



APPALACHIAN

SCHOOL OF LAW

2025 – 2026

Catalog & Student Handbook

Appalachian School of Law

2025-2026 Catalog & Student Handbook

(August 2025)

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This catalog and handbook (hereafter catalog) is published by Appalachian School of Law (ASL) based on information as of August 2025, and contains information concerning campus life, career preparation, academic policies, and course offerings. Effective in 2016, the catalog moved to digital publication and will only be available on the website. ASL reserves the right to make alterations in course offerings and policies and procedures without prior notice in order to further the institution's purpose.

Information in this catalog is a guide and not an offer of a contract. It is not intended to, nor does it contain all policies and regulations that relate to students. Students are expected to familiarize themselves with the policies contained in the catalog. Failure to do so does not excuse students from the requirements and regulations described herein. ASL reserves the right to vary any of its policies or procedures on a case-by-case basis.

Appalachian School of Law admits students without regard to age, race, color, sex/gender, gender identity or expression, sexual orientation, pregnancy/childbirth, marital status, genetic information, disability, religion, political affiliation, military status, ethnicity, or national origin. ASL does not discriminate on any of these bases in providing all the rights, privileges, programs, and activities generally accorded or made available to students at the school. ASL does not discriminate on any of these bases in administration of its educational policies, admissions policies, scholarship and loan programs, and/or other school administered programs. ASL is an AA/EEO Employer.

Before enrolling in law school, students should determine whether the state in which they intend to practice has special requirements for admission to the bar concerning pre-legal training, domicile, filing notice of intent to practice before entering law school, certification of character and fitness, appointment of a preceptor, law school curriculum, and the like. Students are responsible for ascertaining and meeting these requirements.

Appalachian School of Law is fully accredited by the Council of the Section of Legal Education and Admissions to the Bar ("Council") of the American Bar Association ("ABA"). Accreditation documents are available for review in the Dean's Office. The Council may be contacted through the ABA's Section of Legal Education and Admissions to the Bar, 321 North Clark Street, Chicago, Illinois 60654-7598; telephone (312) 988-6738.

Pursuant to §23.1-219(D) of the *Code of Virginia*, Appalachian School of Law is not required to obtain another certificate to operate from the State Council of Higher Education for Virginia (SCHEV) because it was established in the Commonwealth of Virginia and has maintained a main campus under the same ownership for 20 years and remained fully accredited by an accrediting body recognized by the U.S. Department of Education.

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Chapter 1 General Information

Section I Mission

ASL provides opportunities for people from the Appalachian Region and beyond to realize their dreams of practicing law and better serving their communities.

(Adopted by the Board of Trustees, March 14, 2000)

(Amended by the Faculty on February 11, 2013)

(Adopted by the Board of Trustees, June, 2013)

(Amended by the Faculty, May, 2022)

(Adopted by the Board of Trustees, June, 2022)

To achieve the mission, we attract a qualified, diverse, and dedicated student body, many of whom will remain in the region after graduation and serve as legal counselors, advocates, judges, mediators, community leaders, and public officials. We offer a nationally recruited, diverse, and well-qualified faculty, a rigorous program for the professional training of lawyers, and a comprehensive law library. The program emphasizes professional responsibility, dispute resolution, natural resources law, and practice skills. The ASL community is an exciting, student-centered environment that emphasizes honesty, integrity, fairness, and respect for others. We also emphasize community service and provide a resource for people, the bar, courts and other institutions of the region.

Appalachian School of Law students, while largely representative of the region, come from communities throughout the nation and the world, who are both traditional and nontraditional with respect to age and prior careers. Their cultural, racial, ethnic, and economic diversity enriches and furthers the institution's educational mission.

Section II Pillars supporting ASL's Mission

- ASL is committed to creating lawyers who will serve traditionally underserved legal communities, especially rural communities.
- ASL is committed to training lawyers with a solid foundation of doctrine and skills that allow them to pass the bar and practice law professionally in both rural and traditional legal settings.
- ASL is committed to providing an opportunity to become practicing attorneys to students who are members of demographic constituents who have traditionally been underrepresented in the legal profession, such as the people of Appalachia.
- ASL is committed to training lawyers to resolve legal disputes efficiently while preserving communities and relationships wherever possible.

Section III History of Appalachian School of Law

In late 1993, Joseph E. Wolfe, a Norton, Virginia attorney, proposed to establish a law school in southwestern Virginia. Within six months, his proposal attracted the support of regional business executives, civic leaders, attorneys, and educators.

In late 1994, a Steering Committee formed that eventually grew to eighty members. This committee chartered ASL as a Virginia non-stock corporation, secured tax-exempt status from the Internal Revenue Service, and drafted ASL's preliminary mission statement. The Steering Committee also prepared a feasibility study for the new law school.

Appalachian School of Law (ASL) was organized in 1994 as an independent not-for-profit educational institution located in the Town of Grundy, Virginia. Governed by a Board of Trustees, ASL provides a high quality program for the professional preparation of lawyers -- the Juris Doctor or J.D. degree.

ASL's general curriculum emphasizes dispute resolution, ethics, and professional responsibility. Students will gain insights into the time-honored role of the attorney as counselor and representative of the court who seeks balance between the interests of the client and those of the public and strives for fairness and justice.

In early May 1995, the State Council of Higher Education for Virginia approved the establishment of ASL.

In April 1996, Buchanan County signed a compact with ASL, under the terms of which ASL received its main and library buildings and their grounds, funds for renovation of the buildings, and funds towards operating costs. Appalachian Regional Commission, a federal agency, also contributed funds to ASL's operating costs.

In April 1997, the Commonwealth of Virginia Council of Higher Education granted ASL authorization to enroll students in courses leading to the Juris Doctor (J.D.) degree. ASL held its first faculty meeting on August 8, 1997, and its first classes on August 12, 1997, with nine faculty members in residence and seventy-one students in attendance.

ASL Charter Class of 2000 graduated on May 12, 2000. On February 19, 2001, ASL received provisional approval from the American Bar Association. On June 12, 2006, ASL received full approval from the American Bar Association.

Section IV ASL Governance

Appalachian School of Law is a Virginia-registered non-stock corporation. The powers, duties, and responsibilities of the governing Board of Trustees, President and Dean, and Faculty are contained in the Corporate Charter, Corporate Bylaws, and Academic Standards, which are on file in the Law Library and available by mail upon request from the Office of the Dean. The identities of current trustees and employees can be found in Appendix A to the catalog.

Section V Philosophy & Faculty Accessibility

ASL is committed to fostering a learning environment centered on students. A nationally recruited, well-qualified, and diverse faculty has instruction as its primary commitment. Up-to-date computers, software, peripherals, and other electronic technology enhance the classrooms, seminars, moot court, offices, and other facilities. The law library has a vast collection of information and material that is readily available to students, faculty, and the public through print, online, and microform resources. Students and faculty also engage in scholarship and contribute to the community and profession through service activities.

The Board of Trustees has adopted the following Faculty Accessibility Policy: Appalachian School of Law is committed to its role as a professional school dedicated to training outstanding lawyers in a learning environment centered on students. Therefore, the school is committed to the ideal that faculty members are teachers both in the classroom and outside the classroom in less formal settings, such as student lounge areas and faculty offices.

Faculty members are expected to be on the school campus and accessible to students for the majority of the operation hours of the school during any semester in which they have course assignments. During other portions of the year, faculty members are expected to be accessible to the extent consistent with their other job performance expectations.

Section VI Facilities

ASL has a three-building campus located near the center of Grundy, Virginia. The award-winning classroom building contains 47,000 square feet and was extensively renovated in 1997. A new HVAC system was installed throughout the building in the latter months of 2022 and early 2023. It is a two-story structure built around an open quadrangle and

houses classrooms, faculty and staff offices, and space for student organizations. The classrooms include the Appellate Courtroom, the Trial Courtroom, and several smaller classrooms and seminar rooms. Most classrooms have electrical outlets at each seat. All classrooms have Zoom and recording capabilities. Wireless internet access is provided across campus. The library collection is housed in the library building, which is adjacent to the classroom building. Classes are also held in the Booth Center, a shared facility located adjacent to the library and main campus building.

Section VII Law Library

The Library has a core collection of reporters and codes, law reviews, Virginia Continuing Legal Education materials, treatises, and legislative history materials online, in print, and in microfiche. Supplementing those traditional research tools are about two dozen online databases (including Westlaw and LexisNexis). The collection is enhanced by the specialized Appalachian Collection, containing both fiction and nonfiction materials dealing with the local area. The librarians offer assistance in using the collection by providing ongoing training classes, one-on-one assistance, and a comprehensive guide to legal research. The Library is a designated government depository and also offers interlibrary loans to students and faculty when other materials are needed.

Built as an elementary school in 1951, but extensively renovated in 1998, the Library building provides space for the collection as well as study space in individual carrels, tables, and group study rooms. The first floor of the Library also has an exercise room available with various gym equipment. Additionally, the second floor, remodeled in 2021, contains a large gathering space for students to collaborate and relax between classes. Students can access the campus wireless network from anywhere in the building.

Section VIII Academic Support

Appalachian School of Law's Academic Support program is an integral part of the school's commitment to provide all students the chance to succeed in law school.

The Academic Support program seeks to help students master those legal study skills necessary for success in law school, on the bar exam, and in legal practice. With the help of BARBRI, the global leaders in bar preparation and academic support, ASL's academic support program offers a range of programs for students at all levels of the J.D. program, and for graduating students preparing to take the bar examination.

The Academic Support program consists of several components. All incoming students are required to take Introduction to ASL Legal Studies, which helps students to build upon the skills acquired during BARBRI's Lawyering Fundamentals Orientation course and improve the essential skills needed to succeed in law school. These skills include, but are not limited to, critical thinking, reading, and listening as well as effective case briefing, note taking, outlining, and exam writing. During their last year, students are required to take several courses where they focus on bar exam subjects and learn skills necessary for success on the bar exam that they expect to take, whatever the format.

Section IX Career Services

The Career Services Director counsels students and alumni regarding their career aspirations and advises students on resume and cover letter preparation. The Director offers the following comprehensive interview counseling and preparation services to ensure success for in-person and virtual interviews.

In-Person Interview Preparation: Personalized coaching and mock interview sessions to help students build confidence and polish interviewing skills for face-to-face meetings.

Virtual Interview Preparation: Tailored guidance and practice sessions to familiarize students with the nuances of virtual interviewing, including effective communication techniques and technical setup.

The Director further assists students with job searches, arranges on-campus interviewing, facilitates student attendance at job fairs, coordinates applications for judicial clerkships, and provides programming regarding various career-related topics. The Director also organizes resume collections for potential employers who are unable to recruit on campus.

Section X Policies on Grievances and Complaints

ASL takes seriously all complaints and grievances by its constituents and provides opportunities and processes for reporting, investigating, and resolving such complaints and grievances. ASL's policies are designed to be clear, fair, and compliant with all federal and state laws and regulations.

The correct procedure for making a complaint or grievance is dependent upon the nature of the issue and the identity of the person alleged to be responsible for the issue.

- Complaints regarding sexual harassment as defined within Title IX regulations and ASL's Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under the Title IX Regulations are governed by that policy, which can be found in **Appendix C** to the Student Catalog.
- Complaints and allegations regarding behavior by students that are not governed by the Title IX Policy are governed by the Code of Student Conduct/Code of Academic Integrity found in **Chapter 6** of the Student Catalog.
- Complaints and grievances regarding ASL's academic programs and compliance with the ABA Standards and Rules of Procedure for Approval of Law Schools, including complaints about implementation of approved Reasonable Accommodations for students, are governed by the policy on Complaints regarding Alleged Violations of ABA Standards found in **Appendix C** of the Student Catalog.
- Any other complaints or grievances regarding ASL personnel that do not fit into one of the above categories are governed by the policy on Grievances Against ASL Personnel found in **Appendix C** of the Student Catalog.

Section XI Notification of Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day Appalachian School of Law (ASL) receives a request for access.

A student should submit to the Registrar or Chief Academic Officer a written request that identifies the record(s) the student wishes to inspect. The ASL official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the ASL official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask ASL to amend a record should write the ASL official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If ASL decides not to amend the record as requested, ASL will notify the student in writing of the decision and

the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before ASL discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

ASL discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by ASL in an administrative, supervisory, academic, research, or support staff position (including security, law enforcement personnel and health staff); a person or company with whom ASL has contracted as its agent to provide a service instead of using ASL employees or officials (such as an attorney, auditor, or collection agent); an accrediting organization; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. ASL may also disclose education records when the disclosure is necessary to protect the health or safety of a student or other individuals.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for ASL. Upon request, ASL also may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Appalachian School of Law ("ASL"), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, ASL may disclose appropriately designated "directory information" without written consent, unless you have advised ASL to the contrary in writing. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, newspapers and other media publishing press release information about honors, awards, ASL activities, and graduation.

If you do not want ASL to disclose directory information from your education records without your prior written consent, you must notify the Registrar and Director of Regulatory Compliance in writing by November 1 of each academic year. ASL has designated the following information as directory information:

- Student's name
- Student's Hometown
- Participation in officially recognized activities
- Photograph
- Degrees, honors, and awards received
- Dates of attendance
- The most recent educational agency or institution attended

ASL notifies students of their FERPA rights annually, through this Catalog & Handbook and/or by school email.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by ASL to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

Section XII Statement on Nondiscrimination

Law School policy prohibits discrimination on the basis of age, race, color, sex/gender, gender identity or expression,

sexual orientation, pregnancy/childbirth, marital status, genetic information, disability, religion, political affiliation, military status, ethnicity, or national origin. Race discrimination includes discrimination on the basis of traits historically associated with race, such as hair texture, hair type, and protective hairstyles. Gender discrimination includes discrimination on the basis of pregnancy or childbirth. This policy extends to all rights, privileges, programs, and activities, including admissions, employment, and financial assistance, as is required by law, including Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Americans With Disabilities Act of 1990, the Genetic Information Nondiscrimination Act of 2008, the Virginia Human Rights Act, and regulations thereunder.

Section XIII Lawyers are a self-regulating profession

ASL subscribes to the philosophy that the integrity of our legal system relies upon the integrity of our country's lawyers. As future lawyers, it is imperative that our students adhere to the highest standards of ethics. Students, therefore, are subject to the standards promulgated in **Chapter 6** of the Catalog, Code of Student Conduct and Academic Integrity. In addition, attendance in class is critical to learning the material and developing the skills taught at ASL. ASL adheres to a rigorous mandatory attendance policy, under which students who miss more than a specified number of class meetings receive a failing grade for the course. The precise details of the attendance policy are in Ch. 5 of the Catalog, Academic Standards and Policies.

ASL's application for admission requires disclosure of information relating to character and fitness, specifically including the following: (a) whether the applicant, *regardless of outcome*, has ever been arrested, cited, ticketed for or charged with any violation of the law, including juvenile offenses and traffic violations; (b) whether there are any disciplinary charges pending or expected to be brought against the applicant; (c) whether the applicant has ever been subjected to a civil forfeiture, civil fine, or sanction for civil contempt; (d) whether the applicant has ever been the subject of disciplinary proceedings at a college or university or with respect to a professional or occupational license; (e) whether the applicant has ever been suspended, dismissed, or placed on probation for academic performance. The applicant signs the application, in part, to acknowledge that the information is complete and accurate.

