



Tab 6

Ryerson University Proposed Integrated Practice Curriculum

Professional Development & Competence Committee

April 25, 2019

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Motion

That Convocation approve the application by Ryerson University to have its Juris Doctor (JD) program designated as an Integrated Practice Curriculum (IPC), which satisfies the experiential training requirements for lawyer licensing.

Executive Summary

In 2018, Convocation endorsed the decision of the Federation of Law Societies of Canada (FLSC) to grant preliminary approval of a proposed law school at Ryerson University. Subsequently, Ryerson approached the Law Society to request approval of a proposed IPC to satisfy the Law Society's experiential training requirements for lawyer licensing.

The Law Society criteria (Integrated Law Practice Program for Law Schools) consist primarily of a competencies achievement list outlining required skills and tasks that develop the competencies. An analysis of the Ryerson IPC proposal indicates that its JD program would enable students to achieve the listed competencies. Moreover, the establishment of an IPC at Ryerson would further Convocation's policy objective, described in the December 2018 lawyer licensing report, to encourage law schools to integrate more experiential training into the law school experience.

The Ryerson IPC proposal has been considered by the Professional Development & Competence Committee (Committee); it recommends that Convocation approve the Ryerson IPC as satisfying the Law Society's experiential training requirements for lawyer licensing.

Background

A. Context

In December 2017, the FLSC Canadian Common Law Approval Committee granted preliminary approval of the proposed Ryerson law school.¹ In February 2018, Convocation accepted the Committee's recommendation to endorse the FLSC approval. However, the original Ryerson proposal did not include an IPC.² Ryerson has now submitted a formal application for approval of its JD program in this regard. The Ryerson proposal is attached as **TAB 6.1**.

Successful completion of an IPC enables licensing candidates to enter the licensing process without completing the experiential training component of licensing – the Articling

¹ The FLSC report on Ryerson's application is available at <https://flsc.ca/school/ryerson-university>

² However, the original Ryerson proposal did provide that students would be required to complete a onesemester professional placement in a legal clinic run by Ryerson or in another organization (government, non-governmental organization, law firm, or corporation)

Program or the Law Practice Program (LPP) or Programme de Pratique du droit (PPD). Following completion of an IPC, candidates are required to successfully complete licensing examinations and fulfill the good character requirement to be called to the bar.³

B. Previous Decisions

In November 2013, Convocation accepted the Committee's recommendation to approve the IPC at Lakehead University as satisfying the Law Society's experiential training requirement for lawyer licensing.⁴ At Lakehead's Bora Laskin Faculty of Law, substantive law subjects are taught together with necessary practice skills. In addition, students graduating from Bora Laskin complete a four-month practice placement under supervision during their third year.⁵

C. Policy Objective

Convocation has recommended that the Law Society explore areas of collaboration with the legal academy to integrate more experiential training into the law school experience. The December 2018 Committee report to Convocation provided that:

With so much at stake for both the public and licensees, the Committee recommends that the Law Society reach out to the academy and explore areas of collaboration with respect to integrating more experiential training into the law school experience. The Committee notes that all law schools are offering an increasing number of experiential learning opportunities and Lakehead University has successfully incorporated the IPP into the law school curriculum. Moreover, through the DOL, some members of the legal academy have invited the Law Society to engage in a dialogue in the coming months regarding the future of legal education.⁶

Analysis

A. Framework

Licensing requirements are critical to the public interest. The Law Society is responsible for ensuring that all persons who enter the legal professions are qualified to meet standards of professional competence and do not pose a risk to the public. Section 4.1(a)

³ Law Society By-Law 4 (section 7) provides that licensing applicants who have completed an "integrated law degree" are exempt from the experiential training requirement. By-Law 4 may be accessed online at <https://lawsocietyontario.azureedge.net/media/iso/media/about/governance/by-laws/by-law-4-licensing-01-15-18.pdf>

⁴ Lakehead had initially submitted a proposal to integrate the Law Society's LPP competency and work placement requirements into the three year law school curriculum

⁵ Integrated Practice Curriculum Summary, Bora Laskin Faculty of Law, Lakehead University, August 2018, p. 1.

⁶ PDC report to Convocation, December 2018, online at https://lawsocietyontario.azureedge.net/media/iso/media/about/convocation/2018/convocation-dec-2018-professional-regulation-committee-report_1.pdf/

of the *Law Society Act* provides that it is a function of the LSO to ensure that “all persons who practise law in Ontario or provide legal services in Ontario meet standards of learning, professional competence and professional conduct that are appropriate for the legal services they provide.”

Components of an IPC

In 2014, the Law Society developed a competencies achievement list for evaluating whether a proposed Integrated Law Practice Program satisfied Law Society requirements. This list details the entry-level skills and tasks for an IPC and is attached as **TAB 6.2**.⁷ In order to satisfy Law Society requirements for an Integrated Law Practice Program, training and assessment activities must take place during the law degree, rather than outside the academic curriculum (such as during the summer). This requirement ensures that skills and tasks training continue to the end of the third year of law school immediately before the candidate begins the lawyer licensing process.

Further, the Law Society also requires that the work placement component of an Integrated Law Practice Program immediately follows substantial achievement of a significant proportion of the required experiential training and assessment. This required sequencing ensures that candidates are prepared for work placements and are able to apply the skills they have acquired as part of the program in a workplace setting.

The Law Society also requires that an approved Integrated Law Practice Program engage instructors with practical experience who can support students' skills development. An Integrated Law Practice Program will be subject to verification, at the Law Society's request, to ensure that the instruction, demonstration, and assessment requirements have been met.

Analysis of the Ryerson IPC Proposal Against Law Society Requirements

In order to complete the JD program at Ryerson, students will be required to complete 26 mandatory courses. The Ryerson application includes seven charts mapping the required competencies against the 26 mandatory courses in the program. The Ryerson proposal has been analysed against the skills, tasks, and competencies set out in the Law Society's Integrated Law Practice Program document. This analysis indicates that the Ryerson proposal incorporates all of the elements of the Law Society's competencies achievement list.

The Ryerson curriculum also includes additional supplementary competencies. These relate to technology, emotional and cultural awareness skills, change management, autonomy, professional capacity, and social innovation. The Ryerson application describes the incorporation of these skills into the JD program at page 14.

B. Recommendations and Rationale

Given that the proposed program fulfills the Law Society requirements listed above and is

⁷ The Law Society's entry-level skills and tasks competencies for an Integrated Law Practice Program, or Integrated Practice Curriculum, reflect the entry-level practice competencies set out in the FLSC National Admission Standards Competency Profile and Law Society requirements related to experiential training in the current licensing process.

consistent with the policy objective described above, the Committee recommends that the Ryerson JD program be designated as an IPC.

Implementation

A. Policy Implementation

Ryerson will begin accepting applications in August 2019, anticipating that the law school will open in September 2020.⁸ Ryerson will also be informing the FLSC Canadian Common Law Approval Committee of its proposal.

B. Metrics

The performance of Ryerson graduates on the Law Society licensing examinations will offer one method of measuring the extent to which the Ryerson IPC ensures appropriate standards of professional competence and readiness for the Law Society licensing process.

C. Follow Up

It is anticipated that Ryerson University will provide the Law Society with reports about the Ryerson curriculum and work placements offered by the program.

⁸ Ryerson IPC application, **TAB 1.1**, p. 2. Also see Ryerson University Faculty of Law Frequently Asked Questions, online at <https://www.ryerson.ca/law/faq/>.

An Application to Designate Ryerson’s Juris Doctor Degree an Integrated Practice Curriculum

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1. Executive Summary

Ryerson University is applying to have our new Juris Doctor program designated as an Integrated Practice Curriculum (IPC). This proposal for the Ryerson law school is separate from the University's discussions with the Law Society of Ontario (the LSO) about the continued offering of the Ryerson Law Practice Program. Our application is based on the requirements outlined in the 2014 report by the LSO's Professional Development and Competence Committee (the PD&C Committee):¹ the set of 240 separate competencies – skills, tasks, and activities – listed in the National Entry to Practice Competency Profile for Lawyers and Quebec Notaries. These competencies have been deemed essential by the LSO to provide a comprehensive preparation for legal practice.

This proposal to gain an IPC designation for Ryerson's program is a natural outgrowth of the planning and preparation that has taken place over the past two years as we prepare for the first intake of students in September 2020. Ryerson's program has been built from its very conception on a pedagogical model that emphasizes practice readiness on a solid academic foundation for our graduates. This follows from Ryerson's long-standing commitment to experiential learning and career-readiness in all of its programs. The originating committee of academics who devised the program were intent from the very beginning to work with the profession and the LSO to ensure this vision was optimally met in both our curriculum and pedagogy. In particular, one of the program's pillars is the implementation of an innovative co-teaching model that utilizes both tenure-stream faculty and practitioner-instructors. Now that preparations for the Faculty's first year of operations are underway, we are beginning the process of attracting a group of faculty and practitioners who are experienced in, and open to, the experiential methods that our teaching model requires.² As these faculty and practitioners come on board, they will be working with our Learning and Teaching Office as well as our newly hired head of experiential learning at the university to begin ensuring that the model, as envisioned in our proposal, is applied from the very first day that classes begin in September 2020.

This application outlines how the mandatory courses in the Ryerson program, as presented to the Federation of Law Societies of Canada (FLSC) in Ryerson's 2017 submission,³ meet the LSO competencies. Added to the set of 240 are 11 supplementary competencies incorporated in Ryerson's FLSC submission. These relate to technology, emotional and cultural awareness, change management, social innovation, and autonomy and professional capacity.

In its report, the PD&C Committee flags three types of training students should receive in a particular competency: exposure (E), the need to demonstrate (D) ability, and inclusion in a work placement inclusion (WP). The PD&C Committee identifies which of these three types of training should be covered in each competency category. For virtually all categories, exposure is

¹ *Integrated Law Practice Program for Law Schools*, The Law Society of Upper Canada, May 2014.

² In the first year of the curriculum, for example, the intent is to employ tenure-stream faculty covering the lecture portion of the most of the semester long courses and practitioner instructors handling the intensive bootcamps and the breakout teaching in each of the semester long courses.

³ These courses and their attributes are detailed in the Canadian Common Law Program Approval Committee of the Federation of Law Societies of Canada, *Report on an Application by Ryerson University for Approval of a Proposed Law School Program*, FLSC, December 2017, <https://flsc.ca/wp-content/uploads/2017/12/Approval-Committee-Ryerson-Report-Dec-2017-C.pdf>.

required. Demonstration is required in over half the categories. Incorporation in a workplace placement applies to 14 of them. The PD&C Committee also makes use of the five goals of transitional training outlined in the LSO's *Pathways to the Profession*.⁴

- *Application of ethical and professionalism principles in professional, practical, and transactional contexts*: This goal is addressed by the requirements covered in Section 2.1: Ethics and Professionalism Skills and Section 3.1.1 Ethics, Professionalism and Practice Management Tasks in this document.
- *Consideration of practice management issues, including the business of law*. This goal is addressed by the requirements covered in Section 2.6 Practice Management Skills, Section 3.1.2 Establishing the Client Relationship Tasks, Section 3.1.3 Conducting Matter Tasks, Section 3.2 Adjudication, Alternative Dispute Resolution Tasks and Activities, and Section 3.3 Transactional, Advisory Matters Tasks and Activities in this document.
- *Application of defined practice and problem solving skills through contextual or experiential learning*: This goal is addressed by the requirements covered in Section 2.2 Oral and Written Communication Skills, Section 2.3 Analytical Skills, Section 2.4 Research Skills, 2.7 Technology Related Skills, Section 2.9 Change Management Skills, and Section 2.11 Social Innovation Skills in this document.
- *Socialization from student to practitioner*: This goal is addressed by the requirements covered in Section 2.5 Client Relationship Management Skills, Section 2.8 Awareness Skills, and Section 2.10 Autonomy and Professional Capacity Skills in this document
- *Introduction to systemic mentoring*: This goal is addressed by the innovative co-teaching model utilized in virtually all mandatory courses in the program with practitioner instructors working in tandem with tenure-stream faculty members while providing oversight and mentoring to small groups and individual students.

This document incorporates seven charts showing how the PD&C Committee's required competencies can be mapped against the 26 mandatory courses in Ryerson's program. A brief narrative accompanies the charts to contextualize their imbedded information. For the 45 competency categories where the PD&C Committee has identified the need for a formal independent assessment, examples are provided in the key appended to each chart.

Figure 1 below provides a summary of these charts by mapping the 19 groups of competencies against the 26 mandatory courses in Ryerson's program.⁵ This chart exhibits the mandatory three-year path of training for all students in the program, given that it is limited to the mandatory courses in the three years of the program, with the courses shown in the very same order as they appear in the curriculum.

⁴ The Law Society of Upper Canada, *Articling Task Force Report - Pathways to the Profession: A Roadmap for the Reform of Lawyer Licensing in Ontario*, October 2012, p. 25; repeated in Appendix 2 of *The Law Society of Upper Canada Request for Proposal for Law Practice Program*, February 3, 2013, p. 101.

⁵ In Figure 1, a particular course is highlighted as either exposure (E), demonstration (D) of ability, or inclusion in a work placement (WP), if the course is tagged for that particular scope of training in at least one competency within the group.

This document incorporates two appendices. Appendix A provides a useful reference tool by giving: (1) an annotated list of the LSO's competency categories, (2) the specific assessment criteria associated with all of these categories, and (3) the formal independent assessments that have been identified in Ryerson's mandatory courses for the 45 categories in which these assessments are deemed necessary. Appendix B provides the 26 outlines of the mandatory courses in the Ryerson program.

Key to Figure 1

Skills

- 2.1 Ethics and Professional Skills*
- 2.2 Oral and Written Communication Skills*
- 2.3 Analytical Skills*
- 2.4. Research Skills*
- 2.5 Client Relationship Management Skills*
- 2.6.1 Practice and File Management*
- 2.6.2 Practice Structure*
- 2.7 Technology Related Skills*
- 2.8 Emotional and Cultural Awareness Skills*
- 2.9 Change Management Skills*
- 2.10 Autonomy and Professional Capacity Skills*
- 2.11 Social Innovation Skills*

Tasks and Activities

- 3.1.1 Ethics, Professionalism and Practice Management*
- 3.1.2 Establishing the Client Relationship*
- 3.1.3 Conducting Matter*
- 3.2.1 Adjudication, Alternative Dispute Resolution Tasks*
- 3.2.1 Adjudication, Alternative Dispute Resolution Activities*
- 3.3.1 Transactional, Advisory Matters Tasks*
- 3.3.2 Transactional, Advisory Matters Activities*

Skills

The range of skills covered in the LSO's IPC requirements is taken directly from the National Entry to Practice Competency Profile, and includes groups of skills in ethics and professionalism, oral and written communication, analysis, research, client relationship management, and practice management. To these skills groups, we have added the five supplementary skills sets in technology, emotional and cultural awareness, change management, social innovation, and autonomy and professional capacity that were included in Ryerson's FLSC submission.

2.1 Ethics and Professionalism Skills

The program's coverage of ethics and professionalism skills is shown in Figure 2 below. The skills associated with identifying, critically thinking about, and making decisions concerning ethical issues are covered in most of the foundational courses in first year as well as the practice-focused courses in second year. Examples of relevant assessments include the client interview and documentation role playing assignment in *Ethics and Professionalism* and the individual reflection paper and collaborative decision-tree diagram assignment in *Foundations of Law and Legal Methods*. (For details, see the outlines in Appendix B.)

The skill 'resolving ethical issues' is covered in several courses in first year and second year. Relevant assessments include the analysis of complaint document in *Ethics and Professionalism* and the OHRT application/response group project in *Advocacy and ADR*.

2.2 Oral and Written Communication Skills

The coverage of oral and written communication skills is also shown in Figure 2 below. The oral and written communication skills associated with linguistic clarity, identifying a communication's purpose, utilizing proper grammar and spelling, and using language suitable to the purpose are imbedded in virtually all the program's courses and their assessments. Exposure to the skills eliciting information from clients, explaining the law to laypeople and obtaining instructions from clients is covered in most of the courses in first year, with demonstration of these skills concentrated in the practice-focused courses in second year. Relevant assessments include the simulated client interview in the *EQ/CQ Bootcamp* and the client file assignment in *The Business of Lawyering*.

Conducting and documenting client interviews as well as preparing litigation and solicitor documents based on these interviews are primarily covered in the practice-focused courses in second year. Relevant assessments include the case summary and opinion and draft pleadings for a motion assignment in *Legal Research and Writing*, the written submission to a board and draft application to appeal assignment in *Administrative and Regulatory Law*, the contract drafting assignment in *Contract Law*, the contract drafting group work and corporation problem solving assignments in *Business Law*, the drafting assignments and problem-solving scenarios in *Civil Procedure*, the group analysis and discussion-based presentation assignment in *Wills and Estates* and the draft judgment group project in *Advocacy and ADR*.

Advocacy and negotiation skills are covered in a few key courses in second year. Relevant assessments include the oral advocacy exercise in *Torts Law*, the domain name dispute

assignment in *IP and Privacy*, the contract clause negotiation assignment in *Contract Law*, and the agreement negotiation exercise in *Indigenous Law*.

Key to Figure 2

2.1 Ethics and Professional Skills

- a. Identify ethical issues and problems (*Ethics and Professionalism*: Client Interview and Documentation Role Playing)
- b. Engage in critical thinking about ethical issues (*Fdns. of Law and Leg. Methods*: Individual Reflection Paper)
- c. Make informed and reasoned decisions about ethical issues (*Fdns. of Law and Leg. Methods*: Collaborative Decision-Tree Diagram)
- d. Resolve ethical issues (*Ethics and Professionalism*: Analysis of Complaint Document; *Advocacy and ADR*: OHRT Application or Response Group Project)

2.2 Oral and Written Communication Skills

- a. Communicate clearly in the English or French language
- b. Identify the purpose of the proposed communication
- c. Use correct grammar and spelling
- d. Use language suitable to the purpose of the communication and for its intended purpose
- e. Elicit information from clients and others (*EQ/CQ Bootcamp*: Simulated Client Interview)
- f. Explain the law in language appropriate to the audience
- g. Obtain instructions from client (*Business of Lawyering*: Client File)
- h. Document client meetings
- i. Participate/attend interview with witnesses and/or experts
- j. Prepare witness statements, affidavits, or other court documents based on interview (*Civil Procedure*: Drafting Assignments)
- k. Use precedents to prepare legal documents (*Civil Procedure*: Problem-Solving Scenarios)
- l. Effectively formulate and present well-reasoned and accurate legal argument, analysis, advice or submissions (*Legal Research and Writing*: Case Summary and Opinion; *Admin. and Reg. Law*: Written Submission to Board; *Advocacy and ADR*: Draft Judgment Group Project)
- m. Prepare litigation documents (*Legal Research and Writing*: Draft Pleadings for a Motion; *Adm. and Reg. Law*: Draft Application to Appeal)
- n. Prepare solicitor documents (*Contract Law*: Contract Drafting; *Business Law*: Contract Drafting Group Work Assignment and Corporation Problem Solving Assignment; *Wills and Estates*: Group Analysis and Discussion-Based Presentation - Simulated Scenario)
- o. Advocate in a manner appropriate to the legal and factual context in each of an adjudicative context and non-adjudicative context (*Torts Law*: Oral Advocacy Exercise; *IP and Privacy*: Domain Name Dispute Resolution Process)
- p. Negotiate in a manner appropriate to the legal and factual context (*Contract Law*: Contract Clause Negotiation; *Indigenous Law*: Agreement Negotiation Exercise)

2.3 Analytical Skills

The coverage of analytical skills is shown in Figure 3 below. Identifying facts and issues, analyzing research results, applying the law, and assessing courses of action and likely outcomes are covered in a broad range of courses in both first year and second year. Relevant assessments include the case comment and charter factum assignments in *Constitutional Law*, the analysis of an Indigenous law issue in *Indigenous Law*, the group analysis assignment in *Wills and Estates*, and the access to justice project presentation in *Access to Justice Solutions*.

The more contextual skills tied to identifying client goals, due diligence requirements, and the appropriateness of alternatives for resolving particular issues or disputes are covered in a range of first year courses, with the demonstration of these skills left primarily to the practice-focused courses in second year. Relevant assessments include the establishing client relationship exercise in *Ethics and Professionalism*.

2.4 Research Skills

The coverage of research skills is also shown in Figure 3 below. The skills associated with factual and legal research as well as research on procedural issues and the utilization of documentation and pre-existing research results are covered in most of the program's courses and in a wide array of assessments. Reporting research results to other lawyers and clients is covered in the practice-based second year courses. Relevant assessments include the paper-based mock trial process in *IP and Privacy*.

2.5 Client Relationship Management Skills

The coverage of client relationship management skills is also shown in Figure 3 below. Developing legal strategy, advising clients, and documenting client advice and instructions are covered throughout the program. Numerous assessments require demonstrating one or other of these skills. Examples include the client interview and documentation role playing assignments in *Ethics and Professionalism*, the client file in *The Business of Lawyering*, the mock trial process in *IP and Privacy*, and the simulated client interview in the *EQ/CQ Bootcamp*,

The treatment of dishonest and missing clients, handling inadvertent disclosures, and understanding professional obligations when an error is made are covered in *The Business of Lawyering* and *EQ/CQ Bootcamp*, with relevant assessments including the written memo on lawyers' duties in *The Business of Lawyering* and the reflective submission in the *EQ/CQ Bootcamp*.

Key to Figure 3

2.3 Analytical Skills

- a. Identify clients' goals and objectives (*Ethics and Professionalism: Establishing Client Relationship Exercise*)
- b. Identify relevant facts, and legal, ethical, and practical issues (*Will and Estates: Group Analysis and Discussion-Based Presentation - Simulated Scenario*)
- c. Analyze results of research (*Indigenous Law: Analysis of Indigenous Law Issue*)
- d. Identify due diligence required
- e. Apply the law to the legal and factual context (*Constitutional Law: Charter Factum Assignment*)
- f. Assess possible courses of action and range of likely outcomes (*Constitutional Law: Case Comment*)
- g. Identify and evaluate the appropriateness of alternatives for resolution of the issues or dispute

2.4. Research Skills

- a. Conduct factual research
- b. Conduct legal research
- c. Conduct research on procedural issues (*IP and Privacy: Paper-Based Mock Trial Process*)
- d. Review and/or summarize relevant documentation
- e. Interpret and apply results of research
- f. Report results of research to client/lawyer

2.5 Client Relationship Management Skills

- a. Manage client relationships
- b. Develop legal strategy in light of client's circumstances (*EQ/CQ Bootcamp: Simulated Client Interview*)
- c. Advise client in light of client's circumstances
- d. Maintain client communications
- e. Document advice given to and instructions received from client
- f. Deal with the dishonest client
- g. Deal with the missing client
- h. Deal with inadvertent disclosure
- i. Understand professional obligations when lawyer makes an error

2.6 Practice Management Skills

The coverage of practice management skills is shown in Figure 4 below. The skills related to time management, delegating tasks, supervision, file management, and the management of professional responsibilities are all closely tied to preparation to practise law. These are a central focus of the practice-focused courses in the program's second year, with the delivery method stressed in these courses – one involving mentored students firms and group work – ensuring that these skills are intensively covered in a variety of assessments. As for the skill management of finances, it is covered primarily in the *Ryerson Law School Bootcamp*, the *Financial Bootcamp* and *The Business of Lawyering*. Relevant assessments of management of finances include the client file assignment in *The Business of Lawyering*.

2.7 Technology Related Skills

Technology related skills, as well as the further four groupings below, are supplementary ones incorporated in the Ryerson FLSC submission. The coverage of all these skills is shown in Figure 4 below. Technology related skills are covered in the *Technology Innovation Bootcamp* and the technology-focused offerings in the fourth semester. Relevant assessments include the regulatory technology assignment in the *Technology Innovation Bootcamp*, the Python-based case study and assessment of proficiency in legal tech in the *Coding Bootcamp*, and the 10 key observations from secondary research assignment in *Legal Innovation*.

2.8 Emotional and Cultural Awareness Skills

Emotional and cultural awareness skills are covered primarily in the *Ryerson Law School Bootcamp* and the *EQ/CQ Bootcamp*. Relevant assessments include the personal and professional development proposal in the first of these bootcamps and the simulated client interview exercise and EI competencies reflection assignment in the second.

2.9 Change Management Skill

This skill is the focus of the capstone second-year course *Access to Justice Solutions*. The main associated assessment is the semester-long project in this course.

2.10 Autonomy and Professional Capacity Skills

These skills are highlighted in the practice-focused courses in second year as well as the *EQ/CQ Bootcamp*. Relevant assessments include the business plan assignment in *Legal Innovation* and the reflective submission in the *EQ/CQ Bootcamp*.

2.11 Social Innovation Skill

This skill is stressed in three courses: *Social Innovation and the Law*, *Legal Innovation*, and *Access to Justice Solutions*. Relevant assessments include the group presentation on innovation in law in *Social Innovation and the Law*.

