The Osgoode Helpdesk

Requests for service provisioning or technical support is available through the Osgoode ITS Helpdesk at help@osgoode.yorku.ca. The Helpdesk is located in IKB Room 1013 in Gowlings Hall. Support can also be requested by phone at 416-736-5401.

E. OSGOODE LECTURE RECORDING POLICY

Osgoode Hall Law School is committed to excellence in legal education and to the principle and practice of student engagement in learning. Osgoode students are expected to attend classes and to accept responsibility for their class preparation, note-taking and class participation.

However, the Law School recognizes that, for some students, engagement sometimes requires accommodation. Depending on the circumstances, accommodation for some students may take the form of lecture notes; for others, it could mean being able to listen to recorded lectures; and, on occasion, for some, it could mean both lecture notes and recordings. Moreover, the variety of demands on and burdens borne by students mean that considering ad hoc requests for accommodation throughout each term has imposed enormous demands on staff time and resources. Meanwhile, advances in technology have opened up new ways to be responsive to student needs, while respecting instructors' choices about how to deliver their courses and how they wish to have students engage and learn.

In the past, to assist students who are entitled to make recordings as a form of accommodation, the Law School has endeavored to do so on their behalf using university equipment and resources. Unfortunately, due to a combination of equipment failure and human error, the Law School lacks the capacity to effectively and reliably record lectures. Therefore, students who are entitled to make recordings as a form of accommodation – see Section IV below – are strongly encouraged to do so using their own recording devices. Although the Law School will

continue to make its best efforts to record lectures using its own equipment and make those recordings available as part of our efforts to accommodate student needs, the Law School does not warrant that it will be successful in making lecture recordings or that recordings made will be of good quality. As a result, the Law School expressly cautions accommodated students against relying on its recordings and encourages accommodated students to make their own recordings using their own equipment, with the consent of the instructor.

When it comes to lecture recording, the governing principle informing this policy remains the same as in the past – a lecture is the intellectual property of the instructor. Recordings may be permitted where an instructor consents and recordings are generally not permitted where an instructor does not consent, subject to the exceptions set out below for accommodated students. Beginning in Fall 2015 Osgoode's Lecture Recording Policy will be as follows:

- I. The default will be that lecture courses at Osgoode will be recorded by the instructor. The default for seminars is that they will not be recorded.
- II. All students will be entitled to access to all successful recordings for lecture courses in which they are enrolled.
- III. Instructors will make reasonable efforts to use the classroom Panopto or Zoom in the classroom to record their lectures.

In the alternative, instructors may use their own personal recording device, or may make arrangements for a student, or students, in the class to make reasonable efforts to record lectures on a personal recording device. In these instances, the recorded lecture must be made available to all students in the class by posting to the course website (eClass/Moodle) via Panopto.

Instructors who elect not to use the classroom Panopto or Zoom technology shall advise the Assistant Dean, Students (mrimon@osgoode.yorku.ca) of this election and the alternative method of recording.

- IV. Instructors may opt out of this default recording policy based on a number of justifiable pedagogical reasons, such as to encourage personal attendance and candid discussion in the classroom. Instructors who choose to restrict access to their lecture recordings shall advise the Associate Dean (Academic) and, in any event, shall still provide access to recordings for students in need of accommodation by making reasonable efforts to use the classroom Panopto technology only and in accordance with the following policy and procedure:

Recordings for Students in Need of Accommodation (Restricted Access Classes)

i. Students with Disabilities

Osgoode is committed to working with students with disabilities to identify the forms of accommodation that meet the needs of the individual student in order to ensure, as far as possible, that student's ability to participate fully in the academic program.

Students with disabilities are to contact the Office of Admissions and Student Services. From there, the student will be referred to York's Student Accessibility Services, which is tasked with reviewing any supporting documents and deciding whether a student should be permitted to record lectures and/or obtain lecture notes as a form of reasonable accommodation. If York's Student Accessibility Services advises that because of a disability a student should be permitted to either record lectures or obtain notes, the student will be required to choose which form of accommodation they prefer. Should York's Student Accessibility Services recommend the need for both forms of accommodation, both would then be facilitated as far as possible. For those students who require lecture notes, the Dean's Scribes Program has been created to pair, as far as possible, selected anonymous 'scribes' with students whose documented disabilities indicate that they require the assistance of a peer note-taker as a form of accommodation.⁶ The Law School makes best efforts to pair students with 'scribes'. Given that we rely on student volunteers, both the availability and the quality of the notes may vary.

ii. Student Absence of Three or More Days: Serious Medical or Compassionate Situations

Osgoode may approve the recording of lectures for individual students who are unable to attend classes due to a serious medical situation or family emergency, or death in the family necessitating an absence from school of three or more days.⁷ Recording of lectures in these circumstances for absences longer than four weeks of classes must be approved by the Assistant Dean, Students or the Associate Dean (Students).

iii. Religious Observance

Osgoode may approve access to lecture recordings for individual students who are unable to attend class for reasons of religious observance. Requests must be made at least one week in advance of the proposed absence and will be granted in accordance with [York University's Religious](#)

⁶ Students interested in volunteering to be a Dean's Scribe or who wish to inquire about obtaining class notes from a Dean's Scribe should contact Elisa Felletti-Cevallos, Programs and Records Coordinator at efelleti@osgoode.yorku.ca.

⁷ 'Family' in this Policy includes close family members and others with a close, family-like relationship to the student.

[Accommodation Guidelines](#). York Ordinarily, access will not be granted for an absence any longer than three days.

iv. Make up classes, Mooting and Court/Hearing Attendances

Instructors may approve access to lecture recordings of make-up classes. Although this is regarded as best practice, the granting to such recordings is entirely in the discretion of the instructor.

In addition, if a student will be away from the Law School for three or more days in order to attend a moot or lawyering skills competition or to attend court or a tribunal hearing in relation to one of the Law School's clinical or intensive programs, they may be permitted to access the lecture recordings for classes that they miss during that period.

Procedure for Students in Need of Accommodation (Restricted Access Classes)

i. Approval of Requests for Non-Disabled Students

- The procedure by which permission to record lectures – or access lecture recordings – is obtained by disabled students was detailed above. For all other requests under this policy, in order to ensure adequate notice to the Law School and to the instructors involved, any student wishing to obtain permission to record a lecture or lectures – or to have access to a lecture recording(s) must: make this request in writing not less than one week in advance of the class that is to be recorded where the basis of the request is religious observance or to attend a moot or a court or tribunal hearing, or twenty-four hours in advance in the case of medical or compassionate grounds;
- submit the request by web application form available on [MyOsgoode](#);
- identify the serious medical situation, family emergency or death in the family, or the moot or court or tribunal attendance, that necessitates their absence; and
- support the request in all cases by appropriate documentation substantiating the existence of the grounds.

If the request is not granted:

- a request by an instructor on behalf of the same student will not be granted;
- a request for reconsideration thereof may be undertaken only by the Assistant Dean, Students or the Associate Dean (Students), as appropriate.

The Mechanics of Lecture Recording (Restricted Access Classes)

- ii. If a student is granted permission to record a lecture – or have access to a lecture recording - for any of the reasons noted above, the following procedures govern. With the consent of the instructor, the student may make a recording themselves or have another student who they designate do so on their behalf.
 - iii. The instructor may record the lecture using their own device and provide it to the individual student.
 - iv. In all other instances, the instructor will record the lecture using the electronic classroom's 'lecture capture' technology and the Office of Admissions & Student Services will facilitate the student's access to the recording(s).
 - v. The York UIT Classroom Operations department provides training sessions to instructors on the use of the 'lecture capture' technology in the electronic classrooms as part of a continued effort to attempt to record lectures. Instructors will continue to be encouraged to make lecture recordings using that technology. Full-time Faculty must request additional assistance through their faculty assistants. Adjunct Faculty must request additional assistance through help@osgoode.yorku.ca. It is recommended that bookings for assistance be made seven business days in advance.
 - vi. Any recording that the Law School manages to successfully capture will be made available only to the student entitled to record the lecture under the terms of this policy.
- V. Notwithstanding the Law School's best efforts to assist all students with the learning and classroom engagement process through the use of technology, the Law School acknowledges and students should be aware – as evidenced by past practices and experiences – that not all technology works all the time. Therefore, notwithstanding this policy, students who rely on audio recordings may seek to supplement the Law School's audio recordings with their own audio recordings using their own equipment, with the consent of the Instructor.
- VI. The failure of a lecture to be successfully recorded, or a deficiency in a recording, does not render the material covered in that lecture unexaminable or otherwise exempt from evaluation.
- VII. Limitations on Use of Recording and Duty to Destroy

A student who either records a lecture using his or her own equipment, or who accesses a lecture recorded by the Law School using lecture capture technology, is prohibited from reproducing or distributing the recording or any portion thereof to anyone and from using the recording for any purpose other than for the personal academic use for which the recording was made according to this policy. Students who access these recordings

undertake to abide by this prohibition. Failing to respect this prohibition would be a breach of Osgoode's Academic Honesty rules (Rule 3.3.2 – "non-course work") and/or the Student Code of Conduct and will be treated accordingly.

