

OSGOODE

STUDENT CAUCUS

**Student Caucus of Faculty Council 2025-2026
Notice of Meeting & Agenda**

[Zoom Link](#)

Wednesday, February 11th, 2026
12:35 p.m. to 2:30 p.m.

Attending: Phoenix Kutra, Sleiman Oweis, Alexander Wilson, Andie Habert, Arimie Min, Jasmit Mander, Bethanie Wilson, Eburn Akomolafe, Frank Ye, Blaise Matlock, Tristan Bhola, Nathan Wong

Excused:

Missing In Action:

Materials: Roadmap to 1L Review (Schedule A), EARs Recent Draft (Schedule B), President's APPC Update (Schedule C)

Agenda (Anticipated Length 61m):

Attendance, Quorum Check, and Call to Order (2m)

1) Chair's Remarks & Items

- Course Waitlists Update (2m)
Alex
 - Al
- Course Evaluation Data Update (0m)
[Alex]
 - Continuously, throughout the term, consistently talked with York regarding course evaluation Data. This has been an initiative since day one.
 - York is not willing to release the data to students.
 - Issue has been raised with Admin (Osgoode). They acknowledge the issue but can not do much about it
 - It seems that this is a dead end
[Blaise]
 - Maybe we should ask them to stop saying the Data is available when its not.
- Constitutional Reform Discussion (15m)
[Chair]
 - Election material

- We are removing all election rules from the constitutions and moving it to the CEO's handbook. Makes it easier to change, better for accessibility, easier to read.
- o Nerfing the In-camera method
 - Have motions to strike after instead of merely motioning to switch to in-camera
 - [Nathan]: Worried about implications
 - Consensus - Add clause that clarifies the rarity of when in-camera could be necessary
- o OISA/BLSA Bylaw
 - Next steps?
 - [Nathan] - Not concerned with people being worried we are "Sneaking" in to the constitution
 - [Alex] - Wait to hear back from OISA/BLSA
- o New Roles, Committee Communications Roles

(S.XYZ) ROLES APPOINTED BY THE EXECUTIVE

The chair, alongside the vice-chair and director of communications shall appoint an intern to assist with their respective roles and responsibilities as outlined in s.5

Interest and relevant experience shall be taken into consideration when choosing an intern

The vice-chair, and director of communications will be responsible for identifying potential interns for their portfolios. In the event that there is disagreement, the chair shall be responsible for appointing an intern

An intern will be one of the elected 1L representatives

An intern will be responsible for one initiative during their term

An intern, with the help of their executive member, will be responsible for presenting their initiative by March 15, highlighting the goal, action taken, result achieved and learning

The interns are encouraged to work together to bring a larger initiative to fruition, with the approval of the chair, the interns can present one together

- o [General Consensus] - Approval of this language.

(S.XYZ) UPPER YEAR ROLE APPOINTMENT

Upper-year roles outside of the executive will be based on appointment, they will be appointed within 2 months following the appointment of the executive
The following will be taken into consideration:

Expressed statement of interest in certain roles in election speeches

A statement of interest to the executive about a role that they wish to occupy and why (not exceeding 500 words)

Prior experience (caucus and otherwise)

Should there be no interest, the role will remain open until someone would like to fill it

The following roles will be created per this section

- Ombudsman
 - Student Life Liaison
- o [General Consensus] - Approval of this language.

(S.XYZ) Roles and Responsibilities of the Ombudsman

The ombudsman will be responsible for being an impartial advocate for students

Including but not limited to:

- Academic Appeals
- Non-Academic misconduct
- Complaints for the Associate Dean Academic

Their role is limited to advising the students on relevant processes

The ombudsman can, but is not required, to participate in oral advocacy for the student depending on the interaction between the student and the third party

Should a complaint against the student caucus executive arise, the ombudsman will be responsible for overseeing the misconduct process

The ombudsman shall act as the first point of contact for representatives when a complaint is raised by a student, following which relevant actions may be taken:

Speaking to a relevant executive member

Raising it at caucus

Acting individually or with another relevant representative of student caucus

The ombudsman shall raise all important matters to the attention of the chair and vice chair, within 2 days of receiving the information

- o [Comments]
 - communicate to admin how these roles and how they will interact with admin
 - Designate a person to liaison who is an impartial, non-executive

(S.XYZ) Roles and Responsibilities of the Student Life Liaison

The student life liaison will be responsible for the following:

Liaising with L&L representatives, including but not limited to:

Ensuring that student caucus is represented at student life events

Co-running the AGM with L&L

Running an initiative in conjunction every year with L&L

Running a pulse survey yearly to understand the priorities of the student body going into every academic year