Figure 4

Practice Management Skills/New Skills from Ryerson Submission

		2.6.1a	2.6.1b	2.6.1c	2.6.1d	2.6.1e	2.6.2a	2.7a*	2.7b*	2.7c*	2.7d*	2.8a*	2.8b*	2.8c*	2.9a*	2.10a*	2.10b*	2.11a*			
		E	E	E	E	E	E	D	E	D	E	D	E	D	E	D	E	D	E	D	
Year 1	Intro Bootcamp																				
	Lgl Research and Writing																				
	Contracts																				
	Torts																				
	Property																				
	Ethics and Prof																				
	Tech Innov Btcmp																				
	Fdns of Law																				
	Criminal																				
	Constitutional																				
	Adm and Reg																				
	Indigenous Law																				
Year 2	Fncial Bootcamp																				
	Bus of Lawyering																				
	Business Law																				
	Family Law																				
	Civil Procedure																				
	Social Innovation																				
	Coding Bootcamp																				
	Advocacy and ADR																				
	Wills and Estates																				
	Legal Innovation																				
	IP and Privacy																				
	Access to Just Sol																				
Year 3	EQ/CQ Btcmp																				
	Prof Placement																				

*Formal Independent Assessment Required

	Exposure (E)
	Demonstration (D)
	Work Placement (WP)

Key to Figure 4

2.6.1 Practice and File Management Skills

- a. Manage time
- b. Delegate tasks and provide appropriate supervision
- c. Manage files
- d. Manage finances
- e. Manage professional responsibilities

2.6.2 Practice Structure Skills

- a. Prepare to practise law

2.7 Technology Related Skills

- a. Review options, analyze requirements, evaluate and apply technological solutions to legal issues (*Technology Innovation Bootcamp: Regulatory Technology Assignment*)
- b. Apply relevant tools to conduct data analytics in a range of legal contexts (*Coding Bootcamp: Python-Based Case Study*)
- c. Display digital literacy by communicating with technology professionals (*Coding Bootcamp: Assessment of Proficiency in Legal Tech*)
- d. Apply digital literacy to conduct business process analysis (*Legal Innovation: 10 Key Observations from Secondary Research*)

2.8 Emotional and Cultural Awareness Skills

- a. Recognize and respond to the emotional impact of words and actions on others (*EQ/CQ Bootcamp: EI Competencies Reflections*)
- b. Adapt and respond respectfully to differing cultural perspectives in communications (*EQ/CQ Bootcamp: Simulated Client Interview*)
- c. Relate their own professional goals to societal needs and public interest (*Ryerson Law School Bootcamp: Personal and Professional Development Proposal*)

2.9 Change Management Skill

- a. Utilize change management techniques in confronting novel legal issues (*Access to Justice Solutions: Project Presentation*)

2.10 Autonomy and Professional Capacity Skills

- a. Exercise initiative, personal responsibility and accountability in personal and group contexts (*EQ/CQ Bootcamp: EQ/CQ Implementation Project: Reflective Submission*)
- b. Manage learning in changing circumstances, both within and outside the discipline (*Legal Innovation: Write a Business Plan, Differentiate Competitors and Understand Implications*)

2.11 Social Innovation Skill

- a. Utilize social innovation skills to overcome barriers to justice and serve unmet legal needs (*Social Innovation: Group Presentation on Innovation in Law*)

3. General Tasks and Activities

The tasks and activities requirements are again taken directly from the National Entry to Practice Competency Profile. They include a groups of tasks in ethics and professionalism, establishing the client relationship, and conducting a matter, as well as tasks and activities in adjudication and alternative dispute resolution and in transactional and advisory matters.

3.1.1 Ethics, Professionalism and Practice Management Tasks

The coverage of ethics, professionalism and practice management tasks is shown in Figure 5 below. These tasks are incorporated in several practice-focused courses – in particular *Ethics and Professionalism* and *The Business of Lawyering*. Relevant assessments include the client interview and documentation role playing assignment and the analysis of complaint document in *Ethics and Professionalism* and the client file assignment in *The Business of Lawyering*.

Figure 5

Ethics, Professionalism and Practice Management Tasks

		3.1.1a*		3.1.1b		3.1.1c		3.1.1d*		3.1.1e		3.1.1f		3.1.1g		3.1.1h		3.1.1i		3.1.1j*		
		E	D	E	E	E	D	WP	E	E	E	E	E	D	E	D	E	D				
Year 1	Intro Bootcamp	Y				Y						Y	Y							Y		
	Lgl Research and Writing																					
	Contracts																					
	Torts																					
	Property																					
	Ethics and Prof	Y	Y																		Y	Y
	Tech Innov Btcmp																					
	Fdns of Law	Y	Y																		Y	Y
	Criminal																					
	Constitutional																					
	Adm and Reg																					
Indigenous Law																						
Year 2	Fncial Bootcamp											Y										
	Bus of Lawyering	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
	Business Law																				Y	Y
	Family Law					Y															Y	Y
	Civil Procedure																				Y	Y
	Social Innovation																					
	Coding Bootcamp																					
	Advocacy and ADR																				Y	Y
	Wills and Estates																				Y	Y
	Legal Innovation																					
	IP and Privacy																				Y	Y
Year 3	EQ/CQ Btcmp	Y	Y																	Y	Y	
	Prof Placement							Y														

*Formal Independent Assessment Required

- Exposure (E)
- Demonstration (D)
- Work Placement (WP)

Key to Figure 5

3.1 General Tasks

3.1.1 Ethics, Professionalism and Practice Management

- a. Identify and resolve ethical issues (*Ethics and Professionalism: Analysis of Complaint Document*)
- b. Use conflict management systems
- c. Identify need for independent legal advice
- d. Use time-tracking limitation reminder, and bring forward systems (*Business of Lawyering: Client File*)
- e. Use systems for trust accounting
- f. Use systems for general accounting
- g. Use systems for client records and files
- h. Use practice lists
- i. Use billing and collection systems
- j. Identify and deal with professional obligations (*Ethics and Professionalism: Client Interview and Documentation Role Playing*)

3.1.2 Establishing the Client Relationship Tasks

The coverage of client relationship tasks is shown in Figure 6 below. These tasks are primarily incorporated in the practice-focused courses in the program's second year. Relevant assessments include the client interview assignment in *Torts Law*, the establishing client relationship exercise and client interview and documentation role playing assignment in *Ethics and Professionalism*, the client file and written memo assignments in *The Business of Lawyering*, the client interview portion of the comprehensive integrated client file exercise in *Family Law*, the client interview and fact gathering portion of the comprehensive integrated client file exercise in *Wills and Estates*, the domain name dispute resolution process assignment in *IP and Privacy*, and the simulated client interview in the *EQ/CQ Bootcamp*.

Figure 6

Establishing the Client Relationship Tasks

		3.1.2a*			3.1.2b*			3.1.2c*			3.1.2d*			3.1.2e*			3.1.2f*		3.1.2g*		3.1.2h		3.1.2i*		3.1.2j*		3.1.2k*		3.1.2l*			3.1.2m		3.1.2n*		3.1.2o*							
		E	D	WP	E	D	WP	E	D	WP	E	D	WP	E	D	WP	E	D	E	D	E	D	E	D	E	D	E	D	E	D	WP	E	D	E	D	E	D	WP					
Year 1	Intro Bootcamp	■			■			■																																			
	Lgl Research and Writing																																										
	Contracts																																										
	Torts	■	■																																								
	Property																																										
	Ethics and Prof	■	■																																								
	Tech Innov Btcmp																																										
	Fdns of Law																																										
	Criminal																																										
	Constitutional																																										
	Adm and Reg																																										
Indigenous Law																																											
Year 2	Fncial Bootcamp	■	■		■	■		■	■					■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■	
	Bus of Lawyering	■	■		■	■		■	■					■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■	
	Business Law																																										
	Family Law	■	■		■	■								■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■	
	Civil Procedure				■																																						
	Social Innovation																																										
	Coding Bootcamp																																										
	Advocacy and ADR				■																																						
	Wills and Estates	■	■		■						■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■		■	■	
	Legal Innovation																																										
	IP and Privacy																																										
	Access to Just Sol																																										
	Year 3	EQ/CQ Btcmp	■	■		■	■					■																															
Prof Placement				■			■			■			■			■			■			■			■			■			■			■			■			■			■

*Formal Independent Assessment Required

- Exposure (E)
- Demonstration (D)
- Work Placement (WP)

Key to Figure 6

3.1.2 Establishing the Client Relationship Tasks

- a. Interview potential client (*Family Law*: Client Interview Portion of Comprehensive Integrated Client File Exercise)
- b. Confirm who is being represented (*Family Law*: Client Interview Portion of Comprehensive Integrated Client File Exercise)
- c. Confirm client's identity pursuant to applicable standards/rules (*Business of Lawyering*: Client File)
- d. Assess client's capacity and fitness (*Wills and Estates*: Client Interview and Fact Gathering Portion of Comprehensive Integrated Client File Exercise)
- e. Confirm who will be providing instructions (*Business of Lawyering*: Client File)
- f. Draft retainer/engagement letter (*Business of Lawyering*: Written Memo)
- g. Document client consent/instructions (*Business of Lawyering*: Client File)
- h. Discuss and set fees and retainers
- i. Establish rapport with the client (*EQ/CQ Bootcamp*: Simulated Client Interview)
- j. Determine the client's needs (*Ethics and Professionalism*: Establishing Client Relationship Exercise)
- k. Elicit information from the client (*Torts Law*: Client Interview)
- l. Document advice given to client and instructions received from client (*Ethics and Professionalism*: Client Interview and Documentation Role Playing Assignment)
- m. Manage client expectations
- n. Develop case strategy including mode of dispute resolution (*Family Law*: the Case Strategy Development Portion of Comprehensive Integrated Client File Exercise)
- o. Represent client in an appearance or through an ADR or settlement process (*IP and Privacy*: Domain Name Dispute Resolution Process)

3.1.3 Conducting Matter Tasks

The coverage of conducting matters tasks is shown in Figure 7 below. These tasks are covered in a range of courses, with relevant assessments including the comprehensive integrated client file exercises in *Family Law* and *Wills and Estates*.

Key to Figure 7

3.1.3 Conducting Matter

- a. Gather facts (*Family Law* and *Wills and Estates*: Comprehensive Integrated Client File Exercises)
- b. Identify applicable areas of law (*Family Law* and *Wills and Estates*: Comprehensive Integrated Client File Exercises)
- c. Seek additional expertise when necessary
- d. Conduct legal research and analysis (*Family Law* and *Wills and Estates*: Comprehensive Integrated Client File Exercises)
- e. Develop case strategy (*Family Law* and *Wills and Estates*: Comprehensive Integrated Client File Exercises)
- f. Identify mode of dispute resolution
- g. Conduct due diligence
- h. Draft opinion letter (*Family Law* and *Wills and Estates*: Comprehensive Integrated Client File Exercises)
- i. Draft demand letter
- j. Draft affidavit/statutory declaration
- k. Draft written submission (*Adm and Reg Law*: Written Submission to a Board)
- l. Draft simple contract/agreement
- m. Draft legal accounting
- n. Impose, accept, or refuse trust condition or undertaking
- o. Negotiate resolution of dispute or legal problem (*Family Law* and *Wills and Estates*: Comprehensive Integrated Client File Exercises)
- p. Draft a release
- q. Review financial statements and income tax returns

3.2 Adjudication and Alternative Dispute Resolution Tasks and Activities

The coverage of adjudication and alternative dispute resolution tasks and activities is shown in Figure 8 below. These tasks and activities are covered in a range of courses. Relevant assessments include the drafting assignments in *Civil Procedure* and argue a motion assignment in *Legal Research and Writing*.

3.3 Transactional and Advisory Matters Tasks and Activities

The coverage of transactional and advisory matters tasks and activities is also shown in Figure 8 below. These activities are covered in several courses and assessments, with particular emphasis in *Administrative and Regulatory Law*, *Civil Procedure*, and *Advocacy and ADR*. Relevant assessments include the written submission to a board in *Administrative and Regulatory Law*, the drafting assignments in *Civil Procedure*, and the OHRT application/response in *Advocacy and ADR*.

Key to Figure 8

3.2 Adjudication, Alternative Dispute Resolution

3.2.1 Tasks

- a. Draft pleading (*Civil Procedure: Drafting Assignments*)
- b. Draft court order
- c. Prepare or respond to a motion or application, civil or criminal (*Legal Research and Writing: Argue a Motion Assignment*)
- d. Interview and brief witness
- e. Conduct simple hearing or trial before an adjudicative body

3.2.2 Activities

- a. Prepare list of documents or an affidavit of documents
- b. Request and produce/disclose documents
- c. Draft brief

3.3 Transactional, Advisory Matters

3.3.1 Tasks

- a. Conduct basic commercial transaction
- b. Conduct basic real property transaction
- c. Incorporate company
- d. Register partnership
- e. Draft corporate resolution
- f. Maintain corporate records
- g. Draft basic will
- h. Draft personal care directive
- i. Draft power of attorney

3.3.2 Activities

- a. Use transactional checklists
- b. Prepare drafts of relevant transactional documents
- c. Fulfill appropriate regulatory requirements
- d. Identify forum, parties, stakeholders (*Adm and Reg Law: Written Submission to Board; Civil Procedure: Drafting Assignments; Advocacy and ADR: OHRT Application/Response*)
- e. Conduct and/or review relevant searches

Appendix A

The IPC Assessment Criteria and Assessment Requirements

2.1 Ethics and Professional Skills

- a. Identify ethical issues and problems (E,D) *(1) Identify and explain ethical obligations and responsibilities of a lawyer in each of a solicitor and barrister practice context. Consistently follow procedures related to engagement/retainers and/or document the scope of services. (2) Identify and explain the lawyer's duty to preserve client confidentiality and the appropriate measures to be taken. (3) Identify potential client conflict of interest issues and use client conflict management process. (4) Explain appropriate steps to take when asked by client to do something that would breach professional obligations.* (Required Assessment: e.g. Ethics and Professionalism: Client Interview and Documentation Role Playing)
- b. Engage in critical thinking about ethical issues (E,D) *(1) Identify the root cause(s) of ethical issues or problems to be resolved* (Required Assessment: e.g. Fdns. of Law and Leg. Methods: Individual Reflection Paper)
- c. Make informed and reasoned decisions about ethical issues (E,D) *(1) Apply a problem solving or decision making model to ethical issues. (2) Identify relevant legal provisions, rules of professional conduct, values of the legal profession, and/or best practices in evaluating possible solutions to resolve ethical issues.* (Required Assessment: e.g. Fdns. of Law and Leg. Methods: Collaborative Decision-Tree Diagram)
- d. Resolve ethical issues *(1) Articulate underlying ethical principles or values of the legal profession for resolution of ethical issues. (2) Resolve ethical issues in accordance with applicable rules of conduct and underlying values of the legal profession* (Required Assessment: e.g. Ethics and Professionalism: Analysis of Complaint Document)

2.2 Oral and Written Communication Skills

- a. Communicate clearly in the English or French language (D) *Communicate clearly in either English or French.* (No assessment required)
- b. Identify the purpose of the proposed communication (E) *Identify the purpose of proposed communications in the delivery of legal services.* (No assessment required)
- c. Use correct grammar and spelling (D) *Use correct grammar and spelling.* (No assessment required)
- d. Use language suitable to the purpose of the communication and for its intended purpose (D) *Use language suitable to the purpose and intended use of the communication.* (No assessment required)
- e. Elicit information from clients and others (E,D,WP) *(1) Identify and collect relevant information. (2) Employ a strategy in eliciting information from clients and others. (3) Use active listening skills to confirm understanding of responses. (4) Ask relevant questions tailored to situation.* (Required Assessment: e.g. EQ/CQ Bootcamp: Simulated Client Interview)
- f. Explain the law in language appropriate to the audience (E,D,WP) *(1) Tailor the form or level of discourse (verbal or written) in a manner appropriate to the audience. (2) Confirm that audience (clients or others) have understood the explanation of the law or legal advice.* (No assessment required)
- g. Obtain instructions from client (E,D,WP) *Identifies the client's instructions and assumptions/considerations on which instructions are based.* (Required Assessment: e.g. Business of Lawyering: Client File)
- h. Document client meetings (WP) *(1) Prepare a complete record of the content of the meeting or interview, including rationale for advice and client's instructions. (2) Document accurately the advice given and instructions received. (3) Avoid documenting irrelevant information.* (No assessment required)
- i. Participate/attend interview with witnesses and/or experts (WP) *Prepare for and participates in interviews with witnesses and/or experts.* (No assessment required)

- j. Prepare witness statements, affidavits, or other court documents based on interview (E,D) (1) *Prepare affidavits based on witness and/or client interview. (i) Affidavit in accordance with court forms. (ii) Includes all relevant facts. (iii) Organized in logical fashion. (iv) Emphasizes favourable/neutralizes unfavourable. (v) Sources for deponents statements based on information and belief are indicated as such and such source identified. (vi) Free of spelling and grammar errors. (2) Participates in or demonstrates the proper commissioning of affidavits. (3) Describes and articulates the basis for following proper procedures in administering or commissioning oaths. (4) Prepare witness statements. (Required Assessment: e.g. Civil Procedure: Drafting Assignments)*
- k. Use precedents to prepare legal documents (E,D) *Amend/modify existing precedents to prepare drafts of legal documents tailored/appropriate to each client matter. (Required Assessment: Civil Procedure: Problem-Solving Scenarios)*
- l. Effectively formulate and present well-reasoned and accurate legal argument, analysis, advice or submissions (E,D) (1) *Articulate a persuasive legal argument and analysis that considers the opposing position in both oral and written form. (2) Effectively present a persuasive legal argument and/or analysis of each of the following documents: memoranda of law, advice/opinion, letters -3.1.3(h), written submissions 3.1.3(k). (Required Assessment: e.g. Legal Research and Writing: Case Summary and Opinion; Admin. and Reg. Law: Written Submission to Board, Advocacy and ADR: Draft Judgment Group Project)*
- m. Prepare litigation documents (E,D) *Prepare a variety of litigation practice documents, including the following: demand letter 3.1.3(i), affidavits 3.1.3(j), pleadings 3.2.1(a), notices of motion 3.2.1(c), notices of application - 3.2.1(c), written submissions 3.1.3(k), notices of appeal, draft orders 3.2.1(b), offers to settle, facta, minutes of settlement, releases 3.1.3(p) (Required Assessment: e.g. Legal Research and Writing: Draft Pleadings for a Motion; Adm. and Reg. Law: Draft Application to Appeal)*
- n. Prepare solicitor documents (E,D) *Prepare a variety of solicitor practice documents, e.g. purchase agreement, promissory note, shareholders agreement, powers of attorney, personal care directives, draft will, resolutions, officer's certificates, requisition letters, reporting letters (Required Assessment: e.g. Contract Law: Contract Drafting; Business Law: Contract Drafting Group Work Assignment and Corporation Problem Solving Assignment; Wills and Estates: Group Analysis and Discussion-Based Presentation - Simulated Scenario)*
- o-1. Advocate in a manner appropriate to the legal and factual context in an adjudicative context (E,D) *Advocate in a contested motion/application/simple hearing before an adjudicative tribunal, present the case in an organized manner, understand and address questions from the adjudicator (Required Assessment: e.g. Torts Law: Oral Advocacy Exercise)*
- o-2 Advocate in a manner appropriate to the legal and factual context in a non-adjudicative context (E,D) *Communicate the client's position in an organized manner, respond appropriately to points raised by the other parties (Required Assessment: e.g. IP and Privacy: Domain Name Dispute Resolution Process)*
- p. Negotiate in a manner appropriate to the legal and factual context (E,D) (1) *Adapt approach to changing circumstances during negotiations to advance the client's objectives. (2) Articulate to the client the consequences (pros and cons) that may arise from the alternatives to a negotiated resolution of the issue. (3) Understand the parties' interests, develops reasonable options for resolution of the issue and communicates them effectively. (4) Prepare for negotiations. (5) Review and discuss outcomes of negotiation with client/lawyer. (6) Observe forms of alternative dispute resolution. (Required Assessment: e.g. Contract Law: Contract Clause Negotiation; Indigenous Law: Agreement Negotiation Exercise)*

2.3 Analytical Skills

- a. Identify clients' goals and objectives (E,D) (1) *Articulate what client intends to achieve through legal services (2) Prioritize the client's legal needs (3) Assist the client to refine his or her understanding or his or her legal needs (Required Assessment: e.g. Ethics and Professionalism: Establishing Client Relationship Exercise)*

- b. Identify relevant facts, and legal, ethical, and practical issues (E,D) *Correctly identify issues that will impact on whether client's goals and objectives are achievable, including: (i) Practical considerations (e.g. difficulty obtaining evidence located in other jurisdiction, costs, emotional impact on children, elderly litigants) (ii) Ethical issues (e.g. conflict of interest considerations) (iii) Legal issues (e.g. conflict of laws, situations where law is in flux and outcome uncertain) (Required Assessment: e.g. Will and Estates: Group Analysis and Discussion-Based Presentation - Simulated Scenario)*
- c. Analyze results of research (E,D) *Given a set of facts and after conducting legal research, formulate set of coherent legal principles that apply/are relevant to the circumstances. (Required Assessment: e.g. Indigenous Law: Analysis of Indigenous Law Issue)*
- d. Identify due diligence required (E) *Understands the importance/legal ramification of due diligence requirements in a variety of situations. (No assessment required)*
- e. Apply the law to the legal and factual context (E,D) *Given a set of facts and after conducting legal research, apply relevant law to determine possible courses of action. (Required Assessment: e.g. Constitutional Law: Charter Factum Assignment)*
- f. Assess possible courses of action and range of likely outcomes (E,D) *For each course of action, assess the possible courses of action and likely range of outcomes. (Required Assessment: e.g. Constitutional Law: Case Comment)*
- g. Identify and evaluate the appropriateness of alternatives for resolution of the issues or dispute (E,D) *(1) Articulate applicable assessment criteria to evaluate appropriateness of each alternative for resolution of the dispute. (2) Apply assessment criteria to identify best possible course of action for the client in the circumstances. (No assessment required)*

2.4. Research Skills

- a. Conduct factual research (E,D) *(1) Conduct interviews of potential witnesses to obtain facts. (2) Review documents in a variety of formats (e.g. paper and digital format, images, recordings) to both support or refute facts that may be in issue. (No assessment required)*
- b. Conduct legal research (E,D) *(1) Identify legal issues. (2) Select relevant sources and methods. (3) Use techniques of legal reasoning and argument, such as case analysis and statutory analysis and interpretation. (4) Identify, interpret and apply results of research. (5) Effectively communicate the results of research. (No assessment required)*
- c. Conduct research on procedural issues (E,D) *Identify proper forum and/or rules of procedure that apply to client's situation (Required Assessment: e.g. IP and Privacy: Paper-Based Mock Trial Process)*
- d. Review and/or summarize relevant documentation (E,D) *Conduct detailed review and prepare summary of relevant document (transcripts, client's personal or internal files, contracts, etc.) (No assessment required)*
- e. Interpret and apply results of research (E,D) *Articulate a recommended or best course of based on interpretation and application of results of research. (No assessment required)*
- f. Report results of research to client/lawyer (E,D,WP) *(1) Report results of research in writing. (2) Report results of research orally. (No assessment required)*

2.5 Client Relationship Management Skills

- a. Manage client relationships (E, D) *(1) Establishing and maintaining client confidence. (2) Managing client expectations throughout the retainer. (No assessment required)*
- b. Develop legal strategy in light of client's circumstances (E,D) *(1) Understand impact of client's circumstances on legal strategy. (2) Have exposure to impact of diversity, age, language,*

disability, socioeconomic and cultural context (3) Apply sound judgment regarding the strategy developed, including recommended course of action. (4) Provide complete information on strategy including options. (5) Provide accurate and sufficient information on strategy. (6) Confirm client's understanding of strategy recommended. (Required Assessment: e.g. EQ/CQ Bootcamp: Simulated Client Interview)

c. Advise client in light of client's circumstances (E,D,WP) (1) Understand impact of client circumstances on advice. (2) Expose to impact of diversity, age, language, disability, socioeconomic and cultural context. (3) Apply sound judgment regarding the advice provided to client, including recommended course of action. (4) Provide complete advice including options. (5) Provide accurate and sufficient advice. (6) Confirm client's understanding of advice provided. (No assessment required).

d. Maintain client communications (E,D) Take appropriate steps to ensure communication with the client is maintained. (No assessment required)

e. Document advice given to and instructions received from client (E,D) See criteria: 2.2 Oral and Communication Skills, Document client meetings. (No assessment required)

f. Deal with the dishonest client (E,D) (1) Describe lawyer's obligations when client or others intend to use legal services to perpetuate dishonesty. (2) Describe lawyer's obligations in circumstances where the lawyer cannot verify whether or not the client intends to perpetuate dishonesty. (3) Identify steps a lawyer should take to comply with ethical obligations including: (i) Advice to client or prospective client, (b) Documenting advice. (No assessment required)

g. Deal with the missing client (E,D) (1) Understand obligations to a client who is or seems to be missing. (2) Describe steps to be taken in both the litigation and non-litigation context to withdraw from acting for a missing client. (3) Identify the scope of permitted disclosure of client information to tribunal or other side when addressing issues relating to missing clients. (4) Understand obligations to the court of a counsel of record when client is missing. (No assessment required)

h. Deal with inadvertent disclosure (E,D) (1) Understand obligations when lawyer receives inadvertently disclosed information. (2) Understand obligation when lawyer inadvertently discloses confidential client information. (No assessment required)

i. Understand professional obligations when lawyer makes an error (E,D) Understand lawyer's obligations to report errors pursuant to Rules of Conduct and insurance policy. (No assessment required)