Further, at the end of the deferred exam period (or supplemental exam period, where applicable) in any given term, all students who are in possession of recordings obtained under the operation of this policy from that term are required to delete any such recordings and not retain any copies of such recordings, either in whole or in part, for any purpose whatsoever. This policy will be reviewed at the end of each academic year to consider its effectiveness and any potential modifications going forward.

F. THE MATERIAL DISTRIBUTION CENTRE (MDC)

The MDC is the teaching material distribution centre at Osgoode Hall Law School. All materials used in law courses are sold here. The MDC and its sales office are located on the ground floor of the law school.

A. Student Locker Rentals

Osgoode Students can rent lockers from the Material Distribution Centre, (MDC) located in room 0006 for the Fall & Winter academic term for a cost of \$15. The rental period runs from the first day of the Fall term until the last day of the Winter exam period. Renters have two weeks after the last day of the Winter exam period to empty the contents of their lockers. Any items remaining in the locker at the end of the rental period will be turned over to the University Lost & Found Office. MDC does not accept responsibility or liability for locker contents at any time during or after the expiration of the rental period. The lock is the property of MDC and should be left on the locker at the end of the contract. Note that locker rentals will not be available during the Fall 2021 term.

G. STUDENT WELLNESS SUITE

The Student Wellness Suite, located on the ground floor, is a quiet space for students to relax, meditate, and seek calm in the midst of daily stress. Students are encouraged to use the space for quiet reflection, as a tool towards their self-care, coping, and rejuvenation. Moments of stillness contribute to a student's ability to focus and increase mindfulness (the ability to be present in the moment with things just as they are).

Rooms within the Student Wellness Suite are available for booking for use by current Osgoode Hall Law School students Monday through Friday (excluding holidays and/or university closures) between 8:30 am and 4:00 pm. The Suite has other uses for certain family and medical purposes; to arrange access for such purposes, please see Nancy Sperling, Manager, Academic Programs & Records in the Office of Admissions and Student Services.

There are 2 areas within the suite that can be reserved, the Main Room (0009) and the Meditation Room (0009B). To book either Room, please go to the Law Library room [booking webpage](#) and follow the instructions.

H. REFLECTION ROOM

Osgoode's Reflection Room, located in Room 0005, is for the specific use of Osgoode students who require private space for personal reflection and prayer. This room is not locked and is accessible to students for this express purpose. The Rules and Responsibilities for use are posted in the Reflection Room.

SECTION IX: YORK UNIVERSITY CENTRES AND SERVICES

A. ATHLETIC FACILITIES

The athletic facilities at York University are among the best at Canadian universities. The multi-purpose Tait McKenzie Physical Education Centre on the York campus accommodates the majority of popular sports in its four gymnasia, 25-metre swimming pool, six squash courts and 11,000 square-foot Fitness Centre and weight-training, judo and wrestling rooms. Additional facilities on campus include an ice arena, five playing fields, nine tennis courts, two softball fields and a track and field centre. Information on the wide variety of recreational opportunities available to York students can be found on the Sport & Recreation section of the York website.

The highlight of York's tennis facilities is the Aviva Centre, a complex of 16 courts built to international standards by Tennis Canada as the home of the Rogers Cup, an annual stop on the Association of Tennis Professionals Tour calendar. These courts are available to York students under a time-sharing agreement.

The Toronto Track and Field Centre, built jointly with the Municipality of Metropolitan Toronto, is a world-class complex. The field house features a five-lane, 200-metre banked synthetic track and a fully equipped sports medicine clinic. Outdoor facilities include an eight-lane, 400-metre Olympic regulation synthetic track plus separate jumping and throwing areas.

For more information, visit yorkulions.ca.

B. BOOKSTORE

The York University Bookstore is conveniently located in York Lanes. Over 50,000 titles of general interest and new and used texts prescribed for courses are stocked. Books are priced at the Canadian publishers or distributors recommended list prices or their equivalents. Discounts and special sale prices are frequently offered. The York University Bookstore also carries a wide variety of stationery, insignia items and electronics. For more information, visit bookstore.yorku.ca.

C. CHILDCARE CENTRES

A. York University Cooperative Daycare Centre

The Cooperative Daycare Centre, located in Atkinson Residence on the York campus, is licensed to serve 119 children between the ages of zero to 10 years. The Centre has two large playgrounds, food prepared on the premises and exciting programming.

The Centre has a subsidy agreement with the City of Toronto Children's Services for parents in need. Information concerning fees and the one-hour participation per child per week may be obtained by contacting the Childcare Centre:

Mabel Davis, Executive Director or
Mona Ostovar Ravari, Assistant Executive Director
90 Atkinson Road, Room 128
Toronto, Ontario, M3J 2S5
Telephone: 416-736-5190
Email: daycare@yorku.ca
Website: daycare.info.yorku.ca

B. Lee Wiggins Childcare Centre (LWCC)

The LWCC provides innovative childcare in a family group setting to the York community, with a particular focus on the needs of students. The LWCC, a not-for-profit organization, offers a holistic approach to early childhood development in a safe, positive, inclusive environment. The centre provides licensed part-time care (in two-hour blocks) for 25 children aged 18 months through five years of age with limited full-time spots. Limited school age care is possible during the summer months of July and August. The Lee Wiggins Childcare Centre does not have a subsidy agreement with the City of Toronto Children's Services.

Room 201, Student Centre Building
4700 Keele Street,
Toronto, Ontario M3J 1P3
Telephone: 416-736-5959
Email: yorkuchildcare@gmail.com
Website: yorkuchildcare.ca

D. COMPUTING SERVICES

University Information Technology (UIT) is the organization responsible for most of the University's centralized computing services and the York data network (including the York telephone system). Details about the services available for faculty may be found at computing.yorku.ca/faculty-staff.

E. COUNSELLING AND ACCESSIBILITY SERVICES

Accessibility Services provides a comprehensive package of psychological and academic support services to members of the York Community. Included among the services provided

are personal counseling (individual, group, and couples counseling), crisis response and support, assistance in the development of learning skills, specialized support to students with learning, mental health, physical, sensory or medical disabilities. Below are some of the available services and programs:

A. Personal Counselling

Student Counselling and Development aims to help students realize, develop and fulfill their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. PCS provides short-term individual, couple, and group counseling, crisis intervention, and critical incident response debriefings and consultation. Visit the [Student Counselling and Development website](#) for more information or to make an intake appointment.

B. Workshops

Accessibility Services offers workshops with a variety of focuses and themes, including: assertiveness training, avoiding procrastination, effective presentation skills, eating and body image, anger management, grief and loss, dating and relationships, achieving goals, stress management, building self-esteem and self-confidence among others. Most groups are offered during both the Fall and Winter terms depending on enrolment. See the PCS website for a listing of [current workshop offerings](#).

C. Learning Skills Program

Through individual consultation and workshop series, students can work at improving reading, listening, note-taking, memory, time management, exam preparation, essay writing skills and academic stress management. Visit [Learning Skills website](#) for more information.

D. Student Accessibility Services

The Student Accessibility Services Program provides a range of specialized services to students with learning disabilities, including advice on courses and academic programs, orientation to campus facilities and services, diagnostic assessment of psychological and educational profiles, learning skills counselling and advocacy and ombudsperson services regarding evaluation and examinations. New students can connect with services by filling out an online registration form on the [Student Accessibility Services website](#).