The pulse survey must be completed by September 30 of the academic year

Based on survey results, the student life liaison, shall focus on working with committee representatives and other student caucus members to push these items forward

- o [Comments]
 - communicate to admin how these roles and how they will interact with admin
 - Designate a person to liaison who is an impartial, non-executive

Proposed Amendment to S.5 of the constitution (Role of Executives)

An executive shall help their intern create an initiative, task or project that they can work on throughout the year

- o [General Consensus] - Approval of this language.
- o [Further Discussion]
 - [Blaise] - a desire to making the Sexual Violence Working Group continue forward. Add a role that is responsible for working group continuity
 - [Andie] - Should this be allowed for other working groups as well?
 - [Chair] - Add something as well to designate a liaison for particular long-term initiatives

2) Vice-Chair's Remarks & Items

- LSO Bar Exam Changes Student Survey Update (5 mins)
[Vice-Chair]
 - o Results for the LSO Bar exam survey are coming in
 - o Approximately 5% of the student body
 - o Split views
 - Some concerns about lower bar of entry, etc.
 - o Timeline
 - Once the survey finishes, will work with Eburn to draft a report that can be given to the LSO
 - Will open it up to feedback before sending.
 - o Survey closes tonight

3) Director of Communication's Remarks & Items

- EARs Consultation Rollout (3m)
[Vice-Chair]
 - o Made changes to the EARs draft
 - o Took out non-required provisions
 - o Focused on reference to FLSC

- o Went through expectations, requirements that transcend Osgoode's authority
- o Osgoode Admin can merely clarify the rules, and change the language to be more welcoming to prospective students
- o Changes in part due to consultation with DisCO
- o No desire for a callout to students from APPC
- o Suggestion: reach out to DisCO to see if we should facilitate a call to students
- o Planning on presenting the draft at the next Faculty Council meeting

[Director]

- o Next steps with respect to the data/ google form survey?

[Blaise]

- o Want to know why they are bound to these EARs

[Chair]

- o To recap: these are to be used as a doorstop "you agreed to this" for certain types of accommodations, such full year stay-at-home allowances
- o [Blaise] - consider people who may have chronic pain and legitimate medical documentation
- o [Chair] - Seems they only want to use it to deny unreasonable or frivolous requests

[President]

- o It appears that OSgoode is required to accommodate legitimate
 - Accommodations Post Update (2m)

4) Legal & Lit Updates & Items

- SCLD Update (10m)

[Chair]

- Wins
 - o Permanent exception for Osgoode to not have bank accounts, regular checks, L&L can continue
 - o Allowance for a lower minimum amount of students for equity-seeking groups
 - o Clerical issue for signing officers for clubs, may be able to allow this
 - o Personal email address and name at the TUUS office so they can be emailed directly
- Concessions
 - o Non-election clubs - requirement for minutes to be taken and published, allows us to not have to require all clubs to have elections.

- o Want a complaints mechanism - will be updates in the L&L constitution that make Equity Officer responsible for responding to a
- [Equity]
- o York SCLD told OHLU that they must have elections next year
 - o Happened after the SCLD Meeting

[Chair]

- o Likely missed the memo.

[Phoenix]

- o General concern about these requirements (E.g., club minutes, etc.)
- o Talked with Treasurer
- o General consensus at the L&L Meeting that L&L would be responsible for forwarding them to York.

5) OISA Updates & Items

-

6) Year Updates & Items

- **3L Updates**

- o Sexual Violence Working Group Updates (10m)

[Blaise]

- o The Event
 - Approximately 20-30 people
 - Exactly enough food
 - Getting the sessions into ELGC
 - Dean observed the event and approved
 - Turnout and success could help push this forward into proper curriculum.
- o New Update
 - Standard practice in post-secondary education to have some sort of sexual violence / consent information session during orientation week
 - Discussed with President - overlaps with L&L Jurisdiction
 - Discussed having bystander training into O-week
 - [President] - Support, could be done on day 1 or 2 of O-week

- **2L Updates**

- o Immigration Class Readings Update (2m)

[Chair]

- o Have not heard back from the professors. No follow up with respect to the complaint. Dead in the water.