2.6 Practice Management Skills

2.6.1 Practice and File Management

a. Manage time (E) (1) Engage in prioritizing and managing tasks. (2) Track deadlines and limitation periods. (3) Use time docketing systems. (4) Use a tickler system/bring forward system. (5) Familiarize self with and apply cost and time saving techniques that benefit client. (No assessment required)

b. Delegate tasks and provide appropriate supervision (E) (1) Understand obligation to delegate in accordance with relevant Rules of Conduct and Law Society By-laws (2) Understand obligation to supervise non-lawyers when providing legal services. (No assessment required)

c. Manage files (E) (1) Document a file including records of telephone calls, memos to file, client instructions. (2) Organize a file. (3) Open and close a file. (4) Develop a file checklist. (5) Understand why and how to engage in file storage and destruction. (No assessment required)

d. Manage finances (E) (1) Understand general accounting and business finances. (2) Understand trust accounting requirements and obligations. (3) Exposure to following a process for recording expenses and disbursements. (4) Develop and/or issue a fee invoice. (No assessment required)

e. Manage professional responsibilities (E) (1) Understand licensing obligations. (2) Understand ethical and professional responsibilities. (No assessment required)

2.6.2 Practice Structure

- a. Prepare to practice law (E) *(1) Prepare a business plan. (2) Manage accounts receivable and work in progress. (3) Develop a marketing plan, (4) Understand the economics of a law practice. (5) Understand compensation. (6) Understand insurance policy and negligence reporting. (7) Implement and manage law office technology.* (No assessment required)

2.7 Technology Related Skills⁶

- a. Review options, analyze requirements, evaluate and apply technological solutions to legal issues *Review options, analyze requirements, evaluate and apply technological solutions to legal issues* (Recommended Assessment: e.g. Technology Innovation Bootcamp: Regulatory Technology Assignment)
- b. Apply relevant tools to conduct data analytics in a range of legal contexts *Apply relevant tools to conduct data analytics in a range of legal contexts* (Recommended Assessment: e.g. Coding Bootcamp: Python-Based Case Study)
- c. Display digital literacy by communicating with technology professionals *Display digital literacy by communicating with technology professionals.* (Recommended Assessment: e.g. Coding Bootcamp: Assessment of Proficiency in Legal Tech Assignment)
- d. Apply digital literacy to conduct business process analysis *Apply digital literacy to conduct business process analysis.* (Recommended Assessment: e.g. Legal Innovation: Bring 10 key Observations from Secondary Research)

2.8 Awareness Skills

- a. Recognize and respond to the emotional impact of words and actions on others *Recognize and respond to the emotional impact of words and actions on others.* (Recommended Assessment: e.g. EQ/CQ Bootcamp: EI Competencies Reflections)
- b. Adapt and respond respectfully to differing cultural perspectives in communications *Adapt and respond respectfully to differing cultural perspectives in communications.* (Recommended Assessment: e.g. EQ/CQ Bootcamp: Simulated Client Interview)
- c. Relate their own professional goals to societal needs and public interest *Relate their own professional goals to societal needs and public interest.* (Recommended Assessment: e.g. Ryerson Law School Bootcamp: Personal and Professional Development Proposal)

2.9 Change Management Skills

- a. Utilize change management techniques in confronting novel legal issues *Utilize change management techniques in confronting novel legal issues* (Recommended Assessment: e.g. Access to Justice Solutions: Project Presentation)

2.10 Autonomy and Professional Capacity Skills

- a. Exercise initiative, personal responsibility and accountability in personal and group contexts *Exercise initiative, personal responsibility and accountability in personal and group*

⁶ In the case of the supplementary competency categories that have been incorporated from Ryerson's FLSC submission – technology related, awareness, change management, autonomy and professional capacity and social innovation – the relevant assessments are recommended rather than required.

contexts. (Recommended Assessment: e.g. EQ/CQ Bootcamp: EQ/CQ Implementation Project: Reflective Submission)

b. Manage learning in changing circumstances, both within and outside the discipline *Manage learning in changing circumstances, both within and outside the discipline.* (Recommended Assessment: e.g. Legal Innovation: Write a Business Plan, Differentiate Competitors and Understand Implications)

2.11 Social Innovation Skills

a. Utilize social innovation skills to overcome barriers to justice and serve unmet legal needs *Utilize social innovation skills to overcome barriers to justice and serve unmet legal needs* (Recommended Assessment: e.g. Social Innovation: Group Presentation on Innovation in Law)

3.1 General Tasks

3.1.1 Ethics, Professionalism and Practice Management

- a. Identify and resolve ethical issues (E,D) *Consistently resolve a variety of ethical issues in a manner consistent with rules of conduct and values of the profession.* (Required Assessment: e.g. Ethics and Professionalism: Analysis of Complaint Document)
- b. Use conflict management systems (E) *Understand the importance and requirement to consistently use a client conflict management system.* (No assessment required)
- c. Identify need for independent legal advice (E) *(1) Identify circumstances when independent legal advice is necessary or advisable. (2) Understands obligations of lawyer providing independent legal advice.* (No assessment required)
- d. Use time-tracking limitation reminder, and bring forward systems (E,D,WP) *(1) Consistently use time tracking system. (2) Consistently use a limitation reminder and bring forward system* (Required Assessment: Business of Lawyering: Client File)
- e. Use systems for trust accounting (E) *(1) Understand the key features of trust accounting systems for law firms. (2) Understand obligation to use trust accounting systems in accordance with Law Society By-laws.* (No assessment required)
- f. Use systems for general accounting (E) *Understand the importance of using general accounting systems.* (No assessment required)
- g. Use systems for client records and files (E) *Understand the importance of using systems to maintain client records and files.* (No assessment required)
- h. Use practice lists (E) *(1) Understand the benefit of using practice checklists Tailors checklist/use of checklist to client's circumstances.* (No assessment required)
- i. Use billing and collection systems (E,D) *(1) Understand the importance of using a billing and collection system. (1) Consistently use a billing and collection system* (No assessment required)
- j. Identify and deal with professional obligations (E,D) *Understand how to deal with conflicts of interest, withdrawal from representation, ethical advocacy, civility and professionalism, duty to the administration of justice, regulation of lawyers, duty of confidentiality, solicitor-client privilege.* (Required Assessment: e.g. Ethics and Professionalism: Client Interview and Documentation Role Playing)

3.1.2 Establishing the Client Relationship

a. Interview potential client (E,D,WP) *Understand how to deal with conflicts of interest, withdrawal from representation, ethical advocacy, civility and professionalism, duty to the administration of justice, regulation of lawyers, duty of confidentiality, solicitor-client privilege.* (Required Assessment: e.g. Family Law: Client Interview Portion of Comprehensive Integrated Client File Exercise)

- b. Confirm who is being represented (E,D,WP) *Confirm which person will be represented/will receive legal services.* (Required Assessment: e.g. Family Law: Client Interview Portion of Comprehensive Integrated Client File Exercise)
- c. Confirm client's identity pursuant to applicable standards/rules (E,D,WP) *Confirm the identity of the client pursuant to Law Society By-Laws.* (Required Assessment: Business of Lawyering: Client File)
- d. Assess client's capacity and fitness (E,D,WP) *(1) Determine whether client may have diminished capacity. (2) Select appropriate criteria to assess capacity in the circumstances.* (Required Assessment: e.g. Wills and Estates: Client Interview and Fact Gathering Portion of Comprehensive Integrated Client File Exercise)
- e. Confirm who will be providing instructions (E,D,WP) *Confirm which individual(s) will provide instructions.* (Required Assessment: Business of Lawyering: Client File)
- f. Draft retainer/engagement letter (E,D) *Prepare a draft retainer agreement or letter* (Required Assessment: Business of Lawyering: Written Memo)
- g. Document client consent/instructions (E,D) *See criteria: 2.2 Oral and Written Communication Skills, document client* (Required Assessment: Business of Lawyering: Client File)
- h. Discuss and set fees and retainers (E,D) *Discusses with the client the basis for legal fees and money retainers* (No assessment required)
- i. Establish rapport with the client (E,D) *(1) Correctly interpret client's nonverbal behaviours and responses in such a way that further establishes rapport and trust (2) Manage the client's expressed emotions and behaviours. (3) Demonstrate empathy for client. (4) Use positive nonverbal behaviours when meeting client (eye contact, facial expressions, body language). (5) Communicate clearly and with respect. (6) Communicate in a manner to which the client can relate.* (Required Assessment: e.g. EQ/CQ Bootcamp: Simulated Client Interview)
- j. Determine the client's needs (E,D) *See criteria: 2.3 Analytical Skills (a) identifying client goals and objectives.* (Required Assessment: e.g. Ethics and Professionalism: Establishing Client Relationship Exercise)
- k. Elicit information from the client (E,D) *(1) Identify and collect relevant information. (2) Employ a strategy in eliciting information from client. (3) Use active listening skills to confirm understanding of client's responses. (4) Ask relevant questions tailored to situation.* (Required Assessment: e.g. Torts Law: Client Interview)
- l. Document advice given to client and instructions received from client (E,D,WP) *(1) Prepare memoranda or letters to client confirming client's consent or instructions. See also criteria: 2.2 Oral and Written Communication Skills, Document Client Meetings* (Required Assessment: e.g. Ethics and Professionalism: Client Interview and Documentation Role Playing Assignment)
- m. Manage client expectations (E,D) *(1) Anticipate or proactively address issues that could lead to differences in expectations. (2) Take steps to correct unreasonable expectations based on an understanding of the law and legal proceedings. (3) Communicate effectively with the client to promote reasonable client expectations. (4) Identify when expectations are unreasonable and addresses them with client/lawyer. (5) Keep client informed of progress of the matter.* (No assessment required)
- n. Develop case strategy including mode of dispute resolution (E,D) *Identify and evaluate appropriateness of alternatives for resolution of issue or dispute.* (Required Assessment: e.g. Family Law: case strategy portion of the Comprehensive Integrated Client File Exercise)
- o. Represent client in an appearance or through an ADR or settlement process (E,D,WP) *(1) Appear on a simple contested motion, application, or hearing before an adjudicative body. (2) Negotiate resolution of dispute or legal problem. (3) Formulate a well-reasoned and accurate legal argument, analysis advice or submission. (4) Articulate the legal argument concisely. (5) Develop a cogent theory of the case. (6) Include relevant information in the theory. (7) Advocate in a manner consistent with the legal and factual context. (8) Advance the client's interests. (9) Present in a persuasive manner.* (Required Assessment: e.g. IP and Privacy: Domain Name Dispute Resolution Process)

3.1.3 Conducting Matter

- a. Gather facts (E,D) *Undertake interviews, searches and other methods of fact gathering to obtain all relevant facts/information.* (Required Assignment: Family Law and Wills and Estates: Comprehensive Integrated Client File Exercises)
- b. Identify applicable areas of law (E,D) *Identify applicable areas of law relevant to the matter.* (Required Assignment: Family Law and Wills and Estates: Comprehensive Integrated Client File Exercises)
- c. Seek additional expertise when necessary (E) *Identify and seeks appropriate experts when necessary.* (No assessment required)
- d. Conduct legal research and analysis (E,D) *Undertake legal research and analysis.* (Required Assignment: Family Law and Wills and Estates: Comprehensive Integrated Client File Exercises)
- e. Develop case strategy (E,D) *(1) Develop case strategy based on factual and legal research. (2) Adjust strategy as necessary in light of new facts or changed circumstances.* (Required Assignment: Family Law and Wills and Estates: Comprehensive Integrated Client File Exercises)
- f. Identify mode of dispute resolution (E,D) *Identifies mode of dispute resolution taking into consideration, results of research, practical, legal, or ethical issues, and client's objectives.* (No assessment required)
- g. Conduct due diligence (E,D) *(1) Understanding information relevant to the matter. (2) Obtaining and reviewing relevant information.* (No assessment required)
- h. Draft opinion letter (E,D) *(1) Identify the client's goals and objectives. (2) Gather facts and identify applicable areas of law. (3) Conduct legal research and analysis. (4) Assess possible courses of action and range of likely outcomes. (5) Develop a legal strategy in light of the client's circumstances. (6) Identify and evaluate the appropriateness of alternatives for the resolution of the issues or dispute.* (Required Assignment: Family Law and Wills and Estates: Comprehensive Integrated Client File Exercises)
- i. Draft demand letter (E,D) *Draft demand letter.* (No assessment required)
- j. Draft affidavit/statutory declaration (E,D) *See affidavit criteria: 2.2 Oral and Written Communication Skills, Preparing Litigation Documents.* (No assessment required)
- k. Draft written submission (E,D) *Effectively present a persuasive legal argument and/or analysis in written submissions.* (Required Assessment: Adm and Reg Law: Written Submission to a Board)
- l. Draft simple contract/agreement (E,D) *Given a set of facts and circumstances, describes the key clauses and provisions that should be included in a simple contract and steps taken to ensure the contract is valid, binding, and has the intended legal effect.* (No assessment required)
- m. Draft legal accounting (E,D) *Given a set of facts and circumstances, draft legal accounting documents (such as statement of adjustments, marital financial statements, estate divisions, bill of costs), appropriate in the circumstances.* (No assessment required)
- n. Impose, accept, or refuse trust condition or undertaking (E) *(1) Understand the legal effect of a trust condition and undertaking. (2) Understand common situations where it is appropriate to impose, accept or refuse a trust condition or undertaking.* (No assessment required)
- o. Negotiate resolution of dispute or legal problem (E,D) *(1) See criteria for 2.2j Negotiate in a manner appropriate to the legal and factual context. (2) See criteria for 3.1.2 Representation*

of client in an appearance or through ADR or settlement process. (Required Assignment: Family Law and Wills and Estates: Comprehensive Integrated Client File Exercises)

p. Draft a release (E,D) (1) *Understand the purpose of a release or release clause. (2) Given a simple set of facts and a precedent, draft a release clause to give effect to the parties' intentions. (No assessment required)*

q. Review financial statements and income tax returns (E) (1) *Understand when review of information in financial statements and income tax returns may be required. (2) Understand how to interpret the information in financial statements and income tax returns in order to appropriately represent or advise clients in a variety of matters. (No assessment required)*

3.2 Adjudication, Alternative Dispute Resolution

3.2.1 Tasks

a. Draft pleading (E,D) *Draft a variety of Superior Court of Justice pleadings, including a Statement of Claim and Statement of Defence, Statement of Defence and Counterclaim, etc. (Required Assessment: e.g. Civil Procedure: Drafting Assignments)*

b. Draft court order (E,D) *Draft an order in accordance with judge's endorsement
Draft an order made on consent. (No assessment required)*

c. Prepare or respond to a motion or application (civil or criminal) (E,D) *Prepare all necessary documentation to bring or respond to a contested motion or application (Required Assessment: e.g. Legal Research and Writing: Argue a Motion Assignment)*

d. Interview and brief witness (E,D) *Conduct a witness interview and brief and prepare witness to give oral evidence. (No assessment required)*

e. Conduct simple hearing or trial before an adjudicative body (E,D) *Conduct a simple hearing or trial in a contested issue before an adjudicative body. (No assessment required)*

3.2.2 Activities

a. Prepare list of documents or an affidavit of documents (E)

b. Request and produce/disclose documents (E) *Understand the obligation and procedure for requesting and producing documents. (No assessment required)*

c. Draft brief (E) *Understand how to prepare a brief. (No assessment required)*

3.3 Transactional, Advisory Matters

3.3.1 Tasks

a. Conduct basic commercial transaction (E) *Understand relevant considerations and procedure to conduct a basic commercial transaction. (No assessment required)*

b. Conduct basic real property transaction (E) *Understand relevant considerations and procedure to conduct a basic real property transaction. (No assessment required)*

c. Incorporate company (E) *Understand procedure to incorporate a company. (No assessment required)*

d. Register partnership (E) *Understand how to register a partnership. (No assessment required)*

e. Draft corporate resolution (E) *Given a simple set of facts and precedent, draft corporate resolutions. (No assessment required)*

- f. **Maintain corporate records (E)** *Understand procedures for maintaining corporate records. (No assessment required)*
- g. **Draft basic will (E)** *Given a simple/straightforward set of facts and a precedent, prepares a simple Will in draft, or identifies the considerations and key clauses that should be included in will to give effect to client's testamentary intentions. (No assessment required)*
- h. **Draft personal care directive (E)** *Given a set of facts and a precedent, prepares a draft of a simple personal care directive, or identifies the considerations and key clauses that should be included in the circumstances. (No assessment required)*
- i. **Draft power of attorney (E,D)** *Given a simple/straightforward set of facts and a precedent, draft a Power of Attorney, or identify the considerations and key clauses that should be included in a simple Power of Attorney the circumstances. (No assessment required)*

3.3.2 Activities

- a. **Use transactional checklists (E)** *Understand application and use of due diligence checklists, closing agendas, etc. (No assessment required)*
- b. **Prepare drafts of relevant transactional documents (E)** *Understand applications and use of closing agenda, due diligence summaries, resolutions, receipts, requisition letters, purchase agreements, promissory notes, opinions, shareholders agreements, reporting letters. (No assessment required)*
- c. **Fulfill appropriate regulatory requirements (E)** *Understand how to identify and fulfill appropriate regulatory requirements in a variety of situations/client matters. (No assessment required)*
- d. **Identify forum, parties, stakeholders (E,D)** *Given set of facts, identify proper forum, parties and stakeholders (Required Assessment: Adm and Reg Law: Written Submission to Board; Civil Procedure: Drafting Assignments; Advocacy and ADR: OHRT Application/Response)*
- e. **Conduct and/or review relevant searches (E,D)** *Understand the use of searches: PPSA, Bulk Sales Act, bankruptcy, executions, title, corporate names, tax certificates, trademarks, liens (No assessment required)*

Appendix B Course Outlines

Ryerson University Faculty of Law Ryerson Law School Bootcamp

Calendar Description

JUR XXX: Ryerson Law School Bootcamp This intensive five-day bootcamp gives incoming Juris Doctor students the opportunity to learn about Ryerson University and the Ryerson Law School, as well as the legal profession. Students begin to lay the foundation for professional development and success by engaging in career planning, networking and mentoring. They are also introduced to leadership strategies and tools, culminating with a personal development project.

Overview

This course is the first of five intensive bootcamps that all Ryerson Juris Doctor students will take during their three years. This initial bootcamp will be vital to success, both during the program, and beyond.

Delivery Method

Six hours each day (morning and afternoon sessions), over five days, led by leading practitioners, career strategists and leadership development experts.

Teaching Method

Interactive workshops and seminars; demonstrations; participation in discussions and simulations; group work and individual self-reflection activities.

Evaluation

Career Planning Strategies Presentations 25%
Networking Preparation and Mentor Simulation 25%
Leadership Coaching 25%
Personal and Professional Development Proposal 25%

Daily Topics

1. Morning: Welcome to the Family! Here's Who We Are at Ryerson University and Ryerson Law School; Get to Know your Colleagues and Your Surroundings

Afternoon: Exploring Innovation, the Legal Profession and Beyond (interactive workshop)
2. Morning: Career Planning Strategies and Best Practices: Get Ready to Succeed

Afternoon: Developing Your Career Success Toolkit: Self-Assessment, Resumes, Cover Letters and Interviews (demonstrations; simulations; roundtable discussions)
3. Morning: Expanding Professional Horizons: the Art of Networking and the Value of Mentoring (workshop)

Afternoon: Putting your knowledge to work: Welcome Event #1

4. Morning: Discovering the Leader in You: Developing Tomorrow's Resilient Legal Leaders

Afternoon: Leadership Coaching To Get You Started

5. Morning: Putting it all Together: You, Ryerson, Law, Community (roundtable discussions; letter to your future self upon graduation)

Afternoon: Laying the Foundation: Creating Version 1 of your Personal and Professional Development Proposal

Course Materials

Course materials will include representative selections from sources such as the following:

Kim Brooks, ed. *Justice Bertha Wilson: One Woman's Difference*. UBC Press. 2009.

Canadian Bar Association. *Do Law Differently: Futures for Young Lawyers*. February 2016.

Daniel Goleman, Richard E Boyatzis, and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*, Harvard Business School Press, 2002.

Mitchell Kowalski. *Avoiding Extinction: Reimagining Legal Services for the 21st Century*. American Bar Association. 2012.

Lianne Krakauer and Charles P Chen. "Gender Barriers in the Legal Profession: Implications for Career Development of Female Law Students," *Journal of Employment Counseling*. 2003.

Colin Lachance. "Rethinking Success in a Modern Legal Career," *Slaw*. 2015.

Colin Lachance. "Make Legal Careers Great Again," *Slaw*. 2015.

Law Society of Upper Canada. *Coach and Advisor Network*.

Myers-Briggs Self-Assessment. www.myersbriggs.org

D J Polden. "Leadership Matters: Lawyers' Leadership Skills and Competencies," *Santa Clara L. Rev.* 2012.

K H Rothenberg. "Recalibrating the Moral Compass: Expanding Thinking like a Lawyer into Thinking like a Leader," *U. Tol. L. Rev.* 2009.

Ryerson Law School materials (to be developed)

StrengthsFinder 2.0. www.strengthsfinder.com

**Ryerson University
Faculty of Law
Legal Research and Writing**

Calendar Description

JUR XXX: Legal Research and Writing This course introduces students to the sources of law, fundamental principles and basic architecture of the Canadian legal system, legal research methods, relevant social science research methods and the impact of theoretical principles on substantive principles of Canadian law. The course provides a comparative look at legal research resources from the perspective of their potential strengths and weaknesses for practitioners.

Overview

Topics covered in this course include foundational and influential theories of law, sources of law, fundamental principles and basic architecture of the Canadian legal system, legal research methods, relevant social science research methods, effective communication and application of research results through a variety of written and oral communication and dispute resolution tools, the impact of theoretical principles on substantive principles of Canadian law, and the impact of theoretical principles on human rights and ethical and professional dilemmas. The course provides a comparative look at legal research resources from the perspective of their potential strengths and weaknesses for practitioners.

Delivery Method

Weekly two-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

Interactive lectures; role-plays; guest lectures; participation in discussions and simulations; engaging in critical analysis, conducting legal research and writing.

Evaluation

Case Summary 15%

Draft Pleadings for a Motion including a Draft Court Order 15%

Legal Opinion 20%

Factum 25%

Argue a Motion 25%

Graded assignments include individual written assignments (including legal opinions, pleadings and factum); individual oral presentation; application of theoretical frameworks to identify and solve clients' needs through case studies.

Weekly Topics

1. Foundations and Structure of Legal Institutions and Sources of Law
2. Case Law Analysis and Case Briefing
3. Legal Citation, Precedent and Stare Decisis
4. Legislation and Statutory Interpretation
5. Interplay between Statute and Common Law
6. Secondary Sources of Law

7. Legal Reasoning and Legal Writing
8. Predictive Writing: The Memorandum of Law
9. Persuasive Writing: The Factum
10. Oral Advocacy
11. Legal Research: Traditional and New Methods

Course Materials

Course materials will include representative selections from sources such as the following:

Ian Binnie. "In Praise of Oral Advocacy," *Advocates' Society Journal*. 2003.

J Castel et. al. *The Practical Guide to Canadian Legal Research*, 4th edition. Carswell. 2015.

Roger Cotterrell. "Why Must Legal Ideas Be Interpreted Sociologically?" *Journal of Law and Society*. 1998.

Simon Halliday and Patrick Schmidt eds. *Conducting Law and Society Research: Reflections on Methods and Practices*. Cambridge University Press. 2009.

Harry S LaForme. "The Justice System in Canada: Does it Work for Aboriginal People?" *Indigenous Law Journal*. 2005.

H Shapiro, M Walter and E Fajans. "Using the Parts of Judicial Decisions" in *Writing and Analysis in the Law*. Foundations Press. 1989.

Rose Voyvodic and Mary Medcalf. "Advancing Social Justice Through an Interdisciplinary Approach to Clinical Legal Education: The Case of Legal Assistance of Windsor," *Washington University Journal of Law and Policy*. 2004.

S M Waddams. "The Use of Decided Cases" in *Introduction to the Study of Law*, 8th edition. Carswell. 2016.

Other Resources

LegalResearch.org <http://legalresearch.org/about/>

**Ryerson University
Faculty of Law
Contract Law**

Calendar Description

JUR XXX: Contract Law Contract law provides a creative opportunity to clarify expectations and interests in a legally enforceable way. Working with real contracts from diverse sources, students are trained in contract fundamentals (formation, performance, breach, and remedies) and are introduced to the use of contracts in a variety of legal areas. Students apply these principles both in reviewing and drafting contract clauses and to critically assess emerging topics such as electronic, “smart” and self-executing contracts.

Course Overview

Together with the torts and property law courses, the contracts course is one of the three mandatory first year courses in the private law course triad. Private law is a legal framework composed of statutory and common law, model laws, legal guides, uniform documents, practice and custom, as well as other instruments which regulate relationships between individuals. The three private law courses taken in this semester introduce the foundational principles associated with the relationships among objects, places and people and the role of the state in private market transactions.

Contract Law is a foundational course in law. It is the fundamental legal basis for the conduct of commercial activity, as well as important aspects of non-commercial life. An understanding of the issues regarding contract formation, performance, breach and remedies is necessary for an appreciation of commercial law, employment and labour law, property law, family law, business law and others. Students in the contracts course are expected to gain a fundamental understanding of the relevant legal concepts and their practical application and also gain knowledge in the interpretation and drafting of contracts. Also covered are contracting on the internet, and the increasing automation in the contracting process (e.g. automated contract assembly, AI-based contract analysis). Emerging legal issues raised by “smart” contracts and self-executing contracts are examined against the background of foundational contract law concepts.