At the Academic Affairs Session during 1L Orientation, students are expressly reminded that the character and fitness representations will be disclosed by ASL to Bar Examiners, and that non-disclosure to ASL as part of the initial application may be treated by Bar Examiners as a separate fitness issue. Since the serious nature of the application inquiries may be different than the experience and expectations of some students, a period of time after this discussion is provided for amendments to the ASL application. ASL reserves the right to review those amendatory disclosures to determine whether continued attendance at ASL will be appropriate. In order to fulfill the purpose of those disclosures from ASL's perspective, the following policies concerning disclosure are implemented:

1. Students must report to the Chief Academic Officer (CAO) any inaccuracies in the original answers to the character and fitness questions on the application submitted to attend ASL. These reports will be recorded as amendments to the application.
2. The deadlines to submit an inaccuracy in the original answers to the application is December 1 for the first 1L semester for fall start students and May 1 of the first 1L semester for spring start students. Although students should still report inaccuracies in the application after their deadline, the report letter will note the untimely submission in the student's file.
3. Matters of sufficient seriousness that they may have changed an admissions decision may be referred to the Dean or his/her designee.
4. Students have an ongoing duty to report to the CAO any matter which occurs during enrollment at ASL that would be responsive to the character and fitness questions on the ASL application. This duty continues until the conferral of the JD degree. Such matters will be treated as supplements to the ASL application.
5. State Bar Examiners frequently require ASL to report students' application information when they apply to sit for the bar exam. ASL's report will include the student's original application and any amendments and/or supplements made pursuant to these policies.

Section XIV Disability Policy and Definitions

Appalachian School of Law does not discriminate against individuals with disabilities in its program of legal education, as those disabilities are defined in Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §706; 45 C.F.R. §84.3(k)(3); and the Americans with Disabilities Act, 42 U.S.C. §§ 12101, et. seq. In an effort to provide full opportunities to individuals with disabilities, ASL offers individualization and reasonable accommodation, as required by law. Reasonable accommodations are those that do not fundamentally alter the nature of ASL's educational program and can be provided without undue financial or administrative burden, and without lowering academic and other essential performance standards. As used in this context, the terms "disability," "individual with a disability," and derivations thereof are defined as those terms in 29 U.S.C. § 706 and 42 U.S.C. § 12102. The terms "accommodation" and "adjustment" are used interchangeably to mean the steps necessary to comply in the academic program with Title III of the Americans with Disabilities Act, 29 U.S.C. § 794 (commonly known as Section 504 of the Rehabilitation Act), and other relevant legal obligations with respect to individuals with disabilities.

Students who wish to request an accommodation should contact the Registrar. The procedures for requesting academic or physical accommodations are set forth in the "Accommodations Policy", which is **Appendix E** of the Catalog & Student Handbook. The current version of the Catalog and Student Handbook may be found on ASL's website (www.asl.edu). Individuals who believe they have been discriminated against on the basis of a disability may file a complaint under ASL's Grievance Policy on Complaints regarding Alleged Violations of ABA Standards. The Policy is found in **Appendix C** of this catalog, which is available to all students via the website.

Section XV Drug and Alcohol Abuse Prevention Program (DAAPP)

In accordance with the Drug-Free Schools and Communities Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, Appalachian School of Law is committed to providing a drug-free, healthful, safe, and secure work and educational environment for all its students and employees. Employees and students are required and expected to report to their work, class or student activities in appropriate mental and physical condition to meet the requirements and expectations of their respective roles. To this end, ASL has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. ASL will provide notification of its Drug and Alcohol Abuse Prevention Program ("DAAPP") to its students and employees on at least an annual basis.

The DAAPP Policy provides standards of conduct for students and employees, descriptions of sanctions for violations of federal and state laws and ASL policies, a description of the health risks associated with alcohol and other drug ("AOD") use, and a description of available treatment programs. ASL is committed to conducting an biennial review of the effectiveness of its AOD programs and the consistency of ASL's sanction enforcement. ASL's DAAPP Policy can be found on the employee and student Google drives. The most recent Biennial Report is available upon request.

Section XVI Counseling Resources

ASL understands that law school is stressful and that outside events in students' lives can add to that stress. To help students, ASL provides free access to at least one counselor who can meet with students on campus, on Zoom, or by phone. There are also several counseling and treatment services available in the area, some of which are free or at reduced cost. ASL encourages students to reach out and address mental health and medical issues. Student Services provides a list of available services to all students at 1L Orientation and can assist students with finding providers and making connections. Student services also sponsors events and programs to help students deal with the stresses of law school. For incoming students, the ASL Peer-to-Peer group provides support by helping new students form connections with other students and develop sources of information about dealing with stress and law school. A directory of services available in the areas surrounding ASL is provided in **Appendix I** to the Student Catalog.

Chapter 2 Admissions – Juris Doctor Program

Section I Policy

General policy regarding qualifications needed for students seeking admission to ASL is set by the faculty, with individual admission decisions made by the Admissions Committee or the Dean. ASL accepts for admission those students who will benefit from a challenging curriculum in a professional environment. Admission decisions are not based on a single criterion; rather, each item will be considered in relation to the applicant's total qualifications. In addition to the undergraduate transcripts and Law School Admissions Test (LSAT) score, other considerations include an applicant's graduate work, character, work history, professional promise, personal commitment, recommendations, life experience, and other non-academic achievements.

ASL does not discriminate in admissions decisions on the basis of age, race, color, sex/gender, gender identity or expression, sexual orientation, pregnancy/childbirth, marital status, genetic information, disability, religion, political affiliation, military status, ethnicity, or national origin. ASL seeks a wide array of people with varied life experiences as candidates for admission. Applicants are free to disclose in their Personal Background Statement information concerning their personal biographic information, their life experiences, their ties to the Appalachian region, and any other information they wish the Admissions Committee to consider as part of a holistic review of their applications.

Section II Eligibility for Admissions

ASL requires a bachelor's degree from an accredited institution, a LSAT score, a minimum of two recent letters of recommendation, a personal statement, and any posted application fee.

ASL is authorized under federal law to enroll nonimmigrant alien students.

Section III Application & Admissions Procedure

All applicants are required to subscribe to the Law School Admissions Council Credential Assembly Service (CAS) and submit their application material through that service. All documents received by ASL in connection with such applications for admission become the property of the Appalachian School of Law.

First-year students are admitted in both the fall and spring semesters. Admissions are made on a rolling basis as applications are received. The Admissions Committee accepts, denies, waitlists, or places the application on hold for later review. Most applicants can expect to receive an admissions decision shortly after ASL receives the required application materials. In the case of applicants who are completing their undergraduate degree at the time of application, admission to ASL is conditioned on proof of a conferred bachelor's degree.

While ASL has no formal application deadline, applicants who desire full consideration for acceptance to the fall entering class should complete the application process by July 1, with June LSAT scores being the last LSAT accepted, if applicable. Applicants who desire full consideration for acceptance to the spring entering class should complete the application process by December 1, with December LSAT scores being the last LSAT accepted, if applicable.

ASL's application for admission requires disclosure of certain information relating to character and fitness. See **Chapter 1, Section XIII** of the Student Catalog for policies regarding disclosure of requested information and obligations following matriculation. The failure to adhere to these policies may result in disciplinary proceedings pursuant to the Code of Student Conduct found in **Chapter 6** of the ASL Student Catalog and Handbook. Furthermore, ASL reserves the right to review amendatory disclosures to determine whether continued attendance at ASL will be appropriate.

Section IV Seat Deposit

Admitted applicants will receive a letter informing them of acceptance and requesting that a \$500 seat deposit be submitted to ASL within a specified time. The seat deposit is credited toward the applicant's first semester tuition and/or fees. Admitted applicants who are awarded full-tuition scholarships are still required to submit seat deposits to reserve a seat in the incoming first-year class. Because an accepted applicant is not guaranteed a place in the entering class until the applicant's seat deposit has been received and accepted by ASL, applicants who have been accepted for admission should submit their seat deposits as soon as possible. Seat deposits are not refundable.

Section V Deferrals

Deferrals of admission are rarely granted, but may be considered by the Admissions Office on a case-by-case basis.

Section VI Transfer Students

ASL may accept transfer students from ABA-approved law schools in accordance with ABA Standard 505 upon demonstration that the student would have qualified for entrance into the School as a first year student and the student either is or was a student in good standing at the transferring law school as of the student's most recent date of enrollment. See **Chapter 5, Section IX (E) and (F)** of the Student Catalog for academic standards and policies governing admission as a transfer student and transfer of credits.

Section VII Submission of Transcripts

American Bar Association rules require students to submit official transcripts for all work undertaken at other higher education institutions, including official records of all credits earned and degrees granted, either before the admitted applicant registers at ASL or within a reasonable time thereafter. Students who fail to submit the required transcripts to ASL will be administratively withdrawn from courses, barred from taking exams, and have their grades withheld. Official transcripts must be received by October 1 (for Fall starting students) and February 15 (for Spring starting students) of the year they first matriculate. Submission to and acceptance of official transcripts by the LSAC Credential Assembly Service will satisfy this requirement; however, it is incumbent upon the student to ensure that all required educational records have either been accepted by LSAC or submitted directly to ASL.

Section VIII Essential Abilities & Technical Standards

Law students who are candidates for the Juris Doctor degree are required to demonstrate the following essential abilities and technical standards. These standards are not intended to deter or exclude candidates for whom reasonable accommodations for a disability will allow successful participation in and completion of the Juris Doctor program but these abilities and standards will inform the fundamental nature and requirements of the Juris Doctor program. The Behavioral and Social Attributes component has been incorporated by reference into the Code of Student Conduct found in Chapter 6 of the ASL Student Catalog and Handbook.

Time Management Skills

- The student must demonstrate the ability to meet deadlines, keep scheduled appointments, fulfill community service requirements, and timely complete all classroom and clinical/externship assignments and administrative tasks within the assigned time frame.
- The student must adhere to the attendance policy as it applies to each course and must punctually attend class.

- The student must be able to timely complete assigned tasks in a satisfactory manner, and attend classes and other obligations prepared and ready to participate.

Communication Skills

- The student must be able to communicate effectively and efficiently in oral and written forms in a prompt, professional, and comprehensive manner, regardless of the forum, including classroom discussion, clinical/externship assignments, and other instructional settings such as oral advocacy presentations.
- The student must be able to review written and oral material in a timely and efficient manner required to participate, be called upon, and answer questions without advance notice in a classroom or other instructional setting.

Organizational Skills

- The student must be able to follow directions, make reasonable inferences, and organize and synthesize information.
- The student must be able to organize ideas to communicate in writing and orally.
- The student must be able to coherently organize large amounts of information.

Behavioral & Social Attributes

- The student must possess and exercise the good judgment, honesty, integrity, and interpersonal skills required to work successfully under stressful conditions and to fully utilize his or her intellectual abilities.
- The student must be able to tolerate and manage competing demands and workloads that are as mentally and emotionally taxing as are routinely found in the legal profession.
- The student must be able to adapt to changing circumstances.
- The student must be able to monitor and regulate his or her own behavior, including recognizing and correcting behavior that is detrimental to the student's own successful completion of the Juris Doctor curriculum.
- The student must demonstrate the ability to meet the expected ethical standards set forth by the legal profession.
- The student must work cooperatively with peers, faculty, staff, and other members of the ASL community.
- The student must be able to receive and integrate constructive criticism.
- The student must not engage in "disruptive conduct." Disruptive conduct is any conduct that substantially interferes with the educational process.
- The student must be able to engage in active listening to others and to appropriately respond to those communications.

Intellectual, Conceptual and Integrative Skills

- The student must be able to set goals, formulate plans to achieve those goals, and implement those plans over time.
- The student must be able to understand, synthesize and apply complex information, and must have the ability to integrate and process information promptly and accurately.

The student must demonstrate mental and emotional skills and abilities to learn and to conduct effective problem solving, legal analysis, reasoning and research, factual investigation, oral advocacy, and organization and management of legal work.

Chapter 3 Tuition and Fees

Section I Payment of Tuition and Fees

The tuition and fees for the 2025-2026 academic year are listed below. Students enrolled full-time are charged flat-rate tuition. Any student with less than full-time status will be charged the part-time tuition rate. Each applicant's seat deposits are credited toward the first semester's tuition and are non-refundable.

Tuition	\$41,000.00	(\$20,500.00 per semester)
Part-time tuition rate	\$1,710.00	(per credit hour/requires approval from the Chief Academic Officer)
Summer/Intersession courses	\$1,710.00	(per credit hour)
Visitor administrative fee	\$2,000.00	(upon commencement of visit)
Exam fee*	\$30.00	Exam-taking software is required for all exams unless instructed by the professor or Registrar.
Transcripts*	\$0.00	(current students and alumni for employment or bar applications)
Transcripts*	\$10.00	(current students and alumni for non-employment or non-bar application purposes)
Transfer package fee*	\$50.00	(per school application)
Expedited shipping	Amount varies depending on delivery service and amount of materials enclosed.	If expedited shipping is requested for any of the above transcript requests, the expedited shipping charge is required. The shipping charge must be paid before the request is filled.

*fees are non-refundable

Due Dates and Penalties for not paying tuition and fees

Tuition and fees are due on the first day of class. If you fail to pay or make arrangements to pay tuition and fees in full by the last day of class, you will be subject to the following actions:

- Registration will not be processed.
- Transcript requests will not be processed.
- Grade reports will be withheld.
- Registered students may be removed from current class enrollment.
- Certification of graduated students to bar authorities will be withheld.
- Diplomas will be withheld.
- You will be unable to take final exams.

Section II Financial Assistance

A legal education is a major investment of time and money. All potential students should plan early during the application process and consider carefully, before entering, the costs and obligations of a legal education.

Although some assistance is available, students and their families are expected to make every reasonable effort to contribute through their own resources. The importance of responsible borrowing cannot be stressed enough. Students who borrow conservatively will find more flexibility in their future legal employment options. Counseling on student budgeting and financing options is available from the Financial Aid Office. Before graduation or if the student leaves law school, a student must complete exit counseling before the end of the final semester or academic year. Federal regulations state that Appalachian School of Law is responsible for ensuring all students receiving Federal Financial Aid while enrolled at ASL complete exit counseling.

Please note that federal laws and regulations regarding student loans are changing rapidly. Students are advised to ensure they are utilizing the most recent information available from the federal government.

Loans

Appalachian School of Law participates in the William D. Ford Federal Direct Loan (Direct Loan) Program, under which the U.S. Department of Education lends the money directly to students through the student's school instead of through a bank, pursuant to Title IV of the Higher Education Act of 1965 ("Title IV funds"). Information on how to apply for Federal student loans can be found at <https://studentaid.gov/understand-aid/types/loans>. The basic steps for applying for federal student loans are:

- Create an account at <https://studentaid.gov/h/apply-for-aid/fafsa> by selecting Start New Form, which will prompt you to create an account.
- Fill out the FAFSA form for a federal Direct Unsubsidized Loan.
- Fill out the Grad PLUS loan at <https://studentaid.gov/plus-app/grad/landing>. You must have completed the FAFSA and applied for a federal Direct Unsubsidized Loan first.
- Fill out the Master Promissory notes for both the Direct Unsubsidized and Grad PLUS loans.
- The amount of loans offered will be available after you arrive for orientation. A tool that estimates the amount of federal student aid funds that you may receive can be found at <https://studentaid.gov/aid-estimator/>.

For additional information, contact the Financial Aid Office at 276-244-1291 or by email at financialaid@asl.edu.