Educational support service for students with mental health disabilities including, but not limited to: depression, bipolar disorder, anxiety disorder, eating disorders and schizophrenia. Services include: yearly orientation to campus resources and facilities, specially tailored resources for graduate students, learning skills workshops, peer support, advocacy and linkages to community and faculty resources. See the [Student Accessibility Services website](#) for more information.

Student Accessibility Services provides information, support and advocacy on behalf of students, staff and faculty with physical and sensory disabilities as well as medical conditions. Office assistance includes advising on financial and academic matters, referrals for personal counselling as well as other University services and community resources such as the Independent Living Assistance Programme. Student Accessibility Services is also able to provide students with academic accommodation which can include: training in adaptive technology, assistance with arranging specific academic accommodations with faculty, academic advising and note-taking support.

In order to register with Student Accessibility Services students must complete a two-part registration package. Completed packages can be returned to N108 Ross Building or faxed to 416-650-8068. Intake appointments will be set once the documentation has been reviewed by the PSMDS office. [Registration Packages](#) are available online.

For more information on how your needs can be met, please feel free to contact Student Accessibility Services by telephone (416-736-5755) or by email at sasinfo@yorku.ca. The office is located in Room N108 of the Ross Building on York University Campus.

E. Community Mental Health Consultation and Outreach

The staff of Accessibility Services are available to consult with any member of the York University community with regard to aspects of campus psychological well-being and development. Outreach programs may be tailored to community needs.

Counselling and Disability Services is located in Room N110 at the Bennett Centre for Student Services on the York University campus. To contact Accessibility Services, please telephone 416-736-5297. The Centre is open from 9:00 am to 4:00 pm (September through April), and from 9:00 am to 4:00 pm on Monday – Thursday and 9:00 am to 3:00 pm on Friday (May through August). For more information or links to additional resources and services, visit the [Counselling and Disability Services website](#).

F. The Centre for Sexual Violence Response

In accordance the new [Policy on Sexual Violence](#), York University is committed to enhancing services for survivors of sexual violence. The Centre for Sexual Violence Response provides the following services: coordinates supports and resources for all members of the community that have experienced sexual violence, receives disclosures, and complaints, facilitates safety planning, and assists survivors through the complaint process. Other services include: facilitating referrals to University resources, community agencies and medical services, coordinating emergency financial assistance, providing information about reporting options, and maintaining effective ongoing supports for survivors.

The Centre for Sexual Violence Response, Support & Education is located in W128 Bennett Centre for Student Services on the York University Campus. To contact the Centre for Sexual Violence Response, Support & Education, please telephone: 416-736-5211 (line open 24 hours a day) or email oscr@yorku.ca. For more information and a list of other resources visit the Center for [Sexual Violence Response, Support & Education website](#).

F. HEALTH SERVICES

A. Medical Centre

Appletree Medical Centre, located in York Lanes, has medical doctors, registered massage therapists, a Dental Centre and a Chiropractic Clinic to help with your health care needs while you are away from home. To schedule an appointment, call the health centre at 647-722-2370 or you can walk in without an appointment. Check the [Appletree online wait timer](#) prior to walking into the clinic without an appointment.

Services available include general health care, annual pap smears, and prescriptions and refills including birth control and emergency contraception. Special services include acne treatment, wart treatment, allergy testing and injections, immunizations and flu shots, travel health clinic, headache clinic, STI and HIV testing, pregnancy care, and newborn/childcare. For more information, visit their website or call the clinic.

Telephone: 647-722-2370

Website: <https://appletreemedicalgroup.com/>

B. Health Education and Promotion Office

Are you worried about a recent diagnosis? Are you unsure of resources in your community? Is a family member ill and you are concerned about them while you are away at school? What if you are pregnant and don't know what to do? Feel free to call York's Health Educator to obtain free, confidential, education and resources that can help ease the burden of your health concern.

South Ross 172

Telephone: 416-736-5196

Email: healthed@yorku.ca

Website: healthed.sclld.yorku.ca

C. Member Assistance Program (MAP)

Law students (as well as lawyers) are part of MAP, which is funded by the Law Society of Upper Canada (LSUC). A variety of free and confidential support services are available, including confidential short-term counselling. Call or go online to register with Homewood Human Solutions, the MAP provider. Your company/organization name is LSUC.

Please note Homewood does not, at any time, share any identifying or confidential information with the Law Society of Upper Canada.

Visit myassistplan.com or call 1-855-403-8922.

D. Telehealth Ontario

A free, confidential telephone service you can call to receive health advice or general health information from a Registered Nurse. Telehealth Registered Nurses can make a preliminary determination about whether you should care for yourself, make an appointment with your doctor, go to a clinic, contact a community service or go to a hospital emergency room.

The service is available 24 hours a day, 7 days a week. Call 1-866-797-0000; TTY: 1-866-797-0007 or visit the Telehealth Ontario website.

G. HOUSING

Please consult York University's Department of Immigration and Relocation Services or email the coordinator at relocate@yorku.ca.

H. LIBRARIES

There are five libraries within York University. The Law Library is administratively separate from the other libraries and is governed by the Law School. The other libraries at York are: the Scott Library which houses the social sciences and humanities collections as well as the Map Library, the Sound and Moving Image Library, and the Clara Thomas Archives and Special Collections; the Bronfman Business Library; the Steacie Science and Engineering Library; and the Leslie Frost Library at Glendon College.

All materials including books, journals, online databases, government documents, microforms, maps, films, videos, and archives are selected to support the instructional and research programs of the University. The stacks in each library are open to all members of the academic community and the public. Individual study carrels are available. Reference services are offered in all University libraries including instruction in developing research skills for print and electronic resources, aid in using the collections and inter-library borrowing.

Information on all the University's holdings may be obtained from the Libraries catalogue. Explore the Libraries website at library.yorku.ca.

I. LOST AND FOUND

A Lost and Found Office is maintained on the York campus at South Ross Building, Room 107. It can be reached at 416-736-2100 ext. 33369 or at lost@yorku.ca. The office is open from Monday to Thursday 11:30 am to 10:00 pm (closed 4:00 pm to 5:00 pm) and Friday from 12:00 pm to 3:30 pm. Any items turned into this office are retained for 60 days only.

The University regrets that it cannot be responsible for items of personal property left unattended on the grounds or within buildings.

For more information visit the [Lost and Found website](#).

J. OFFICE OF THE OMBUDSPERSON AND CENTRE FOR HUMAN RIGHTS

A. Office of the Ombudsperson

The Ombudsperson will receive and consider the concern(s) raised when a member of the University community has availed herself/himself of all usual processes but has not been able to resolve her/his concern because of an alleged unfair or delayed application of such processes; or where for good reason, she/he is unable to follow the usual processes.

In exercising this role, the Ombudsperson will have unrestricted access to all University personnel and may examine the actions or decisions of the York University authority in question in order to determine whether such actions/decisions conform to the University's stated processes and with procedural fairness.

In the course of her/his review, the Ombudsperson may do any or all of the following:

- listen and help to analyze the concern;
- identify and explain relevant university policies, procedures and practices;
- help define and evaluation options and strategies;
- help resolve problems informally and expeditiously;
- make referrals to other campus and community resources on consent of the parties, mediate conflicts;
- on consent of the parties, initiate discussions with other parties involved;
- investigate a problem, complaint, or concern.

While the Ombudsperson does not have the authority to overrule decisions, impose solutions or interfere with collective agreements or the collective bargaining process, she/he can consider complaints outside of the realm of collective agreements, make informal enquiries, carry out formal reviews, draw conclusions and make appropriate recommendations to the President and Senior Administrators about specific actions or decisions. In addition, the Ombudsperson may also make recommendations about York

University policies, practices and/or procedures; including recommending changes to policies or procedures that may be outdated, ineffectual or arbitrary.

The Ombudsperson acts impartially and objectively, neither as an advocate for individuals, nor as a defender of the University, but rather as a seeker of procedural fairness and reasonable outcomes. The Ombudsperson is independent of York University's formal administrative structure and all other departments. This ensures that any matters brought to the attention of the Ombudsperson are dealt with in an impartial and confidential manner.

Once the Ombudsperson has made a decision or recommendation, in the form of a written report to the President (with copies to the person initiating the involvement of the Ombudsperson), there will be no further reviews or appeals.

The office is located at 1050 Kaneff Tower and can be reached by email at ombuds@yorku.ca. Visit the [Ombudsperson website](#) for more information.