- **1L Updates**

- o 1L Experience Review Survey (10m)

[Tristan]

- o Re-cap: working group collecting feedback on 1L Experience
- o See questions attached.
- o Will be sending questions into the office to look over the questions

7) Final Action Items

- Meeting with CEO Downswell RE Proposed Election Process Changes (30m; 2pm; Optional Attendance for Reps)

Timelines

[CEO]

- o Initially the plan was to push the elections back by 1 week, to avoid elections running into exam time
- o Now its 2 weeks
- o Nominations to open on the 16th to the 26th of February
- o Blackout - 27th - March 5th
- o All-candidates meeting will take place on the 25th of February
- o 6th of March to the 13th of March - Voting, Referrendums
- o Results ideally 17th of March
- o Student Caucus Executive Election March 20th - 22nd

Election Reform

Club Endorsements

[Blaise]

- o Concerns about low amounts of nominations
- o Open up the floor to allow clubs to make endorsements and/or nominate people to positions

[Chair]

- o Request from Sam (L&L), if this is to be implemented it should be a formalized process that goes through the CEO

[CEO]

- o Concerns about regulating the process. Where do we draw the line between a fair endorsement and a not-fair one?
- o Those with more connections to clubs may have an unfair advantage

[Phoenix]

- o Wonder who would make the decision on who to endorse who? Would everyone have the same view? Would there have to be consensus?
- o Could just talk to friends in club positions to have them endorse you
- o [Chair / Phoenix]: In order for the endorsement to be valid, they should have to show a record of an AGM-like meeting where people would have to have a vote for who they want to endorse as a club.

[Chair]

- o Could have a trial run for a process like this in future.

[CEO]

- o Will consider these options and come up with an action plan for this initiative
- o If too many problems, then will not run a trial or add to election handbook yet
- o However, will do due diligence to see if it can be implemented

Year-rep Portfolios

[Blaise]

- o For the new roles, will want to encourage people to make their desire to be (Ombudsman / Student Life Coordinator) known during special election

[CEO]

- o May be better addressed at a Student Caucus meeting proper

Ranked-Balloting vs FPTP

[Chair]

- o Ranked balloting leaves too much room for error
- o Anything is better.
- o Even First past the post.
- o Also shouldn't have the outgoing chair make the call on a tie.
- o Special election should be after the reps are elected but before the outgoing incoming meeting.

Chair - *Motion to Adjourn*

Seconded: Blaise

Thirded: Phoenix

MEETING ADJOURNED

Schedule A

FINAL DRAFT SURVEY

1L Course Experience Survey

Survey

Purpose statement: To understand general pain points of the 1L experience with a specific focus on the curriculum. Acknowledging that there was a significant curriculum reform approximately 1-2 years ago with further changes ongoing. The focus is to understand the effects of these changes, as well as the sentiment of the 1L student body after a large portion of these courses have been completed. The courses that were affected by the curriculum review are as follows:

- *Legal Process (I+ II)* were separated into two separate courses, *Legal Pprocess I* became *Introductory to Lawyering Skills* and became a full year course ending in Week 9 of first and second semester for a total of 18 weeks of instruction.
- *Legal Process II* became *Legal Process*, a full semester course.
- *Ethics* became a full year course from **x,y,z structure**, also ending in week 9
- *Public and Constitutional Law* was shortened to end in week 10 in both semesters

General Overview

1. The overall number of courses this year was manageable.
(1 = Completely Disagree, 3 = Neutral, 5 = Completely Agree)
2. The number of scheduled class hours per week was manageable.
(1-5 scale)
3. The ILS course contributes meaningfully to first-year legal education.
(1-5 scale)
4. Ethics contributes meaningfully to first-year legal education (recognizing this is required under LSO guidelines).
(1-5 scale)
5. Which section are you in?
 A B C D

Introductory to Lawyering Skills (ILS)

6. ILS works well as a full-year course.
(1–5 scale)
7. Please rank the following ILS formats from most to least preferred:
 - Full-year course (current format)
 - One-semester course (previous format)
 - Two-week intensive format
8. Course expectations were clearly communicated.
(1–5 scale)
9. Assignment evaluation methods were clear and appropriate.
(1–5 scale)
10. Assignment instructions were clear.
(1–5 scale)
11. TA feedback was helpful in supporting learning.
(1–5 scale)
12. The workload was proportionate to the value of the assignments.
(1–5 scale)
13. Preferred method of receiving ILS content (open response).
14. What changes, if any, would you suggest to improve ILS delivery or structure?
(open response)
15. Additional comments on ILS:
(open response)

Ethics / ELGC

16. Ethics works well as a full-year course.
(1–5 scale)

Schedule B

ESSENTIAL ACADEMIC REQUIREMENTS OF THE JD PROGRAM OSGOODE HALL LAW SCHOOL, YORK UNIVERSITY

Background and Context

Osgoode Hall Law School's vision is to provide a rich, innovative, and accessible legal education that will empower our graduates to pursue flexible and challenging futures, including as leaders in the legal profession. Our mission is to be responsive to the priorities of our times by fostering excellence in legal education and scholarly research. Our responsibility is to ensure that students in our JD program meet, at a minimum, all JD degree requirements (e.g., required courses) and a more general set of academic expectations we will refer to as the essential academic requirements of the JD program.