Recipients of federal financial aid, including loans, are subject to being randomly selected for an accuracy review process. If you are notified that you have been selected for verification, details about this process can be found at Appendix J.

Merit Scholarships

Appalachian School of Law is committed to recognizing the outstanding scholastic achievements of its entering students. ASL has established several levels of academic scholarships. Prospective students should contact the Financial Aid Office or check ASL's website to determine scholarship eligibility criteria. ASL endeavors to make these awards to all applicants who meet these eligibility criteria. However, as scholarship assistance is limited, prospective students are encouraged to complete their applications and submit their seat deposits as soon as possible in the admissions cycle.

Other Scholarships

For the 2025-2026 academic year, ASL has set aside monies for other scholarships. In addition to the Merit Scholarship program described above, Appalachian School of Law Scholars and the Buchanan County Scholarship funds provide awards ranging up to one-half of tuition. Awards are given for one academic year and may be renewed depending on academic performance. Appalachian School of Law Scholars are chosen by the Dean based on entering credentials or performance at ASL (for upper-level students). Buchanan County Scholarships are granted by the Buchanan County Board of Supervisors based on demonstrated financial need, entering credentials or performance, and place of permanent residence.

Scholarship Stacking Policy

Institutional scholarships offered upon admission to Appalachian School of Law are not stackable. In the event that a student becomes eligible for more than one institutional scholarship, the scholarship with the higher dollar value will supersede and replace the prior award, unless the additional scholarship is expressly designated as a supplemental award or stipend intended to be added to an existing offer.

This policy is designed to ensure fiscal responsibility and promote equity in the distribution of limited institutional funds across the student body. It allows the Office of Financial Aid to continue supporting as many eligible students as possible, while preserving the integrity of the merit-based award process.

All institutional scholarship determinations are made in accordance with availability of funds and criteria set by the Office of Financial Aid and Office of Admissions. Questions regarding specific awards or exceptions to this policy should be directed to the Financial Aid Coordinator.

Veterans' Benefits

ASL has been approved under Public Law 89-358 provisions for eligible persons to receive veterans' benefits in connection with the J.D. degree. ASL is a Yellow Ribbon-qualified school. In compliance with Section 103 of the "Veterans Benefits and Transition Act of 2018," even if the VA has not yet paid tuition and fees, ASL will not:

- Prevent enrollment
- Assess a late penalty fee
- Require you to secure alternative or additional funding
- Deny access to any school resources (access to classes, libraries, or other institutional facilities) that are available to other students that have paid

To be eligible for coverage under section 103 of the "Veterans' Benefits and Transition Act of 2018," you must provide ASL with a copy of your certificate of eligibility for entitlement to educational assistance no later than the last day of class. Any other requested documentation must be submitted within a reasonable time frame to allow for proper enrollment certification. If your eligibility does not cover 100% of your educational expenses, any amount not covered must still be paid by the last day of class. For example, if your eligibility only covers 50%, then the remaining 50% of tuition and fees must be paid by the last day of class. For more information, contact the Financial Aid Office at 276-466-1291 or by email at financialaid@asl.edu.

Federal Work-Study

ASL participates in the Federal Work-Study (FWS) program. A limited number of employment opportunities are available to students enrolled at ASL. These jobs pay at least the minimum wage and may not exceed twenty hours per week. All students employed by ASL must participate in the FWS program.

Federal regulations require that eligible students selected to participate in the FWS program file a Free Application for Federal Student Aid (FAFSA) and meet the federal definition of financial need. Students should be aware that FWS earnings are a part of the student's overall financial aid package; that is, the total amount of a student's FWS earnings, scholarships, grants, loans, etc., may not exceed his or her cost of attendance.

Students interested in participating in the FWS program should contact the Financial Aid Office at 276-466-1291 or by email at financialaid@asl.edu to determine their eligibility.

Section III Satisfactory Academic Progress

Federal regulations stipulate that to be eligible for Title IV financial aid or Veteran's benefits a student must be making satisfactory academic progress toward a degree.

Students at ASL do NOT make satisfactory academic progress if they exceed a maximum time frame of 84 months for earning their J.D. degree or are academically dismissed in accordance with the academic standards set forth in Chapter 5 of the Catalog. Chapter 5 provides for academic dismissal from ASL's Juris Doctor program if a student's cumulative grade average falls below 2.0000. Chapter 5 contains details on how the cumulative grade average is calculated.

Students whose cumulative grade average falls between 2.0000 and 2.2999 (inclusive) are placed on academic probation for a maximum period of one semester. (See Chapter 5 for complete details on standards and requirements for academic probation status.) Academic probation shall NOT mean that the student is not making "satisfactory academic progress" or that the student is disqualified from eligibility for Title IV funds or Veteran's benefits. However, a student who is on academic probation for a semester should be aware that his or her eligibility for Title IV funds/Veteran's benefits will end if the student does not successfully return to "good academic standing" after the probationary semester.

At the end of each Fall and Spring Semester, ASL's Chief Academic Officer reviews each student for "satisfactory academic progress." Students who are identified as failing to complete the degree requirements within 84 months of matriculation or as having been academically dismissed are notified via letter from the Chief Academic Officer before the next Fall/Spring semester begins. The dismissal letter is emailed to the student at his/her ASL email address.

Students are not reviewed for satisfactory academic progress at the end of Summer semester or other intersessions. Because Summer semester courses often begin immediately after completion of Spring semester, it is possible that students who are academically dismissed after Spring semester may not receive notification before a Summer course begins. In those instances, students enrolled in Summer courses will be administratively withdrawn from the courses regardless of the percentage of completion and will receive a grade of "W" for the courses. Tuition for those courses will be waived but the student's financial aid will be recalculated in the manner set forth below (an "R2T4" calculation).

Students who have a Leave of Absence approved for an upcoming semester are not considered as failing to make satisfactory academic progress unless the period of leave results in the student failing to complete the degree within 84 months of matriculation.

Section IV Withdrawal from ASL and Treatment of Title IV Funds Upon

Withdrawal

A student "withdraws" from ASL when he or she ceases attending classes during an academic term in which he or she began attendance, or is dismissed from ASL during an academic term.

Students who are approved for a Leave of Absence during a semester in which the student has begun attending classes are not considered to have "withdrawn" from the program unless the student fails to return after the approved Leave of Absence. However, when a Leave of Absence occurs after the beginning of a term, the student may be required to return unearned Title IV funds for that semester, as set forth below.

Students who are academically dismissed after the Spring semester and are administratively withdrawn from Summer courses in which they enrolled or began attending before receiving notice of the academic dismissal will have Summer tuition waived, but may be required to return unearned Title IV Funds as set forth below.

An academic "term" is defined as the Fall semester, Spring semester, or Summer semester (including all Summer intersessions).

A student's "Withdrawal Date" is the last date of academic attendance as determined by ASL's attendance records. See the "Process for Withdrawal" section below for further information on how a determination of withdrawal is made.

Students who withdraw from ASL are responsible for paying all assessed tuition and fees due for that semester. To determine the amount of tuition owed by a withdrawing student, ASL follows the method described in the federal Return of Title IV Funds Calculation (see 34 C.F.R. § 668.22) (the "R2T4 Calculation") for calculating the percentage of time the student spent in academic attendance for that term. This is calculated by dividing the number of days completed up to the Withdrawal Date by the total number of days in the term. Any scheduled break of five consecutive days or more will be excluded from the total number of calendar days in the term. This policy will apply to all students regardless of whether the student received Title IV funds, except that students who are dismissed during a term for non-academic reasons are not eligible for tuition proration, and full tuition for the term is due and payable. Student fees are not refundable upon withdrawal.

ASL is required by federal law to recalculate federal financial aid eligibility for students who withdraw prior to completing 60% of the semester using the R2T4 Calculation. The amount of Title IV funds "earned" by the student is based on the number of days of the academic term completed by the withdrawing student. The amount of federal financial aid awarded is recalculated in these situations and any portion of the financial aid received that is considered to be "unearned" must be returned to the Title IV program from which it was received.

For a student who withdraws after the 60% completion date, there are no unearned funds, and full tuition for the term is due and payable. However, ASL must still determine whether the student is eligible for a post-withdrawal disbursement of any Title IV funds still held by ASL at the date of withdrawal.

A student who is dismissed during a term for non-academic reasons prior to completing 60% of the semester is subject to the R2T4 calculation and may be responsible for returning any unearned Title IV funds.

Any student contemplating withdrawal should contact the Financial Aid Office for a calculation of tuition and fees owed and required refunds of Title IV funds to the student's loan program. Students who have received veteran's benefits or Title IV funds are required to undergo mandatory "exit counseling" to make sure students fully understand the R2T4 Calculations and their individual responsibilities with regard to financial obligations. Students withdrawing during the semester may be required to immediately refund to their student loan program any unearned student aid disbursed to them during that semester.

After calculation of the R2T4 in accordance with Title IV regulations, if the student earned less aid than was disbursed in that term, no additional disbursements may be made to the student. ASL will calculate the difference between the amount of aid earned and disbursed. Any funds remaining with ASL will be allocated to the applicable Title IV programs (first, to unsubsidized federal Direct funds, and then, to federal Direct Grad PLUS funds received on behalf of the student) as soon as possible after the R2T4 calculation is completed but no more than 45 days after the Determination of Withdrawal. After ASL has allocated the unearned funds for which it is responsible, the student must return unearned assistance for which the student is responsible. The student's responsibility is calculated by subtracting the amount of unearned aid that the institution is required to return from the total amount of unearned Title IV aid to be returned as determined by the R2T4 calculation. Further information on the student's responsibility for returning unearned aid may be found in 34 C.F.R. § 668.22(h).

If the total amount of Title IV assistance that the student earned as determined by the R2T4 calculation is greater than the total amount of Title IV assistance disbursed as of the date of the Withdrawal Date, the difference between these amounts will be treated as a post-withdrawal disbursement. Notification of eligibility for a post-withdrawal disbursement will be made to the student within 30 days after the Determination of Withdrawal. The student has 14 days from notification to accept or decline the disbursement. If the student accepts the disbursement, the disbursement will be made to the last address provided to ASL by the student within 14 days. If the student declines or fails to accept the disbursement, the entirety of the amount will be returned to the applicable Title IV program (in the order set forth above) and the student will be responsible for paying ASL any resulting balance due.

Upon withdrawal, scholarship awards for cost-of-living expenses for that semester will be pro-rated based on the same method used to calculate the return of Title IV funds. A withdrawal from the program will deactivate all future scholarship awards.

Process for Withdrawal

A student contemplating withdrawal should contact the Chief Academic Officer as early as possible to discuss withdrawal options and to obtain ASL's Withdrawal Form and should contact the Financial Aid Office as early as possible to receive an estimate of the calculation of tuition and fees due and required refunds of Title IV funds to the student's loan program. The student should complete the Withdrawal Form including date of intended withdrawal, obtain the approval of the Chief Academic Officer, submit the completed form to the Registrar's Office, undergo mandatory financial aid exit counseling, and arrange all necessary payment or refunds with the Financial Aid Office based on the actual date of withdrawal. The date of determination of withdrawal will be the date those steps are completed. The date of withdrawal will be the last date of the student's academic attendance.

A student who does not contact the Chief Academic Officer before ceasing to attend classes will have his or her date of withdrawal determined by the last date of attendance according to ASL's attendance records. The determination of withdrawal may necessarily be made after the last date of academic attendance. This determination will be made by the Chief Academic Officer when it comes to her attention that the student has stopped attending classes and is unresponsive to requests for information about his or her intent. This does not relieve the student of any responsibility for the refund of unearned Title IV funds based on the R2T4 calculation.

Section IV Disbursements of Credit Balances

A Title IV credit balance occurs whenever the amount of Title IV program funds earned and credited to a student's account for an academic term exceeds the amount assessed to the student for allowable charges for that academic term. Such credit balances shall be paid to the student as soon as possible but no more than 14 days after the credit balance occurred or 14 days after the first day of class of that academic term if the credit balance occurred on or before the first day of class.

Section V Military Withdrawals, Reinstatement, and Deferrals of Initial

Enrollment

Students requesting to withdraw from ASL because they have been called to active duty with orders to leave during a semester will be granted permission without punitive action, and a full refund of paid tuition and fees for the semester will be made. Refunds will be processed in accordance with regulations governing the source of the funding. In some cases, funds may be returned to their source rather than directly to the student.

Students called to active military duty are encouraged to communicate with the Chief Academic Officer to make arrangements regarding courses they are currently enrolled in. Depending on how much of the semester is complete at the time of withdrawal and the length of the active duty, it may be possible to either withdraw from the course with a grade of "W" or to leave courses in an incomplete status pending the student's return.

Students who have been called to active duty after paying a seat deposit but before matriculating will receive a refund of their seat deposit.

Students are requested to provide copies of activation orders. If orders are unobtainable (in some emergency call-ups, this is possible), the Chief Academic Officer or Registrar will contact the company commander for verbal confirmation. Students with federal financial aid are advised that withdrawal may result in a requirement to commence repayment. Students on active duty with outstanding federal loans should contact their loan servicer about whether deferment or

other benefits may be available. Students with federal financial aid will be given the option of a full or partial refund as appropriate and subject to federal aid guidelines.

All military withdrawal policies are subject to and may be superseded by ABA accreditation standards in place at the time of withdrawal.

Military Reinstatement and Deferral of Initial Enrollment

All students leaving under the military withdrawal policy are entitled to reinstatement into the JD program, or in the case of students who have paid a seat deposit but have not matriculated, to defer initial enrollment if:

- The student returns to ASL after a cumulative absence of not more than five years, and
- The student provides notice of intent to return to ASL not later than three years after completion of the service period.

Students are directed to seek academic advising from the Registrar or the Chief Academic Officer before seeking reinstatement. Students should note that ABA accreditation standards require the completion of all courses to be applied toward the JD degree within a single 84-month period. This limitation may sometimes require students to retake courses after reinstatement.

All military reinstatement and deferral of initial enrollment policies are subject to and may be superseded by ABA accreditation standards in place at the time of reinstatement or deferral of initial enrollment.

Chapter 4 Curriculum - Juris Doctor Program

Section I Prescribed Curriculum -- Full-time Students – J.D. Program

For students through the Class of 2026

Students beginning their first year at ASL in the fall semester typically take required courses in Building a Professional Identity I and II; Civil Procedure; Contracts I & II; Criminal Law; Legal Process I & II; Property I & II; Introduction to ASL Legal Studies; Intentional Torts; and Negligence in their first year. Students typically complete the required Externship placement during the summer after their first year.

Students beginning their first year at ASL in the spring semester typically take Building a Professional Identity I; Introduction to ASL Legal Studies; Civil Procedure; Criminal Law; Legal Process I; Negligence, and other courses as available during their first semester. The summer following the student's first semester, the student may enroll in additional courses for which they have completed the pre-requisites. In the following fall, in addition to taking Constitutional Law I and Legal Process II, the student will join the incoming fall class in Contracts I; Intentional Torts; and Property I. In the following spring, students will take Constitutional Law II; Contracts II; Property II; and Building a Professional Identity II. Spring start students typically complete the required Externship placement during the summer after their second spring semester.

All students must successfully complete the following required upper-level courses prior to graduation: Bar Essays: Strategies and Skills or Virginia Civil Procedure & Practice (for VA bar takers); Bar Subject Review I & II; Constitutional Law I & II; Criminal Procedure; Evidence; MBE: Strategies and Skills; and Professional Responsibility.