Delivery Method

Weekly five-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

Interactive lectures; role-plays; guest lectures; participation in discussions and simulations; engaging in critical analysis, conducting legal research and writing. Students in the contracts course will also gain knowledge in the interpretation and drafting of contracts. Each class will devote a prescribed period of time to this activity, and students will be examined and graded on their acquired facility in contract interpretation and drafting.

Evaluation

Contract Drafting 20%
Contract Review 20%

Contract Clause Negotiation 10%

Final Exam 50%

Weekly Topics

1. Introduction to Contracts
2. Contract Formation: “Offer” and Acceptance”, Consideration and the Enforcement of Promises
3. Contract Formation: Certainty of Terms and Privity of Contract
4. Representations and Terms
5. Contract Issues: Mistake
6. Standard Form Contracts
7. Exclusionary Clauses
8. Contract Frustration and Incapacity
9. Breaches and Remedies: Damages and Equitable Remedies
10. Breach and Remedies: Boundaries of Recovery
11. Electronic, Smart and Self-Executing Contracts

Course Materials

Course materials will include representative selections from sources such as the following:

Stephanie Ben-Ishai and David Percy. *Contracts: Cases and Commentaries*, 9th edition. Carswell. 2014.

G H Harris, P R LeBreux and P Wilson. *Annotated Business Agreements*. Carswell. 1993.

Additional Resources

Alysia Davies. *The Development of Laws on Electronic Documents and E-Commerce Transactions*. Library of Parliament, Legal and Legislative Affairs Division. 2008.
<http://www.loppar.gc.ca/content/lop/ResearchPublications/prb0012-e.htm>

Richard Howlett, “A Lawyer’s Perspective: Can Smart Contracts Exist Outside the Legal Structure?” *Bitcoin Magazine*. July 11, 2016.

Ted Mlynar & Ira Schaefer, “Why Smart Contracts Will Need ‘Smart Term Sheets’ to Match,” *CoinDesk*. December 9, 2016.

Adrian Myers, “When-Smart-Contracts-Are-Not-So-Smart,” *The Globe and Mail*. July, 2016.

Norton Rose Fulbright, *Smart Contracts: Coding the Fine Print (A Legal and Regulatory Guide)*. 2016.

**Ryerson University
Faculty of Law
Torts Law**

Calendar Description

JUR XXX: Torts Law Tort law deals with the apportionment of responsibility for harms caused by individuals, companies and government. This course examines intentional and unintentional wrongs, and the central role that recovery and damages play in redress. Students learn to recognize wrongs and how to anticipate, avoid or address legal risk. They apply these principles in reviewing and drafting pleadings, and explore how principles of responsibility are challenged by non-human actors (e.g AI, autonomous vehicles).

Overview

Together with the contracts and property law courses, this course is one of the three mandatory first year courses in the private law course triad. Private law is a legal framework composed of statutory and common law, model laws, legal guides, uniform documents, practice and custom, as well as other instruments which regulate relationships between individuals. The three private law courses taken in this semester introduce the foundational principles associated with the relationships among objects, places and people and the role of the state in private market transactions.

Tort law deals with the apportioning of responsibility for harms caused by individuals, companies and the state. Risk and risk management are the fundamental concepts addressed by this course. This course provides an examination of intentional and unintentional wrongs as well as the central role that recovery and damages play in redress. Students will be trained in the recognition of wrongs and how to anticipate, avoid or address legal risk. They will have the chance to apply these principles in reviewing and drafting legal pleadings. Students will be challenged to apply tort law concepts and principles to resolve emerging issues in liability allocation amongst non-human systems (e.g. autonomous vehicles, artificial intelligence), as well as develop critical ways of determining responsibility.

Delivery Method

Weekly five-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

The course will be co-taught by faculty and practitioners, to introduce students to an integrated view of the principles of tort law. The teaching team will guide students through the application of jurisprudence to practice generating documents and familiarize them to the ways in which legal practitioners identify client problems and generate multi-faceted solutions, and help them understand the broader social context behind rules of professional ethics.

The course will involve a variety of teaching and learning experiences, including: once a week, lecture, group discussion. The balance of the meeting times will be problem-based learning, in-class simulated client interviews and mock trials, oral presentations, external visits to local courthouses, discussion posts on Brightspace and student reflection journals.

Evaluation

Client Interview: Meeting Notes Files 5%
Online Discussion Board Assignments (two) 10%
Review/Assess/Reflect
on Draft Statement of Claim and other Pleadings 20%
Oral Advocacy Exercise 15%
Final Exam 50%

Weekly Topics

1. An Introduction to the Characteristics and Functions of Torts
2. Trespass to Persons – Body & Mind
3. Trespass to Persons – Body & Mind
4. Trespass to Property
5. Nuisance & Strict Liability
6. Class Actions
7. Defences & Risk Assessment
8. Negligence & Reasonableness and Negligence & Standards
9. Causation & Loss
10. Damages, Settlement & Collection
11. Contracting out of Torts – Consent, Indemnity & Insurance

Course Materials

Course materials will include representative selections from sources such as the following:

Ernest J Weinrib. *Tort Law: Cases and Materials*, 4th edition; Emond Montgomery. 2014; or G H L Fridman. *Introduction to the Canadian Law of Torts*, 3rd edition. Lexis-Nexis. 2012.
[Course text]

Vaughan Black, “Cultural Thin Skulls,” *University of New Brunswick Law Journal*. 2009.

R. Brown. *Pure Economic Loss in Canadian Negligence Law*. LexisNexis, 2011.

J Cassels and E Adjin-Tettey. *Remedies: The Law of Damages*, 3rd edition. Irwin Law, 2014.

G H L Fridman. *Introduction to the Canadian Law of Torts*, 3rd edition. Lexis-Nexis, 2012.

Robert M Solomon, Mitchell McInnes, Erika Chamberlain and Stephen G A Pitel, *Cases and Materials on the Law of Torts*, 9th edition. Carswell, 2015.

Torts supplement and additional articles, cases and video resources, as posted on the class Brightspace site

Additional Resources on Emerging Issues

Technology Law and Policy Clinic for the Uniform Law Commission, *Autonomous Vehicle Law Report and Recommendations to the ULC*. University of Washington School of Law.-
<https://www.law.washington.edu/clinics/technology/reports/autonomousvehicle.pdf>

John Villasenor. *Products Liability and Driverless Cars*. Brookings Institution. April, 2014.

“Why Self-Driving Cars Must Be Programmed to Kill,” *MIT Technology Review*. Oct. 22, 2015.

Ryerson University
Faculty of Law
Property Law

Calendar Description

JUR XXX: Property Law Property law deals with ownership, possession, and control of tangible and intangible interests that offer value to individuals, companies and the state. Students analyze competing claims to various types of assets, and are introduced to the economic, moral and other arguments used to support those claims. They are given the opportunity to apply these principles in cases involving the infringement of property rights and explore comparative views of concepts of property in Indigenous law.

Overview

Together with the contracts and torts law courses, this course is one of the three mandatory first year courses in the private law course triad. Private law is a legal framework composed of statutory and common law, model laws, legal guides, uniform documents, practice and custom, as well as other instruments which regulate relationships between individuals. The three private law courses taken in this semester introduce the foundational principles associated with the relationships among objects, places and people and the role of the state in private market transactions.

Property law is an introduction to the concepts of Canadian property law, exploring the concepts of ownership and possession of both tangible and intangible assets, competing interests in land, and how property rights can be created, transferred, shared and extinguished. This course emphasizes Indigenous perspectives and property rights in consideration of the historical development of property law in Canada. It also provides a basic introduction to intellectual property law including copyright, trademarks and patents.

Delivery Method

Weekly five-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

Interactive lectures; small group presentations; participation in discussions both during lecture and in small group; leading case law analysis and critical thinking.

Evaluation

Review and Respond to Landlord Eviction Notice 25%

Case Application or Commentary 25%

Final Exam 50%

Weekly Topics

1. The Nature and Sources of Canadian Property Law
2. The Concept of Possession and the Right to Exclude
3. Common Law Estates

4. Equitable Interests and the Creation of Trusts
5. Future Interests: Limitations, Remainders and Perpetuities
6. Co-Ownership and Severance
7. Leases, Licences and Bailments
8. Servitudes and Boundaries
9. Introduction to IP Concepts
10. Priorities and Registration, including a Basic Real Property Transaction
11. Property in Indigenous Law

Course Materials

Course materials will include cases, articles and other materials posted to the class portal, as well as selections from the following casebooks:

Daniel Gervais, Daniel and Elizabeth Judge. *Intellectual Property: The Law in Canada*, 2nd edition. Carswell, 2011.

Barry Sookman, Steven Mason and Dan Glover. *Intellectual Property Law in Canada: Cases and Commentary*, 2nd edition. Carswell, 2013.

Bruce Ziff. *Principles of Property Law*, 6th edition. Carswell, 2014.

Bruce Ziff, Jeremy de Beer, Douglas C Harris, Douglas and Margaret E McCallum. *A Property Law Reader: Cases, Questions, and Commentary*, 3rd edition. Carswell, 2016.

**Ryerson University
Faculty of Law
Ethics and Professionalism**

Course Description

JUR XXX: Ethics and Professionalism Legal ethics and professionalism explores the tensions that arise domestically and internationally from balancing professional role-based obligations, organizational expectations and the public interest. Students consider behaviour and responsibilities generated by rules of professional conduct and situate legal professionals in a broader societal context. They learn to recognize and address ethical dilemmas they encounter in various practice settings, including novel challenges arising in technologically-mediated environments.

Overview

This course focuses on ethical issues arising in the practice of law in a variety of settings. Students will learn about the multi-faceted and multidimensional context of contemporary lawyering, including the process of self-regulation, the changing contexts of legal practice, trends in marketing and promotions, and the impacts of demographics and technology. The course will examine the Model Code of Professional Responsibility, developed by the Federation of Law Societies of Canada (FLSC) with the aim to ensure consistency in ethical standards for delivery of legal services across the country. The Code provides a context for examination of expectations and norms relating to the lawyer-client relationship, including competency, confidentiality, and conflicts of interest. There will be a particular emphasis on the access to justice issues, and on equity, diversity and inclusion in the legal profession. There will be discussion of the tensions between ordinary morality and the special role morality of legal professionals, and the tensions between zealous representation and commitments to broader public interests of the justice system. Students will engage in simulations of the lawyering experience, including the increasing opportunities for delivery of legal services online and the novel challenges arising in technologically mediated settings (e.g. social media and professional relationships, live tweeting/broadcast of court proceedings, etc.).

Delivery Method

Weekly two-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

Interactive lectures; presentations; participation in discussions and simulations; engaging in ethical analysis, conducting legal research.

Evaluation

Establishing Client Relationship Exercise 15%
Client Interview and Documentation Role Playing Assignment 15%
Analysis of Complaint Document (including Comparative Research) 20%
Final Exam 50%

Weekly Topics

1. Access to Justice, Civility and Collegiality

2. Comparative Research on Professional Regulation
3. Conflict of Interest
4. Ethical Issues Relating to Fees and Billing
5. Fidelity to Law and Justice
6. Misconduct and Professional Discipline
7. Moral Dilemmas and Moral Distress
8. Forms of Adversarialism
9. (Over)Zealous Lawyering
10. Regulation and RegTech in the Public Interest; Ethical Issues Related to AI
11. Tensions between Ordinary Morality and Role Morality for Legal Professionals

Course Materials

Course materials will include representative selections from sources such as the following:

Richard L Abel. *Lawyers in the Dock: Learning from Disciplinary Proceedings*. Oxford University Press. 2010.

Richard L Abel, Richard L., ed. *Lawyers: A Critical Reader*. The New Press. 1997.

Arthur Isak Applbaum. *Ethics for Adversaries: The Morality of Roles in Public and Professional Life*. Princeton University Press. 1999.

Francesca Bartlett, Reid Mortensen and Kieran Tranter, eds. *Alternative Perspectives on Lawyers and Ethics: Reimagining the Profession*. Routledge. 2011.

David L Blaikie, Thomas A. Cromwell and Darrel Pink, eds. *Why Good Lawyers Matter*. Irwin Law. 2012.

Donald E Buckingham, Jerome E. Bickenbach, Richard Bronaugh, and Bertha Wilson, eds. *Legal Ethics in Canada: Theory and Practice*. Harcourt and Brace. 1996

Maureen Cain and Christine B Harrington, eds. *Lawyers in a Postmodern World: Translation and Transgression*. New York University Press. 1994.

Canadian Bar Association, Ethics and Professional Responsibility Committee. *Legal Ethics in a Digital World*. 2014-2-15.

Susan D Carle. *Lawyers' Ethics and the Pursuit of Social Justice: A Critical Reader*. New York University Press. 2005.

Elliot D Cohen, Michael Davis and Frederick A Elliston, eds. *Ethics and the Legal Profession*, 2nd edition. Prometheus Books. 2009.

Brent Cotter. *Professional Responsibility Instruction in Canada: Coordinated Curriculum for Legal Education*. Quebec: Joint National Committee on Legal Education of Federation of Law Societies of Canada and Council of Canadian Law Deans, 1992.

Scott L Cummings, ed. *The Paradox of Professionalism: Lawyers and the Possibility of Justice*. Cambridge University Press. 2011.

Federation of Law Societies of Canada. *Model Code of Professional Conduct*. As Amended 2016.

Monroe Freedman and Abbe Smith. *Understanding Lawyers' Ethics*, 5th edition. Carolina Academic Press. 2016.

Allan C Hutchinson. *Legal Ethics and Professional Responsibility*, 2nd edition. Irwin Law. 2006.

Anthony T Kronman. *The Lost Lawyer: Failing Ideals of the Legal Profession*. Belknap/Harvard University Press. 1993.

Christine Parker. *Just Lawyers: Regulation and Access to Justice*. Oxford University Press. 1999.

Christine Parker and Adrian Evans. *Inside Lawyers' Ethics*. Cambridge University Press. 2007.

Deborah L Rhode, ed. *Ethics in Practice: Lawyers' Roles, Responsibilities, and Regulation*. Oxford University Press. 2000.

Steve Sheppard. *I Do Solemnly Swear: The Moral Obligations of Legal Officials*. Cambridge University Press. 2009.

Kieran Tranter, Francesca Bartlett, Lillian Corbin, Reid Mortensen and Michael Robertson. *Reaffirming Legal Ethics: Taking Stock and New Ideas*. Routledge. 2010.

W. Bradley Wendel. *Lawyers and Fidelity to Law*. Princeton University Press. 2010.

Alice Woolley, Richard F. Devlin, Brent Cotter and John M. Law. *Lawyers, Ethics and Professional Regulation*, 2nd edition. LexisNexis Canada, 2012.

Other Resources

Adam Dodek and Alice Woolley. *In Search of the Ethical Lawyer: Stories from the Canadian Legal Profession*. University of British Columbia Press. 2016.

Randal Graham. *Legal Ethics: Theories, Cases, and Professional Regulation*. 3rd edition. Emond Montgomery. 2014.

Gavin MacKenzie. *Lawyers and Ethics: Professional Responsibility and Discipline*. Carswell. 1993.

Alice Woolley. *Understanding Lawyers' Ethics in Canada*. 2nd edition. Lexis Nexis. 2016.

**Ryerson University
Faculty of Law
Technology Innovation Bootcamp**

Calendar Description

JUR XXX: Technology Innovation Bootcamp This intensive five-day bootcamp is an opportunity to explore and experience through workshops and seminars some of the technologies and innovative business practices that can help a lawyer succeed in the age of the consumer. It initiates the process whereby students gain the necessary skills and understanding of the innovative processes to successfully compete and thrive in a marketplace being rapidly disrupted by technology, consumer expectations, and globalization.

Overview

The world of law and justice in Canada is, in many ways, operating as it did 100 years ago. However, in light of the belt-tightening that took place in the wake of the 2008 financial crisis, law firms' clients started to challenge their legal spend. Priced out of the market, average consumers of legal services began finding new ways of obtaining legal services. These pressures, coupled with the rapid rise and accessibility of technology, has resulted in a profound transformation of the legal services market.

Every aspect, from business models, processes, channels to market and client experience is now subject to considerable disruption. Some new entrants are taking advantage with innovative, technology-driven business models; others are using technology as a platform to reinvent how they deliver legal services to clients. This course will allow students to critically evaluate the legal transformation around them as well as provide them with the skills necessary to adapt to the rapidly changing world around them. Students will be ready to become leading participants in the transformation of legal services in the age of the consumer.

Delivery Method

Six hours each day (morning and afternoon sessions), over five days, led by leading practitioners, career strategists and leadership development experts.

Teaching Method

Interactive workshops and seminars; demonstrations; participation in discussions and simulations; group work and individual self-reflection activities.

Evaluation

Artificial Intelligence and Quantitative Legal Prediction assignment 25%

Data Collection assignment 25%

Regulatory Technology Assignment 50%

Daily Topics

1. The Evolution of Legal Technology
2. Artificial Intelligence and Quantitative Legal Prediction
3. Data Analytics and their Uses in Law

4. Technology Assisted Review (TAR)
5. Understanding Regulatory Technology

Course Materials

Course materials will include representative selections from sources such as the following:

Jordan Furlong. *Law is a Buyer's Market: Building a Client-First Law Firm in a Brand New Legal World*. 2017.

Mitch Kowalski. *Avoiding Extinction: Reimagining Legal Services for the 21st Century*. American Bar Association. 2012.

Chrissie Lightfoot. *Tomorrow's Naked Lawyer: New Tech, New Human, New Law – How to be Successful, 2015 to 2045*. Ark Group. 2014.

Eric Reiss. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business. 2011.

OSC RegHackTO. Insights from *Canada's First Regulatory Hackathon*. Ontario Securities Commission. 2017. https://www.osc.gov.on.ca/documents/en/launchpad_20170306_white-paper-insights-from-canadas-first-hackathon.pdf

Ryerson University
Faculty of Law
Fdns. of Law and Leg. Methods

Course Description

JUR XXX: Fdns. of Law and Leg. Methods This course introduces students to foundational and influential theories of law (e.g. positivism, natural law, legal realism, law and economics, and critical perspectives: feminist theory, critical race theory and critical legal studies) as well as to effective communication and application of research results through a variety of written and oral communication and dispute resolution tools.

Overview

This course covers foundational and influential theories of law, effective communication and application of research results through a variety of written and oral communication and dispute resolution tools, the impact of theoretical principles on human rights and ethical and professional dilemmas.

Delivery Method

Weekly two-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

Interactive lectures; group work; workshops; presentations; participation in simulations; conducting legal research.

Evaluation

Court Observation Commentary 15%
Collaborative Decision-Tree Diagram 20%
Oral Group Presentation 15%
Statutory Drafting Exercise – 20%
Individual Reflection Paper 30%

Graded assignments include individual and group written assignments; group oral presentation; application of theoretical frameworks to identify and solve clients' needs; creating decision-tree diagrams to resolve complex ethical issue; statutory drafting to reflect the translation of theoretical models into policy outcomes.

Weekly Topics

1. Issues Relating to Intersection of Theory and Practice
2. Legal Interviewing Skills and Ethical Issues
3. The Mediation Process: Practical Way for Resolving Conflict
4. Natural law and Legal Positivism
5. Legal Realism and Legal Interpretivism
6. Law and Economics
7. Critical Legal Studies
8. Feminist Legal Theory, Critical Race Theory and Postmodernism
9. Theories, policies and statutory drafting

10. The Professional Paradigm Considered and Reconsidered
11. Diversity Awareness, Cultural Competency and Human Rights

Course Materials

Course materials will include representative selections from sources such as the following:

Travis Adams. "Cultural Competency: A Necessary Skill for the 21st Century Attorney," *La Raza Law Journal*. 2012.

Zygmunt Bauman. *Life in Fragments: Essays in Postmodern Morality*. Blackwell. 1995.

Adam M Dodek. "Canadian Legal Ethics: Ready for the Twenty-First Century at Last," *Osgoode Hall Law Journal*. 2008.

R Dworkin. *A Matter of Principle*. Harvard University Press. 1986.

A Fontana and J H Frey. "Interviewing: The Art of the Science," in *N K Denzin and Y S Lincoln (eds) Handbook of Qualitative Research*. Sage. 1994.

K Lahey. "On Silences, Screams and Scholarship: An Introduction to Feminist Legal Theory," in R. Devlin ed., *Canadian Perspectives on Legal Theory*. Emond Montgomery. 1991.

C Mackinnon. *Towards a Feminist Theory of the State*. Harvard University Press. 1989

David Nelken. "Blinding Insights? The Limits of Reflexive Sociology of Law," *Journal of Law and Society*. 1998.

M A Polinsky. *An Introduction to Law and Economics*. Little, Brown & Co. 1983.

Timothy Kuhn. "Positioning Lawyers: Discursive Resources, Professional Ethics and Identification," *Organizations*. 2009.

J Rawls. *A Theory of Justice: Revised Edition*. Harvard University Press. 1999.

J S Russell. "The Critical Legal Studies Challenge to Contemporary Mainstream Legal Philosophy," *Critical Legal Studies*. 1986.

E Weinrib. "The Jurisprudence of Legal Formalism," *Harvard Journal of Law and Public Policy*. 1993.

**Ryerson University
Faculty of Law
Criminal Law**

Calendar Description

JUR XXX: Criminal Law Criminal law attempts to balance societal protection and the rights of the accused in both national and international settings. This course deals with the principles and processes of criminal defence and prosecution. Students learn and/or experience bail hearing, preliminary inquiries, judicial conferences, disclosure and jury selection. There is a focus on issues related to equity, diversity and inclusion in the criminal justice system, particularly the intersection of criminal law with Indigenous culture.

Overview

Together with the constitutional and administrative and regulatory law courses, this course is one of the three mandatory first year courses in the public law course triad. Public law is the law that governs the state and its relationship to society at large. Incorporating the study of the constitution, criminal laws and regulatory laws, it focuses on such topics as immigration, human rights, labour, the environment and family law. While it is state-centred, public law is ultimately concerned with responding to and redirecting social relationships, based on a balance between rights and collective good.

The course opens with an examination of the nature and purposes of the criminal law and the general principles of criminal responsibility at common law. It then examines the basic elements of criminal offences and the distinction between offences of full fault, strict and absolute liability. The topics that follow include a selection of substantive offences: the offences of dishonesty, unlawful homicides (including the partial defence of provocation), and sexual and non-sexual non-fatal offences against the person. There follows an examination of the extended forms of liability: attempt and complicity. The course then proceeds to cover the major criminal defences of self-defence, necessity and duress as well as denials of criminal responsibility on the ground of incapacity resulting from mental illness or impairment and intoxication. The final portion of the course reviews the concept of punishment and the philosophical underpinnings of sentencing law, which continue to resonate within current approaches today.

Delivery Method

Weekly five-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

The course both interactive lectures and experiential learning modules concerned with key stages of the (pre-)trial process, including: bail hearings, preliminary inquiries, disclosure, and trial advocacy. During one-hour break-out sessions, students will have an opportunity to engage in role-plays, which will cover such skills as: creative and imaginative use of legal resources and facts, collaboration and professionalism, oral advocacy, examination and cross-examination of witnesses, drafting of Charter motions, and the preparation and delivery of submissions at sentencing hearings. There is a particular focus on issues related to equity, diversity and inclusion in the criminal justice system.

Evaluation

Case Comment 25%

Charter Factum 25%

Final Exam 50%

Weekly Topics

1. Introduction
2. Actus Reus, Session 1
3. Actus Reus, Session 2
4. Mens Rea, Session 1
5. Mens Rea, Session 2
6. Attempts/Inchoate offences
7. Regulatory Offences
8. Capacity-Based Defences/Mental Disorder and Automatism
9. Self-Defence
10. Necessity and Duress
11. Sentencing

Course Materials

Course materials will include representative selections from sources such as the following:

Steve Coughlan. *Criminal Procedure*, 2nd edition. Irwin Law. 2012.

T W Ferris. *Sentencing: Practical Approaches*. Butterworths. 2005.

Earl J Levy. *Examination of Witnesses in Criminal Cases*. 6th edition. Carswell. 2011.

Kent Roach. *Criminal Law*, 6th edition. Irwin Law. 2015.

Gary Trotter. *Understanding Bail in Canada*. Irwin Law. 2013.

Gladue Sentencing Principles. Tripartite Working Group of the National Aboriginal Court Worker Program, 2017. <http://www.gladueprinciples.ca/welcome>

Allan S. Manson, Patrick Healy, Gary Trotter, Julian Roberts, Dale E. Ives. *Sentencing and Penal Policy in Canada: Cases, Materials, and Commentary*, 3rd ed. Emond Publishing. 2016.

Vining, Aidan R.. "Reforming Canadian Sentencing Practices: Problems, Prospects and Lessons." *Osgoode Hall Law Journal*. 1979.

<http://digitalcommons.osgoode.yorku.ca/ohlj/vol17/iss2/5>

Supplemental Case Law

**Ryerson University
Faculty of Law
Constitutional Law**

Calendar Description

JUR XXX: Constitutional Law Constitutional law is the supreme law of the nation state and the authority with which other laws and government actors must comply. Students learn about the powers and responsibilities of different levels and types of government as well as protecting and guaranteeing the rights of legal persons. Students have opportunities to work with ministerial briefs, governmental memoranda, factums and pleadings for landmark constitutional litigation cases, including Indigenous land claims, historical wrongs and competing rights.