B. Centre for Human Rights

The Centre for Human Rights, Equity & Inclusion assists individuals and groups to address and resolve allegations of discrimination and harassment as defined by the Ontario Human Rights Code (Code). The Centre's mandate covers all grounds of the Code, as well as York's human rights policies and provisions. Where a complaint cannot be resolved informally, the matter may be investigated.

The Centre advocates for the adherence to both the spirit and provisions of the Code, as well as all human rights policies at York.

The Centre also plays a significant role in human rights education promoting a culture of equity and mutual respect. As part of its educational role, the Centre liaises with human rights groups/committees/associations both within the University and in the broader community as resources permit.

The office is located at 2070 Victor Philip Dahdaleh Building and can be reached by email at rights@yorku.ca or telephone at 416-736-5682. Visit the [Centre for Human Rights, Equality & Inclusion website](#) for more information.

K. OFFICE OF STUDENT COMMUNITY RELATIONS

In 2005, York University established the Office of Student Community Relations, which is responsible for administering the University's non-academic code of behavioural conduct for students and student governments. The office provides direction, leadership and guidance to

the University community in matters of policy interpretation regarding student non-academic conduct. The Office includes complaint intake, investigation and the management of the dispute resolution processes involving students. Informal dispute resolution techniques and formal hearing processes are used to resolve disputes.

The Office is located at W128 Bennett Centre for Student Services (West entrance to Student Services Centre, South of main entrance) and is open from Monday to Friday, 8:30 am to 4:30 pm. You can reach the office at 416-736-5231, by email at oscr@yorku.ca, or by visiting yorku.ca/oscr.

L. ONTARIO MARCH OF DIMES - YORK UNIVERSITY ATTENDANT SERVICES

The Independent Living Assistance Program offers support services to students with a permanent physical disability who live in residence or who commute. In addition, staff, faculty and visitors to the University may apply for services.

Support service attendants can provide assistance with activities of daily living such as mobility, personal hygiene, eating and housekeeping. 24-hour emergency service is available, if needed.

How to Apply: The application process can be initiated by contacting the Community Support Supervisor at 416-736-5167. All applicants are considered for eligibility by the program committee. Applicants may be placed on a waiting list if the program is at capacity.

M. PARKING SERVICES

All faculty, staff, and students who park on University property are required to buy an annual or sessional parking decal or to pay a daily parking fee and to abide by the Parking and Traffic Regulations of the University.

Additional information, as well as application forms for decals and copies of the regulations, are available online at yorku.ca/parking.

Parking is permitted only in clearly designated parking areas. If no sign is posted, no parking is permitted.

N. POSTAL SERVICES

A Canada Post franchise operation is located inside Curtis Lecture Hall, Room 019. In addition, inter-departmental and inter-campus mail delivery systems are maintained by the University, with University mail boxes positioned throughout both campuses.

O. SCOTT RELIGIOUS CENTRE

The Scott Religious Centre is a meeting place for the many religious groups active on the York campus. Some groups are served by chaplains, and most have office space allocated to them.

The Inter-faith Council, which is comprised of representatives from all the religious groups, is charged with running the Centre and advises the University, through the Director of the Centre for Student Community & Leadership Development, on matters relating to the Centre and religious affairs and activities on campus. The Chair and other members of the Inter-faith Council may be contacted at ifc@yorku.ca.

The Scott Religious Centre has a non-denominational chapel, a meditation room, and some offices. The chapel may be booked on a regular basis or for a single religious event by a recognized student group through the Student Community and Leadership Development 416-736-5144 or otherwise through the [Office of the University Events and Community Relationships](#). The Scott Religious Centre has entrances on the ground floor in Central Square and on the outside on the second floor between the Scott Library and the Ross Building.

P. SECURITY CONTROL CENTRE

Operated by York Security Services, the Security Control Centre (SCC) is staffed 24 hours a day throughout the year to provide a means of rapid communication between members of the York community and emergency and other security services available on and off campus. The SCC's specially-trained desk officers are equipped to obtain the required help in the shortest possible time, arranging, where necessary, to meet emergency vehicles (police, fire, ambulance) at the main entrance to campus, and to escort them directly to the scene of the emergency.

To enable SCC to dispatch assistance in an effective and timely manner, it is important that they be informed in the first instance of all emergency situations on campus. To obtain help in an emergency, call ext. 33333 or 416-736-5333, or simply pick up the receiver of any Emergency Blue Light Telephone or elevator emergency telephone. The latter connect directly to SCC. No money is required when calling Security at 416-736-5333 from any campus pay phone.

Q. SHOPPING SERVICES (YORK LANES)

York is home to the only shopping centre in Canada designed specifically for a university market. It is open seven days a week, although the hours of the retailers and services vary.

Services include the University bookstore, a drugstore, a computer store, a convenience store,

a copy store, a medical and dental centre, an optician, a hair salon, a travel service, a full service Bank of Montreal, a variety of food services and a credit union.

For more information about the York Lanes Management Office please visit their website at yorku.ca/yorklanes, or contact:

York Lanes General Manager: telephone 416-650-8296 or fax 416-736-5655

York Lanes Operations Manager: telephone 416-736-5462 or fax 416-736-5511.

R. GO-SAFE STUDENT SECURITY ESCORT SERVICE

Why walk alone? The primary role of York's Student Security Escort Service is to provide safer movement for campus students, faculty and staff. Student Security Officers will meet you at any on-campus location, such as bus stops, parking lots, buildings and residences; escort you to your campus destination; wait with you for buses, cabs, or until your vehicle starts. All requests will be accommodated either by foot, bicycle, and/or van escorts. The Escort Service operates daily during the academic year (September to April) from 6:00 pm to 2:00 am, and during the summer months from 8:00 pm to 2:00 am. For more information, please call the GoSafe Office at 416-736-5454 or visit gosafe.info.yorku.ca.

S. TRANSPORTATION SERVICES

Transportation Services encourages commuting to the University through alternatives to the single occupant vehicle and supports community members to take public transit, carpool, bike, walk or in-line skate. The goal is to reduce the demand for parking at York University by increasing awareness of alternative sustainable methods of transportation.

Transportation Services actively works with our local public transit agencies to provide the best possible services to meet the transportation needs of the York University community. Furthermore, Transportation Services offers complimentary shuttles to the GO Train Station, a shuttle between the Glendon and Keele campus, and Van Go, a mobility service for people with disabilities. The Village Shuttle provides complimentary transportation to the off-campus housing area to the south of the Keele Campus known as 'The Village.'

Information about public transit schedules and other services is available at yorku.ca/transportation. The office is located at 222 William Small Centre; 416-736-2100 ext. 22546; transit@yorku.ca.

SECTION X: STUDENT GOVERNMENT, CLUBS AND ACTIVITIES

A. STUDENT GOVERNMENT

A. Legal and Literary Society

The Legal and Literary Society is the primary student government of Osgoode Hall Law School. "Legal and Lit" was founded in 1876 and today is responsible for coordinating and funding the numerous professional, athletic, social and extracurricular activities within the Law School. As well, the Legal and Literary Society provides many student services which help to make our Law School more than just a "mere classroom and casebook experience."

The 13-member executive of the Society is elected annually and represents Osgoode student interests to the administration, York University and beyond. Students from each of the three years of the JD Program are represented on the executive and, as all students in the JD Program are members of the Society, all are encouraged to participate and become involved.

B. Student Caucus of Faculty Council

Students are represented on the Faculty Council of Osgoode Hall Law School by 17 student representatives. As members of the Faculty Council, these student representatives enjoy the same rights and powers as any faculty member and participate fully in all deliberations of Faculty Council committees in addressing issues of an academic nature.

The mandate of Student Caucus is to represent student views at the faculty and administrative levels in order to improve overall academic life at Osgoode Hall Law School. Student Caucus adheres to the following objectives and purposes:

- to promote the welfare and interests of the students of the Law School by representing student views at meetings of the Faculty Council of the Law School, and at meetings of Faculty Council Committees;
- to press for the enhancement of the quality of education and academic life in general at the School;
- to participate fully and actively in the Law School community by exercising all rights and responsibilities delegated or granted by the School;
- to safeguard the rights of individuals in the community (present and future) from any and all forms of discrimination;
- to inform students of the School of the proceedings of Faculty Council; and
- to stimulate student interest in the affairs of Faculty Council.