Prior to graduation from ASL, all students must complete 8 credit hours of experiential learning courses (designated as "Practicum" or "Practicum Writing") and satisfy three upper-level writing requirements. Practicum courses are designed to give students practical, skills-based training. These courses combine skills training with additional instruction in a particular substantive area of the law. The upper-level writing requirements are:

1. Seminar Writing Requirement. Students must complete 2 hours of Seminar credit. Seminar courses (identified as "Seminar" or "S" in the Catalog and Course Schedules) require the student to complete an expository or argumentative research paper of at least twenty pages in length, not including endnotes or footnotes. Most students satisfy the Seminar Writing Requirement by completing one of the Seminar courses although some students satisfy the requirement through work on Law Journal or Independent Study.
2. Practicum Writing Skills Requirement. Students must complete 2 hours of Practicum/Writing credit (designed as "PW"). These courses ensure that students receive substantial exposure in writing and drafting of the kind that attorneys typically encounter during the practice of law. For a practicum course to satisfy this requirement, writing/drafting assignments must comprise at least a quarter of the work for the course. These hours *are* included as part of the 8-hour requirement for Practicum courses.
3. Appellate Advocacy [LAW0339 or LAW0432] or Legal Writing with a Purpose [LAW0196 and LAW0195]. Students must successfully complete either Appellate Advocacy or Legal Writing with a Purpose I and II. Appellate Advocacy requires the drafting of a complete appellate brief and is completed in one semester (3 credit hours). Legal Writing with a Purpose requires weekly writing projects similar to those typically required by newly-licensed practicing lawyers. Legal Writing with a Purpose is completed in two semesters (1 credit hour per semester).

Courses are designated as meeting the practicum and writing requirements by the Dean and/or Chief Academic Officer.

Prior to graduation, a total of 92 credit hours of course work must be completed in compliance with the curricular structure established by the faculty. No more than a total of four of the required ninety-two hours may be in the form of Law Journal, Moot Court, Independent Study, or Assistantship credit. Please see Appendix H for the current ASL graduation worksheet, which will assist you in planning to meet ASL's graduation requirements.

The sequence in which courses are taken changes from time to time and may change during a student's period of studies at ASL. Student-requested changes to the sequence in which courses are taken are at the discretion of the Chief Academic Officer.

Beginning with the Class of 2027

Students beginning their first year at ASL in the fall semester typically take the following required courses during their first year: Building a Professional Identity I and II; Civil Procedure; Contracts & Sales I & II; Criminal Law; Intentional Torts; Introduction to ASL Legal Studies; Legal Process I & II; Negligence; Property I & II; and the student's choice of a Dispute Resolution Skills course. Students typically complete the required Externship field placement during the summer after their first year.

Students beginning their first year at ASL in the spring semester typically take the following required courses during their first semester: Building a Professional Identity I; Civil Procedure; Criminal Law; Introduction to ASL Legal Studies; Legal Process I; Negligence; and the student's choice of a Dispute Resolution Skills course. The summer following the student's first semester, the student may elect to enroll in additional courses for which they have completed the pre-requisites. In the following fall, in addition to taking Constitutional Law I, Family Law, and Legal Process II, the students will join the incoming fall class in Contracts & Sales I; Intentional Torts; and Property I. In the following spring, students will take Building a Professional Identity II; Constitutional Law II; Contracts & Sales II; Property II; Professional Responsibility; the student's choice of a Statutory/Regulatory Interpretation course; and an elective. Spring start students typically complete the required Externship field placement during the summer after their second spring semester.

All students must successfully complete the following required upper-level courses prior to graduation: Business Associations; Constitutional Law I & II; Criminal Procedure; Evidence; Family Law; Professional Responsibility; the student's choice of a Statutory/Regulatory Interpretation course; and three bar preparation courses: Strategies and Skills for Bar Essays and Practical Skills Tests or Virginia Civil Procedure & Practice (for VA bar takers), Multiple Choice Strategies and Skills, and Lawyering Skills. (The bar preparation course requirements are subject to change, in conjunction with changes in the bar exam.) Writing requirements and experiential learning requirements are set forth below.

ABA Standard 303(a)(2) requires students to complete one first-year writing course and at least one upper-level writing course. ASL's Legal Process I & II fulfill the first-year requirement. Prior to graduation from ASL, all students must complete the following upper-level writing requirements: three credit hours of Appellate Advocacy (any section) and two hours of Seminar credit. Appellate Advocacy is offered in multiple sections, usually Criminal, Natural Resources, and Civil/General. Students may choose their section, subject to a maximum of 20 students per section. Seminar courses (identified as "Seminar" or "S" in the Catalog and Course Schedules) require the student to complete an expository or argumentative research paper of at least twenty pages in length, not including endnotes or footnotes. Most students satisfy the Seminar Writing Requirement by completing one of the Seminar courses although some students satisfy the requirement through approved work on Law Journal [LAW0800] or Independent Study [LAW0699, LAW0700, or LAW0703]. Together, these requirements exceed ABA Standard 303's upper-level writing requirement.

ABA Standards 303 and 304 require students to complete at least six credit hours of experiential learning. ASL fulfills this requirement by requiring students to complete a simulation course in Dispute Resolution Skills (2 credits) in their first year, an Externship during the summer after completion of the first full year (2 credits), and a third-year simulation course called Lawyering Skills (1 credit). ASL has long prided itself on producing practice-ready attorneys. In addition to the ABA requirements, ASL requires students to complete a total of six credit hours of courses that are designated as "Practicum" or "Clinic" courses (identified as "Practicum"/"P" or "Clinic"/"C" in the Catalog and Course Schedules). Courses that fulfill the Practicum or Clinic requirements will vary from time to time but will generally include the Medical-Legal Partnership ("MLP") Clinic and the Advanced Appellate Advocacy Clinic-Prosecutorial, as well as other courses that simulate clinical experiences and/or provide hands-on opportunities for students to engage in activities typically performed by practicing attorneys.

Courses are designated as meeting the Seminar, Practicum, and Clinic requirements by the Dean and/or Chief Academic Officer.

Prior to graduation, a total of 92 credit hours of course work must be successfully completed in compliance with the curricular structure established by the faculty. No more than a total of four of the required ninety-two hours may be in the form of Law Journal, Moot Court, Independent Study, or Assistantship credit. Please see Appendix H for the current ASL graduation worksheet, which will assist in planning to meet ASL's graduation requirements.

The sequence in which courses are taken changes from time to time and may change during a student's period of studies at ASL. Student-requested changes to the sequence in which courses are taken are at the discretion of the Chief Academic Officer.

Section II Reduced-load Students

ASL does not have a part-time program. Special permission from the Chief Academic Officer is required to enroll in less than 12 credit hours in a semester. Permission to take less than a full load of courses will only be granted in exceptional circumstances and where students can demonstrate that they will still be able to graduate in a timely manner.

Section III Community Service

ASL's mission is to develop professionals who will serve as community leaders and community advocates. ASL provides a unique program of mandatory community service that students may complete in a variety of ways. As a requirement for graduation from ASL, each student must complete 25 hours of community service each semester. During their first semester in law school, students satisfy this requirement by taking the mandatory Building a Professional Identity I course.

Section IV Externship Programs & Clinics

First-Year Externships

Since its inception, Appalachian School of Law has distinguished itself from other law schools by providing our students with practical legal experience well before graduation. ASL's Externship Program is a central part of the school's commitment to equipping students with practical lawyering skills. The externship also gives our students a chance to network and make connections that may aid students in their future law careers. During their externships, students may:

- Assist with trial strategy
- Draft judicial opinions
- Draft pleadings and legal memoranda
- Interview clients
- Observe court proceedings
- Perform factual investigations
- Research legal issues
- Update law libraries
- Assist in representing real clients
- Practice client interviewing
- Mediate disputes & apply Alternative Dispute Resolution techniques
- Hone courtroom presentation and evidentiary techniques

Normally completed between their first and second years of school, all ASL students earn two hours of academic credit by spending at least 200 hours working under the supervision of an experienced attorney. This allows students to take what they have learned in the classroom and apply it while working in various legal offices during the summer.

This experience then informs and transforms their remaining studies at ASL. Building a Professional Identity II is a prerequisite course to the field placement.

Clinics

ASL Students are encouraged to participate in clinical experiences while on campus. Clinical options on campus include the Medical-Legal Partnership Clinic and Advanced Appellate Advocacy Clinic—Prosecutorial. Academic credit may be offered during Clinic participation, which, when earned, counts toward the Practicum/Clinic requirements. The MLP Clinic also accepts volunteers who have completed the necessary prerequisites, which count toward the Community Service hours requirement, and has a limited number of paid “senior intern” positions. Volunteers/senior interns will not earn Practicum/Clinic credit.

Section V Summer/Intersession Courses

Courses may be offered in summer intersessions, as student interest and faculty availability allows. Intersessions are condensed format courses offered for academic credit. Specifics on summer session offerings and registration will be made available during the spring semester. Some topics offered during past intersessions include: Administrative Law, Conflicts, Contract Drafting, Cybersecurity for Lawyers, Guardians *ad Litem* in the Legal System, Information Privacy Law, Health Law, Insurance Law, Jury Selection, Juvenile Practice, Law Office Management, Management of Electronic Discovery, Marijuana Law and Policy, Poverty, Health, and Law: Medical-Legal Partnerships, Social Security Disability, and Sports Law.

Section VI The J.D. Certificate Programs

By focusing their upper level studies in specific areas of legal education, students pursuing a J.D. degree may earn a certificate in one of four areas of study: Civil Litigation, Criminal Law & Litigation, Family Law, or Natural Resources Law. These certificates inform prospective employers that a student’s legal education, in addition to fulfilling the general requirements necessary to receive the Juris Doctor degree, has been concentrated in a specific practice area. ASL’s certificates are awarded to students who fulfill the requirements established for each program. Students who earn Certificates will have this credential noted on their permanent academic records.¹

Requirements Common to all Certificate Programs:

All Certificate programs require students to maintain a 3.0 (B) average in all courses that satisfy the Certificate requirements. This includes courses that are part of the Certificate program but are also required for graduation. For example, Evidence is a required course for all students, but it is also specifically required for the Criminal Law & Litigation Certificate, Civil Litigation Certificate, and Family Law Certificate. Therefore, the student’s grade in Evidence will be counted as part of the required 3.0 average for students earning a Criminal Law & Litigation Certificate, Civil Litigation Certificate, or a Family Law Certificate, but not a Natural Resources Law Certificate. In other instances, a course required for graduation may serve to fulfill elective credits for a Certificate program. Students who choose to utilize that course for fulfilling the elective requirement will have their grade in that course included when calculating the Certificate GPA.

Course offerings may change from time to time and the courses listed as Electives for each Certificate may not be offered every academic year. The Program Director may revise the requirements for a Certificate depending upon course offerings. The Director of each Certificate Program, with the concurrence of the Chief Academic Officer, may authorize substitutions for Certificate requirements.

¹ Certificates in the J.D. program are awarded only for coursework completed during a student’s matriculation; however, a J.D. student who falls a few hours short of receiving a certificate in the J.D. program may opt to receive a post-J.D. professional certificate by completing the remaining courses needed to meet the credit hour requirement for the professional certificate at the standard per credit hour tuition rate in effect at the time of enrollment.

Appendix K contains a Checklist of requirements to earn each Certificate and should be consulted by a student interested in earning a Certificate.

Section VII ASL Honors Program

ASL's Honors Program recognizes and rewards top law students and provides enrichment experiences to the regular law school curriculum. Honors Students have the opportunity to engage with visiting judges, speakers, and professors in small-group settings, receive preferential identification for research and teaching assistant opportunities, and opportunities for special independent research projects and for presentation of scholarly research and writing to the law school community. Honors Program students have 24/7 access to the Honors Program Study Room located on the 3rd Floor of the Booth Center. Since its inception in 2022-2023, Honors Program activities have included small-group sessions with Virginia Supreme Court Justices William C. Mims (ret.) and John Charles Thomas (ret.), presiding presidents of the Virginia Bar Association, Ben Leigh, and Virginia State Bar, Chidi James and Mike York and dinner with the visiting U.S. Court of Veterans Appeals judges and their clerks.

ASL students have two opportunities to be admitted to the Honors Program: (1) upon matriculation and (2) upon completion of two or three semesters of law school. Students admitted upon matriculation will be automatically informed when they are admitted to ASL, based on an LSAT score of 157 or higher; an LSAT of 155 along with an undergraduate GPA of 3.4 or higher; or an LSAT of 153 and UGPA of 3.6 or higher.

Students will be admitted to the Honors Program upon completion of their first full year of law school (after the first Spring semester for Fall start students and after the first Fall semester for Spring start students) based on a cumulative ASL GPA of 3.4 or higher. Students who join the Appalachian Journal of Law after their second semester of law school or who join a competitive moot court/mock trial team after their third semester of law school may also be admitted to the Honors Program if they have a cumulative ASL GPA of 3.3 or higher. Students who qualify after their first year (or third semester) will be notified by the Program Director.

To maintain membership in the Honors Program, students must maintain a cumulative GPA of 3.3 at the completion of each academic year. All students must actively participate in the Program's events, attend a minimal number of meetings, and observe the Honors Program Standards & Guidance.

Honors Program students must participate in the Honors Program for at least three semesters to earn the Honors Program credential upon graduation. Honors Program graduates will be recognized at graduation and will receive a notation on their official ASL transcripts.

The Honors Program is directed by Assoc. Prof. and Assoc. General Counsel Dawn Figueiras.

Section VIII Credit Hour Policy

In compliance with ABA Standard 310, ASL requires 42.5 hours of student work per credit in all courses and other credit-bearing academic activities. Pursuant to Standard 310, a "credit hour" is "an amount of work that reasonably approximates . . . not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time." Academic activities such as simulation, field placement, clinical, and co-curricular courses require "at least an equivalent amount of work."

For purposes of this Standard, 50 minutes suffices for one hour of classroom or direct faculty instruction. An "hour" for out-of-class student work is 60 minutes. Furthermore, time devoted to taking a required final examination may count toward the in-class time requirement and time devoted to preparing for a required final examination may count toward the out-of-class time requirement.

ASL typically operates on a 14-week semester, followed by a final examination period, in fall and spring semesters. One credit hour is granted for 50 minutes of classroom or direct faculty instructional time per week, multiplied by 15, and at least 120 minutes of additional out-of-class work each week, multiplied by 15. Courses that (1) occur over a different

period of time (such as courses that meet only on certain weeks and courses offered in summer intercessions), (2) do not include a final examination, or (3) include a final examination during a regularly-scheduled class meeting, shall incorporate the same total amount of instructional time and additional assigned work per credit hour. Academic activities such as simulation, field placement, clinical, and co-curricular courses incorporate the same total amount of time per credit hour.

By posting a syllabus each semester each faculty member certifies compliance with this policy's requirements. Any new course or other academic activity proposals shall contain a statement, along with an explanation, that such course complies with this policy's requirements. The Curriculum Committee must assess this information when determining how many credit hours should be granted for the course or other academic activity. The Chief Academic Officer will review course syllabi on a regular basis to ensure adherence to this policy's requirements.