Overview

Together with the criminal and administrative and regulatory law courses, this course is one of the three mandatory first year courses in the public law course triad. Public law is the law that governs the state and its relationship to society at large. Incorporating the study of the constitution, criminal laws and regulatory laws, it focuses on such topics as immigration, human rights, labour, the environment and family law. While it is state-centred, public law is ultimately concerned with responding to and redirecting social relationships, based on a balance between rights and collective good.

This course begins with an overview of differing conceptions of what constitutions are, and the role they play in organizing social, political, and economic relations in Canada. Students learn about indigenous histories and perspectives on constitutionalism and sovereignty. The topics that follow include an overview of three pillars of the constitution: federalism, parliamentary sovereignty and rights. The first section of the course explores federalism and parliamentary sovereignty. Topics include the division of powers and the residual “Peace Order and Good Government” head of power. Related topics include the role of the judiciary in settling conflicts over who has the authority to regulate the environment, natural resources economic relations. The course then shifts to the third pillar of the constitution: the Charter of Rights and Freedoms. Topics include the history, form, and function of the *Charter*, including how, where, and to whom it applies. The concept of judicial review will be revisited within the framework of discrete rights and case law relating to fundamental freedoms, life, liberty, and security of the person, and equality. The course ends with an appraisal of the notwithstanding mechanism i.e. the override clause. The course places the Canadian constitution in the context of Canada’s global and multicultural character, including its ongoing Indigenous legal and political traditions

Delivery Method

Weekly five-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

The course includes both interactive lectures and experiential components, where students draft and interpret legal and policy documents, such as ministerial briefs, governmental memoranda, factums and pleadings for constitutional litigation. Simulations will also explore the constitutional frameworks of dispute resolution, such as in the context of land claims negotiations, disputes about natural resources, and economic regulation.

Evaluation

Draft Policy Position Paper 25%

Midterm Exam 25%

Final Exam 50%

Weekly Topics

1. Course Overview: Constitutional Functions, Terms, Concepts
2. Indigenous Peoples and the Constitution
3. Federalism and the Division of Powers
4. Peace, Order and Good Government
5. Environment and Natural Resources
6. Economic Regulation
7. Application of the Charter
8. Fundamental Freedoms
9. Life, Liberty and Security of the Person
10. Equality Rights

11. The Override

Course Materials

Course materials will include representative selections from sources such as the following:

John Borrows. *Canada's Indigenous Constitution*. University of Toronto Press. 2010.

Bernard W Funston and Eugene Meehan, eds. *Canadian Constitutional Documents Consolidated*, 2nd edition. Carswell. 2007.

Peter W Hogg. *Constitutional Law of Canada*, student edition. Thomson Carswell. 2014.

Patrick Macklem et al. *Canadian Constitutional Law*, 4th edition. Emond Montgomery. 2010.

Supplementary materials:

Bringing home the Constitution. Digital Archives. April 17, 1982 20:20

Supreme Court answers Quebec secession questions. Digital Archives. August 20, 1998

**Ryerson University
Faculty of Law
Adm. and Reg. Law**

Calendar Description

JUR XXX: Adm. and Reg. Law Issues in administrative law and regulatory law are commonly encountered, due to their influence on everyday interactions between individuals and government entities. Regulatory law covers delegated rule-making, policy development and adjudication. Students learn about regulatory practice and principles of judicial review, as well as how to provide advice to individuals and corporations on complex rules, regulations, procedures, permitting, applications and enforcement. The role of the compliance function and rise of “RegTech” are also explored.

Overview

Together with the criminal and administrative and regulatory law courses, this course is one of the three mandatory first year courses in the public law course triad. Public law is the law that governs the state and its relationship to society at large. Incorporating the study of the constitution, criminal laws and regulatory laws, it focuses on such topics as immigration, human rights, labour, the environment and family law. While it is state-centred, public law is ultimately concerned with responding to and redirecting social relationships, based on a balance between rights and collective good.

Administrative law and regulatory law are commonly encountered, due to their influence on everyday interactions between individuals and government entities. Regulatory law covers delegated rule-making, policy development and adjudication by administrative agencies. Administrative law addresses judicial oversight of administrative agencies. In this course students learn about regulatory practice and principles of judicial review, as well as how to provide advice to individuals and corporations on complex rules, regulations, procedures, permitting, applications and enforcement. Issues regarding regulatory compliance are also dealt with. This will include a discussion of possible RegTech solutions as well as when RegTech solutions are appropriate, where they are not, and the limits of the technology.

Delivery Method

Weekly five-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

Interactive lectures; presentations; participation in discussions and simulations; engaging in case study topics, conducting legal research. In this course students learn how to represent clients before administrative and adjudicative decision makers. This includes understanding the rules of process, standing, procedural entitlements and evidence before these bodies. They also gain an appreciation for the theoretical and practical issues in the appeal and judicial review of decisions of administrative and adjudicative decision making

Evaluation

Written Submission to Board 20%

Draft Application to Appeal 20%

Final Exam 50%

Weekly Topics

1. The Administrative System: Agencies, Boards and Commissions
2. Modes of Regulatory Decision Making: Orders, Rules and Guidelines
3. Participatory Rights in the Regulatory Process: The Statutory Powers Procedure Act
4. Independence, Government Direction and Political Oversight
5. Administrative Law: The Role of the Courts in Supervising Regulatory Agencies
6. Constitutional Principles: Charter of Rights and Federalism
7. Fields of Administrative Decision-Making
8. Standard of Review: Degrees of Deference
9. Errors of Law and Jurisdiction; Discretionary Decisions
10. Impartiality and Bias; Judicial Remedies
11. Regulatory Compliance and RegTech Solutions

Course Materials

Course materials will include representative selections from sources such as the following:

Robert Baldwin and Martin Cave. *Understanding Regulation: Theory, Strategy, and Practice*, 2nd edition. Oxford. 2012.

Jeremy deBeer, Michael Drake, Warren Hoole, Neil McGraw, and Guy Régimbald. *Standards of Review of Federal Administrative Tribunals*, 4th Edition, LexisNexis, 2012.

Andrew James Green. "Can There Be Too Much Context in Administrative Law? Setting the Standard of Review in Canadian Administrative Law," *UBC Law Review*, 2014.

Robert Macaulay and James Sprague. *Practice and Procedure Before Administrative Tribunals*, Carswell, 2012.

Law Reform Commission of Canada. *Independent Agencies in the Administrative Process*. 1980.

France Houle and Lorne Sossin. "Tribunals and Policy-Making: From Legitimacy to Fairness." *The Canadian Institute 6th Annual Advanced Administrative Law & Practice Conference Proceedings*. 2006.

Margot Priest. "*Balancing Tribunal Independence with the Need for Consistent Decision-Making: The Role of Policies, Rules, Guidelines and Persuasive Decisions*." Ottawa. 2006.

Tony Prosser. *The Regulatory Enterprise: Government, Regulation, and Legitimacy*. Oxford. 2010. (introduction)

Lorne Sossin. "The Puzzle of Independence for Administrative Bodies," *Presentation to Yale Law School, Workshop on Comparative Administrative Law*. 2009.

Richard Stewart. "The Reformation of American Administrative Law," *Harvard Law Review*. 1975.

Guy Régimbald. *Canadian Administrative Law*, 2nd student edition, LexisNexis, 2015.

Report of the Special Advisor on Agencies, December 20, 2010.

M. Tushnet. "New Forms of Judicial Review and the Persistence of Right and Democracy-Based Worries," *Wake Forest Law Review*. 2003.

"Unresolved Issues on Standard of Review in Canadian Judicial Review of Administrative Action – the Top Fifteen!" *Advocates' Quarterly*. 2013.

Gus Van Harten, Gerald Heckman, David Mullan and Janna Promislow. *Administrative Law: Cases, Text, and Materials*. Emond. 2015.

**Ryerson University
Faculty of Law
Indigenous Law in Canada**

Course Description

JUR XXX: Indigenous Law in Canada This course highlights the impact of Canadian laws on Indigenous peoples, including their complex relationship with Canada's constitution. Traditional Indigenous legal systems and customs, and how these are practised in a modern context, are studied, along with the legal struggles of First Nations, Inuit and Metis within federal, provincial and territorial contexts. Students examine relevant legislation, regulations and case law and gain experience with by-law making, impact benefit agreements, revenue sharing agreements, and ownership structures.

Overview

Students obtain a solid foundation in the core areas of laws impacting Indigenous peoples in Canada which most, if not all, lawyers will be required to address in their practices. They gain an important insight into the status of Indigenous rights and their relationship to Canada's legal system and the Constitution. They are also able to apply what they have learned to real current events and legal issues facing Indigenous peoples and understand the core differences in Canadian and Indigenous conceptions of these laws. The emphasis is on using developments in laws impacting Indigenous peoples to analyze issues related to governance, economic development and land and resource management.

Delivery Method

Weekly two-hour lecture by faculty member and one-hour breakout group (three breakout groups per section) taught and supervised by a practitioner.

Teaching Method

Classes will consist of lectures, guest lectures, structured debates, class discussions and presentations, analysis of current issues in Indigenous law, legal research and writing.

Evaluation

Analysis of Indigenous Law Issue 20%
Presentation 10%
Agreement Negotiation Exercise 10%
Analysis of Indigenous Law Issue 10%
Final Exam 50%

Daily Topics

1. Indigenous Laws and Traditions
2. Indian Acts 1876 – 2018
3. Aboriginal Rights pre-1982
4. Aboriginal Rights post-1982
5. Treaty Rights and Aboriginal Title

6. Duty to Consult & Consent
7. Inuit & Metis Rights
8. Indigenous Women's Rights
9. Indigenous Governance
10. Negotiating Agreements

Course Materials

Course materials will include selections from sources such as the following:

John J. Borrows and Leonard I. Rotman, eds. *Aboriginal Legal Issues: Cases, Materials and Commentary*, 4th edition. LexisNexis. 2012.

Olthius, Kleer and Townshend. *Aboriginal Law Handbook*, 4th edition. Thomson Reuters. 2012.

Cases and additional readings as assigned

**Ryerson University
Faculty of Law
Financial Bootcamp**

Calendar Description

JUR XXX: Financial Bootcamp The purpose of this intensive five-day bootcamp is twofold. First, it covers topics related to taxation and finance statements. Second, it provides extensive practice in using Excel as a financial tool. Students gain a sufficient understanding of these subjects to give them confidence in continuing to use them and learn with them as they proceed through their law school experience. The course provides the basic financial acumen to start their own business or legal practice.

Course Overview

In this course students learn how to calculate taxable income and income taxes payable for individuals and corporations. Students gain a basic understanding of how to work with Excel spreadsheets, how to create simple models, and more generally, how Excel can be used for a wide variety of purposes. In particular, they gain the ability to analyze basic financial statements and become familiar with key issues facing business owners when deciding whether or not to incorporate.

Delivery Method

Six hours each day (morning and afternoon sessions), over five days, led by a faculty member and guest speakers.

Teaching Method

This boot camp will be hands on, with sessions delivered in computer labs. Students create and analyze financial information on their own as well as in groups, with guidance and direction. They also discuss and present their work. Instructional tools such as videos and the internet may be used as needed.

Evaluation

Excel Quizzes 50%
Assignment 20%
Case Analysis 15%
Case Presentation 15%

The assignment involves the question of whether or not to incorporate, taking into account the considerations for an owner/manager.

Daily Topics

1. Taxation Essentials, Personal and Corporate
2. Financial Statements (1), Balance Sheets and Income Statements, understanding them, and preparing them with Excel
3. Financial Statements (2), Cash flows, understanding them, and preparing them with Excel
4. Financial Statement analysis: ratio analysis, trend analysis, and cash flow forecasting with Excel
5. Tying it All Together

Course Materials

Course materials will include representative selections from sources such as the following:

S Benninga. *Principles of Finance with Microsoft Excel*, 2nd edition. Oxford. 2010. (selected readings)

Brigham, Ehrhardt, Gessaroli and Nason. *Financial Management, Theory and Practice*, 3rd Cdn. edition. Nelson Publishing. 2013. (selected readings)

Buckwold and Kutunen. *Canadian Income Taxation*. McGraw-Hill Ryerson. 2016. (selected readings from Chapters 4, 5, 10 and 11)

Mayes, T., and T. Shank. *Financial Analysis with Microsoft Excel*, 7th Edition, Cengage Learning. 2013. (selected readings)

Ross, Westerfield, Jordan, and Roberts. *Fundamentals of Corporate Finance*, 9th Cdn. edition. McGraw-Hill Ryerson. 2016. (selected readings)

On-line Excel tutorials

A financial calculator or a calculator that performs financial functions.

Current newspaper clippings and/or other current event materials, videos, etc.

**Ryerson University
Faculty of Law
The Business of Lawyering**

Course Description

JUR XXX: The Business of Lawyering Exposure to the realities of professional practice is a foundational requirement of legal education. This module concentrates on preparing students for multiple professional contexts and developing associated skills, such as collaboration, networking, billing, accounting methods, client relationships and file management, as well as furthering their understanding of the application of ethical standards to the changing practice of law.

Overview

This module will introduce students to the virtual practice that they employ in future modules as they meld substantive learning and mentored simulated practice relevant to each subject area.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in ‘firms’ comprising seven students.

Teaching Method

Interactive lectures; presentations; participation in discussions and simulations; engaging in ethical analysis, conducting legal research.

Evaluation

Client File 25%

Group Presentations 25%

Written Memo 25%

Process Mapping 25%

Course assignments include the written memo on a lawyer’s duties as outlined in the Rules of Professional Conduct. The client file assignment involves opening a new file on a practice management system and writing a draft client retainer letter. The group presentations are from the viewpoint of in-house counsel, government lawyer, or clinic lawyer.

Daily Topics

1. Professionalism and Ethics Overview: Administration of Justice and the Lawyer’s Role
2. Practice Management Overview; Developing Your Business Approach. Understanding and Managing Finances; What Form Should It Take? Business Structures
3. Duties, Fiduciary Duty, The Relationship of Trust; Risk and Responsibility Including in Real Estate Transactions and Managing the Unexpected
4. The Client and Confidentiality; Time and Tasks; the File
5. Opening a File, the Retainer Letter, Fees, Disbursements and the Decline of the “Billable Hour”
6. Communications and Managing Your Practice, Wellness and Reflective Practice
7. Lawyering through the Lens of In-House Counsel, Government Lawyering, Clinic Lawyering

8. Closing a File and Withdrawal from Representation
9. Innovation in Legal Practice: Process Mapping
10. The Paperless Office and Other Tools and Strategies

Course Materials

Course materials will include representative selections from sources such as the following:

David L Blaikie, Thomas A Cromwell and Darrel Pink, eds. *Why Good Lawyers Matter*. Irwin Law. 2012.

Clio. "Helping Lawyers Build a Better Practice."

https://www.clio.com/?utm_source=google&utm_medium=cpc&utm_term=%2Bclio%20%2Bwebsite_b&utm_campaign=Clio_Search_Brand_Conversion_USA-CAN_Engine&gclid=CM-Dl8Pf3dECFYa6wAodEcoFNg

LawPro. "Lawyers' Professional Indemnity Company." <http://www.lawpro.ca/>

Law Society of Upper Canada. *Rules of Professional Conduct*. <http://www.lsuc.on.ca/lawyer-conduct-rules/>

Mitchell Kowalski. "North America: The Next Emerging Market for Legal Services," *Slaw*. 2012.

Colin Lachance. "Make Legal Careers Great Again," *Slaw*. 2015.

Colin Lachance. "Rethinking Success in a Modern Legal Career," *Slaw*. 2015.

Adam La France. "The Tetris Effect: What Video Games Can Teach Law." *Knomos*. 2015.

Michelle Leering. "Reflective Practice for Legal Professionals," *Journal of Law and Social Policy*. 2014.

Allan C Hutchinson. *Legal Ethics and Professional Responsibility* 2nd edition. Irwin Law. 2006.

Deborah L Rhode, ed. *Ethics in Practice: Lawyers' Roles, Responsibilities, and Regulation*. Oxford University Press. 2000.

Supplementary Materials

Professional ethics and practices management posts on *Slaw*, Canada's Online Legal Magazine. <http://www.slaw.ca/>

LawPro. AvoidAClaim Blog. <http://avoidaclaim.com/about/>

**Ryerson University
Faculty of Law
Business Law**

Calendar Description

JUR XXX: Business Law Using a transactional approach to business structures, students work with a simulated client file from idea through execution to potential problem areas. The module focuses on documents, processes and issues related to financing, liability, governance and operations, both in bricks-and-mortar and e-commerce businesses. Students draft and review documents (e.g. articles of incorporation, bylaws, shareholder/partnership agreements, confidentiality clauses and purchase and sale agreements). Challenges of applying traditional legal concepts to digital businesses are also explored.

Overview

Business law surveys the major legal issues a lawyer may have to advise on when serving an entrepreneur client. Through simulations, students gain practical experience in consulting clients on the advantages and disadvantages of various forms of business organizations, tax and liability implications. A problem solving approach allows students to learn to recognize and address a variety of processes and issues related to financing, liability, governance and operations of a corporation including the functions and duties of officers and directors. Students review and consider a variety of organizational documents and draft some agreements (e.g. a non-disclosure agreement). They also write legal memoranda advising clients on regulatory compliance and protecting their interests and innovative business ideas.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in ‘firms’ comprising seven students.

Teaching Method

Interactive lectures; participation in discussions and simulations; group work; engaging in legal drafting and review of legal documents.

Evaluation

Business Structure Role Playing 25%
Contract Drafting Group Work 25%
Corporation Problem Solving Assignment 25%
Final Exam 25%

Daily Topics:

1. Forms of Business Organizations and Other Methods of Carrying on Business: Sole Proprietorship, Partnership, Corporation, Joint Venture
2. Forms of Business Organizations: Choosing the Right Business Structure, Name Search, Registering the Business, Permits and Licenses, GST/HST Registration
3. The Corporation: The Nature of Corporate Personality, The Process of Incorporation, Articles of Incorporation, Capital Structure, and Issuing Shares, Issues of Indigenous Sovereignty

4. The Corporation: Governance and Operations, Minute Book's Documents, Duties of Managers and Directors
5. Ownership Agreements: Partnership and Shareholders
6. Contract Drafting: Non-Disclosure, Sale and Service Agreements
7. Contract Drafting: Continued
8. Tax Considerations and Financing the Business
9. Protecting the Intellectual Property of the Business
10. Risk Management and Regulatory Compliance: Employment, Competition, Consumer Protection and the Role of RegTech

Course Materials

Course materials will include representative selections from sources such as the following:

“An Act to Amend Title 8 Of the Delaware Code Relating to the General Corporation Law.”
<https://www.cooley.com/~/media/cooley/pdf/alerts/council-2017-proposals-in-bill-form.ashx?la=e>

Kenneth A Adams. *A Manual of Style for Contract Drafting*, 3rd edition. ABA, Business Law Section. 2013.

Todd L Archibald, Kenneth E Jull and Kent W Roach. *Regulatory and Corporate Liability: From Due Diligence to Risk Management*. Canada Law Book. 2014.

David Duff and Geoffrey Loomer. *Taxation of Business Organizations in Canada*. LexisNexis. 2015.

Fasken Martineau DuMoulin LLP. *Ontario Business Corporations Act & Commentary 2016-17*. LexisNexis. 2016.

Fasken Martineau DuMoulin LLP. *Canada Business Corporations Act & Commentary 2016-17*. LexisNexis. 2016.

“Governor Jack Markell announces Delaware Blockchain Initiative.”
<http://www.coindesk.com/delaware-governor-consensus-2016/>

Matthew J. O’Toole and Michael K. Reilly. *The First Block in the Chain: Proposed Amendments to the DGCL Pave the Way for Distributed Ledgers and Beyond*. Harvard Law School Forum on Corporate Governance and Financial Regulation. March 16, 2017.

Mitchell McInnes, Ian P Kerr and J Anthony Vanduzer. *Managing the Law: The Legal Aspects of Doing Business* 4th edition. Pearson. 2013.

Poonam Puri, Anita I Anand, Ed Iacobucci, Ian Lee and Jeff MacIntosh, eds. *Cases, Materials and Notes on Partnerships and Canadian Business Corporations*, 6th edition. Carswell. 2016.

Douglas Sanderson. “Commercial Law and Indigenous Sovereignty: It’s a Nice Idea, but How Do You Build It in Canada?” *Canadian Business*. 2011.

Andrea Tinianow and Caitlin Long, *Delaware Blockchain Initiative: Transforming the Foundational Infrastructure of Corporate Finance*. Harvard Law School Forum on Corporate Governance and Financial Regulation. March 16, 2017.

(<https://corpgov.law.harvard.edu/2017/03/16/delaware-blockchain-initiative-transforming-the-foundational-infrastructure-of-corporate-finance/>)

Bryce C Tingle. *Start-Up and Growth Companies in Canada: A Guide to Legal and Business Practice*, 2nd edition. LexisNexis. 2013.

J Anthony VanDuzer. *Law of Partnerships and Corporations*. Irwin Law. 2009.

David Vaver. *Intellectual Property Law: Copyright, Patents, Trade-Marks*, 2nd edition. Irwin Law. 2011.

Ryerson University
Faculty of Law
Family Law

Calendar Description

JUR XXX: Family Law This module deals with major issues in family law including divorce and separation, child custody and access, division of property, continuing support, and the intergenerational ramifications of family law. It addresses techniques for conducting intake interviews, issue spotting and developing a theory of the case. Various processes for disputes, such as negotiation, use of collaborative law, mediation, arbitration and litigation are addressed, including the impact of these processes on all parties to the case.

Overview

This module aims to prepare students for the real-world practice of family law in Ontario. Students will learn to identify what issues arise in the context of a family law matter and how to apply the relevant legislation and case law within the prescribed procedural framework to protect the client's interests. We will begin by surveying the legislative and procedural framework which governs family law matters. In each following class, students will be introduced to a key topic in family law and will be required to engage in a group fact-pattern exercise where their cumulative knowledge will be tested. The course will conclude with a survey of practice management strategies, designed to assist in building a thriving and sustainable practice.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. The focus of the afternoons is on group work conducted in 'firms' comprising seven students. This group work will focus on dealing not just with conventionally represented litigants but also on working with paralegals and unrepresented litigants.

Teaching Method

Interactive lectures; participation in discussions and simulations; group work; engaging in legal drafting and review of legal documents.

Evaluation

Comprehensive Integrated Client File Exercise 60%

Includes client interview(s), fact gathering, legal research and analysis, case strategy development, draft opinion letter; draft correspondence to opposing counsel/side; draft affidavits and pleadings; simulated negotiation and/or motion/trial; draft reporting letter and billing invoice.

Final Open Book Exam 40%

Daily Topics

1. Course Overview: Rules of the Game
2. The Law of Divorce
3. Custody and Access
4. Property

5. Child Support
6. Spousal Support
7. Cohabitation and Enforcement of Support Orders
8. Domestic Contracts and Taxation Issues
9. Aboriginal Issues in Family Law
10. Strategic Practice Management

Course Materials

Course materials will include selections from sources such as the following:

Divorce Act

Family Law Act

Children's Law Reform Act

Family Law Rules

Ontario Family Law Practice 2017

Hovius on Family Law

Supplementary Materials

Justice Annemarie E Bonkalo. *Family Legal Services Review*. Ministry of the Attorney General. December 2016.

Chelsea C Caldwell. *Dealing with the Self-Represented Litigant: Challenges and Strategy, or Things I Wish I Had Known Five Years Ago*. Continuing Legal Education Society of British Columbia. May 2011.

Courthouse Libraries BC. *Family Law Unbundling Toolkit*.
<http://www.courthouselibrary.ca/practice/familylaw/unbundling/>

Law Society of Upper Canada. *Dealing With Self-Represented Litigants*
<http://www.lsuc.on.ca/with.aspx?id=2147499412>

Julie Macfarlane. *The National Self-Represented Litigants Project: Identifying and Meeting the Needs of Self-Represented Litigants Final Report*. Law Society of Upper Canada, 2013.

Mediate BC. *Family Legal Services Unbundling Project*. <http://www.mediatebc.com/Education--Training/Family-Unbundled-Legal-Services-Project.aspx>

**Ryerson University
Faculty of Law
Civil Procedure**

Calendar Description

JUR XXX: Civil Procedure This module provides hands-on practice-based exposure to the Rules of Civil Procedure through interactive exercises, which include drafting and preparing pleadings and motion materials. These activities are designed to ensure students properly understand the difference between pleadings and evidence, and how to properly construct a claim with consideration efficiency and effectiveness. The module also includes practical applications of eDiscovery using the Sedona principles and the Electronic Discovery Reference Model (EDRM) framework.

Overview

Themes to be explored through the module include efforts underway to promote access to justice in civil litigation, including the increasing reliance on case conferences and mandatory mediation, and the use of summary judgment motions to resolve disputes without trials. The efficacy of each of these will be explored. By the end of the module, students should have a basic understanding of how to draft pleadings, prepare motion materials, and conduct examinations for discovery, all necessary skills for employment in the legal profession at an entry level. This will be achieved through imparting these skills through problem-based scenarios that also highlight some of the contemporary trends and challenges in civil litigation.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in ‘firms’ comprising seven students.

Teaching Method

Interactive lectures; presentations; participation in discussions, simulations and exercises; drafting pleadings and materials, conducting legal research.