Student Caucus was created by the Legal and Literary Society in 1972. Currently, Student Caucus is funded by the Legal and Literary Society and both the President and one other Council member of the Society are voting members on Student Caucus.

B. CLUBS AND ACTIVITIES

Asian Law Students of Osgoode (ALSA)

Contact: alsa.osgoode@gmail.com

The Asian Law Students Association (ALSA) is a progressive organization dedicated to fostering a community, network of support, and vehicle for advocacy for all students at Osgoode Hall Law School. ALSA is committed to forefronting our diverse experiences and histories by increasing the representation, education and awareness for Asian Canadian issues in law and in society.

Our goal is to both foster a friendly student community and contribute to the effort to dismantle systemic barriers that prevent access to the legal profession to the Asian community and other communities of People of Colour on the Osgoode campus and in the community at large. This includes providing mentorship and networking opportunities, hosting student social functions, in addition to working with our allies on and beyond the Osgoode campus, and our main affiliate, the Federation of Asian Canadian Lawyers (FACL). We welcome all Asian Canadian law students and our allies to join us in the endeavour to implement anti-oppression in the practice of lawyering and of everyday life. This includes practices of anti-racism and a rejection of colorism, misogyny, homophobia, transphobia, ableism and classism.

Black Law Students' Association (BLSA)

Contact: blsa@osgoode.yorku.ca

Website: blsaosgoode.com

Facebook: facebook.com/blsaosgoode

Twitter: [@BLSAOsgoode](https://twitter.com/BLSAOsgoode)

The Black Law Students' Association of Osgoode Hall Law School (BLSA) is an organization created to promote the welfare and interests of its members and to provide services, activities, publications and facilities which address Black students' needs and objectives. In addition, BLSA Osgoode is firmly committed to helping its members excel both in law school and the legal profession by responding to institutionalized and other barriers facing African / Black Canadian law students. Moreover, BLSA works to instill in its members an awareness and a commitment to the needs of the Black community and the community at large. In doing so, BLSA Osgoode serves as a forum for unity, encouragement and collective action of its members. BLSA

Osgoode is affiliated with the Black Law Students Association of Canada (BLSAC) national organization.

Canadian Association of Refugee Lawyers, Osgoode Student Branch (CARL)

Contact: carl.osgoodehall@gmail.com

Facebook: facebook.com/CARLatOsgoode

The Osgoode student chapter of the Canadian Association of Refugee Lawyers (CARL@Oz) connects Osgoode students interested in refugee and immigration law and policy. Our role is threefold: to promote the just and lawful treatment of refugees and refugee claimants in Canada; to be a forum for discussion of immigration and refugee-related issues; to link students with volunteer and career opportunities in refugee law. Each year, CARL@Oz co-organizes guest lectures by leading refugee advocates Barbara Jackman, Alexander Neve, and Audrey Macklin, among others. We also organize an annual career panel and events like film screenings and visits to the Federal Court. If you are interested in getting involved or collaborating with us, please get in contact!

Canadian Italian Association of Osgoode (CIAO)

Contact: ciaopresidentosgoode@gmail.com

The Canadian Italian Association of Osgoode (CIAO) promotes and advances Italian culture through community building, professional development, networking and advocacy. Last year, CIAO was proud to bring Supreme Court Justice Frank Iacobucci to campus and will expand their speaker series this year with a major announcement in the fall semester! CIAO members enjoy the benefit of a professional network that includes students from the Schulich MBA program, practicing lawyers who belong to the Canadian Italian Advocates of Ontario, and a series of career panels to help students prepare for job applications, interviews, and exams. In addition, CIAO offers a premier mentorship program that includes unlimited access to a student summary database. You can catch CIAO every week this year in Gowling's Hall where they will be serving up espresso and sweets to Osgoode students. CIAO encourages students from any background to join them in creating a stronger and more vibrant community where all interests are properly represented. Ciao!

Canadian Lawyers for International Human Rights (CLAHR)

Contact: claihr.osgoode@gmail.com

Website: claihr-osgoode.weebly.com

Facebook: facebook.com/claihrosgoode

CLAIHR-Osgoode is an affiliate of CLAIHR, a national not-for-profit, non-governmental organization that promotes human rights globally through legal education, advocacy and law reform (claihr.ca). The purpose of CLAIHR – Osgoode is to promote an awareness of and encourage dialogue on international human rights issues. Whether it is through events, blogs, articles or direct engagement with legal issues, CLAIHR-Osgoode aims to get people talking about international human rights in the law.

CLASP (Community & Legal Aid Services Programme)

Website: osgoode.yorku.ca/clasp

CLASP is an interdisciplinary Student Legal Aid Service Society with students from Osgoode Hall Law School and the School of Social Work at York University. Under the supervision of lawyers and the Community Outreach Counsellor, students give client referrals, summary advice, and representation.

Osgoode students interested in volunteering at CLASP should see the [CLASP website](#) for important dates.

Hispanic Osgoode Law Association (HOLA)

Contact: hola.osgoode@gmail.com

The Hispanic Osgoode Law Association (HOLA) is a student group that bridges Osgoode Hall Law School with the Hispanic community of Toronto. The objective of HOLA is both social and community oriented. We bring Hispanic culture to Osgoode by organizing a variety of social events, such as Latin American lunches and salsa nights out. However, our true aim is greater than simply fiestas: HOLA has developed a partnership with the legal clinic at the Centre for Spanish Speaking Peoples where we take part in a number of social justice projects, including weekly volunteer shifts and Spanish public legal education initiatives. We also collaborate with other student groups on campus to promote awareness of legal issues affecting the Hispanic community in Toronto and abroad. While many of our members are Hispanic and/or Spanish-speakers, HOLA highly values inclusivity and collaboration, and we welcome any and all students who wish to join us.

Intellectual Property Society of Osgoode (IPSO)

The Osgoode Intellectual Property Club has a mission to promote the study of intellectual property and technology law and to bring issues in IP and technology law to the attention of the Osgoode community. The club organizes a number of events and activities which will expose members to IP law issues and inform members of career opportunities in the field. The group will also keep members informed of any events and activities organized by the club and

IP and IT focused groups within the Osgoode and York University communities.

International Legal Partnerships (ILP)

Contact: ilpcommunications@osgoode.yorku.ca

Website: internationallegalpartnership.org

The International Legal Partnership ("ILP") is a student-run organization at Osgoode that's become an integral part of the Law School's experiential learning programs. ILP's mission is to provide public interest legal research and assistance for the Global South. With the guidance of faculty, alumni, and the legal community, ILP strives to create opportunities for students to obtain a practical global legal education in a manner that is mutually beneficial for students and partner organizations dealing with legal issues relevant to the Global South. Every summer we arrange 15-20 fellowships for Osgoode students ranging from advocacy on behalf of working children in India to researching multi-party democracy in Uganda. In addition, we arrange remote legal research opportunities for students throughout the year with our global partners to ensure that our support for them is year-round. ILP also hosts numerous events during the year ranging from round table discussions to Advocacy Week, where we dedicate a week to raising awareness about a specific international issue. We're a group of social justice oriented students with an interest in global affairs and an understanding of the value of international learning opportunities. We're also lots of fun!

JD/MBA Students' Association

Contact: JDMBA@osgoode.yorku.ca

Website: thejdmba.ca

Osgoode Hall Law School and the Schulich School of Business at York University created Canada's first JD(LLB)/MBA in 1972. Graduates from this challenging program follow career paths where business and law overlap. Students typically specialize in a business/law combination such as: corporate/commercial law or administration; business management; corporate tax; economic regulation; finance; international business; labour law/labour relations; public administration; environmental law and real property development.

The JD/MBA Students' Association works with the administration from Osgoode and Schulich to enable joint program students to access resources from both schools, including financial aid, career services and a wide array of student organizations. In addition, the JD/MBA Students' Association plans several activities each year for its members, including: law firm and corporate tours; an annual law & business conference with leading practitioners; lunch and learn sessions; a business career panel; and many additional social and networking activities.

Jewish Law Students' Association (JLSA)

Contact: osgoodejlsa@gmail.com

The Jewish Law Students' Association is a cultural club designed to serve the needs and interests of Osgoode's Jewish student population. Through cultural, social and networking events, the JLSA provides opportunities for Jewish law students to meet other Jewish law and graduate students within and outside of the York community, while also addressing religious needs by running programs for Jewish holidays and providing guidance to address any religion-based issues that students may face. The JLSA encourages cultural and religious diversity on the Osgoode campus, and serves to work with other cultural and religious clubs and organizations to meet the goals of promoting tolerance, dialogue and diversity on campus.