This excellence in legal education is complemented by Osgoode's focus on removing barriers to student success and ensuring that students have the supports and resources they need to excel at Osgoode. Osgoode's [strategic plan](#) also particularizes this focus area of student access and success with strategic goals and priority initiatives

At Osgoode, some of these essential academic requirements must be met by students upon entry to the JD program, while others can be met throughout the program. Taken together, Osgoode's JD degree requirements and the essential academic requirements of the JD program include the substantive law and skills competency requirements of the Federation of Law Societies of Canada (the "[National Requirement](#)").

Essential Academic Requirements of the JD Program

A. Although individual course learning objectives may be more specific, students are expected upon entry to the JD program, with any requisite accommodations, to be capable of meeting the following essential academic requirements:

- i. Read and engage with materials assigned in the courses in which they are registered;
- ii. Write clearly in English and in a broad range of academic formats;
- iii. Understand and comply with the Law School's academic integrity requirements;
- iv. As part of learning activities inside and outside of class (including online), and in keeping with the obligations set out in York University's Code of Student Rights & Responsibilities, actively and respectfully listen to, and engage with, instructors, staff, guest speakers, visitors, and classmates, and to interact with peers from diverse backgrounds and perspectives;

- vi. Participate in course-required activities;
- vii. Attend class in person, except for courses or sessions using alternative methods of delivery;
- viii. Give oral presentations;
- ix. Actively participate in classroom conversations and in small group discussions, as required;
- x. Contribute to teamwork within and outside of class, including collaborative oral or written assignments;
- xi. Submit work to meet deadlines and requirements as set by course instructors and the Law School administration.

B. In addition to the entry requirements listed above, and although individual course learning objectives may be more specific, students are expected throughout the JD program to be capable of meeting, with any requisite accommodations, the following essential academic requirements:

- i. Conduct research, using primary and secondary sources, including using legal research skills and techniques;
- ii. Write in a broad range of academic and legal formats;
- iii. Participate in oral advocacy;
- iv. In the context of clinical and intensive courses and programs, perform client work with integrity, diligence, and competence, and abide by the applicable rules of professional conduct and meet the requirements of individual clinical and intensive programs; and
- v. Take examinations and complete assessments using the Law School's procedures, including, where applicable, in-person examinations and approved digital platforms.

Osgoode is committed to supporting all its students to successfully participate in – and meet the requirements of – the JD program. We work in collaboration with York University's Student Accessibility Services ("SAS") to provide students with disabilities with appropriate accommodations.

Prospective students are encouraged to ask questions about accommodation for disability-related needs. Accommodations may include extra time on exams, access to

lecture recordings, assistive technology and/or flexible deadlines. We are committed to ensuring that the accommodation process is clear, fair, and respectful.

Students with permanent or temporary disabilities who are in need – or who think they might be in need – of accommodation are strongly encouraged to contact SAS to develop an individualized academic accommodation plan.

DRAFT

Schedule C President's APPC Update

Hi everyone,

Mya and Amar went over the revisions to the EAR document.

Before making this next draft, Mya consulted with a Rep from DisCo who recommended:

- more stage setting around explaining the EARs and accommodations
- making the language more welcoming: purpose is to encourage prospective students to think about program requirements & to reach out to Osgoode or York SAS at any time (not just after receiving offer, but can be before too)

As a summary of major changes, they decided not to refer to the AODA recommendations because although they were government recommendations, they were never actually implemented. Instead, they referred to the Federation of Law Societies of Canada ("National Requirements". Prof Walker said that these National Reqs are requirements that go above Osgoode authority.

They also changed end of document to make it more clear that prospective students are invited to reach out to Osgoode/York SAS to inquire about accommodations. (Again, trying to encourage students with disabilities to reach out early to make sure they get their accommodations)

I asked if they would do another call out to students, but Mya said basically at some point it just needs to move forward.. She did say at minimum she would follow up with the DisCo Rep she consulted with before. I reported the results of the SC feedback outreach for the last draft during the meeting, but felt like it was a bit redundant because Mya already received much of the same feedback already from DisCo.

Also, Ben asked if FC approval is required and what Mya/Amar want from bringing this to APPC. Mya said she doesn't think they necessarily need FC approval but they would like to receive it. So she's bringing it to APPC for feedback before bringing it to FC.

My recommendation would be to get in contact with DisCo and see how we can help collect student body feedback (if that would be helpful) or however else they would like support in giving feedback to Mya.

I've attached the most recent draft of the document here.

Best,
Arimie