Evaluation

Drafting Assignments 15%
Motion Simulation Exercise 15%
Problem-Based Learning Scenarios 20%
Final Exam 35%

Daily Topics

1. Overview of the Rules of Civil Procedure
2. Reform to the Rules and Access to Justice
3. Pleadings and proper service
4. Disclosure of Documents and Discovery
5. eDiscovery and electronic exchange

6. Undertakings and Refusals Motions
7. Disposition without trial and summary judgments
8. Evidence on motions
9. Trial and Pre-trial Procedures
10. Costs and Technological Issues in Civil Litigation

Course Materials

Course materials will include representative selections from sources such as the following:

Todd Archibald, Gordon Killeen and James C Morton. *Ontario Superior Court Practice*, 2017 Edition, Student Edition + E-Book. 2016. LexisNexis.

Shelby Austin and Alexie Landry. *A Practical Guide to eDiscovery in Canada*. LexisNexis. 2014.

Colin L Campbell. "Reflections on Proportionality and Legal Culture." *The Advocates' Journal*, 2010.

Karen Eltis. *Courts, Litigants, and the Digital Age: Law, Ethics, and Practice*. Irwin Law. 2016.

Bryan Finlay, Marie-Andrée Vermette and Michael Statham. *Electronic Documents: Records Management, e-Discovery and Trial*. Carswell. 2010.

Michelle Fuerst and Mary Anne Sanderson, *Ontario Courtroom Procedure*, 4th edition. LexisNexis. 2016.

Dan Grice Dan and Bryan Schwartz. "Social Incrimination: How North American Courts are Embracing Social Network Evidence in Criminal and Civil Trials." *Manitoba Law Journal*. 2012.

Omar Ha-Redeye and George Brown. *Ontario Guide to Civil Litigation*. Carswell. 2019.

Ted Tjaden and Matthew Karabus. "The Impact of Hryniak v. Maudlin on Summary Judgements in Canada One Year Later." *The Advocates' Quarterly*. 2015.

Walker, Janet, Jane Bailey, Barbara Billingsley, David A Crerar and Erik S Knutsen. *Civil Litigation Process: Cases and Materials*, 8th Edition. 2016. Emond Publishing.

Janet Walker. "Summary Judgment Has its Day in Court." *Queen's Law Journal*. 2012.

Garry D Watson and Michael McGowan. *Ontario Civil Practice 2017 + CD-ROM*. Carswell. 2017.

Susan Wortzman. *E-Discovery in Canada*, 2nd edition. LexisNexis. 2011.

**Ryerson University
Faculty of Law
Social Innovation and the Law**

Calendar Description

JUR XXX: Social Innovation and the Law Societal change is demanding innovation in the delivery of legal services, interaction with clients and the development of new technological tools. In this module the emphasis is on recognizing who is the client, identifying problems and generating multi-faceted solutions. Students gain reinforcement in basic concepts in file management, communication and interviewing, problem recognition, data analytics, and knowledge generation software. They have opportunities to apply the fundamentals of design thinking.

Overview

This module provides students with an in-depth look at the areas of innovation and access to justice which are major themes in the fourth semester. Its main purpose is to allow them to emphasize practice-based fundamentals and emerging uses of technology in the service of process innovation so that they are equipped to accelerate social innovation and enhance access to justice once they graduate.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in ‘firms’ comprising seven students.

Teaching Method

Interactive lectures; presentations; participation in discussions and simulations; engaging in innovative analysis, conducting legal research.

Evaluation

Data Analytics Assignment 25%

Process Mapping Assignment 25%

Presentation Research Document 30%

Group Presentation on Innovation in Law (Public or Private) 20%

Daily Topics

1. Innovation: An overview of innovation principles and Why They Matter to the Law
2. Understanding the Client (I): Societal Realities, Changing Times and Changing Expectations
3. Understanding the Client (II): The Client’s Individual Experience: The Client as Consumer, Victim, Corporation, Perpetrator, Self-Rep, Refugee, Indigenous, LGBTQ, Child, etc.
4. How to talk to people; Interviewing Clients and Problem Recognition
6. Innovation in Private Practice: The Changing Structure of Law Firms, Alternative Business Models
7. Innovation in Public Law: The Challenge Facing the Public System and Its Responses
8. Technology and the Legal Industry: How Tech Innovation is Spurring New Approaches including Data Analytics, Knowledge Generation Software, Artificial Intelligence

9. A Primer on Innovation Tools: Project Management, Process Mapping, Process Improvement Techniques and Why They Matter to You and Your Client
10. A Deeper Dive: How Innovation Has Changed the Law; A Look at Recent Significant Case Studies and Current Start-ups
11. The Future: What Happens Next?

Course Materials

Course materials will include representative selections from sources such as the following:

Action Committee on Access to Justice in Civil and Family Matters. *Access to Civil and Family Justice: A Roadmap for Change*. October 2013.

American Bar Foundation. *Assessing Justice in the Contemporary USA: Findings from the Community Needs and Services Study*. 2014.

Lorne D Bertrand and Joanne J Paetsch. *An Evaluation of the Clicklaw Wikibook JP Boyd on Family Law: Final Report*. 2016.

Canadian Bar Association. *Reaching Equal Justice Report: An Invitation to Envision and Act*. 2013

Canadian Bar Association. *Futures: Transforming the Delivery of Legal Services in Canada*. 2014

Canadian Bar Association Standing Committee on Access to Justice. *Access to Justice Metrics: A Discussion Paper*. 2013.

Canadian Bar Association. *Secrets Revealed: 95 Tips on Becoming A Better Lawyer*. 2014.

Canadian Bar Association. *Skilled Lawyer Series, Project Management for Lawyers*, Webinar Series [or other similar program].

Center for the Study of the Legal Profession. *2016 Report on the State of the Legal Market*. Georgetown Law and Thomson Reuters Peer Monitor. 2016

David Chavkin. *Clinical Legal Education: A Textbook for Law School Clinical Programs*. LexisNexis. 2002. (chapter 7)

Jordan Furlong, *Law is a Buyer's Market: Building a Client-First Law Firm for the 21st Century*. 2017.

Michael L George et al. *The Lean Six Sigma Pocket Toolbook*. McGraw Hill. 2005.

Jomati Consultants. *Re-engineering Legal Services: How Traditional Law Firms Are Finally Learning to Embrace Alternative Working Practices*. 2016.

Mitchell Kowalski. *Avoiding Extinction: Reimagining Legal Services for the 21st Century*. ABA Press. 2012.

Mitchell Kowalski. *The Great Legal Reformation: Notes from the Field*. 2017.

Dr. Julie MacFarlane. *The National Self-Represented Litigants Project: Identifying and Meeting the Needs of Self-Represented Litigants*. Final Report. 2013.

PLEAS Task Force. *Developing Capable Citizens: The Role of Public Legal Education*. 2007.

Sandra Rubin. "Funding Legal Innovation in Canada," *Lexpert Magazine*. 2016.

Mark Schoenfield and Barbara Pearlman Schoenfield. "Interviewing and Counselling Clients in a Legal Setting," *Akron Law Review*. 1977.

Julie Sobowale. "How Artificial Intelligence is Transforming the Legal Profession," *ABA Journal*. 2016.

Truth and Reconciliation Commission of Canada. *Honouring the Truth, Reconciling for the Future. Summary of the Final Report*. 2015.

Francis Westley, Brenda Zimmerman and Michael Patton. *Getting to Maybe*. Vintage Canada Press. 2007.

Nina Van Wormer. *Help at your Fingertips: A Twenty-First Century Response to the Pro Se Phenomenon*. 2007.

Online blogs and magazines such as ABA Journal, New Normal, Slaw, Law21, lawblog, etc

Current articles from key innovation organizations including Hiil, CyberJustice, SiG

**Ryerson University
Faculty of Law
Coding Bootcamp**

Calendar Description

JUR XXX: Coding Bootcamp This intensive five-day bootcamp focuses on several coding languages. Students gain a quick overview of HTML and CSS, the backbones of all websites, and spend time learning the fundamentals of Python, now widely used for applications in data analytics. After gaining basic proficiency in this program, students use it to complete a group project. They are also introduced to tests that help them assess their own proficiency in the fundamentals of legal technology.

Overview

Knowledge of HTML and CSS are required to enable students to do web development, create marketing emails, or even blog. The module's overview of these two languages will cover basic techniques and concepts that are translatable to other programming languages, as well as introduce the basic building blocks of how HTML and CSS work together to create richer online experiences. Most of the module is spent mastering the basics of Python. After two days to learn the language, students undertake a project that builds a series of applications to retrieve, process and visualize data. Finally, students are exposed to tests that lawyers use to demonstrate their technical competence.

Delivery Method

Six hours each day (morning and afternoon sessions), over five days, led by leading practitioners, career strategists and leadership development experts.

Teaching Method

Interactive workshops and seminars; demonstrations; participation in discussions and simulations; group work and individual self-reflection activities.

Evaluation

HTML Assignment 10%

CSS Assignment 10%

Python Proficiency Assignment 20%

Python-Based Case Study 50%

Assessment of Proficiency in Legal Tech Assignment 10%

Daily Topics

1. Web Fundamentals: Introducing HTML and CSS
2. Python Basics – Part I
3. Python Basics – Part II
4. Python-Based Data Analytics Project
5. Proficiency in Legal Tech

Course Materials

Course materials will include selections from sources such as the following:

Coursera, *HTML and CSS for Beginners* <https://www.codecademy.com/en/tracks/htmlcss>

Charles Russell Severance and Sue Blumenberg. *Python for Everybody: Exploring Data in Python 3*

Online Courses and Videos

Jason R Baron and Yodi Hailemariam. *Top Ten Uses of Data Analytics for In-House Counsel*. Association of Corporate Counsel. July 7, 2016.

DisruptLegal, *5 Reasons Lawyers Should Learn To Code*. October 9, 2015.

Reinvent Law Channel. *YouTube*. <http://www.reinventlawchannel.com/>

Mark van Rijmenam. *How Big Data Can Improve The Practice Of Law*, DataFloq. August 5, 2016.

Stephanie Yang. *Where The Coding Craze Is Going Overboard*, TechCrunch. September 8, 2013.

**Ryerson University
Faculty of Law
Advocacy and ADR**

Calendar Description

JUR XXX: Advocacy and ADR This module introduces students to a diversity of processes for advocacy and alternative dispute resolution, including negotiation, mediation, third-party neutral evaluation, mini-trials, and judicial settlement conferences. Students explore questions of fit between the type of a dispute and choice of resolution process, critically assessing potential reforms designed to ensure access to affordable legal services. The potential for new technologies to contribute to online dispute resolution strategies is also addressed.

Overview

Effective tribunal practice requires drafting, mediation, negotiating and oral advocacy skills. Module participants will develop and improve the above skills as they work through an Ontario Human Rights Tribunal simulation. Students will: begin to appreciate the emotional forces involved in conflict situations; enhance their ability to collaborate as a member of a small group; acquire an understanding of tribunal procedures; experience drafting tribunal pleadings under pressure; gain practical skill in witness preparation; learn how to prepare for and conduct an examination in chief and a cross examination; and develop mediation skills.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in ‘firms’ comprising seven students.

Teaching Method

Interactive lectures, guest lectures, structured debates, class discussions and presentations, analysis of current issues, legal research and writing.

Evaluation

OHRT Application or Response (group project)	15%
Human Rights Process Assessment	15%
Draft Judgment (group project)	20%
Research on the Law applicable to OHRT	20%
Take-Home Exam	30%

OHRT Simulation and Small Group Setup

OHRT Situation: actual or made up Ontario Human Rights Tribunal situation (e.g. Peel Law Association v. Pieters).

- Room Setup (general): large room with round tables which can accommodate 5 persons (room for facilitator observer, laptops and documents);
- Small groups each with three (3) students;
- In half the groups each person is assigned to be one of the persons on the side of the complainant – the complainant, or one of the complainant’s two major witnesses – and is given the information for that person.

- In the other half of the groups each person is assigned to be one of the persons on the side of the respondent – the respondent, or one of the respondent’s two major witnesses – and is given the information for that person.

Daily Topics

1. Introduction to the Course Format
2. Daniel Shapiro’s Tribes Effect Simulation
3. Complainant(s) Human Rights Tribunal Application Preparation/Mediation Preparation
4. Individual Research Memo on the law raised by the OHRT Simulation
5. Mediation Sessions
6. Reflective Memo for Mediation Preparation/Examination in Chief Preparation Video
7. Cross Examination Preparation
8. Examination in Chief
9. Group exercise – Each Group Writes its Judgment of the Case
10. Alternative Dispute Resolution Methods and Access to Justice

Course Materials

Course materials will include selections from sources such as the following:

Advocacy Materials

Advocacy Society. *Mastering the Art of Examining Witnesses*. 2017.

Bryan Findlay. *Witness Preparation: A Practical Guide*. Canada Law Book. 2010.

Ontario Human Rights Commission documents (legislation, policies and guidelines which are relevant to the OHRT case situation)

Ontario Human Rights Tribunal documents (application and response forms and information; legislation; rules and practice directives)

Larry S Pozner and Roger J Dodd. *Advanced Cross-Examination Techniques*. Seminar Partners Presentation.

Robert B White. *The Art of the Trial*. Aurora, Ontario: Canada Law Book. 1993.

Mediation Materials

Roger Fisher and Danies Shapiro. *Beyond Reason: Using Emotions as you Negotiate*. Viking Books. 2005.

Roger Fisher and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books. 1991.

K Patterson, J Grenny, R McMillan and A Switzler. *Crucial Conversations: Tools for Talking When Stakes Are High*, 2nd edition. McGraw Hill. 2012.

Christopher W Moore. *The Mediation Process: Practical Strategies for Resolving Conflict*. John Wiley and Sons. 2014.

D Shapiro. *Negotiating the Nonnegotiable: How to Resolve Your Most Emotionally Charged Conflicts*. Viking. 2016.

William Ury. *Getting Past No: Negotiating your Way from Confrontation to Cooperation*. New York: Bantam Books. 1993.

**Ryerson University
Faculty of Law
Wills and Estates**

Calendar Description

JUR XXX: Wills and Estates This module covers the basic legal principles and rules of succession and estate planning. Students come to appreciate the intersections between this field and the areas of trust, insurance, and tax as well as health law issues such as capacity and decision-making. They examine wills and estate documents and, through simulated client interactions, gain experience in engaging in conversations around estate planning including asset identification, designating powers of attorney and related matters such as digital rights upon death.

Overview

Wills and estates explores the law of capacity and estates, with an introduction to the planning and litigation steps that may be taken to implement a client's wishes or to protect and advance the interests of a beneficiaries, and the related professional obligations of lawyers. Students gain practical experience in conducting interviews to obtain information relevant to the estate planning process and will review and consider the planning opportunities available to clients, as well as the advantages and disadvantages typically associated with different planning strategies. Students will learn to recognize and address such issues encountered in estate planning and litigation as mental capacity, dependants' support, the use of tools including trusts and life insurance policies in tax-efficient planning, fiduciary relationships, and public policy. There will also be discussion of the implications of automation and technology as an access to justice issue in wills and estates law, as well as a look at the role of digital rights after death, including the emerging need for digital executors.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in 'firms' comprising seven students.

Teaching Method

Interactive lectures; presentations; participation in discussions and simulations; engaging in analysis of estate planning strategies; conducting legal research.

Evaluation

Comprehensive Integrated Client File Exercise:

- Client interview(s) and fact gathering 10%
- Legal Research and Analysis re Mental Capacity 10%
- Draft Relevant Estate Planning Documents (Wills/Powers of Attorney) 10%
- Case Strategy Development in Estate Litigation Matter; Research and Draft Opinion;
- Draft Correspondence to Opposing Counsel/Side 20%
- Draft Affidavits and Pleadings 10%
- Simulated Negotiation and/or Motion/Trial 10%
- Draft Reporting Letter and Billing Invoice 10%

Group Analysis and Discussion-Based Presentation (Simulated Scenario) 20%

Daily Topics

1. Introduction; Mental Capacity and Substitute Decision Making
2. Intestate Succession and Introduction to Wills
3. Tax Considerations in Estate Planning (including will alternatives)
4. The Validity of Wills and Other Testamentary Instruments
5. Rights of Surviving Spouses and Dependents
6. Obligations of Attorneys and (Estate) Trustees
7. Probate and Estate Litigation Procedure
8. Rectification and Interpretation of Wills
9. Public Policy and Testamentary Freedom
10. Solicitor Liability and Best Practices

Course Materials

Course materials will include representative selections from sources such as the following:

Albert Oosterhoff et al. *Oosterhoff on Wills* 8th edition, Thomson Reuters Canada, 2016.
[Textbook]

Case Law

Banks v Goodfellow (1870) LR QB.

Banton v Banton, [1998] OJ No 3528 (available on CanLII) (Ont Sup Ct).

Cummings v Cummings Estate (2004), 69 OR (3d) 398 (available on CanLII) (Ont CA).

Hall v Bennett Estate (2003), 64 OR (3d) 191 (available on CanLII) (Ont CA).

Pecore v Pecore, 2007 SCC 17, [2007] 1 SCR 795.

Scott v. Cousins, 37 ETR (2d) 113, 2001 Carswell Ont 50 (Ont Sup Ct).

Spence v BMO Trust Company, 2016 ONCA 196.

Legislation

Estates Act, RSO 1990, c E.21.

Health Care Consent Act, 1996, SO 1996, c 2, Sched A.

Rules of Civil Procedure, RRO 1990, Reg 194.

Substitute Decisions Act, SO 1992, c 30.

Succession Law Reform Act, RSO 1990, c S.26

Trustee Act, RSO 1990, c T.23.

**Ryerson University
Faculty of Law
Legal Innovation**

Calendar Description

JUR XXX: Legal Innovation Innovation in today's legal environment encompasses technological, business and social innovation. This module focuses on developing skills in legal project management, legal analytics, and legal process engineering while allowing students to apply these skills in a project that stresses one or more of the three types of innovation mentioned above while gaining their Six Sigma yellow belt. The goal is to enhance students' capacity and ability to evoke change in the delivery of legal services.

Overview

Legal innovation is increasingly seen as a tool for ensuring access to justice for legal consumers. However, developing technological innovation that will address access to justice is a daunting goal. In this module we identify processes lawyers are using to redesign legal delivery in practice situations and engage students in creating their own technological innovations.

Students begin with an introduction to lean methodology as a tool that promotes better processes for established and emergent legal organizations. They use case studies to identify how these processes have been applied to generate information about value and waste in legal service as well as validate opportunities in various types of legal organizations (including law firms, in house practices, multi-service providers, sole practitioners, government, and the judiciary). The stress is then on using design thinking to create technologies or adopt emergent technologies in order to promote broad skills for addressing future needs. Students will analyze how innovation-based strategies have been used to create new processes and apply these strategies to promote the adoption of their own chosen technology. Learning to become proactive and alert to information and technology trends affecting legal services, they will implement design thinking and the lean startup method to validate opportunities.

Finally, students will draft a business plan addressing strategy development, making a business case and managing an innovation portfolio. They will learn how to plan new ventures and innovation projects and will write and pitch at least one individual business plan based on having implemented the lean startup to produce a viable new venture opportunity.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in 'firms' comprising seven students.

Teaching Method

The module combines readings, lectures, case studies, visiting experts and student presentations. All material is aimed at understanding how the legal innovation process works and managing projects that implement or use these technologies. Students experiment with the innovation process through class exercises and a course project, where they develop creative concepts for legal service delivery in their small firms. The project mirrors the early phases of development experienced by those at the forefront of innovation to simulate the processes by which ideas are actualized

Evaluation

Bring 10 key observations from secondary research 10%

Generate a new idea about how to address a key observation 10%

Write a Business Plan, Differentiate Competitors and Understand Implications 60%

Experimentation and Testing 20%

Daily Topics

1. What is the Innovation Process?
2. Opportunity Identification
3. Strategic Decision-Making I – Lean Law Startup
4. Strategic Decision-Making II – Process Mapping, Project Management, Data Analytics & Issue Analytics
5. Creative Design
6. Design Thinking
7. Making a Business Plan
8. Acquiring Resources - Guerilla, Bootstrapping and Crowd Fund resourcing
9. Experimentation and Reengineering Legal Delivery
10. Presentations

Course Materials

Course materials will include representative selections from sources such as the following:

Applying Continuous Improvement to High End Legal Services. Clifford Chance. 2014.

Damian Blackburn. *Big Data for Law Firms*. Ark Publishers. 2013.

Connie Crosby. “Bringing Lean Six Sigma Process Improvement Disciplines into Legal Services: A CCCA Spring Conference Workshop,” *Slaw*. 2013.

Shubha Ghosh and Robin Paul Malloy. *Creativity Law and Entrepreneurship*. Elger Law and Entrepreneurship, 2011.

Guy Kawasaki. *Art of the Start (The Time Tested Battle Hardened guide for Anyone Starting Anything)*. Penguin. 2004.

Mitchell Kowalski. *Avoiding Extinction: Reimagining Legal Services for the 21st Century*. ABA Press. 2012.

Brenda Laurel, ed. *Design Research: Methods and Perspectives*. MIT Press. 2003.

Lean for Lawyers. Codexx, 2009.

Justin Longnecker et al. *Small Business Management Launching and Growing New Ventures*, 6th edition. Nelson. 2016.

Open Law Lab. <http://www.openlawlab.com>

Catherine Alma MacDonagh. *Lean Six Sigma for Law Firms*. Ark Group. 2014.

Ash Maurya. *Running Lean: Iterate from Plan A to a Plan that Works*. O'Reilly Media Inc. 2010.

R G McGrath and Ian C MacMillan. *The Entrepreneurial Mindset (Strategies for Continuously Creating Opportunity in an Age of Uncertainty)*, Harvard Business School Press. 2000.

Alexander Osterwalder, et al. *Value Proposition Design*. Wiley. 2014.

Alexander Osterwalder and Yves Pigneur. *Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers*. Wiley, 2010.

Daniel H Pink. *A Whole New Mind: Why Right-Brainers Will Rule the Future*. 2006.

“Process Excellence Explained: What’s the difference between Lean, Six Sigma, and Business Process Management (BPM)?” *Process Excellence Network*

Eric Ries. *The Lean Startup*. Crown Publishing Group, 2011.

Ken Robinson. *Out of Our Minds: Learning to Be Creative*. Capstone Publishing. 2011.

Andrew Zacharakis, Stephen Spinelli and Jeffrey Timmons. *Business Plans that Work - A Guide for Small Business*, 2nd edition. McGraw Hill. 2011.

Podcasts

ABA Journal – Legal Rebels <http://legaltalknetwork.com/podcasts/aba-journal-legal-rebels/>

Brian Focht. *The Cyber Advocate’s Legal Technology Review: Tools and Technology for Legal Professionals* <https://itunes.apple.com/us/podcast/cyber-advocates-legal-technology/id1002986439?mt=2>

Law Society of Upper Canada-Technology Tips Podcasts
<http://www.lsuc.on.ca/podcastblog.aspx?blogid=2147485722>

**Ryerson University
Faculty of Law
IP and Privacy**

Calendar Description

JUR XXX: IP and Privacy This module discusses the private and public legal frameworks governing piracy, copyright and trademarks, as well as privacy and cyber-crime in Canada and other jurisdictions. Current issues and problems related to privacy such as online commerce, social media, cyber-bullying, the workplace, national security, law enforcement, genetics, health care and freedom of information are analyzed to understand a the role of privacy in an increasingly data-driven world.

Overview

This module introduces students to the legal, policy, and ethical dimensions of information by examining select IP frameworks of particular relevance in the digital world. The impact of the Internet on IP is explored, as well as attempts to regulate the Internet. Students will then examine legal concepts of privacy, and how these concepts play out in social media and other online platforms. As part of this exploration, students perform a privacy audit of their own lives, and comment on the implications of the uses of their own personal information. To illustrate the challenges informational wrongs pose for the legal system, students will be divided into three groups to “argue” (on paper) a privacy issue – one team preparing arguments for an award of privacy damages, one team preparing argument against such an award, and the third team acting as a trier of fact and delivering written reasons on the ultimate assessment of damages, if any.

The module then shifts to examine the significant technologies currently being adopted – and which have unintended consequences, the effects of which are never neutral. A world of ubiquitous data, subject to ever more sophisticated collection, aggregation, analysis, and use, creates massive opportunities for both financial gain and social good. It also creates dangers in areas such as privacy and discrimination, as well as simple hubris about the effectiveness of management by algorithm. Finally, the deliberate misuse and exploitation of information is examined. The module concludes with an overview of various responses to informational insecurity—both private and governmental—that may be employed to address these concerns.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in ‘firms’ comprising seven students.

Teaching Method

Interactive workshops and seminars; demonstrations; participation in discussions and simulations; group work and individual self-reflection activities.

Evaluation

Personal Privacy Audit 15%
Domain Name Dispute Resolution Process 15%
Paper-Based Mock Trial Process 35%
Final Exam 35%

Daily Topics

1. Overview of Intellectual Property - Copyright, Trademarks and Domain Names
2. Internet – What is it? Its Impact.
3. Regulation of the Net and Airwaves, Net Neutrality
4. Privacy – Statutes, Common Law, and the Problem of Damages I
5. Privacy – Statutes, Common Law, and the Problem of Damages II
6. Privacy, Social Media and the Online Challenge
7. Defamation, Cyber-bullying and Revenge Porn – and Freedom of Expression
8. Big Data, Open Data and Disruptive Data Driven Technologies (FinTech, Predictive Algorithms, etc.)
9. Cybersecurity
10. Issues in Security and Surveillance

Course Materials

Course materials will include selections from sources such as the following:

Jeffrey M Berry and Sarah Sobieraj. *The Outrage Industry: Political Opinion Media and the New Incivility*. Oxford University Press. 2014.