Korean Law Students' Association

Contact: klsa.osgoodelaw@gmail.com

The Korean Law Students Association (KLSA) is here to provide you with various socializing, networking, and community service opportunities. KLSA strives to foster meaningful friendships and mentorships among Korean-Canadians and other Asian law students internal and external to Osgoode. We will be hosting informal socials, mentorship programs, as well as formal networking opportunities with the larger Korean-Canadian and Asian legal community, including the Korean-Canadian Lawyers Association. Come join us to make new friends and meet future colleagues!

Law in Action Within Schools (LAWS)

Website: lawinaction.ca

Law in Action Within Schools (LAWS) is a partnership between Osgoode Hall Law School, the University of Toronto Faculty of Law and the Toronto District School Board. It is an innovative education program aimed at supporting, guiding and motivating high school students who face barriers to successfully engaging with school and accessing postsecondary education. LAWS is presently working with students from seven Toronto high schools.

LAWS provides a range of interactive learning experiences that expose students to legal issues, the justice system and the legal profession. By using legal education as an academic tool, we help students exceed in their studies and become more informed, engaged and active citizens.

Osgoode Hall student volunteers are an integral part of LAWS. Your participation, commitment and enthusiasm will have a transformative impact on the personal and academic lives of LAWS students. There are numerous ways for you to become involved, including tutoring high school

students, developing and facilitating in-class workshops and coordinating afterschool clubs. Volunteering for LAWS is a great way to develop professional skills, complement your classroom learning, create meaningful relationships with youth, and make a positive and lasting contribution to the community. And LAWS volunteer involvement count towards your OPIR hours.

Mock Trial

Contact: mocktrial@osgoode.yorku.ca

Did you decide to go to law school because you love hearing the sound of your own voice? Because you look great in a power suit? Because you needed a career more practical than "backup dancer to Sean Paul"? Because you thought closing arguments should be written in iambic pentameter? Because you expected it to be a bit more like Law and Order? Or Legally Blonde... the musical?

Well then this Club is for you! Mock Trial is Osgoode's premier (and only) full-on musical comedy, and acting performance. The show goes down in the Moot Court every February, which amounts to an evening when yourself and your schoolmates will be at your most debaucherous.

We want anyone and everyone with an ounce of talent (whether real or imagined) to come out, meet us, and audition. We need actors, dancers, singers, musicians and writers who aren't afraid to poke fun at professors, stereotypical law students and the whole Osgoode experience. Mock Trial is a great way to meet people, make people applaud and ensure that your now neglected talents don't go to waste. See you at Clubs Day, Osgoode!

Muslim Law Students' Association

Contact: mlsaosgoode@gmail.com

The purpose of the MLSA is to bring together Muslim law students, of all backgrounds and levels of faith, to build strong and lasting relationships with each other and within the wider Osgoode community. In addition to social events, the MLSA holds career panels, provides formal and informal mentorship services, hosts events exploring current relevant legal and/or social issues, and facilitates networking with Muslim law students and lawyers across Canada. Our aim is to support you in your journey through law school, developing life-long friendships along the way. All are welcome!

Obiter Dicta

Contact: ObiterDicta@osgoode.yorku.ca

Would you like to see your name in print? Join the Obiter Dicta, the student-run newspaper of Osgoode Hall! We print biweekly issues providing information about all aspects of the legal community (Osgoode and beyond) as well as a variety of other topics, including politics, pop culture, news and sports. We are looking for writers, graphic designers and layout editors, website editors, business managers, and social media gurus.

Osgoode Business Law Society (OBLS)

Contact: osgoodebls@gmail.com

The Business Law Society is the voice of business law students at Osgoode Hall Law School. We organize educational, networking and social events for JD students interested in a business law career in either private practice or industry. Our past events included panel discussions with industry professionals, firm tours and conferences on topics of interest. The club aims to bridge the business law profession and the Osgoode student community.

Osgoode Christian Legal Fellowship

Contact: osgoodeconlawsociety@gmail.com

We are law students at Osgoode Hall Law School who desire to know and serve Jesus Christ.

Law school provides unique challenges and opportunities, and OCLF desires to provide support to our members as we seek to integrate our faith with the study and practice of law.

Osgoode Constitutional Law Society (OCLS)

Contact: OCLS@osgoode.yorku.ca

Facebook: facebook.com/groups/1714299422130309

The Osgoode Constitutional Law Society (OCLS) brings together students who share an interest in constitutional and public law. Our goal is to advance the awareness, understanding and appreciation of the legal and political issues related to constitutional law, including how it intersects with other areas of law. To this end, OCLS promotes and initiates a range of projects and activities such as conferences, colloquiums, guest lectures, fundraisers and social gatherings. We also host an annual career panel for students who want to pursue a career in the field of constitutional law. If you are interested, join us on Facebook or send us an email!

Osgoode Entertainment and Sports Law Association

Contact: ELSA@osgoode.yorku.ca

Website: oesla.ca

Getting involved with the Osgoode Entertainment and Sports Law Association is a great way for students to integrate their legal studies and passion for entertainment. The club connects students with the music, film, television, sports, broadcasting, and publishing industries, with a list of professional connections that continues to grow each year.

Legal work in these industries presents distinct challenges, which require specialized knowledge in different areas of the law. ESLA social events, firm and corporate office tours, visiting speaker engagements at Osgoode, and our renowned Annual Conference offer participating students a broad array of sports and entertainment opportunities. Through their involvement, ESLA members network with industry leaders and gain insight to current issues and trends throughout the entertainment business.

Osgoode Environmental Law Society

Contact: EnvironmentalLawSociety@osgoode.yorku.ca

Website: osgoodeels.wordpress.com

Facebook: facebook.com/groups/263776930328901

The Osgoode Environmental Law Society (ELS) provides the opportunity for students interested in environmental law to engage in environmental legal issues and explore the dynamic nature of this field of law. Through events, career panels, seminars, fundraisers, internship and volunteer opportunities, and our Annual General Meetings, Osgoode ELS provides our members with meaningful opportunities to discuss recent developments in environmental law, learn more about a career in environmental law, and advocate for sustainability on and off campus.

Osgoode Fashion Law Society

Contact: osgoodefashionlawsociety@gmail.com

Facebook: <https://www.facebook.com/OsgoodeFashionLawSociety/>

OFLS aims to bring attention to the unique legal opportunities that may arise in the fashion industry. OFLS hosts two main events: a charity fashion show and a professional fashion law networking event. Our mission is to facilitate a deeper understanding of the way in which the fashion industry can be merged with the legal world, while also raising funds to enable access to justice. Through discussions of legal issues within the fashion industry including but not limited to IP copyright, labour, corporate, and human rights domains, we hope to expose our general members, and Osgoode as a whole, to the legal issues and opportunities within this growing industry.

If you are interested in joining the club as a general member, applying for an executive position,

or helping out in a volunteer capacity, please email one of our co-Presidents.

Osgoode Feminist Collective

Contact: osgoodefeministcollective@gmail.com

The Osgoode Feminist Collective is an organization of Osgoode Hall law students committed to ensuring a feminist voice and presence at Osgoode and on the wider York campus. We have an anti-oppressive philosophy and focus on inclusion, dialogue, engagement and collaboration in promoting discussion of feminist issues. OFC is open to people of all genders, backgrounds, and interests. We regularly hold events surrounding issues, developments and challenges involving feminist and gender issues. These issues frequently arise from legal developments, and also broader societal trends. Some of our past popular events have been the Flaming Feminist Cabaret (an evening of feminist music, spoken word, poetry and dance performances), as well as poster campaigns, panels and workshops that focus on current events and gender issues.

Osgoode Fine Arts Collective

Contact: osgoodefinearts@gmail.com

The OFAC is a group of Osgoode students who have passion and enthusiasm for the arts. Many of our members are concurrently professional musicians, actors, and dancers; however, no experience or education in the arts is necessary to be a member. What brings us together is an interest in and appreciation for the arts, along with a passion for encouraging the continued growth and sustainability of the fine arts within our communities.