The following table illustrates the credit hour time requirements:

Credit Hour Time Requirements

Number of Credits	Classroom or Direct Faculty Instruction Hours (including time spent taking examinations)* (based on 50 minutes per credit x 15 weeks divided by 60)	Out-of-class Hours (based on 120 minutes per credit x 15 weeks divided by 60)	Total Hours Required
1	12.5	30	42.5
2	25	60	85
3	37.5	90	127.5
4	50	120	170

* The Managing Director's Guidance Memo on Standard 310 states that "seat time" is not the sole focus of the Standard and that "[n]o minimum amount of seat time is required in any particular class." Thus, while not all courses are required to have this amount of "seat time," all courses must meet the overall hours in the Total Hours Required column.

Section IX Course Descriptions

ASL's course descriptions are listed in alphabetical order. Prerequisites for any courses are identified as applicable. Courses that will satisfy the Practicum (P), Practicum Writing (PW), and Seminar (S) requirements will be noted in parenthesis after the number of credit hours. The practicum offerings vary from year to year and enrollment in each course is limited. Seminar courses (S) require students to complete an expository or argumentative research paper under faculty supervision. Seminar offerings vary from year to year and enrollment in each course is limited.

Beginning with the Class of 2027, course designations will be noted as Clinic (C), Practicum (P), and Seminar (S). Courses currently designated as PW will be automatically re-designated as P or C. If a course has no designation, then it does not meet the Clinic, Practicum, or Seminar requirements that are discussed above, but may meet another certificate or graduation requirement, such as a General Elective. Courses that are designated as fulfilling the Dispute Resolution Skills and Statutory/Regulatory Interpretation requirements are noted in the course descriptions.

Administrative Law [LAW0210] - 2 or 3 credit hours (This course will fulfill the Statutory/Regulatory Interpretation requirement beginning with the Class of 2027.)

Examines the function of the formal and informal administrative processes and emphasizes the powers and procedures common to most administrative agencies, particularly rulemaking and adjudication. Discusses the relationships among the legislative, judicial, and executive branches that affect the development and review of agency policies as well as the administrative structure of agencies themselves. Emphasis is on federal administrative law.

Advanced Appellate Advocacy Clinic-Prosecutorial [LAW0343] - 1 credit (practicum/writing) (This course will be designated as a Clinic course beginning with the Class of 2027.)

In this course, students work on actual, open appeals currently before the Virginia Court of Appeals, through an arrangement with the Virginia Attorney General's Office. Students write and edit appellee briefs and submit them to the Criminal Section of the Attorney General's Office, for filing on behalf of the Commonwealth of Virginia. Students work closely with the professors and fellow classmates to improve their writing and analytical skills, as well as their understanding of criminal law. Students may have the opportunity to argue their cases before the Virginia Court of Appeals if they have a practice certificate and if the case is set for Oral Argument. Students usually write at least two appellee briefs during the class. This course is graded pass/fail. Students are limited to earning a total of four credit hours for this course.

Prerequisites: Permission of the professor AND one section of Appellate Advocacy.

Advanced Criminal Procedure [LAW0316] – 2 credit hours (general elective)

This course is designed to cover select areas of Criminal Law & Procedure. The rules of specific Courts as well as statutory rules and case law will be examined in the course. This course will consist of students gaining an advanced understanding, knowledge, and ability to apply Criminal Law & Procedure from a substantive, procedural and practical standpoint. It is expected that this course will assist students with their preparation for the Bar Exam and particularly in practice.

Prerequisites: Criminal Procedure [LAW0111]

Advanced Legal Research [LAW0200] – 2 credit hour (practicum/writing)*

Advanced Legal Research expands on the skills learned in Legal Process I and II and allows students to learn how to make themselves an expert on any topic. It delves into topics and sources that are frequently consulted in practice and academic writing like secondary sources, forms, jury instructions and legal ethics opinions as well as more specialized types of sources such as foreign law, international law, and municipal law, and considers some philosophical issues related to research in the legal profession. Students will work primarily with on-line sources. Course emphasizes practicing comprehensive and diligent research techniques and developing knowledge of sources.

*Advanced Legal Research is recommended for law journal participants.

Prerequisite: Legal Process II [LAW0199].

Appellate Advocacy Criminal Law [LAW0432], Civil Law [LAW0431], or Natural Resources [LAW0339]– 3 credit hours (required course)*

Appellate Advocacy is an upper-level required course which provides students with the opportunity to further develop their skills as legal writers and oral advocates. The course focuses on appellate theory and practice, standards of review, advanced appellate brief writing, and the art of appellate oral argument. Students will complete at least one major writing assignment and participate in a class wide moot court competition. Appellate Advocacy is generally offered in two or three sections focusing on criminal law, natural resources law, and/or broader legal topics.

Prerequisite: Legal Process I & II [LAW0198] & [LAW0199]

*Class of 2026 and earlier students have the option to complete this requirement by taking either Appellate Advocacy or Legal Writing with a Purpose I & II [LAW0198] & [LAW0199].

*Class of 2027 and later students are required to take one of the Appellate Advocacy sections.

Assistantships (Research or Teaching) – 1 credit hour

A student will work under the supervision of a member of the full time faculty and assist in providing research assistance to the faculty member in furtherance of a substantial scholarly endeavor or assist in grading formative assessments and providing supplemental instruction to lower level students. This endeavor will broaden or deepen a student's knowledge of a law topic beyond that provided in a standard offering of a course's material. A student must complete and document 65 hours of work. The supervising faculty member will verify completion of requirements to earn credit.

Prerequisite: Permission of professor.

Note that no more than 4 of the required hours for graduation may be in the form of Law Journal, Moot Court, Independent Study, or Assistantship credit.

Bar Essays: Strategies and Skills [LAW0331] – 2-3 credit hours (required bar preparation course—for students through the Class of 2026)

Bar Essays: Strategies and Skills is a bar preparatory course that will build on the analytical, writing and organizational skills taught across the ASL curriculum. The goal is simply to enhance your ability to prepare for the bar examination. While the most intensive preparation for the bar will occur in the nine to eleven weeks before the bar examination, this course will prepare students for that period of study by introducing them to the format and components of the bar exam. Along the way, students will review selected substantive topics, learn methods by which to review the tested areas of law, complete practice essays, multiple choice and performance test questions, and receive feedback on practice questions. This course is not intended to replace your commercial bar preparation course, but rather to introduce (or re-introduce) students to tested substantive law and many of the strategies needed to perform well on the bar exam. This course will focus primarily on the Multistate Bar Examination subjects tested on the Multistate Essay Examination. Specifically, we will concentrate on Civil Procedure, Criminal Law, and Criminal Procedure. Beginning with the Class of 2027, this course will transition to focus on the format of the Next Gen Bar Exam and will be re-named “Strategies & Skills for Essays & Practical Skills Tests.”

Students who plan on taking the Virginia Bar Exam must take Virginia Civil Procedure and Practice [LAW0428] in lieu of Bar Essays: Strategies & Skills

Bar Subject Review I [LAW0330] & II [LAW0327] – 1 credit hour each (required courses—for students through the Class of 2026)

This course is designed to deliver substantive law in subject areas commonly tested on the bar examination, but not required courses at ASL. Time will not permit us to cover each important concept in these areas of the law, but we will focus on the subtopics that have the highest likelihood of appearing on the bar examination. This will allow students to build the foundation for the subjects covered prior to beginning postgraduate commercial bar review. While this is not an essay writing course, your instructor will assign MEE-style questions to assess your knowledge retention and application throughout the year.

Bar Subject Review is a year-long course, totaling 2 credits. Students will register and receive a grade for each semester separately as Bar Subject Review I and Bar Subject Review II. A passing grade in both classes is required to meet ASL's graduation requirement. The academic year will be divided into 5 sessions, each of which will be taught by various members of the ASL faculty.

Note: this course is not intended to replace a commercial full-service bar review course.

Basic Accounting for Lawyers [LAWxxxx] – 1 credit hour (general elective)

This course is designed to give students without an accounting background a basic understanding of financial statements and the processes used to create them. This is, in part, a “hands on” course where you will perform these accounting functions, including double entry accounting and the preparation of financial statements. In addition, the course will cover (in a basic manner) topics such as the cash and accrual systems, depreciation, audits, notes to financial statements, governmental accounting, cost accounting, and the accounting environment including the

lawyer's role and responding to audit inquiries regarding client litigation.

Note: This course is not intended or available for students who have taken an undergraduate accounting course.

Black Lung Practice [LAW0412] – 2 credit hours (seminar or practicum)

This course will introduce students to state and federal laws governing black lung workers' compensation claims. The course will cover practical aspects of representing a claimant through the application, review, and appeals processes. The course will examine the history of these programs, the legal and regulatory challenges, and the differences of federal and state approaches to these programs. Through this course, students will gain experience in identifying and analyzing federal and state laws, regulations, and gain a practical understanding of administrative law. Students will learn how to interpret current legislation and case law concerning past and current reforms and changes in this field.

Building a Professional Identity I [ASL0110] and II [ASL0111] - 0.5 credit hours per semester (1 credit hour total) (required)

Building a Professional Identity is a two-semester, one credit course designed to empower first-year law students with tools, insights, and reflective practices necessary to develop a strong, principled professional identity aligning with the highest standards of legal practice and societal responsibilities. The course incorporates attendance at certain events/outside speakers, to be assigned as scheduled. The course is grade pass/fail. Passing both semesters is a graduation requirement.

In the first semester, the course will focus on developing your leadership skills and fostering a commitment to community service. You will explore the intersection of professional ethics, leadership, and the unique needs of underserved populations, preparing you to serve as ethical legal counselors and community advocates. Through interactive discussions, introspective exercises, and community engagement projects, you will begin to build a strong foundation for your future legal career.

In the second semester, the emphasis shifts towards honing practical skills, networking strategies, and preparing for summer externship placements. You will engage in hands-on simulations, gain insights from legal practitioners, and learn effective networking techniques that will serve you throughout your legal journey. Additionally, you will receive guidance on crafting a successful externship experience, aligning your skills with real-world legal practice, and leveraging your ASL community for professional growth. You will receive training on cross-cultural competency skills.

Business Associations [LAW0270] – 3 credit hours (general elective) (This course will become a required course beginning with the Class of 2027.)

Business Associations is a study of the law concerning business entities, including: the factors affecting the selection of the form of a business enterprise; the nature of corporate entities; and the promotion, organization, activities, financing, management, and dissolution of business corporations. In addition to discussing the law of corporations, the course covers the principles by which one party may act as agent for another and the law governing unincorporated business organizations such as partnerships, limited partnerships, limited liability companies, and limited liability partnerships.

Civil Procedure [LAW0111] – 4 credit hours (required course)

This course is a general survey of the process of civil (as opposed to criminal) litigation in federal courts. (Comparisons to civil litigation in state courts will be drawn in many instances.) The Federal Rules of Civil Procedure will be studied in depth, along with the Rules' constitutional and statutory underpinnings. Specific areas of study may include: subject matter jurisdiction of the federal courts, personal jurisdiction, venue, pleadings, discovery, disposition without trial, joinder of claims and parties, the *Erie* doctrine, appeals, and preclusion doctrine.

Conflict of Laws [LAW0230] – 3 credit hours (general elective)

In an age where people and businesses regularly interact across borders, Conflict of Laws is an essential course for students planning to engage in civil litigation or transactional work. This course introduces students to legal issues that arise when a transaction or occurrence has a connection to two or more jurisdictions. In particular, students

learn the traditional and modern approaches courts have developed to resolve conflicts between the laws of such jurisdictions, the constitutional limitations on these approaches, and the extent to which parties can choose their own courts and laws. Students also reexamine, in the context of conflict-of-law issues, certain principles first introduced in civil procedure, such as personal jurisdiction and recognition of judgments. Because conflict-of-law issues arise in nearly every area of substantive law, students study a broad range of cases, giving them an opportunity to review and build upon principles of torts, contracts, property, constitutional law, and family law.

Prerequisites: Civil Procedure [\[LAW0111\]](#)

Constitutional Law I [\[LAW0221\]](#) - 3 credit hours (required course)

A study of the provisions in the United States Constitution governing our form of government and the powers of the federal judiciary, legislature, and executive. The course covers the various methods of interpretation of constitutional provisions and amendments. The course also reviews relations between the federal government and the states.

Constitutional Law II [\[LAW0222\]](#) - 3 credit hours (required course)

A study of the limitations on governmental power over individuals inherent in constitutional provisions relating to due process and equal protection under the law. The course evaluates the restrictions on private action mandated or permitted by these constitutional provisions. The course focuses in depth on fundamental rights such as the right to vote and constitutional freedoms, including freedoms of assembly, association, speech and religion.

Prerequisites: Constitutional Law I [\[LAW0221\]](#)

Contract Drafting [\[LAW0106\]](#) – 2 or 3 credit hours (practicum/writing)

This course will teach you the principles of contemporary commercial contract drafting and introduce you to documents typically used in a variety of transactions. The skills you gain will apply to any transactional practice and will even be useful to litigators. On finishing the course, you will know: the business purpose of each of the contract concepts; how to translate the business deal into contract concepts; how to draft each of a contract's parts; how to draft with clarity and without ambiguity; how to add value to a deal; how to work through the drafting process; and how to review and comment on a contract.

Prerequisites: Contracts II [\[LAW0109\]](#)

Contracts and Sales I [\[LAW0102\]](#) – 3 credit hours (required course)

Encompasses the study of legally enforceable promises, termed “contracts.” The course encompasses the study of what types of promises are legally enforceable, what it takes to form a contract, what the obligations of the parties are, what constitutes breach, and what remedies are available upon breach.

Contracts and Sales II [\[LAW0109\]](#) - 2 credit hours (required course)

A continuation of Contracts I. *Prerequisites:* Contracts I [\[LAW0102\]](#)

Copyright Law [\[LAWxxxx\]](#) -- 3 credit hours (general elective) (Beginning with the Class of 2027, this course fulfills the Statutory/Regulatory Interpretation requirement)

This course provides an in-depth exploration of Title 17 of the U.S. Code and the many intertwined rights it contains towards art, sound recordings, film, architecture, theatre, dance, and literature. Students will learn about how copyright is obtained, the rights contained in a work covered by Title 17 such as reproduction, derivative works, public display and performance, distribution, exceptions to copyright protections, and how copyright is enforced.

Criminal Law [\[LAW0107\]](#) - 3 credit hours (required course)

An inquiry into the sources and goals of the criminal law, general principles of liability and defenses, and the characteristics of particular crimes.

Criminal Practice [LAW0348] - 4 credit hours (practicum/writing)

Includes both substantive instruction and skills training on pre- and post-trial criminal practice issues. Students will prepare written motions and participate in simulated in-class exercises involving indictment and charging decisions, client relations, bail and release, investigation, discovery, preliminary hearings, pre-trial motions, guilty pleas, sentencing, and probation. The course focuses on both defense and prosecution issues and students will have the opportunity to experience both sides of criminal practice through in-class exercises.

Prerequisites: Criminal Law [LAW0107]; Criminal Procedure [LAW0207]; and Evidence [LAW0242] (or currently enrolled in Evidence).

Criminal Procedure [LAW0207] - 3 credit hours (required course)

A survey of procedures and constitutional safeguards applicable in the criminal justice system, focusing on police investigation and arrest, the right to counsel, and various trial rights. Particular emphasis is given to Fourth, Fifth, and Sixth Amendment issues.