Corey Brettschneider. *When the State Speaks What should it Say? How Democracies Can Protect Expression and Promote Equality*. Princeton University Press. 2016.

Timothy Garton Ash, *Free Speech, Ten Principles for a Connected World*. Yale University Press. 2016.

Michael Geist, ed. *Law, Privacy and Surveillance in the Post-Snowden Era*. University of Ottawa Press. 2015.

Shane Harris. *@War, The Rise of the Military-Internet Complex*. Eamon Dolan/Mariner Books. 2015.

Justice Roger T Hughes et al. *Copyright Act and Commentary*, LexisNexis. 2016.

Justice Roger T Hughes, et al. *Trademark Act and Commentary*, LexisNexis. 2016.

Martin P J Kratz. *Canada's Internet Law in a Nutshell*. Carswell. 2013.

Martin P J Kratz. *Canada's Intellectual Property Law in Nutshell*. 2nd edition. Carswell. 2010.

Steve Lohr. *Data-ism: The Revolution Transforming Decision Making, Consumer Behavior, and Almost Everything Else*. HarperCollins. 2015.

Viktor Mayer-Schonberger and Kenneth Cukier. *Big Data, A Revolution that will Transform How We Live, Work, and Think*. Eamon Dolan/Mariner Books. 2014.

Colin McNair. *A Guide to Personal Information Protection*. LexisNexis. 2005.

David A Potts. *Cyberlibel, Information Warfare in the 21st Century?* Irwin Law, 2011.

Thomas J Shaw. *Cloud Computing for Executives: A Global Approach*. American Bar Association. 2014.

P W Singer and Allan Friedman. *Cybersecurity and Cyberwar: What Everyone Needs to Know*. Oxford University Press. 2014.

Ryerson University
Faculty of Law
Access to Justice Solutions

Calendar Description

JUR XXX: Access to Justice Solutions. In this module, students learn to identify barriers to justice and critically evaluate solutions. Using a comparative approach, international solutions (including in other sectors e.g. access to health, access to banking) are explored and global similarities identified. Students distill this learning into a toolbox of approaches which, using an emphasis on accessible technology, they then use to develop local solutions to make legal services more affordable for individuals and organizations of limited means.

Overview

This course is intended to prepare students: (a) to recognize and address access to justice issues in their own practice and in the legal system in which they will one day work; (b) for possible participation in the Advanced Legal Solutions elective course; and/or (c) to participate in other initiatives or challenges aimed at building products and solutions that *challenge the status quo* of legal services and enhance access to justice. The first theme explored is the nature of barriers to justice. Among the specific issues discussed are the extent of the justice gap, the economic and regulatory barriers to access, and the problem of resource constraints. In particular, how are legal technologies altering the landscape for persons of limited means and empowering disadvantaged and marginalized individuals and communities? The other main theme is how to design and develop solutions to overcome or eliminate these barriers. To this end, various real-world solutions (both successful and unsuccessful) from around the globe will be critically evaluated. Solutions will focus on access to justice, but will also take a cross-disciplinary approach and evaluate solutions to such challenges as increasing access to health or to financial capital. The goal is to develop students' ability to think critically about what works, what doesn't, and why.

Delivery Method

Intensive two-week module with daily lecture in mornings and hands-on application overseen by mentor in afternoons. Emphasis on group work conducted in 'firms' comprising seven students. Mornings consist of seminars devoted to the access to justice crisis and the role of digital and other tools in solving it. In the afternoons, students work with their assigned firm to use the tools and skills they have developed to craft a solution (or solutions) to an assigned access to justice issue. Class sessions consist of video examples, interviews with social entrepreneurs and innovators, podcasts and Skype sessions with international providers of access to justice solutions. Some students may choose to build a working technology prototype (e.g. an app), whereas others may choose to rethink current processes and reimagine them, producing cogent, implementation-ready recommendations.

Teaching Method

The teaching method is based on the model of a "flipped class" in which the typical lecture and homework elements of a course are reversed. Students are responsible for reading, understanding and applying course materials to their particular access issue. Access to justice issues are sourced from literature, news reports, clinic anecdotes, and front line organizations and people facing the issues under scrutiny. Students are responsible for using project management skills (learned in

the Legal Innovation module) to develop their own project plan, including selecting the milestones on which they will be evaluated.

Evaluation

First Project Milestone 15%

Second Project Milestone 15%

Third Project Milestone 15%

Project Presentation 55%

Daily Topics

1. The Architecture of Justice: What is a Barrier?
2. Technology as an Enabler (or Disabler) of Access to Justice
3. Educational Barriers: the Availability of Public Legal Education
4. Barriers Encountered by Youth: Reimagining Child Welfare, Indigenous Voices, and Family Conflict
5. Sex and Gender: Disparate Impact of Pay, Precarious Work, Domestic Violence, and Sexuality
6. Barriers in Non-urban Centres: Increasing Access to Information and Resources
7. Financial Barriers: Mechanisms of Affordability, Including Unbundling, DIY/ADR and Assisting the Self-Represented
8. Mental Health and Wellness Barriers: Professional Competencies, Ethics and Institutional Partners
9. Barriers Encountered by Newcomers: Language, Status, Culture
10. The Implementation Gap

Course Materials

Course materials will include selections from sources such as the following:

Ab Currie, *Nudging the Paradigm Shift: Everyday Legal Problems in Canada*. Canadian Forum on Civil Justice. 2016.

Asher Flynn, Jacqueline Hodgson, eds. *Access to Justice and Legal Aid: Comparative Perspectives on Unmet Legal Need*. 2017.

Gretchen Luchsinger. *Access to Justice in Asia and the Pacific: A DGTTF Comparative Experience Note Covering Projects in Cambodia, India, Indonesia and Sri Lanka*. United Nations Development Programme. 2010.

Canadian Forum on Civil Justice. *Everyday Legal Problems and the Cost of Justice in Canada: Overview Report*. Canadian Forum on Civil Justice. 2016.

Les Jacobs, David Kryszajtys and Matthew McManus. *Paths to Justice and the Resolution of Consumer Problems: Findings from the 2014 Everyday Legal Problems and the Costs of Justice in Canada National Survey*. Canadian Forum on Civil Justice. 2015.

Listening to Ontarians: Report of the Ontario Civil Legal Needs Project. The Ontario Civil Legal Needs Project Steering Committee. 2010.

Patricia Hughes. *Draft Guidelines for Using Technology to Advance Access to Justice*, October 2016.

Jena McGill et al. *Emerging Technological Solutions to Access to Justice Problems: Opportunities and Risks of Mobile and Web-based Apps Knowledge Synthesis Report*. Faculty of Law, University of Ottawa. October 13, 2016.

Roger Smith and Alan Paterson. *Face-to-Face Legal Services and their Alternatives: Global Lessons from the Digital Revolution*. The Nuffield Foundation, 2014

Roger Smith. *Digital Delivery of Legal Services to People on Low Incomes*. The Legal Education Foundation. 2015

Pascoe Pleasence and Nigel J Balmer. *What People Do to Solve 'Legal' Problems*. Legal Services Board. 2014.

Other Resources

The Ontario Small Claims Podcast. <http://www.osccpodcast.ca/tag/a2j/>

Steps to Justice Website. <http://stepstojustice.ca/>

Access to justice solutions developed at Ryerson's Legal Innovation Zone and used at various organization. <http://www.legalinnovationzone.ca/startups/>

The Legal Innovation Zone's A2J Challenge. <http://legalinnovationzone.ca/a2jchallenge/>

**Ryerson University
Faculty of Law
EQ/CQ Bootcamp**

Calendar Description

JUR XXX: EQ/CQ Bootcamp Living and working in a global, multicultural and diverse context demands an awareness of the impact of emotions and cultural outlook on our work. In particular, being able to recognize and understand the impact of one's own emotions and identifying and addressing cultural biases is critical to the success of all projects. In this intensive five-day bootcamp, Juris Doctor students explore and experience vital emotional and cultural competencies for optimal personal and group success.

Overview

Clients. Colleagues. Business Associates. Supervisors. Regulators. Judges. Mediators. A broad range of other professionals. Team members. Staff. Family. Friends. These are just a few of the categories of people with whom graduates of the Ryerson Law School will come into contact with regularly. This bootcamp provides some of the fundamental tools used in a wide range of group settings to ensure that students become attuned to the ways their own feelings and attitudes can affect their effectiveness as legal professionals.

Delivery Method

Six hours each day (morning and afternoon sessions), over five days, led by leading practitioners, leadership strategists EQ and CQ experts.

Teaching Method

Interactive workshops and seminars; demonstrations; participation in discussions and simulations; group work and individual self-reflection activities.

Evaluation

EI Competencies: Reflections from Demonstration 25%

Stages of Team Development (group presentation) 25%

Simulated Client Interview 25%

EQ/CQ Implementation Project: Reflective Submission 25%

Daily Topics

1. You, Me and Understanding Emotions – the Impact of EQ on Lawyering (workshop).
2. From Me to Us – Diving into Group Dynamics and Trust Building (workshop; group work)
3. CQ, Cultural Bias and Diversity (workshop)
4. The Ultimate Purpose: Understanding the Client Relationship (workshop and simulations)
5. Putting it All Together: The EQ/CQ Implementation Project

Course Materials

Course materials will include representative selections from sources such as the following:

Charles Duhigg. "What Google Learned from Its Quest to Build the Perfect Team," *New York Times*. February 25 2016.

Daniel Goleman. *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam. 1995.

Daniel Goleman, Richard E Boyatzis, and Annie McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business School Press. 2002.

Michelle Cotter Richards. *Emotional Intelligence: The “Silver Bullet” for Lawyer Success*. 2016.
<https://www.linkedin.com/pulse/emotional-intelligence-silver-bullet-lawyer-success-michelle-cotter>

Tomas Chamorro-Premuzic. “*Can You Really Improve Your Emotional Intelligence?*” Harvard Business Review. 2013.

Law Society of Upper Canada. *Working Together for Change: Strategies to Address Issues of Systemic Racism in the Legal Professions*. 2016.

David Livermore, *Leading with Cultural Intelligence: The Real Secret to Success*. AMACOM 2015.

David Livermore. *Driven by Difference: How Great Companies Fuel Innovation Through Diversity*. AMACOM. 2016.

D J Polden. “Leadership Matters: Lawyers’ Leadership Skills and Competencies,” *Santa Clara Law Review*. 2012.

Jennifer Romig. “Silence and Group Work in Legal Education.” *Listen Like a Lawyer*. 2017.

K H Rothenberg, “Recalibration the Moral Compass: Expanding Thinking like a Lawyer into Thinking like a Leader,” *U. Tol. L. Review*. 2009.

Bruce W Tuckman and Mary Ann C Jensen. “Stages of Small Group Development Revisited.” *Group and Organizational Studies*. 1977.

**Ryerson University
Faculty of Law
Professional Placement**

Course Description

JUR XXX: Professional Placement Students participate in a 16-week placement to further develop and apply practice-ready skills essential for success. There will be a variety of settings: private practice, in-house legal department, government or legal clinic. During the placement, students participate in regular professional development sessions connected with the program, submit reflective assignments and engage in facilitated discussions highlighting the skills and training they have gained.

Overview

In their placement and facilitated discussion groups students will be exposed to the following topics and skills: innovative opportunities in law, oral and written communications, analytical skills, client management, conducting research, drafting document, practice management, and professionalism and ethics. By having the opportunity to engage with their classroom learning in a real-world setting, students will gain valuable experience that will help inform both their preparation for professional accreditation, and, over the longer term, their transition to this post-graduation career.

Delivery Method

Full-time onsite legal placement supervised by a legal practitioner in good standing with the Law Society of Upper Canada (LSUC) following a one-week bootcamp orientation in Week 1. Application to and selection of placements will take place in the fourth semester.

Teaching Method

Participation in facilitated discussion groups, submission of reflective pieces, hands-on exercises and simulations.

Evaluation

Professional Placement Introduction 10%
Onsite Placement Employer Submissions (two) 60%
Experiential/Reflective Reports (two) 15%
Participation in Facilitated Discussion Groups (two) 15%

The professional placement introduction takes a week of six hour days. It covers hands-on exercises & simulations, legal research and writing and technology, professional communication, ethics & professionalism, practice management, dealing with conflicts/seeking feedback

Course Materials

Course materials will include selections from sources such as the following:

“Do Law Differently: Future for Young Lawyers”, Canadian Bar Association, February 23, 2016

Legal Innovation Zone (LIZ)

- <http://www.legalinnovationzone.ca/>

Practice Management, Professional Development & Conduct Resources

- LSUC CPD - <http://ecom.lsuc.on.ca/cpd/>
- LSUC Rules of Professional Conduct - <http://www.lsuc.on.ca/lawyer-conduct-rules/>
- OBA PD - <http://www.oba.org/Professional-Development-Resources>
- CBA PD - http://www.cbapd.org/search_en.aspx
- CCCA PD - <http://www.ccca-accje.org/en/events/main/pd.aspx>
- Law Pro - <http://www.lawpro.ca/>
- Law Pro - <http://www.practicepro.ca/LawPROmag/default.asp>

LSUC Practice Area Resources

- <http://www.lsuc.on.ca/For-Lawyers/Manage-Your-Practice/Practice-Area/Lawyer-Practice-Area-Resources/>

Legal Research Resources

- Legal Research - <http://legalresearch.org/>
- Legal Research and Writing - <http://www.legalresearchhandwriting.ca/index.htm>
- CANLII - <http://www.canlii.org/en/index.php>
- WestlawNext - <http://www.westlawnextcanada.com/>
- LexisNexis - <http://www.lexisnexis.ca/en-ca/home.page>

Legal News

- Canadian Lawyer Magazine - <http://www.canadianlawyermag.com/>
- Law Times - <http://www.lawtimesnews.com/>
- Lawyer's Weekly - <http://www.lawyersweekly.ca/>
- Legal Post - <http://business.financialpost.com/category/legal-post/>
- Globe and Mail - <http://www.theglobeandmail.com/report-on-business/industry-news/the-law-page/>
- OBA Just Magazine - <http://www.justmag.ca/>
- ABA Journal - <http://www.abajournal.com/>

Small & Solo Practice Material

- CBA Forum - <http://www.cba.org/Sections/Small,-Solo-and-General-Practice-Forum>
- CBA Business Structures - <http://www.cba.org/cba/practicelink/MF/structures.aspx>
- CBA National Magazine - <http://www.nationalmagazine.ca/Articles/Students-2014/Starting-your-own-firm.aspx>
- LSUC - <http://www.lsuc.on.ca/with.aspx?id=2147486617>
- LSUC Conference - <http://ecom.lsuc.on.ca/cpd/product.jsp?id=CLE16-0060201>
- ABA - http://www.americanbar.org/portals/solo_home/solo_home.html
- Flying Solo - <http://cle.cobar.org/Books/Product-Info/productcd/ZFSASG14B>
- My Shingle - <http://myshingle.com/>
- 10 Tips - <http://www.canadianlawyermag.com/4294/10-tips-for-starting-your-ownfirm.html>
- Phoenix Legal “Going Solo” - http://www.phoenix-legal.com/documents/going_solo.pdf

Self-Assessment/Career Tools

- Myers-Briggs - www.myersbriggs.org
- Strong Interest Inventory - www.cpp.com/products/strong/index.aspx
- Skillscan - www.skillscan.com
- Free or Low-Cost Assessment Tools
- eParachute – www.eparachute.com
- StrengthsFinder 2.0 – www.strengthsfinder.com
- DiSC - www.discpersonalitytesting.com/free-disc-test/
- The Big Five – www.mindtools.com/pages/article/newCDV_22.htm
- Quintessential Careers – www.quintcareers.com/career-changer.html
- iSeek Skills Assessment – www.iseek.org/careers/skillsAssessment
- MAPP – www.assessment.com
- Queendom – www.queendom.com/tests/
- CDDQ – www.kivunim.huji.ac.il/eng-quest/cddq.html
- The Waterloo Career Manual also contains self-assessment tools which may be helpful:
<https://emanual.uwaterloo.ca/default.aspx>

Resources for Refining Your Resume, Cover Letter & Interviewing

- <https://www.youtube.com/watch?feature=youtu.be&v=MOBSPj9wfFw&app=desktop>
- <http://www.ryerson.ca/career/careercompass.html>
- <http://www.ryerson.ca/careercompass/CareerCompass/index.html>
- http://commonlaw.uottawa.ca/15/index.php?option=com_docman&task=doc_download&gid=7191
- <http://www.thecounselnetwork.com/career-resources/career-documents>
- <http://www.zsa.ca/resume-workshop/>
- <http://www.law.harvard.edu/current/careers/opia/toolkit/resumes/resume-tips.html>
- <http://www.law.harvard.edu/current/careers/opia/toolkit/resumes/sample-resumes.html>
- <http://www.law.harvard.edu/current/careers/opia/toolkit/interviewing/interviewing.html>
- <http://legalcareers.about.com/od/jobsearch/a/Resume-How-To-Guide.htm>
- <http://www.resume-resource.com/legal-resume-examples/>
- http://www.abajournal.com/news/article/podcast_monthly_episode_24/
- <http://www.bcgsearch.com/article/900044562/Attorney-Interview-Resources/>

Articles Related to Identifying Potential Opportunities

- <http://ms-jd.org/blog/article/how-to-land-a-job-after-law-school>
- <http://www.jdjournal.com/2014/08/04/top-ten-ways-to-get-your-first-job-after-law-school/>
- <http://www.roberthalf.com/legal/how-to-find-a-job-after-law-school>
- <http://mashable.com/2014/01/12/new-lawyers/>
- http://www.cba.org/cba/practicelink/careerbuilders_advancement/alternatives.aspx



Integrated Law Practice Program for Law Schools

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Requirements for Integrated Law Practice Program for Law Schools

Integrated Practice Program for Law Schools

The attached competencies achievement list provides the Law Society of Upper Canada's (Law Society) requirements for skills and tasks exposure, demonstration and assessment during an integrated law practice program.

A law school course structure that allows for integration and completion of these competencies in a format the Law Society approves will fulfill the requirements for experiential learning and assessment prior to licensing. Licensing candidates who have completed accredited integrated practice programs within their law school degree program, will be able to enter the licensing process without being required to complete the experiential training component of licensing – the Articling Program or the Law Practice Program. These candidates will be required to successfully complete the Licensing Examinations and fulfill the good character requirement to be called to the Bar.

Both the fulfillment and the timing of competencies training and assessments are components to be considered as part of the approval process.

The Law Society has been advised that law schools may prefer to develop a law practice program that takes place outside of the regular law school curriculum, but within the three year law degree timeframe. Law schools may face challenges in the integration of the experiential competencies within the law school curriculum as currently constituted. At the same time, however, for the Law Society to approve an integrated or other law practice program it is essential for the training and assessment activities to have taken place contemporaneously with the completion of the law degree. This is because the Law Society is of the view that it is critical to the experiential licensing requirements that skills and tasks training continue through to the end of the third year of law school immediately prior to registration for licensing.

For instance, law schools may suggest that the training and assessment of the required competencies could be made to fit a schedule of training that takes place between year one and year two of the three-year law degree. To reflect the need for experiential training immediately prior to registration for licensing, however, further training and assessment would still be required in year three of law school and/or immediately following third-year law and prior to entry into the licensing process. A law practice

Requirements for Integrated Law Practice Program for Law Schools

program integrated only into the summer months between year one and year two law and year two and year three law, fails to respond to the need to ensure that candidates are ready for licensing. It results in a significant gap in practical skills training in the summer between years two and three of law school and registration into the licensing process as at May 1st of the graduating year.

In addition, for the work placement component of an integrated or stand-alone law practice program to be most effective it must take place following substantial achievement of a significant proportion of the required experiential training and assessment. This will ensure that candidates are prepared for the work placements and able to apply the skills that they have been learning and demonstrating as a means of reinforcing positive practices.

The period of time over which an integrated practice program can be achieved is a unique factor in the completion of the competencies. It presents law schools with a relatively flexible opportunity to build upon the training activities and engage in progressive, iterative practice and skills development across a longer period of time; unlike a stand-alone Law Practice Program with a restricted four-month training course to be followed by a four-month work placement. This flexibility may provide greater opportunity for law schools to integrate experiential training and the Law Society looks forward to discussing options and possibilities that can be designed to meet its requirements .

Training Requirements

The following chart of entry-level skills and tasks competencies sets out the requirements for an approved, integrated law practice program. Integrated programs must be able to demonstrate support for and achievement of the competencies. These competencies are based on and include the entry-level practice competencies set out in the National Admission Standards Competency Profile of the Federation of Law Societies of Canada, and further competencies from the Law Society of Upper Canada's requirements related to experiential training in Ontario in the current licensing process.

The competencies chart sets out each category of expected competency achievement. Any law school integrated practice program must address each category. Each competency in the chart is designated for instruction/training (exposure) of the learning requirement and demonstration of ability. Some, but not all, of the competencies and learning outcomes must also be formally assessed.

Requirements for Integrated Law Practice Program for Law Schools

For quality assurance and monitoring purposes [or some other language you prefer] an approved integrated law school program would be subject to verification, at the Law Society's request, that the instruction, demonstration and assessment requirements have been met. As set out in the Law Society's request for proposals (RFP) for the Law Practice Program, it is expected that any stand-alone or integrated practice program will engage instructors and other trainers who have actual practice experience and who will be in a position to support the development of skills outlined in the competencies framework attached.

Expected learning outcomes for a competency category have been provided in the chart. As an alternative approach, law schools may wish to undertake an independent consideration and development of learning outcomes. In such a case the law school would develop a proposal of learning outcomes for each competency for the Law Society's consideration and approval. This would be done in advance of the commencement of the integrated law practice program, and as part of the monitoring and oversight activities following approval.

In addition, those skills and tasks that should be achieved in a work placement environment, as opposed to only within a simulated learning environment, have been designated. Where designated for the work placement component, opportunities must provide formalized training, including incorporation into training plans so that supervisors understand the obligation to provide opportunities for exposure to, demonstration of and, potentially, assessment of the skill. Work placements will require specific performance appraisal activities that must be documented and approved, supported by work placement supervisors and confirmed by the law school.

Next Steps

The Law Society acknowledges that some aspects of the existing law school curricula may lend themselves to "mapping" as against the skills and tasks competencies achievement chart. However, the chart has been developed as the base-line expectation for training and assessment for an integrated law practice program within the law school degree program timeframe, and the current law school degree program activities must align completely with the requirements, including exposure to, demonstration of, and assessment of the relevant competencies. As part of the approval process, all components of the requirements must be included, with instruction; demonstration and assessment indicated and must be confirmed by the Law Society. While the act of "mapping"

Requirements for Integrated Law Practice Program for Law Schools

competencies training may be a useful tool for a law school to use as it develops a proposal for an integrated law practice program it will not on its own be sufficient for approval purposes.

The potential of a greatly expanded number of integrated practice programs will, understandably, change the manner in which the approvals process for stand-alone or integrated law practice programs will evolve. It is anticipated that there will be a need, at the appropriate time, to integrate member law societies of the Federation of Law Societies of Canada into the discussions, as changes in the law school training systems in Ontario will have an impact on national mobility and other matters.