Potential Projects and Initiatives:

- Lunch hour concert series featuring musicians from the Osgoode student body, and students from York University's music department.
- Partnership program with local artists and photographers to rotate displays of their work in a designated space of the law school
- Regular articles in the Obiters Dicta about the intersection of law and the arts
- Engagement with the Artist in Residence and other artistic initiatives in the law school

Osgoode First Generation Network

Contact: ofgn@osgoode.yorku.ca

Facebook: <https://www.facebook.com/OsgoodeFirstGenerationNetwork/>

The Osgoode First Generation Network aims to reduce the barriers to success faced by law

students who are the first in their family to complete post-secondary education. Throughout the year, we host social events at Osgoode and participate in larger events through the First Generation Network's national chapter. Members of the First Generation Network are eligible to participate in our professional mentorship program, which matches first generation students to first generation lawyers, in their preferred area of practice.

Osgoode French Club

Contact: osgoodefrenchclub@gmail.com

Facebook: facebook.com/osgoodefrenchclub

The Osgoode Hall French Club (OHFC) is the nexus where French-speaking cultures from across La Francophonie meet and engage with our school's vibrant intellectual community. We create a forum for Francophone and Francophile students studying at Osgoode Hall and connect them with the broader French-speaking community in Ontario.

Building on the successful introduction of the French Language Legal Terminology Roundtable in Winter 2016, OHFC is working to establish strong links with French clubs at other universities and build new links with the French-speaking legal community in Toronto. We want to maximize networking opportunities for our members to meet French-speaking professionals and explore bilingual career options.

OHFC is an inclusive organization, open to French speakers of any level who are interested in promoting the use and place of both of Canada's official languages at Canada's premier law school.

Osgoode Hall Athletics Association

If you like sports or are looking to stay active and meet new friends, then the Osgoode Hall Athletics Association is for you! We are the people who bring together everyone ranging from the eager beginners to Osgoode's most seasoned athletes to participate in a variety of intramural sports throughout the school year, including: basketball, touch football, hockey, volleyball, and many more. We are also responsible for coordinating some of the most unforgettable experiences you will have at law school, such as Law Games and the Annual Halloween Party. There are lots of opportunities to get involved off the field including positions as 1L Reps so be sure to stop by during the Clubs Fair to learn more!

Osgoode Hall Law Journal

Contact: journal@osgoode.yorku.ca

Website: <https://digitalcommons.osgoode.yorku.ca/ohlj/>

The Osgoode Hall Law Journal is a leading forum for legal scholarship, publishing continually since 1958. The Journal is run by a team of student editors with a faculty editor-in-chief. The Journal is recruiting associate editors for 2015-16. Associate editors, who may be first-year or upper-year students, have the opportunity to be involved with various aspects of the Journal's operations, affording them a unique opportunity to improve their legal research and writing skills. The OHLJ Editorial Board is seeking associate editors who wish to be part of a collaborative, dynamic and diverse team. More information will be available at our Open House in September.

Osgoode Hall Law School Criminal Law Society

Contact: osgoodecriminallawsociety@gmail.com

The Criminal Law Society at Osgoode serves to connect students who share similar interests in criminal law. Members are given the opportunity to connect with like-minded peers through social events and mentorship programs. The club also aims to provide career-oriented events to prepare members for criminal law interviews and articles, and hosts a number of guest lectures on advanced criminal law topics and for insight into life as a criminal lawyer. If you are considering a future as a Crown attorney, defence counsel, or lawyer promoting social justice and the public interest through criminal law, this club is for you!

Osgoode Hall Law Union

Contact: lawunion@osgoode.yorku.ca

Facebook: facebook.com/OsgoodeHallLawUnion

Osgoode Hall Law Union (OHLU) brings together students at Osgoode Hall Law School who are interested in any area of social justice. Areas include but are not limited to the environment, access to justice, law reform, workers' rights, human rights, housing, welfare, immigrant and refugee rights, mental health, race, gender, sexuality, class, and war and peace. We hold social events, bring speakers to the law school on political issues, and run a database on course and job information for social-justice minded law students. Past events include academic talks on Roma refugees, indigenous activism, the Ashley Smith inquest, and a social justice careers panel. We also coordinate the annual first year Social Justice Social to help connect progressive students. OHLU is non-hierarchical and collectively run: everyone is invited to join the group and draw on its resources to create events!

Osgoode Health Law Association

Contact: osgoodehla@gmail.com

The Osgoode Health Law Association seeks to provide a broad introduction to law students

interested in health law careers and issues, encourage participation and intellectual growth in the field, and generate appreciation for the interaction between health law and other legal disciplines. The Health Law Association holds various events throughout the year including but not limited to: networking opportunities; a career panel; a firm tour; as well as a special production of *Obiter Dicta* covering health law related issues.

Osgoode Indigenous Student Association (OISA)

Contact: oisa@osgoode.yorku.ca

The Osgoode Indigenous Student Association (OISA) serves the Osgoode community by providing a supportive community-base for Indigenous students, fostering a culturally appropriate learning environment at Osgoode, and bringing legal issues involving Indigenous peoples to the attention of the Osgoode community. OISA membership is open to the entire Osgoode community, both Indigenous and non-Indigenous. OISA members can expect mentorship programming, wellness sessions, and many opportunities to indulge in traditional food. Some of the events on the OISA calendar for the upcoming year include Orange Shirt Day, attendance at the annual Indigenous Bar Association Conference, a career panel, participation in Osgoode's Diversity Week and Mental Health Awareness Week and a new networking initiative. OISA is currently seeking applicants for a first year representative.

Osgoode International Law Society (OILS)

Website: osgoodeils.wordpress.com

The Osgoode International Law Society (OILS) provides students interested in international law with exposure to the field by organizing events throughout the year and by providing its members with information about career options in the field. OILS is committed to serving the interests of students in all areas of international law, extending from international human rights issues to international corporate law. In addition OILS works with the Chairs for the Canadian International Law Students Conference which is held annually in conjunction with University of Toronto to put on the conference.

Osgoode Labour and Employment Law Society

Contact: osgoode.olels@gmail.com

The Osgoode Labour and Employment Law Society (OLELS) focuses on the large area of law that deals with legal relationships in the workplace. Because such a topic is a core element of individuals' lives as well as the economy, labour and employment law sparks strong ideological debate which is ever evolving. The club attempts to fairly represent this passionate community at Osgoode, showcasing some of the many opportunities working in Union side, Management

side, and in the Ministry of Labour. We also explore opportunities in international labour law, bringing greater perspective to Canada's system of industrial relations. Our purpose is to raise awareness of legal issues relating to employers, employees, unions, and managers. Our biggest event of the year is the OLELS Career Panel Event, where students can hear from practitioners in the field of Labour and Employment Law, including lawyers representing employers or unions and employees at both large and boutique firms, and union in-house counsel. Students are also able to network and ask questions at this event. We also assist in organizing the Hicks Morley Moot at Osgoode and we organize several firm tours throughout the year.

Osgoode Mature Students' Association (MSA)

Contact: MatureStudents@osgoode.yorku.ca

Website: osgoodemsa.wordpress.com

The Osgoode Mature Students' Association (MSA) is a social group offering a friendly space for mature students to meet, network and benefit from events designed to meet the needs of mature students. The MSA serves as a representative voice for such students on campus. The MSA offers peer support and mentoring, information sessions, and networking opportunities throughout the year. Membership in the MSA is open to all currently registered JD students and JD joint degree students at Osgoode Hall Law School, irrespective of the student's actual age or other circumstances. Members are usually students who have taken time away from school for work, students with children or dependent family members, or students who are of non-traditional age or experience.

Osgoode Mental Health Law Society

Contact: osgoodementalhealthlaw@gmail.com

Facebook: <https://www.facebook.com/OsgoodeMentalHealthLawSociety/>

The OMHLS focusses on navigating how mental health and the law intersect, its every day impact in the justice system, and how young lawyers can build a career in mental health law. We also look for ways of improving the mental health of Osgoode students, specifically in dealing with stress.

Osgoode Middle Eastern Law Student Association (MELSA)

Contact: osgoodemelsa@gmail.com

MELSA aims to generate a sense of community among its membership, to raise awareness of current issues touching the Middle Eastern community and to enhance its members experience at Osgoode.