Prerequisites: Criminal Law [LAW0107]

Current Issues in Constitutional Law [LAW0373] – 2 credit hours (seminar)

In this course students will examine selected pending cases and recent decisions of the United States Supreme Court. Students will do a detailed analysis of the cases and all cases leading up to the current case. Each member of the class will do a presentation on one or more of the cases we review. In addition, students will complete a twenty page research paper on a topic relating to a constitutional issue that is approved by the professor. There will be a number of individual meetings with the professor to review the paper as progress is made. The goal is to have a paper reflecting serious scholarship that is publishable. The class will also get to know the current Justices. Each student will be assigned a Justice to study and understand his or her route to the Court to include perceived biases. During the class students will be asked to explain how his or her Justice is expected to vote on pending cases.

Cybersecurity for Lawyers [LAW0356] – 2-4 credit hours (practicum)

The challenges facing lawyers in today's digital world are explored in this course with emphasis on the ethical responsibilities of attorneys whose practice involves Cybersecurity issues. Students will learn fundamental principles of digital technology which provide the foundation of the digital world and then review these principles as they are applied to a legal practice. Both Federal and State statutes and regulations will be analyzed during this course as the students assemble an organized and specialized portfolio of materials which support a Cybersecurity attorney in current practice. The course will cover data breach incidents and responses, data collection and storage issues, protection of client confidential information and security principles specifically related to digital information. The Model Rules of Professional Conduct will be emphasized with a focus on attorney competence in Cybersecurity matters. Students will learn the ethical requirements for creating and monitoring Incident Response Plans to prevent and/or minimize the threat of data breaches involving client confidential information. Students will be expected to demonstrate their understanding of Cybersecurity practice principles by presenting their research to the class and submitting their portfolio as a course requirement.

Debtor-Creditor Law [LAW0305] - 3 credit hours (general elective)

This course will offer a comprehensive study of the legal principles governing the relationship of debtors and creditors, with primary emphasis on bankruptcy law matters. The course will also address creditor's state law rights and remedies as well as debtor's rights under state law. A brief introduction to secured transactions will also be presented as part of the course since it necessarily relates to the overall understanding of the debtor-creditor

relationship. The objective of this class is to prepare the student to step in on day one and be a contributor to a collections or bankruptcy practice.

Employment Discrimination [LAW0415] – 2 credit hours (practicum/writing) (This course will be designated as a Practicum and will fulfill the Statutory/Regulatory Interpretation requirement beginning with the Class of 2027.)

This practicum course will introduce students to the major employment discrimination statutes, regulations, and case law in a simulated law firm setting. Students will learn to engage in statutory research and interpretation while undertaking assignments for clients such as interviewing prospective clients, assessing cases including potential liability and available damages/remedies, drafting EEOC documents like Charges of Discrimination and Position Statements, drafting client advice memos, engaging in EEOC-style mediations and settlement negotiations, and creating a Statutory Research Worksheet Binder to carry with them into practice. There are no prerequisites for this course. Students interested in Employment Law should know that the same casebook will be utilized in both Employment Discrimination and Employment Law.

Employment Law [LAW0317] – 2 credit hours (general elective)

This course surveys the basic laws governing employment in the United States. The course will introduce students to the methods of determining who is an “employee,” understanding the default doctrine of “employment-at-will” and its exceptions, protections for employees from termination of employment in violation of public policy, distinctions for governmental employment, employment torts, the duties of employees, and federal and state laws governing workplace safety, privacy, wage & hour restrictions, leave, unemployment insurance, and a brief discussion of employee benefits. The course emphasizes realistic scenarios requiring the provision of legal advice to employers and employees. The course will introduce the major federal laws prohibiting employment discrimination and is a *prerequisite* for Employment Discrimination [LAW0415].

Energy, Economics, and the Environment [LAW 0433] - 2 credit hours (seminar)

This course integrates a legal assessment of energy resources and their regulation with economic and environmental issues, thereby encouraging thoughtful analysis of energy policy issues confronting the U.S. and the world. Historical and contemporary legal issues confronting a range of energy resources are surveyed, including water power, coal, oil and gas, electricity, and nuclear power. Particular attention is paid to the need to reduce consumption of imported oil by motor vehicles. The course also contains considerable material on problems presented by climate change, including legal issues confronting renewable power projects and various conservation measures.

Energy Law and Regulation [LAW0495] – 2 credit hours (general elective)

There is much discussion about transforming America's energy economy, including the deployment of renewable generation resources, the role of natural gas in electric generation and heating, and challenges for integrating electric vehicles (EVs). The Biden Administration and many states have established policy goals to transform the way energy is generated and consumed. It is anticipated that hundreds of billions of dollars will be invested in energy initiatives by the federal government and the private sector. However, the investment opportunities are being driven, and can be constrained, by the laws and regulations governing the electric grid and natural gas system.

In the United States, the electric grid is subject to regulation and operation by Congress, the Federal Energy Regulatory Commission (FERC), national reliability regulators (e.g. NERC), state public utility commissions, regional transmission organizations (RTOs), independent system operators (ISOs), and various environmental laws. Whether it is rate regulation of distribution systems in the states, or competitive wholesale electric markets by FERC, the ability to build generation and transmission, provide distribution service, recover costs and a return on investment, requires an understanding of the electric system and its regulation at various levels of government. Likewise, natural gas plays a significant role in America's energy economy and is subject to state and federal laws and regulations.

The course will provide an introduction to utility regulation and energy law, including the Federal Power Act, Natural Gas Act, major FERC orders, ratemaking, certificates of public convenience and necessity, renewable

portfolio standards, integrated resource planning, wholesale electric markets; natural gas pipelines, and liquefied natural gas export facilities.

Environmental Crimes and Torts [LAW0440] – 2 credit hours (practicum)

Environmental Crimes and Torts will cover major cases as well as the elements and prosecutorial procedure of criminal actions under major U.S. environmental laws such as the Clean Water Act and Clean Air Act. The course will also discuss major issues and special issues surrounding toxic torts. The course will be a combination of lecture and practical work with the primary assessments for the course consisting of several relatively small drafting assignments such as a complaint; answer; motion to dismiss; motion for a new trial; or a portion of any of these.

Prerequisites: Intentional Torts [LAW0115]; Criminal Law [LAW0107] and Negligence [LAW0116]

Environmental Issues in Appalachia [LAW0417] – 2 credit hours (seminar)

This seminar course will explore various environmental issues that the Appalachian region faces and/or has confronted over the years. Many of the issues result from the coal-mining legacy of the region, and more recently the natural gas hydrofracking boom the region has experienced. These issues include legacy waste coal piles, assuring clean drinking water, remediating mountaintop removal sites, and the need for greater energy infrastructure. Other environmental issues facing the region include deforestation, soil erosion, the environmental justice status of poorer Appalachian communities, challenges and opportunities with outdoor recreation economies, and protection of wildlife. Each week, we will explore a separate issue, culminating in student presentations and papers.

Environmental Law and Policy [LAW0394] - 3 credit hours (may be taught as a general elective or practicum/writing)
(This course will fulfill the Statutory/Regulatory Interpretation requirement beginning with the Class of 2027.)

Examines selected topics in the law governing the protection of air, water, and land from pollution. Early class sessions will cover: (1) brief overviews of the Clean Water Act, the Clean Air Act, and the Resource Conservation and Recovery Act; (2) the impact of Climate Change on the permitting process; (3) additional areas of environmental law having regional connections, including mine permitting and regulation; (4) competing conceptual approaches to environmental regulation; (5) the political and bureaucratic aspects of environmental regulation as a model of regulation generally; (6) emerging notions of environmental justice; and (7) the role of citizen enforcement, including the implications of recent U.S. Supreme Court decisions dealing with the issue of standing. Reading materials will focus on judicial decisions, administrative materials, and case law but will also include selections from the literature of science, economics, and political science that underlie current legal debates in environmental law. Early classes will involve the students in informal presentations based on the reading materials. The last few classes will be devoted to presentation and discussion of student research papers.

Estate Planning [LAW0218] – 2 credit hours (practicum/writing)

This practicum develops students' skills relating to the disposition of property at death. This course will focus on (1) interviewing and counseling clients to ascertain their needs and objectives, (2) developing estate plans to implement those objectives, and (3) drafting the advance directive, power of attorney, basic will, statutory transfer on death deed, and the simple trust and pour over will as necessary to implement such estate plans.

Pre-requisites: Wills and Estates [LAW0219]

Evidence [LAW0242] - 4 credit hours (required course)

An examination of the rules governing the admissibility of evidence in civil and criminal trials, with particular emphasis on the Federal Rules of Evidence. Topics covered include relevance, character evidence, the hearsay rule and its exclusions and exceptions, quasi-privileges, privileges, direct examination, cross-examination, impeachment of witnesses, witness competency, opinion and scientific evidence, admissibility of writings, judicial notice, and burdens of proof and presumptions.

Externship [LAW0205] – field work 2 credit hours (required course)

Allows students to apply the skills learned in the core curriculum. Students typically take this course during the summer following their first year of studies. Students work for a total of approximately 200 hours in a judge's chambers, public law, private law office or public interest organization under the direct supervision of a licensed attorney. Each student is assigned to a full-time faculty coordinator and the faculty coordinators conduct an orientation and a debriefing session before and after the externships. Externship placements for students have included federal magistrate, district court, and circuit judges; state Supreme Court justices in Virginia, Kentucky, Tennessee, and North Carolina; state trial judges in Virginia, West Virginia, and Kentucky; U.S. Environmental Protection Agency and U.S. Department of Justice; Virginia Attorney General's Office; Virginia, West Virginia, and Kentucky Legal Services; Tennessee District Attorneys; Virginia Commonwealth Attorneys; West Virginia District Attorneys; North Carolina District Attorneys; Kentucky County Attorneys; Georgia District Attorneys; South Carolina Solicitor's Office; and the Air Force Legal Office. Extern students' experiences typically include a combination of the following: observing court proceedings, researching legal issues, performing factual investigations, drafting pleadings and legal memoranda, drafting judicial opinions, updating law libraries, and assisting with trial strategy and problem solving.

Prerequisites: Completion of 28 credit hours prior to beginning work at field placement; completion of Building a Professional Identity II.

Family Law [LAW0300] – 2 credit hours (general elective) for students in the Class of 2026; required for students beginning with the Class of 2027

This course covers various subject areas in family law, and introduces students to practice in the family law area. The main topics covered are marriage, divorce, division of property, spousal support, child custody and visitation, child support, and various other topics.

Family Law Practice [LAW0301] – 2 credit hours (practicum/writing)

Focuses on substantive instruction and skills training in issues most prevalent to a family law practitioner. The course will cover selected subject areas in family law, such as annulment, divorce grounds and defenses, spousal support, child support, property division upon dissolution of marriage, ante-nuptial agreements, post-nuptial agreements, and child custody and visitation. Students will receive instruction in the preparation of pleadings, motions, court orders, and agreements. Students will also participate in simulated in-class exercises, including in-class simulated client interviews and court hearings.

Prerequisite: Family Law [LAW0300]

Federal Income Taxation [LAW0337] - 3 credit hours (general elective or seminar)

Gives a basic understanding of federal income taxation relating to individuals and teaches the use and interpretation of complex statutes and regulations.

Guardians *ad Litem* (GALs) in the Legal Process [LAW0341] – 2 credit hours (general elective or practicum)

Guardians *ad litem* are appointed by judges in various types of cases. This course will discuss the role of GALs in child custody cases, including child welfare cases (such as foster care), and in adult cases, including proceedings to appoint guardians for incompetent adults. The different requirements in various states for qualification and appointment of GALs will be examined. The class will also examine the duties of GALs and some issues that arise in these cases.

History of Race and the Law in America [LAW0481] – 2 credit hours (general elective)

This course evaluates the legal regulation of race in the United States. The course will begin with having students understand and define racism. We will consider history, statutes, and cases dealing with American Indians, African

Americans, Latinos, Asian Americans and other groups. How is “white” defined? Students will be assigned readings to present to the class and lead discussions. They will be expected to prepare written summaries of these readings and their presentations. Students will be encouraged to express all views, and be willing to have their views challenged, in a civil and dignified manner. Grades will be based on participation, presentations, and written summaries. There will be no exam.

Immigration Law & Policy [LAW0377] – 2 credit hours (seminar)

Students will examine the history of U.S. immigration law and policy, federal powers over immigration, federal agencies tasked with immigration regulation, and basic rules governing those noncitizens who wish to enter, live, study, and/or work in the U.S. This course will also focus on specific “hot topic” immigration issues such as the DREAM Act/DACA and other avenues for unauthorized immigrants, birthright citizenship, U.S. policy on refugees and asylum-seekers, and the pendulum swings in immigration policy occurring with each change in Presidential administration. Each student will write an original 25 page argumentative research paper on an immigration issue that will not be covered in class. Students will develop a topic, an outline/overview, and a first draft, and will receive feedback on each stage before completing the final draft of the research paper. Grades will be based on class discussion and participation as well as the stages of the research paper. The most important thing to know about this class is that it is expected that not all of us will agree on all immigration issues or policies, but it is expected that all viewpoints will be respected and class discussion will remain courteous.

Independent Study [LAW0699, LAW0700, or LAW0703] - 1 to 3 credit hours

Involves assigned readings, conferences, research, and writing in specialized or advanced areas of the law. Proposals for Independent Study must be approved by the supervising professor and the Chief Academic Officer. Independent Study may be used to fulfill a general elective or the Seminar Writing Requirement. *Prerequisites:* Permission of supervising professor and the Chief Academic Officer.

Note that no more than 4 of the required hours for graduation may be in the form of Law Journal, Moot Court, Independent Study, or Assistantship credit.

Information Privacy Law [LAW0400]– 2-4 credit hours (practicum)

Information Privacy Law is an expanding area of law that touches on virtually everyone’s life, both personal and professional. This course explores the history and current development of the Law of Information Privacy. An analysis of competing interests in business, personal and government situations forms the foundation of this course. Students will learn legislative and judicial actions that impact the practice of law in this field. Resolving issues such as the expectation of privacy, collection and use of private information and access to data held by government agencies will be emphasized in this course. The impact of technology on the privacy of information will be a major focus to prepare students for the ethical practice of Information Privacy Law in today’s environment. Students will create an individual portfolio of Information Privacy Law which includes ethical responsibilities of attorneys, legislative and judicial materials and written privacy policies in a discrete area of the law. The focus of the portfolio will be approved by the professor in advance and the students will present their portfolios to the class as a course requirement.

Insurance Law [LAW0390] - 2 credit hours (general elective)

This course will focus on substantive instruction and writing skills training in issues most relevant to an insurance law practice. The course will include study of selected subject areas in insurance law, including automobile, fire and casualty (homeowners), liability, health, and disability. Among other topics covered will be the formation and operation of the insurance contract, coverage and exclusions, insurable interests, the claims process, subrogation, and vehicles to determine coverage issues such as declaratory judgment actions.

Intellectual Property [LAW0397] – 3 credit hours (general elective)

During the first half of this course students will receive an introduction to trademark, copyright, and patent law. The second half of the class will focus on day-to-day issues regarding intellectual property in the workplace and in transactions. For example, we will study: (1) intellectual property provisions in employment agreements, (2) provisions regarding ownership of intellectual property that appear generally in asset or stock acquisition agreements, (3) nondisclosure agreements, and (4) contracts for the sale of intellectual property.

Intentional Torts [LAW0115] – 2 credit hours (required course)

This course is one component of the two-semester study of torts undertaken by first year law students. Torts is a broad area of law establishing responsibilities, rights, and remedies for civil wrongs not arising out of contract. The subject of Intentional Torts focuses primarily on torts committed with intent to accomplish a result or with knowledge the result will come about (in contrast to torts arising from purely accidental or careless conduct). In particular, students examine cases and explore the principles governing intentional torts to the person (including battery, assault, false imprisonment, and intentional infliction of emotional distress), intentional torts to property (including trespass to land, conversion, trespass to chattel, and nuisance), as well as the standard defenses and privileges applicable to intentional torts.