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
2. Skills and Tasks				
2.1 Ethics and Professionalism Skills	(a) Identifying ethical issues and problems	E, D	Y	Demonstration of Learning Outcome: The candidate <ul style="list-style-type: none"> • identifies and explains ethical obligations and responsibilities of a lawyer in each of a solicitor and barrister practice context • Consistently follows procedures related to engagement/retainers and/or documenting the scope of services • identifies and explains the lawyer's duty to preserve client confidentiality and the appropriate measures to be taken • identifies potential client conflict of interest issues and uses client conflict management process • explains appropriate steps to take when asked by client to do something that would breach professional obligations
	(b) Engaging in critical thinking about ethical issues	E, D	Y	Identifies the root cause(s) of ethical issues or problems to be resolved

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(c) Making informed and reasoned decisions about ethical issues	E, D	Y	Applies a problem solving or decision making model to ethical issues. Identifies relevant legal provisions, rules of professional conduct, values of the legal profession, and/or best practices in evaluating possible solutions to resolve ethical issues
	(d) Resolve ethical issues	E, D	Y	Articulates underlying ethical principles or values of the legal profession for resolution of ethical issues Resolves ethical issues in accordance with applicable rules of conduct and underlying values of the legal profession
2.2 Oral and Written Communication Skills				
	(a) Communicating clearly in the English or French language	D	N	Communicates clearly in either English or French
	(b) Identifying the purpose of the proposed communication	E	N	Identifies the purpose of proposed communications in the delivery of legal services

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(c) Using correct grammar and spelling	D	N	Uses correct grammar and spelling
	(d) Using language suitable to the purpose of the communication and for its intended purpose	D	N	Uses language suitable to the purpose and intended use of the communication
	(e) Eliciting information from clients and others Similar 3.1.2 Establishing the Client Relationship: eliciting information from the client	E, D, WP	Y	<ul style="list-style-type: none"> Identifies and collects relevant information Employs a strategy in eliciting information from client and others Uses active listening skills to confirm understanding of responses Asks relevant questions tailored to situation
	(f) Explaining the law in language appropriate to the audience	E, D, WP	N	<p>Tailors the form or level of discourse (verbal or written) in a manner appropriate to the audience</p> <p>Confirms that audience (clients or others) have understood the explanation of the law or legal advice</p>
	(g) Obtaining instructions from client	E, D, WP	Y	Identifies the client's instructions and assumptions/considerations on which instructions are based

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(h) Document client meetings Similar to 3.1.2 Establishing Client Relationship (g) Document client consent/instructions; and also Documenting Advice given to client and instructions received from client	WP	N	<ul style="list-style-type: none"> • Prepares a complete record of the content of the meeting or interview, including rationale for advice and client's instructions • Documents accurately the advice given and instructions received • Avoids documenting irrelevant information
	(i) Participate/attend interviews with witnesses and/or experts Similar to 3.2.1 Adjudication, Alternative Dispute Resolution, (d) Interview and brief witness	WP	N	Prepares for and participates in interviews with witnesses and/or experts

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(j) Prepare witness statements, affidavits, or other court documents based on interview	E, D	Y	<p>Prepare affidavits based on witness and/or client interview</p> <ul style="list-style-type: none"> • Affidavit in accordance with court forms • Includes all relevant facts • Organized in logical fashion • Free of legal argument • Emphasizes favourable/neutralizes unfavourable. • Sources for deponents statements based on information and belief are indicated as such and source identified • Free of spelling and grammar errors. <p>Participates in or demonstrates the proper commissioning of affidavits</p> <p>Describes and articulates the basis for following proper procedures in administering or commissioning oaths</p> <p>Prepare witness statements</p>
	(k) Using precedents to prepare legal documents	E, D	Y	Amend/modify existing precedents to prepare drafts of legal documents tailored/appropriate to each client matter

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(l) Effectively formulating and presenting well-reasoned and accurate legal argument, analysis, advice or submissions See 3.1.3 Conducting the Matter, (h) draft opinion letter (k) draft written submissions	E, D	Y	Articulates a persuasive legal argument and analysis that considers the opposing position in both oral and written form Effectively presents a persuasive legal argument and/or analysis of each of the following documents <ul style="list-style-type: none"> • memoranda of law • advice /opinion, letters - 3.1.3(h) • written submissions - 3.1.3(k)

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	<p>(m) Preparing litigation documents</p> <p>See 3.1.3 Conducting the Matter</p> <p>(k) draft written submissions</p> <p>(i) draft demand letter</p> <p>(j)draft affidavit/statutory declaration</p> <p>(p) draft a release</p> <p>See 3.2. 1 Adjudication, Alternative Dispute Resolution</p> <p>(a)draft pleading</p> <p>(b)draft court order</p> <p>(c)prepare or respond to a motion or application (civil or criminal)</p>	E, D	Y	<p>Prepare a variety of litigation practice documents, including the following</p> <ul style="list-style-type: none"> • demand letter – 3.1.3(i) • affidavits - 3.1.3(j) • pleadings – 3.2.1(a) • notices of motion – 3.2.1(c) • notices of application - 3.2.1(c) • written submissions - 3.1.3(k) • notices of appeal • draft orders 3.2.1(b) • offers to settle, , facta, • minutes of settlement, • releases 3.1.3(p)

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(n) Preparing solicitor documents See 3.1.3 Conducting the Matter (l) draft simple contract /agreement (p)draft release See 3.2. 1 Transactional, Advisory Matters (a)draft corporate resolution (g)draft basic will (h)draft personal care directive (i)draft power of attorney See 3.1.4 Concluding Retainer (b) Draft exit/reporting letter 2.4 Research Skills, Report results of research to client/lawyer	E, D	Y	Prepare a variety of solicitor practice documents, e.g. <ul style="list-style-type: none"> • purchase agreement - 3.1.3(l) • promissory note- 3.1.3(l) • shareholders agreement- 3.1.3(l) • powers of attorney - 3.2.1 (i) • personal care directives – 3.2.1(h) • draft Will – 3.2.1(g) • resolutions – 3.2.1(a) • officer’s certificates, requisition letters • reporting letters – 3.1.4(b)

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	<p>(p) Negotiating in a manner appropriate to the legal and factual context See 3.1.2 Representation of client in an appearance or through ADR or settlement process</p> <p>3.1.3 Conducting Matter (o) negotiate resolution of dispute or legal problem</p>	E, D	Y	<p>Negotiate resolution of dispute or legal problem</p> <ul style="list-style-type: none"> • Adapts approach to changing circumstances during negotiations to advance the client's objectives • Articulates to the client the consequences (pros and cons) that may arise from the alternatives to a negotiated resolution of the issue • Understands the parties' interests, develops reasonable options for resolution of the issue and communicates them effectively • Prepare for negotiations • Review and discuss outcomes of negotiation with client/lawyer • Observe forms of alternative dispute resolution (e.g., mediation, arbitration, conciliation)

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
2.3 Analytical Skills				
	(a) Identifying clients goals and objectives See 3.1.2 Establishing the Relationship Determining the client's needs	E, D	Y	Articulates what client intends to achieve through legal services Prioritizes the client's legal needs Assists the client to refine his or her understanding of his or her legal needs
	(b) Identifying relevant facts, and legal ethical, and practical issues	E, D	Y	Correctly identifies issues that will impact on whether client's goals and objectives are achievable, including <ul style="list-style-type: none"> • Practical considerations (e.g. difficulty obtaining evidence located in other jurisdiction, costs, emotional impact on children, elderly litigants) • Ethical issues (e.g. conflict of interest considerations) • Legal Issues (e.g. conflict of laws, situations where law is in flux and outcome uncertain)
	(c) Analyzing results of research See 2.4 Research Skills, Interpreting and applying results of research	E, D	Y	Given a set of facts and after conducting legal research, formulates set of coherent legal principles that apply/are relevant to the circumstances.

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(d) Identifying due diligence required	E	N	Understands the importance/legal ramification of due diligence requirements in a variety of situations
	(e) Applying the law to the legal and factual context	E, D	Y	Given a set of facts, and after conducting legal research applies relevant law to determine possible courses of action
	(f) Assessing possible courses of action and range of likely outcomes	E, D	Y	For each course of action, assesses the possible courses of action and likely range of outcomes
	(g) Identifying and evaluating the appropriateness of alternatives for resolution of the issues or dispute	E, D	N	Articulates applicable assessment criteria to evaluate appropriateness of each alternative for resolution of the dispute Apply assessment criteria to identify best possible course of action for the client in the circumstances
2.4 Research Skills				
	(a) Conducting factual research	E, D	N	Conduct interviews of potential witnesses to obtain facts Review documents in a variety of formats (e.g. paper and digital format, images, recordings) to both support or refute facts that may be in issue

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(b) Conducting legal research	E, D	N	<ul style="list-style-type: none"> • Identify legal issues • Select relevant sources and methods • Use techniques of legal reasoning and argument, such as case analysis and statutory analysis and interpretation • Identify, interpret and apply results of research • Effectively communicate the results of research
	(c) Conducting research on procedural issues	E, D	Y	<ul style="list-style-type: none"> • Identifies proper forum and or rules of procedure that apply to client's situation
	(d) Reviewing and/or summarizing relevant documentation	E, D	N	<ul style="list-style-type: none"> • Conduct detailed review and prepare summary of relevant document (transcripts, client's personal or internal files, contracts, etc.)

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(e) Interpreting and applying results of research See 2.3 Analytic Skills (c) Analyzing results of research (e) Applying the law to the legal and factual context (f) Assessing possible courses of action and range of likely outcomes (g) Identifying and evaluating the appropriateness of alternatives for resolution of the issues or dispute	E, D	N	<ul style="list-style-type: none"> Articulate a recommended or best course of based on interpretation and application of results of research

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(f) Report results of research to client/lawyer See 3.1.3 Conducting Matter (h) Draft opinion letter 2.2 Oral and Written Communication Skills Preparing Solicitors Documents	E, D, WP	N	<ul style="list-style-type: none"> • Report results of research in writing • Report results of research orally
2.5 Client Relationship Management Skills				
	(a) Managing client relationships	E, D	N	<ul style="list-style-type: none"> • Establishing and maintaining client confidence • Managing client expectations throughout the retainer

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(b) Developing legal strategy in light of client's circumstances	E, D	Y	<ul style="list-style-type: none"> • Understanding impact of client circumstances on legal strategy • Exposure to impact of diversity, age, language, disability, socioeconomic and cultural context • Applies sound judgment regarding the strategy developed, including recommended course of action • Provides complete information on strategy including options • Provides accurate and sufficient information on strategy • Confirms client's understanding of strategy recommended
	(c) Advising client in light of client's circumstances	E, D, WP	N	<ul style="list-style-type: none"> • Understanding impact of client circumstances on advice • Exposure to impact of diversity, age, language, disability, socioeconomic and cultural context • Applies sound judgment regarding the advice provided to client, including recommended course of action • Provides complete advice including options • Provides accurate and sufficient advice • Confirms client's understanding of advice provided

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(d) Maintaining client communications	E, D	N	Takes appropriate steps to ensure communication with the client is maintained
	(e) Documenting advice given to and instructions received from client See 2.2 Oral and Written Communication Skills, Document client meetings	E, D	N	See criteria: 2.2 Oral and Communication Skills, Document client meetings.
	(f) Dealing with the dishonest client	E, D	N	Describe lawyer's obligations when client or others intend to use legal services to perpetuate dishonesty Describe lawyer's obligations in circumstances where the lawyer cannot verify whether or not the client intends to perpetuate dishonesty Identify steps a lawyer should take to comply with ethical obligations including <ul style="list-style-type: none"> • Advice to client or prospective client • Documenting advice

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(g) Dealing with the missing client	E, D	N	<p>Understands obligations to a client who is or seems to be missing</p> <p>Describes steps to be taken in both the litigation and non-litigation context to withdraw from acting for a missing client</p> <p>Identifies the scope of permitted disclosure of client information to tribunal or other side when addressing issues relating to missing clients</p> <p>Understands obligations to the court of a counsel of record when client is missing</p>
	(h) Dealing with inadvertent disclosure	E, D	N	<p>Understands obligations when lawyer receives inadvertently disclosed information</p> <p>Understands obligation when lawyer inadvertently discloses confidential client information</p>
	(i) Understanding professional obligations when lawyer makes an error	E, D	N	<p>Understands lawyer's obligations to report errors pursuant to Rules of Conduct and insurance policy</p>

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
2.6 Practice Management Skills				
2.6.1 Practice and File Management				
	(a) Managing time	E	N	<ul style="list-style-type: none"> • Engage in prioritizing and managing tasks • Track deadlines and limitation periods • Use time docketing systems • Use a tickler system/bring forward system • Familiarize self with and apply cost and time saving techniques that benefit client
	(b) Delegating tasks and providing appropriate supervision	E	N	<p>Understands obligation to delegate in accordance with relevant Rules of Conduct and Law Society By-laws</p> <p>Understands obligation to supervise non-lawyers when providing legal services</p>

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(c) Managing files	E	N	<ul style="list-style-type: none"> • Document a file including records of telephone calls, memos to file, client instructions • Organize a file • Open and close a file • Develop a file checklist • Understand why and how to engage in file storage and destruction
	(d) Managing finances	E	N	<ul style="list-style-type: none"> • Understands general accounting and business finances • Understands trust accounting requirements and obligations • Exposure to following a process for recording expenses and disbursements • Develop and/or issue a fee invoice
	(e) Managing professional responsibilities	E	N	<ul style="list-style-type: none"> • Understands licensing obligations • Understands ethical and professional responsibilities

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
2.6.2 Practice Structure				
	(a) Preparing to practice law	E	N	<ul style="list-style-type: none"> • Preparing a business plan • Managing accounts receivable and work in progress • Developing a marketing plan • Understanding the economics of a law practice • Understanding compensation • Understanding insurance policy and negligence reporting • Implementing and managing law office technology
3.1 General Tasks				
3.1.1 Ethics, Professionalism and practice management				
	(a) Identify and resolve ethical issues	E, D	Y	Consistently resolves a variety of ethical issues in a manner consistent with rules of conduct and values of the profession

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(b) Use client conflict management systems	E	N	Understands the importance and requirement to consistently use a client conflict management system
	(c) Identify need for independent legal advice	E	N	Identify circumstances when independent legal advice is necessary or advisable Understands obligations of lawyer providing independent legal advice
	(d) Use time tracking, limitation reminder, and bring forward systems	E, D, WP	Y	Consistently uses time tracking system Consistently uses a limitation reminder and bring forward system
	(e) Use systems for trust accounting	E	N	Understands the key features of trust accounting systems for law firms Understands obligation to use trust accounting systems in accordance with Law Society By-laws
	(f) Use systems for general accounting	E	N	Understands the importance of using general accounting systems
	(g) Use systems for client records and files	E	N	Understands the importance of using systems to maintain client records and files

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(h) Use practice checklists	E	N	Understands the benefit of using practice checklists Tailors checklist/use of checklist to client's circumstances
	(i) Use billing and collection systems	E, D	N	Understands the importance of using a billing and collection system Consistently uses a billing and collection system
	(j) Identify and deal with professional obligations	E, D	Y	Understands how to deal with <ul style="list-style-type: none"> • Conflicts of interest • Withdrawal from representation • Ethical advocacy • Civility and professionalism • Duty to the administration of justice • Regulation of lawyers • Duty of confidentiality • Solicitor-client privilege
3.1.2 Establishing Client Relationship				The candidate must demonstrate that he or she has established the lawyer client relationship
	(a) Interview potential client	E, D, WP	Y	Independently conducts an initial client interview

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(b) Confirm who is being represented	E, D, WP	Y	Confirms which person will be represented/will receive legal services
	(c) Confirm client's identity pursuant to applicable standards/rules	E, D, WP	Y	Confirms the identity of the client pursuant to Law Society By-Laws
	(d) Assess client's capacity and fitness	E, D, WP	Y	Determines whether client may have diminished capacity Selects appropriate criteria to assess capacity in the circumstances
	(e) Confirm who will be providing instructions	E, D, WP	Y	Confirms which individual(s) will provide instructions
	(f) Draft retainer/engagement letter	E, D	Y	Prepare a draft retainer agreement or letter

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(g) Document client consent/instructions See 2.2 Oral and Written Communication Skills Document Client Meetings and also 3.1.2 Establishing Client Relationship Documenting advice given to client and instructions received from client	E, D	Y	See criteria: 2.2 Oral and Written Communication Skills, Document Client
	(h) Discuss and set fees and retainers	E, D	N	Discusses with the client the basis for legal fees and money retainers

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(i) Establishing rapport with the client	E,D	Y	<ul style="list-style-type: none"> • Correctly interprets client's nonverbal behaviours and responds in such a way that further establishes rapport and trust • Manages the client's expressed emotions and behaviours • Demonstrates empathy for client • Uses positive nonverbal behaviours when meeting client (eye contact, facial expressions, body language) • Communicates clearly and with respect • Communicates in a manner to which the client can relate
	(j) Determining the client's needs See 2.3 Analytic Skills, (a) identifying clients goals and objectives	E, D	Y	See criteria: 2.3 Analytic Skills (a) indentifying client goals and objectives

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(k) Eliciting information from the client Similar to 2.2 Oral and Written Communication Skill (e) Eliciting information from clients and others	E, D	Y	<ul style="list-style-type: none"> • Identifies and collects relevant information • Employs a strategy in eliciting information from client • Uses active listening skills to confirm understanding of client's responses • Asks relevant questions tailored to situation
	(l) Documenting advice given to client and instructions received from client	E, D, WP	Y	<p>Prepare memoranda or letters to client confirming client's consent or instructions.</p> <p>See also criteria: 2.2 Oral and Written Communication Skills, Document Client Meetings</p>

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(m) Manages client expectations	E, D	N	<ul style="list-style-type: none"> • Anticipates or proactively addresses issues that could lead to differences in expectations • Takes steps to correct unreasonable expectations based on an understanding of the law and legal proceedings • Communicates effectively with the client to promote reasonable client expectations • Identifies when expectations are unreasonable and addresses them with client/lawyer • Keeps client informed of progress of the matter
	(n) Developing case strategy including mode of dispute resolution	E, D	Y	<ul style="list-style-type: none"> • Identify and evaluate appropriateness of alternatives for resolution of issue or dispute

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	<p>(o) Representation of client in an appearance or through an ADR or settlement process</p> <p>Appearance See 3.2 .1 Adjudication, Alternative Dispute Resolution</p> <p>(c) Prepare or respond to a motion or application (civil or criminal)</p> <p>(e) conduct simple hearing or trial before an adjudicative body</p> <p>Settlement Process See Skills,2.2 Oral and Written Communication Skills</p> <p>(j) Negotiating in a manner appropriate to the legal and factual context</p> <p>3.1.3 Conducting Matter</p> <p>(o) negotiate resolution of dispute or legal issue</p>	E, D, WP	Y	<ul style="list-style-type: none"> • Appear on a simple contested motion, application, or hearing before an adjudicative body • Negotiate resolution of dispute or legal problem • Formulate a well-reasoned and accurate legal argument, analysis, advice or submission • Articulate the legal argument concisely • Develop a cogent theory of the case • Include relevant information in the theory • Advocate in a manner consistent with the legal and factual context • Advance the client’s interests • Present in a persuasive manner

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
3.1.3 Conducting Matter				The candidate conducts a matter from initial retainer to completion.
	(a) Gather facts	E, D	Y	Undertakes interviews, searches and other methods of fact gathering to obtain all relevant facts/information
	(b) Identify applicable areas of law	E, D	Y	Identifies applicable areas of law relevant to the matter
	(c) Seek additional expertise when necessary	E	N	Identifies and seeks appropriate experts when necessary
	(d) Conduct legal research and analysis	E, D	Y	Undertakes legal research and analysis
	(e) Develop case strategy	E, D	Y	Develops case strategy based on factual and legal research Adjusts strategy as necessary in light of new facts or changed circumstances
	(f) Identify mode of dispute resolution	E, D	N	Identifies mode of dispute resolution taking into consideration, results of research, practical, legal, or ethical issues, and client's objectives

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(g) Conduct due diligence	E, D	N	<ul style="list-style-type: none"> • Understanding information relevant to the matter • Obtaining and reviewing relevant information
	(h) Draft opinion letter See 2.2 Oral and Written Communication Skills (h) effectively formulating and presenting well reasoned and accurate legal argument, analysis, advice or submissions	E, D	Y	<ul style="list-style-type: none"> • Identify the client's goals and objectives • Gather facts and identify applicable areas of law • Conduct legal research and analysis • Assess possible courses of action and range of likely outcomes • Develop a legal strategy in light of the client's circumstances • Identify and evaluate the appropriateness of alternatives for the resolution of the issues or dispute
	(i) Draft demand letter See 2.2 Oral and Written Communication Skills, Preparing Litigation Documents	E, D	N	Draft demand letter

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(j) Draft affidavit/statutory declaration See 2.2 Oral and Written Communication Skills, Preparing Litigation Documents	E, D	N*	See affidavit criteria: 2.2 Oral and Written Communication Skills, Preparing Litigation Documents *Formal assessment of Affidavit Drafting necessary under 2.2 Oral and Written Communication Skills
	(k) Draft written submission See 2.2 Oral and Written Communication Skills (h) Effectively formulating and presenting well-reasoned and accurate legal argument, analysis, advice or submissions	E, D	Y	Effectively presents a persuasive legal argument and/or analysis in written submissions

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(l) Draft simple contract/agreement See 2.2 Oral and Written Communication Skills, Preparing litigation documents Preparing solicitor documents	E, D	N	Given a set of facts and circumstances, describes the key clauses and provisions that should be included in a simple contract and steps taken to ensure the contract is valid, binding, and has the intended legal effect
	(m) Draft legal accounting	E, D	N	Given a set of facts and circumstances, draft , legal accounting documents (such as statement of adjustments, marital financial statements, estate divisions, bill of costs), appropriate in the circumstances
	(n) Impose, accept, or refuse trust condition or undertaking	E	N	Understands the legal effect of a trust condition and undertaking Understand common situations where it is appropriate to impose, accept or refuse a trust condition or undertaking

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	<p>(o) Negotiate resolution of dispute or legal problem</p> <p>See 2.2 Oral and Written Communication Skills</p> <p>(j) Negotiating in a manner appropriate to the legal and factual context</p> <p>See 3.1.2 Representation of client in an appearance or through ADR or settlement process</p>	E, D	Y	<p>See criteria:</p> <p>2.2 Oral and Written Communication Skills</p> <p>(j) Negotiating in a manner appropriate to the legal and factual context</p> <p>See 3.1.2 Representation of client in an appearance or through ADR or settlement process</p>
	<p>(p) Draft a release</p> <p>See 2.2 Oral and Written Communication Skills, Preparing Litigation Documents</p>	E, D	N	<p>Understands the purpose of a release or release clause</p> <p>Given a simple set of facts and a precedent, draft a release clause to give effect to the parties' intentions</p>

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(q) Review financial statements and income tax returns	E	N	Understands when review of information in financial statements and income tax returns may be required Understands how to interpret the information in financial statements and income tax returns in order to appropriately represent or advise clients in a variety of matters
3.1.4 Concluding Retainer				
	(a) Address outstanding client concerns	E	N	Understands importance of addressing client concerns in a timely fashion prior to ending retainer
	(b) Draft exit/reporting letter See 2.2 Oral and Written Communication Skills, Preparing Solicitors Documents	E	N	Understands what information should be included in an exit/reporting letter
3.2 Adjudication, Alternative Dispute Resolution				

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
3.2.1 Tasks				
	(a) Draft pleading See 2.2 Oral and Written Communication Skills, Preparing Litigation Documents	E, D	Y	Draft a variety of Superior Court of Justice pleadings, including a Statement of Claim and Statement of Defence, Statement of Defence and Counterclaim, etc.
	(b) Draft court order See 2.2 Oral and Written Communication Skills, Preparing Litigation Documents	E, D	N	Draft an order in accordance with judge's endorsement Draft an order made on consent

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	<p>(c) Prepare or respond to a motion or application (civil or criminal)</p> <p>See 2.2 Oral and Written Communication Skills, Preparing Litigation Documents</p> <p>See 2.2 Oral and Written Communication Skills (i) Advocating in a manner appropriate to the legal and factual context in each of an adjudicative and non-adjudicative context</p>	E, D	Y	Prepare all necessary documentation to bring or respond to a contested motion or application

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(d) Interview and brief witness See 2.2 Oral and Written Communication Skills Participate/attend interviews with witnesses and/or experts	E, D	N	Conduct a witness interview and brief and prepare witness to give oral evidence
	(e) Conduct simple hearing or trial before an adjudicative body See 2.2 Oral and Written Communication Skills (i) Advocating in a manner appropriate to the legal and factual context in each of an adjudicative and non-adjudicative context	E, D	N	Conduct a simple hearing or trial in a contested issue before an adjudicative body

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
3.2.2 Activities				
	(a) Prepare list of documents or an affidavit of documents	E	N	Understands how to prepare a list of documents or affidavit of documents
	(b) Request and produce/disclose documents	E	N	Understands the obligation and procedure for requesting and producing documents
	(c) Draft brief	E	N	Understands how to prepare a brief
3.3 Transactional, Advisory Matters				
3.3.1 Tasks				
	(a) Conduct basic commercial transaction	E	N	Understands relevant considerations and procedure to conduct a basic commercial transaction
	(b) Conduct basic real property transaction	E	N	Understands relevant considerations and procedure to conduct a basic real property transaction
	(c) Incorporate company	E	N	Understands procedure to incorporate a company

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(d) Register partnership	E	N	Understands how to register a partnership
	(e) Draft corporate resolution See 2.2 Oral and Written Communication Skills, Preparing solicitor documents	E	N	Given a simple set of facts and precedent, drafts corporate resolutions
	(f) Maintain corporate records	E	N	Understands procedures for maintaining corporate records.
	(g) Draft basic will See 2.2 Oral and Written Communication Skills, Preparing solicitor documents	E	N	Given a simple/straightforward set of facts and a precedent, prepares a simple Will in draft, or identifies the considerations and key clauses that should be included in will to give effect to client's testamentary intentions

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(h) Draft personal care directive See 2.2 Oral and Written Communication Skills, Preparing solicitor documents	E	N	Given a set of facts and a precedent, prepares a draft of a simple personal care directive, or identifies the considerations and key clauses that should be included in the circumstances
	(i) Draft power of attorney See 2.2 Oral and Written Communication Skills, Preparing solicitor documents	E, D	N	Given a simple/straightforward set of facts and a precedent, draft a Power of Attorney, or identify the considerations and key clauses that should be included in a simple Power of Attorney the circumstances
3.3.2 Activities				
	(a) Use transactional checklists	E	N	Understand application and use of due diligence checklists, closing agendas, etc.
	(b) Prepare drafts of relevant transactional documents	E	N	Understand applications and use of closing agenda, due diligence summaries, resolutions, receipts, requisition letters, purchase agreements, promissory notes, opinions, shareholders agreements, reporting letters

Requirements for Integrated Law Practice Program for Law Schools

Category	Competency	Scope of Training Required Exposure to (E) Demonstration of (D) Also in Work Placement (WP)	Formal Independent Assessment Required (Y/N)	Competencies Training and/or Performance Assessment Criteria
	(c) Fulfill appropriate regulatory requirements	E	N	Understands how to identify and fulfill appropriate regulatory requirements in a variety of situations/client matters
	(d) Identify forum, parties, stakeholders	E, D	Y	Given set of facts, identify proper forum, parties and stakeholders
	(e) Conduct and/or review relevant searches	E, D	N	Understand the use of searches: PPSA, Bulk Sales Act, bankruptcy, executions, title, corporate names, tax certificates, trademarks, liens