Osgoode Negotiation Club

Contact: osgoode.onc@gmail.com

The Osgoode Negotiation Club is dedicated to improving the negotiation skills of students. Throughout the academic year, the club hosts drop-in seminars and practice sessions that focus on various negotiation strategies and scenarios. It will also be hosting the first ever Osgoode Negotiation Competition in the winter 2018 semester, open to all students.

Osgoode OUTlaws

Contact: outlaws@osgoode.yorku.ca

Facebook: facebook.com/osgoodeoutlaws

The Osgoode OUTlaws is the LGBTQ+ student group at Osgoode Hall Law School. Our goal is to serve as a club where LGBTQ+ students can socialize in a queer-friendly atmosphere, as well as network with LGBTQ+ members of the profession and learn about issues that affect our community from a legal perspective. We encourage LGBTQ+ students to join our club and attend our events. All Osgoode students are welcome to become members of the club or sign up for the email distribution list to learn about upcoming events.

Osgoode Peer Support Centre

Contact: opsc@osgoode.yorku.ca

Facebook: facebook.com/OsgoodePeerSupportCentre

OPSC is an entirely student-driven service for Osgoode students seeking a positive space to speak about issues such as social, emotional, academic, financial, relationship, sexual orientation, discrimination and other personal stressors. We run a variety of events that include bringing therapy dogs to campus, providing students with an "Exam Tips" Filing Cabinet that is full of snacks, running recipe days, preparing 1L postcards and organizing social media initiatives such as Beyond the OCI and Mental Health Mondays. OPSC also provides services including a Peer Support Network and an Alumni Support Program.

Osgoode Personal Injury Insurance Defence Association (PIIDA)

The Personal Injury Insurance Defence Association (PIIDA) is an educational student-run organization at Osgoode Hall Law School that aims to provide students with a platform to explore the intersection of tort, insurance law, and litigation. The organization works to promote student interest in the practice areas of personal injury and insurance defence and provides a forum that facilitates learning. In previous years, PIIDA achieved this through organizing events such as a panel discussion with plaintiff and defence practitioners among

other networking and social events. We are committed to academic excellence, advocacy, and the development of bridges between the law school, practitioners, and the community at large.

Osgoode Society Against Institutional Injustice (OSAI)

Contact: osaii@osgoode.yorku.ca

In recognition of the critical challenges that are sometimes faced by members of our society when dealing with powerful institutions, the Osgoode Society Against Institutional Injustice (OSAI), is created to provide a place where Osgoode Hall Law students, faculty, and associates can address issues such as systemic racism, sexism, and other forms of discrimination that go unchallenged when perpetrated by prominent public and private institutions.

Osgoode Society for Corporate Governance

Facebook: facebook.com/OsgoodeSocietyForCorporateGoverance/

"Business, Governance, Guidance"

The Osgoode Society for Corporate Governance (OSCG) is an organisation that helps students learn how to leverage the law to support effective corporate governance through events and hands-on pro bono opportunities. Connected strongly to business law, the OSCG explores how corporate governance can improve business performance, develop capital markets and promote ethical business practices and standards in emerging economies.

We collaborate with the [International Finance Corporation](#) (IFC) and assist with their promotion of corporate governance in the global south through research projects and international internships. We also partner with the Ontario Branch of the [Institute of Corporate Directors](#) (ICD) which provides our club with some complementary tickets to attend monthly ICD Professional Development events and the opportunity to develop legal research skills through ICD internships.

Osgoode Student Animal Legal Defense Fund (SALDF)

Contact: osgoodesaldf@gmail.com

Website: osgoodesaldf.weebly.com

The Osgoode Student Animal Legal Defense Fund aims to raise awareness of and explore issues concerning animals and their relationship to us and to the law. Animal law is a fascinating and emerging area of the law whose important issues—which range from joint pet custody following divorce to regulating the welfare of farm animals to animal rights—are receiving increasing attention. The club's attitude is laid back and friendly, and we organize fun and

interesting activities, including vegan bake giveaways, guest speakers, film nights, and excursions to Toronto's veggie restaurants. Vegetarianism is not a requirement!

Osgoode's Tax Law Association (OTLA)

Contact: osgoode.tla@gmail.com

Facebook: facebook.com/groups/OsgoodeTaxLawAssociation

Osgoode's Tax Law Association (OTLA) welcomes everyone with any level of interest in taxation law to become a member; from those wanting to find out what taxation law is, to those who rigorously understand the area. Your approachable OTLA executive will be organizing taxation law events throughout the 2017-18 year, and will help answer any questions you may have about the field. We look forward to speaking with you about your interest in taxation law!

Osgoode Women's Network (OWN)

Contact: ownlaw@gmail.com

Website: ownosgoode.wordpress.com

Facebook: facebook.com/OsgoodeWomensNetwork

Osgoode Women's Network (OWN) is a student association that offers women law students a professional network within the Osgoode community and legal profession as a whole. Our aim is to facilitate networking events, mentoring relationships, and skills development opportunities that suit the career objectives and needs of members. Some of our activities include career panels, an annual networking event, community initiatives, mentorship program, and career advice sessions. Based on the principles espoused by the "Justicia Project", our intention is to educate women law students about the resources and opportunities available to them in the practice of law and to critically engage with the issues women in the profession currently face.

Pro Bono Students Canada

Contact: probono@osgoode.yorku.ca

Pro Bono Students Canada is a multiple award-winning law student program that provides legal services without charge to organizations and individuals in need in Canada. We are the only national law student program in Canada, the only national pro bono program in the country, and the only national pro bono service organization anywhere in the world. PBSC has chapters at all 22 law schools in Canada. Each year, PBSC provides 1400-1500 law students with volunteer opportunities to develop their legal skills by serving up to 400 organizations from coast to coast. PBSC volunteers increase access to justice in Canada by providing high quality, professional legal assistance to vulnerable populations and individuals.

Real Estate Law Association (RELA)

Contact: osgoode.rela@gmail.com

The Real Estate Law Association (RELA) is designed to promote and enhance Osgoode students' real estate law education. RELA seeks to further its members' interests in real estate law through networking events with real estate lawyers and industry professionals, and by providing a forum for Osgoode students to meet other like-minded students. Past club events include career panels and firm tours. If you have any interest in real estate law, whether it is a whim or life-long passion, RELA is a great place to make friends and learn a little more about this field. We hope to see you soon!

South Asian Law Students' Association (SALSA)

Contact: salsa@osgoode.yorku.ca

Facebook: facebook.com/osgoodeSALSA

Twitter: [@SalsaOsgoode](https://twitter.com/SalsaOsgoode)

Osgoode's South Asian Law Students' Association (SALSA) is an organization dedicated to maintaining a social and supportive community of students who identify with South Asia. SALSA is also a network that promotes the advancement of its members through professional development, mentorship, community service, and collaboration with external partners. In all its work, SALSA is committed to increasing awareness about legal issues that affect marginalized communities, and promoting cultural understanding and exchange between all members of society.

Student Caucus

Contact: StudentCaucus@osgoode.yorku.ca

Student Caucus, along with Legal & Lit, forms Osgoode's student government. We represent student views at the faculty and administrative level in order to improve overall academic life. SC is composed of an Executive and Representatives for 1st, 2nd, and 3rd year students. Each spring Osgoode students elect their 2nd and 3rd year Representatives, and those Representatives vote to determine the SC Executive. 1st year Representatives are elected by their section at the start of fall term. Drop by our table if you're interested in becoming involved or want to see what we've been up to over the summer!

Student Public Interest Network Legal Action Workshop (SPINLAW)

Contact: spinlaw@osgoode.yorku.ca

Website: spinlaw.ca

Facebook: facebook.com/StudentPublicInterestNetworkLegalActionWorkshop

Twitter: [@SPINLAW](https://twitter.com/SPINLAW)

SPINLAW (Student Public Interest Network Legal Action Workshop) is an annual conference organized by law students from the UofT Faculty of Law and Osgoode Hall Law School, which aims to raise awareness and generate discussion about public interest issues. The conference creates space for students, lawyers, legal scholars, legal professionals, community organizers, and community members to share their experiences and perspectives on current social justice issues.

SPINLAW is a great opportunity for community organizers, activists, and progressive thinkers to learn new skills, network with legal professionals and continue the dialogue about the meaning of justice.

Note: For an updated list of Osgoode Clubs, please see: legalandlit.ca/wp-legalandlitca/clubs/.