International Law [LAW0515] – 2-3 credit hours (general elective or seminar)

This course presents a comprehensive overview of international law, encompassing its creation, application to different entities, and enforcement mechanisms. Due to the vastness of the subject, students are not expected to memorize the multitude of international legal regulations, which cover a broad range of topics, such as the law of armed conflict, international trade and investment, human rights, the extradition of fugitive criminals, the prevention of terrorism, the proliferation of weapons of mass destruction, international aviation, and the law of the sea. Instead, the course aims to equip students with the analytical tools needed to understand how lawyers determine the pertinent regulations of international law and the feasible mechanisms that may be employed to enforce these rules.

The goal of this course is to provide students with a basic background of international law. Because international law is limited to the extent that a particular set(s) of laws may or may not apply to a State, this course will assist legal practitioners to understand how international legal principles may apply to domestic law. It will also help students understand when and if any particular international legal system or law might be binding to a State. The United States court system is frequently required to interpret foreign laws. This course will also assist future lawyers to understand how international legal systems and principles may be incorporated into U.S. law.

Introduction to ASL Legal Studies [LAW004] – 2 credit hours (required course) (This course will become 1 credit hour beginning with the Class of 2027.)

Introduction to ASL Legal Studies is an academic excellence course. This course is designed to teach the skills necessary to successfully participate in class, effectively manage time, prepare course materials, and practice for exams.

Students will learn the critical reading, writing, and thinking skills that are essential to excel in law school, pass the bar exam, and succeed in the practice of law. Topics to be covered include the stages of a lawsuit, court structure, case and statute reading and briefing, understanding case rationales, case synthesis, time management, optimizing individual learning styles, course outlining, law school and legal note-taking, issue spotting on essays, analyzing and writing effectively for law school exams, how to answer multiple choice questions, and other exam-taking strategies.

Judicial Clerkship Preparation [LAW0212] – 2 credit hours (practicum/writing)

The purpose of the course is to prepare students for judicial clerkships, both trial and appellate positions. However, emphasis will be placed on appellate positions. Basic information will be reviewed such as preservation of issues and standards of review. We will discuss the unique nature of judicial clerking. Ethics, confidentiality, professionalism and decorum required of judicial clerks will be reviewed.

Students will be expected to observe and critique actual appellate arguments after having reviewed the briefs filed in those cases. In addition, students will review the appendix, briefs filed and oral argument in at least one pending case and prepare a bench brief and a draft opinion. During each phase of the drafting the student will receive input from the professor and teaching assistant. It is expected that the timing of these assignments will require that the final student opinion be submitted prior to the release of the Court's opinion, thus giving the student a real world comparison.

Jury Selection [LAW0405] – 2 credit hours (practicum/writing)

Jury Selection is a “nuts and bolts” introductory course on the preparation for and selection of juries. The course will focus on three main goals of a lawyer going into jury selection: (1) gathering information, (2) eliciting bias, and (3) protecting your favorable jurors from challenge by the other side. This course will integrate lectures, discussions, demonstrations, and simulated exercises to help the student in jury selection preparation, techniques, and skills. Students will create a “Jury Selection Binder” with materials that can be used in practice.

Juvenile Practice [LAW0213] – 2 credit hours (practicum)

This specialized course in Virginia Family Law procedure concentrates on actual practice in the Juvenile and Domestic Relations Course of Commonwealth of Virginia and is taught by a judge who has presided in such courts for 13 years. The aim of the course will be to equip the JDR practitioner with the particular procedural aspects of jurisdiction, venue, parties, and appeals in cases involving Juvenile Delinquency and adult criminal cases that fall within the purview of the JDR Court's authority. Foster Care and DSS cases involving Abuse and Neglect, Protective Orders, paternity petitions as well as custody and child/spousal support cases. The aim of the course is to develop familiarity with practice and to offer real-world practical instruction in the procedures of this court. Family Law is not a prerequisite as the substantive law involved is secondary to the practice and procedure taught. This course will not duplicate the Family Law course but rather focus on other distinct issues in the JDR Courts of Virginia. Taught by lecture, guest speakers, discussion, and practical exercises.

Law & Modern Literature [LAW0483] – 1 credit hour (general elective)

This discussion-based course examines issues involving law, justice, lawyers, and the legal system through the lens of modern literature. Students will read a selection of contemporary novels and/or non-fiction books with legal themes and meet bi-weekly to discuss issues arising in those books such as the role of law in society; the law's impact on issues of social justice, race, ethnicity, gender, religion, diversity, equity, and inclusion; professional conduct and forming a professional identity; substance abuse and mental issues for legal practitioners; and ethical questions surrounding the practice of law. This course is graded pass/fail.

Law Journal [LAW0800] – 2 credit hours

The Appalachian Journal of Law is a student-run publication that includes both academic articles and student notes on various legal topics, with an emphasis on environmental law topics, producing at least two issues per year. Students who successfully serve on Appalachian Journal of Law for the entire period they are eligible to do so, who are elected and serve as a member of the Board of the Journal, and who produce a note which the Board of the Journal and the Journal's Faculty Advisor deem publishable, may substitute such service for the Seminar Writing Requirement or a two-credit upper level general elective course, at the student's choice. In such cases, the student shall be awarded two semester credit hours for “Law Journal” at the end of the student's final semester. Successful completion of service on the Journal will be determined by the Journal's Faculty Advisor. Students may receive a total of two (2) credits for Law Journal, regardless of the number of notes the student prepares. These credits are awarded on a pass/fail basis.

Note that no more than 4 of the required hours for graduation may be in the form of Law Journal, Moot Court, Independent Study, or Assistantship credit.

Law Office Management [LAW0502] - 2 credit hours (practicum)

Provides grounding in lawyering skills in several areas: legal drafting, interaction with clients, and the management of a small law office. The legal drafting component emphasizes the drafting of transactional documents, e.g., various types of contracts, rather than litigation documents. The course includes practice exercises simulating work with clients and the other parties on business transactions. Topics covered in the office management component include: structure of law firms; financial issues (including compensation, billing, fees, and trust accounts); business development (marketing and advertising); law practice tools; and personnel, office, and operational issues.

Lawyering Skills [LAWxxxx] – 1 credit hour (required course beginning with the Class of 2027)

This practicum-style course is designed to help prepare students to put into practice many of the foundational skills commonly required of new lawyers in legal practice. The ABA and the National Conference of Bar Examiners have placed increased focus on ensuring law graduates are knowledgeable about and ready to perform the skills and tasks commonly required of new lawyers. This course will focus on development of those skills.

Students will approach the course as first-year attorneys in a civil or criminal law firm or prosecutor's office, performing tasks regularly expected of new attorneys. Skills developed may include issue spotting and analysis, assessing probable outcomes of a given situation, counseling clients about strengths and weaknesses of their situations, identifying applicable/dispositive language or elements of a resource such as a statute, contract, or judicial opinion, and drafting of specified documents based on a collection of provided materials. Students will take this course during their 3L year, beginning with the Class of 2027.

Legal Process I [LAW0198] - 3 credit hours (required course)

This course is an introduction to the court system, case law and statutes, legal research and citation, legal analysis, client interviewing, writing legal memoranda, and writing for readability. This course emphasizes the development of three essential skills: legal reasoning/analysis, legal research, and legal writing. Students explore the basic methods of legal analysis and legal research. They learn to write clear and concise predictive legal analysis in various formats. Students will complete a number of projects, which may include briefing cases, drafting office memoranda and letters, and interviewing.

Legal Process II [LAW0199] - 3 credit hours (required course)

This course is a continuation of Legal Process I, exploring the art and science of legal writing, specifically persuasive writing, in greater depth. Students will complete written assignments of significant complexity and acquire more advanced research skills to produce practice-ready legal documents. This course expands on the legal writing and analysis skills emphasized in Legal Process I with additional focus on legal research, persuasive writing, professionalism, argument, and oral presentation. Students will participate in an intramural oral argument competition at the end of the semester.

Prerequisites: Legal Process I [LAW0198]

Legal Writing with a Purpose I [LAW0196] & II [LAW0195] – 1 credit hour each (required courses through the Class of 2026)*

This full-year writing program, one-hour each semester, is broken down into six, four-class units, with each unit being substantively taught by a different ASL professor. Each unit will be built around a particular legal issue within a subject heavily tested on the Bar Exam (for example, Torts or Civil Procedure). There will be three writing assignments and a timed essay quiz, or four writing assignments, within each of the four-week units. The three writing assignments are designed to mirror those that a new attorney may be asked to undertake in practice, and the essay quiz is designed to mimic Bar Examination testing. Each unit will be counted equally towards a student's grade.

*Students have the option to complete this requirement by taking either Legal Writing with a Purpose I & II or Appellate Advocacy.

Legislation [LAWxxxx] -- 3 credit hours (general elective) (This course will fulfill the Statutory/Regulatory Interpretation course requirement beginning with the Class of 2027.)

Much of American law is comprised of statutes and regulations, and the skilled interpretation of these texts has become a cornerstone competency for modern lawyers. This course examines the legislative process and the primary tools courts use to interpret statutory text. We will explore the relationship between the text of a statute and its purpose, common canons of construction, debates about the use of legislative history, and the relationship between statutes and other forms of law. Students should leave better equipped to construct persuasive arguments about statutory meaning using accepted interpretive tools.

Medical Legal Partnership Clinic [LAW0602] – 1-2 credit hours (practicum) (This will be designated as Clinic credit beginning with the Class of 2027.)

This course offers students practical experience working with real clients. Students receive guided learning on topics relevant to our Medical-Legal Partnership Clinic, including: law office management, case management software, client interviewing, HIPAA and other privacy issues, divorce, custody, and protective orders, Medicaid applications, foreclosures and eviction prevention, guardianships and conservatorships, consumer credit issues, SSI and SSDI, along with other topics relevant to the low-income patient/clients served by the MLP. Student also have the opportunity to represent low-income patient/clients while certified for supervised practice in Tennessee and/or Virginia. Under limited practice certification, students work with ASL professors and legal aid attorneys to address the unmet legal needs of low-income patients of Ballad Health. Students may also participate in the MLP Clinic (after completing the prerequisite) as a volunteer for community service hours or as a paid Senior Student-Attorney, instead of earning academic credit. This course is graded pass/fail.

Mental Health in the Criminal Justice System [LAW0333] – 2 credit hours (practicum)

During this course, students will: 1) Learn practical knowledge using a comprehensive overview of mental health jurisprudence in a variety of criminal litigation contexts such as competency to stand trial, criminal responsibility, competency to be executed, juvenile transfer, sexual offender risk assessment, and civil commitment. 2) Understand the background, efficacy and reliability of instruments and methods currently employed in the forensic assessment of mental disability and/or aptitude. 3) Discover the ethical dilemmas and legal ramifications inherent in the representation or prosecution of those with mental health problems in the modern and historical legal system. 4) Gauge the knowledge, skill, experience, training, education, credentials, and effectiveness of potential mental health experts and consultants, with an understanding of the discrete nature and critical impact of each of these professional attributes.

Mineral Title Examination [LAW0499] – 2 credit hours (practicum)

This course will provide students with an overview of the process of examining mineral titles and rendering legal opinions on title in the context of mineral production and development. Students will gain hands-on experience by conducting mineral title examinations in regional courthouses as well as drafting title opinions. The course will focus on examining titles to Appalachian mineral properties, including natural gas and coal. The course will include a hands-on title search component where students will research the title from public records, learn how to identify conveyances and exceptions, and how to construe a mineral severance deed. The course will cover examining the title and identifying potential problems with the title, such as mortgages, easements, inadequate legal descriptions, improperly acknowledged documents, powers of attorney, foreclosures, bankruptcies, unpaid taxes, deed restrictions and reverters.

Moot Court [LAW0711 & LAW0712] – 1-2 credit hours (practicum/writing)

Students who are selected by the faculty advisor of a designated interscholastic competition team, who actively participate in practices and the competition, and who contribute substantially to drafting the competition brief/other written submission may earn one academic credit hour of Practicum credit for their service. Faculty advisors may also require the student to participate as part of the team's Board or to assist with the intramural moot court tournament.

Before academic credit will be awarded, the faculty advisor will review at least one draft and provide feedback and opportunity for revision of the student's briefs/submissions. If the competition rules prevent such review and feedback prior to submission, that review may take place after the brief/other written work is submitted to the competition but before academic credit will be awarded. In all cases, the faculty advisor shall determine the sufficiency of the written work, the active participation in practices and at the competition, and fulfillment of any additional requirements set by the faculty advisor prior to the award of academic credit. A student who fulfills these requirements for two separate competitions may be awarded two hours of Practicum credit. Students should verify with the faculty advisor for a competition team that academic credit is potentially available for the competition, as not all competitions will require the rigorous effort required for academic credit. The availability of academic credit for a competition is subject to the approval of the Faculty, after request by the faculty advisor.

Prerequisites: permission of Faculty Advisor.

Note that no more than 4 of the required hours for graduation may be in the form of Law Journal, Moot Court, Independent Study, or Assistantship credit.

Multistate Bar Examination (MBE): Strategies and Skills [LAW0332] – 2 credit hours (required bar preparation course—for students through the Class of 2026)

This course will provide ASL students with a head start in preparing for the Multistate Bar Exam (MBE). This course will teach students how to systematically approach MBE questions. More specifically, students will learn how to manage their time, deconstruct MBE questions, and practice how to eliminate incorrect answer choices.

This course should also serve as a refresher on some of the most heavily tested topics tested on the MBE—Contracts, Evidence, and Torts. Students will be required to review the substantive law and lectures in these subjects on BARBRI's Matrix platform prior to weekly class meetings. Data collection methods will pinpoint individual areas of weakness prior to class meetings to determine the subtopics that should be discussed prior to the daily strategy and skills lecture. *Note - This course is not meant to replace your post-graduate bar review course.* Beginning with the Class of 2027, this course will transition to focus on strategies and skills for multiple choice questions posed by the Next Gen Bar Exam and will be re-named "Multiple Choice Strategies & Skills."

Natural Resources Law & Policy [LAW0328] – 3 credit hours (may be taught in various formats) (This course will fulfill the Statutory/Regulatory Interpretation requirement beginning with the Class of 2027.)

Examines the specialized property rules governing estates in natural resources, the correlative rights of surface and mineral owners, and the rights to explore, mine and extract, develop, and transport natural resources, with primary emphasis on "hard" minerals. As a complement to existing courses in Administrative and Environmental law, the course examines selected issues of natural resources regulation from the perspective of the regulated community.

Negligence [LAW0116] – 2 credit hours (required course)

This course is one component of the two-semester study of torts undertaken by first-year law students. Torts is a broad area of law establishing responsibilities, rights, and remedies for civil wrongs not arising out of contract. Negligence, the largest segment of modern tort law, focuses primarily on torts that are committed by accident or carelessness (in contrast to torts committed with intent to accomplish a result). In this course, students examine cases and explore the principles governing basic elements of a negligence case, qualified and special duty doctrines, defenses and immunities, damages and apportionment of liability, and other associated topics, such as liability without fault and products liability.

Negotiations & Client Counseling: Theory & Practice [LAW0202] - 2 credit hours (practicum) (This course will fulfill the Dispute Resolution Skills requirement beginning with the Class of 2027.)

This course provides students with a working knowledge of dispute resolution theory and practice. The major dispute resolution processes are examined critically with discussion of their strengths and weaknesses. Particular

emphasis is given to negotiation, mediation, arbitration, and ethics. Legal, ethical, and policy issues that arise in the use of dispute resolution processes also are examined. A major theme throughout the course is the selection of appropriate dispute resolution forums and representation of clients in dispute resolution.

Negotiations in the Criminal Justice System [LAW0445] – 2 credit hours (practicum/writing)

This two credit course fosters acquisition and development of negotiation skills, relevant to criminal proceedings. The course will cover ethical, practical and skills-based techniques and issues. Upon successful completion of “Negotiations in the Criminal Justice System,” students will be able to: 1) Evaluate all aspects of a criminal case from both a prosecution and defense perspective. 2) Understand the ethical and legal bounds of prosecutorial discretion, including tactics, for structuring and offering a plea bargain. 3) Understand the value and potential pitfalls of plea bargaining as a method for resolving criminal cases. 4) As defense counsel, evaluate a defendant’s best interests as well as formulating a well thought out strategy for plea negotiations with prosecutors and complaining witnesses. 5) Know the obligations of effective plea bargaining as mandated by the ABA Standards of Practice and recent court cases.

Negotiation Techniques & Arbitration [LAW0446] - 2-credit hours (practicum)

In today’s society, arbitration agreements are buried in a wide variety of consumer transactions – and arbitration is deployed to resolve a multitude of disputes. In fact, trials across America have all but vanished over the last century. One of the predominant reasons for the vanishing trial, at least in consumer transactions, is mandatory arbitration clauses. This course combines theory, law, and practical skills to explore the arbitration process, the legal framework for this process, and introduces the tools and techniques lawyers will need to zealously represent their clients in today’s legal landscape.

Post-Conviction Relief [LAW0318] – 2 credit hours (seminar)

This course will cover principles and practices of post-conviction remedies available to collaterally attack a criminal conviction in federal courts. This class will provide students an opportunity to observe how constitutional law, criminal law and procedure, and civil procedure apply to Post-Conviction relief.

Poverty, Health, and Law: Medical-Legal Partnerships [LAW0600] – 2-3 credits (general elective)

This class introduces students to the concept of a Medical-Legal Partnership (MLP). We will survey topics related to MLPs and other legal service organizations that assist low-income individuals such as legal aid organizations.. It is expected that students will also gain practical knowledge about how to address the issues typically the focus of an MLP. Broad topics to be covered include:

- Making the connection between poverty, health and the law;
- Social determinants of health;
- Collaboration with healthcare providers and discussions how the professions can help one another;
- Addressing the social determinants of health through legal advocacy;
- MLPs for special populations (e.g., cancer patients, immigrants, HIV/AIDS patients, elderly populations, adolescents); and
- Improving health through MLPs.

Subsets of these major topics will include an overview of public and private insurance markets, ethical issues in the MLP context, housing concerns with patients needing MLP services, inter-disciplinary training and learning opportunities between medical and legal professionals, and strategies for policy change.

In addition, it is anticipated that the course will include some practical aspects. Students will have exposure to examples of patient medical records, and MLP patient/client intake forms.

Pretrial Practice [LAW0365] - 4 credit hours (practicum/writing)

This is a simulation course that focuses on the handling and preparation of a civil case from the time a client walks in the lawyer's office to the eve of trial. Specific drafting assignments and exercises include: client interviewing and counseling (including the engagement letter); interviewing witnesses; preparation of the most common pretrial pleadings (complaint, answer, initial disclosures, scheduling order, pretrial order); taking and defending discovery (interrogatories, requests for production of documents, requests for admissions, and depositions); preparation of a pretrial motion and oral argument; and conducting the settlement conference. Students will prepare written documents and maintain a pretrial notebook as if they were actually prosecuting the assigned case.

Professional Responsibility [LAW0360] - 3 credit hours (required course)

Instruction in the history, structure, goals, duties, values, and responsibilities of the legal profession, including instruction in the Model Rules of Professional Conduct. The course focuses on a lawyer's responsibilities and duties to clients, the legal profession, courts, and the public.

Property I [LAW0108] - 2 credit hours (required course)

This course, along with Property II, introduces students to the law of personal and real property, focusing primarily on real property. Topics include estates and other interests in land, real property marketing and conveyancing, landlord and tenant issues, nuisance, regulatory limitations on land use, eminent domain, and takings.

Property II [LAW0105] - 2 credit hours (required course)

A continuation of Property I.

Prerequisite: Property I [LAW0108]

Prosecution Project [LAW0211] – 2 credits (general elective)

The Prosecution Project is a unique collaboration between law students and professional prosecutors. The Project has two aims. First, through readings and discussions with experienced prosecutors, judges, police, defense attorneys and others, students will be introduced to the professional roles of prosecutors, to their ethical responsibilities, and to the challenges faced by modern prosecutors in seeking to do justice in a rapidly changing environment. Second, through their research and analysis, students will assist the regional prosecutors in their efforts to study and address issues of importance to prosecutors and the public.

Real Estate Transactions [LAW0352] – 2-3 credit hours (practicum/writing)

This course focuses on how residential real estate is conveyed. Lecture will discuss legal theories of title, transfer, and ownership issues. Students will prepare written projects that will require research of title records, statutes, and precedent. Projects will follow real property as it is conveyed, mortgaged, leased, and foreclosed. Condominium issues and mineral rights transfers will be addressed. Skills elements of this course include real estate title search; drafting of purchase and sales agreements, deeds, mortgages, UCC statements, closing settlement statements, and leases; drafting and review of easements, attachments, and other encumbrances; and drafting and scheduling of foreclosure sale.

Prerequisites: Contracts I & II; Property I & II

Remedies [LAW0314] - 3 credit hours (general elective)

A study of the forms of legal and equitable remedies, the substantive law of restitution, and the problems of measuring damages and non-monetary forms of remedy. Various remedies are explored in both litigation and alternative dispute resolution contexts.

Secured Transactions/UCC [LAW0323] - 4 credit hours (general elective) (This course will fulfill the Statutory/Regulatory Interpretation requirement beginning with the Class of 2027.)

Secured Transactions is the study of consumer and business credit transactions in which a loan is consensually secured by an interest in personal property as governed by Article 9 of the Uniform Commercial Code (UCC). The course examines the mechanics of creating and perfecting secured obligations, the application of a secured obligation to proceeds of collateral and after-acquired property, the effect of disposition of collateral by the debtor prior to satisfaction of the obligation, repossession and other rights of the secured creditor upon default by the debtor, priority rules between multiple creditors claiming security in the same collateral, and treatment of secured claims in a bankruptcy proceeding. Consideration is also given to non-consensual liens controlled in whole or part by other statutes or by common law. Payment Systems is the study of Article 3 of the UCC governing negotiable instruments and Article 4 of the UCC governing the check-collection process and the bank-customer relationship. Consideration is also given to related state and federal laws involving credit and debit card transactions, letters of credit, and electronic funds transfers.

Prerequisites: Contracts & Sales II [\[LAW0109\]](#) This course is recommended for those students planning to take the Virginia Bar Exam.

Securities Law [\[LAW0276\]](#) – 2-3 credit hours (general elective)

This class will focus on the “life cycle” of a business’s need for capital. We will discuss the initial formation of a company and how a startup (mom and pop, friends and family or private placement) can legally raise capital. We will also study mezzanine financing and how public offerings work. Part of our study will include equity based compensation programs that are designed to retain employees and reward initial “sweat equity” employees.

Sentencing [\[LAW0319\]](#) – 2 credit hours (general elective)

This course will address the theories behind sentencing, as well as the practicalities of sentencing. The course will discuss sentencing guidelines and mandatory minimums, parole and “defined sentencing,” and juvenile sentencing issues. In addition, post-sentencing issues such as revocation of parole or probation and civil commitments will be addressed. The course is intended to teach students about the theories and issues involved in sentencing and about the practical information that attorneys need to consider on both the prosecution and defense sides of criminal law.

Social Security Disability [\[LAW0409\]](#) – 2 credit hours (practicum)

This practicum course provides an in-depth understanding of the substantive law governing social security disability claims. Students will gain comprehensive knowledge of the legal principles and regulations that underlie disability claims. In addition to the theoretical framework, the course offers practical training on representing a claimant throughout the various stages of the process, including the initial application, review, and appeals. Students will learn effective strategies for navigating the procedural complexities and advocating for their client’s rights.

Space Law & Policy [\[LAW0354\]](#) – 2 credit hours (seminar)

This course explores the international and national laws governing outer space, including the moon and other celestial bodies. It begins with a brief look back over the first half-century of spaceflight, and the global, intergovernmental lawmaking process that produced the international legal framework for space, as a lens for analyzing the legal dimensions of contemporary and future space activities. This basis allows us to explore the development of space law and fundamental legal principles applicable to outer space, including the International Space Station and its legal structure.

As space activities are increasingly conducted by private entities, space lawmaking is shifting to national legislatures and regulatory agencies extending treaty obligations to non-governmental actors, and regulating for other public policy ends. After providing a basic understanding of the outer space legal regime, the course will turn to recent developments and more specific topics in space law, such as property rights and claims of sovereignty over outer space and celestial bodies; Outer Space Treaty requirements applicable to new proposed activities in space; commercialization and privatization of low earth orbit; military applications and use of space; legal issues associated with orbital debris; the U.S. regulatory framework for launch and reentry of spacecraft; satellite communications; and ongoing legislative efforts to address next-generation commercial space activities. The course

will conclude with a look at governmental and commercial plans for the second half-century of spaceflight - including harvesting the resources of celestial bodies and human settlements in space. Attorneys specializing in space law learn a unique mixture of international, U.S. administrative, and industry specific law, policy, history, and economics. Space law is indeed a capstone course, touching on torts, property, foreign relations, insurance, and many other areas of the law.

State & Local Government [LAW0386] – 2 credit hours (may be taught as general elective or seminar)

As all of you are probably aware, state and local governments play equally important roles in our lives as does the federal government. The role of law enforcement (police, district attorneys and judges), the placement of street signs and lights, the construction, operation and maintenance of our public schools all fall primarily under the jurisdiction of our state and local governments. One of the most important ways in which we can ensure that our representatives in state and local government respond to our needs is through the election process. This course will examine how well state and local governments perform their essential functions and what we as citizens can do to ensure that our representatives carry out their responsibilities.

Sustainable Energy Law Practice [LAW0357] - 3 credit hours (practicum/writing) (This course will be designated as a Practicum and will fulfill the Statutory/Regulatory Interpretation requirement beginning with the Class of 2027.)

Students explore the significant challenges facing the energy industry today, including climate change concerns, energy independence and security, traditional pollution, regulatory and litigation burdens, jobs, the price of electricity, “peak” supply, and increased energy demand. Students will gain an understanding of historical and current energy use, law and policy, both globally and nationally. The class is built around the following units: the international regime; national energy and environmental policy; coal law and policy; natural gas law and policy; transportation and oil; nuclear and renewable energy; and legislation and litigation. Students will represent nations in mock climate treaty negotiations; debate the “hot” energy issues of the day; and advise “clients” on energy-related regulations and agreements. Reading materials are compiled from source documents (treaties, regulations, laws and court decisions), government and industry studies and reports, and current commentary. There is a significant paper due at the end of the class.

The Law of Starting a New Business [LAW0277] - 3 credit hours (practicum)

This class is designed as a practicum in what to do when a client walks in the door and asks you to help them start a new business. It should benefit law students who will be joining a small firm, a large firm or starting their own firm.

Topics include:

- Your role as a Lawyer.
- The ethical issues that arise when starting a new business.
- Securities Law issues in raising capital to start a new business.
- Regulatory issues that arise with the start-up of a business.
- The law surrounding entities that might be created to carry out the new business.
- The law surrounding the purchase of an “old” business.
- What should be in an employment agreement and who should sign one.
- Intellectual property issues when starting up a new business.
- Stock option plans, executive incentive agreements etc. to reward sweat equity.
- The basics of employee benefit plans.
- Buy/Sell agreements.
- Dissolution of the new business.
- Personal liability of owners of new businesses.

The class will also provide the student with a familiarity with most of the key documents present in starting a new business.

Trial Advocacy [LAW0358] - 4 credit hours (practicum)

Intensive course in the analysis, skills, and techniques of trials. The course includes simulated exercises on all aspects of in-court trial practice including opening statements, development of witness testimony on direct and cross-examination, use of illustrative aids and exhibits in evidence, impeachment, expert testimony, voir dire examination, jury selection, and summations. Each participant will take part in at least one full simulated trial.

Virginia Civil Procedure and Practice [LAW0428] – 4 credit hours (required course for VA bar takers)

In this course, students undertake a comprehensive and in-depth study of civil procedure and practice in Virginia state courts, as governed by statutory provisions of the Code of Virginia, Rules of Court promulgated by the Supreme Court of Virginia, and Virginia case law. In addition, students regularly work on practice essays containing issues of Virginia Civil Procedure frequently tested on the essay portion of the Virginia Bar Exam. This course is required for students planning to practice law in Virginia; it is taken in place of Bar Essays: Strategies & Skills course requirement for students taking the Virginia Bar Exam.

Virginia Criminal Law and Procedure [LAW0431] – 2 credit hours (general elective)

This course is a review of Virginia Statutes, Rules of Court and Virginia appellate decisions important to a basic understanding of Virginia Criminal Law and Procedure. Topics include Virginia Criminal Law and Procedure distinctions, jurisdiction, venue, preliminary hearings, grand jury, pre-trial motions, trial, sentencing and appeals. This course is recommended for those students planning to take the Virginia Bar Exam.

Virginia Drafting [LAW0429] – 2 credit hours (practicum/writing)

The Virginia Drafting course will allow students to create their own personal file of various VA pleadings, motions, etc. The course will consist of pleadings, motions, etc. of Circuit Court, General District Court, and Juvenile and Domestic Relations Court. The subject matter of the specific pleadings, motions, etc. will concentrate in the areas of Criminal Law, Criminal Procedure, Property, Estates, Equitable Distribution, Medical Malpractice, Personal Injury, Wrongful Death, Domestic Relations, and standard orders (e.g. Continuances or Objection(s) to Order.

For each subject stated above, the class will prepare pleadings, motions, and orders based on facts provided by the Professor. Further, the students will also have to prepare for either class discussion and/or mock hearings based on said pleadings, motions, and orders. A typical class setting will consist of either review of assignment through lecture or class discussion or through argument on a motion or other pleading.

This course is recommended for those students planning to take the Virginia Bar Exam.

Virtual Currency [LAW0422] – 2 credit hours (general elective)

This course will explore the legal framework and issues surrounding the use and misuse of virtual currencies in transactions and investments, its use as collateral for loans (UCC Articles 8 and 9), and its income taxation.

Water Law [LAW0437] – 2 credit hours (general elective)

This course will explore the rights and issues of water, including the differing theories of ownership and use of surface water and groundwater, public rights to water, and environmental protection of water resources.

Prerequisites: Property II [LAW0105].

Wildlife Law [LAW0471S] – 2 credit hours (seminar)

Throughout this course, students will examine the legal, scientific, economic, philosophical, and political problems surrounding man's relationship with wildlife and their habitat. The course is designed to address the history of federal and state wildlife regulation, including the Endangered Species Act, the Migratory Bird Treaty Act, the Marine Mammal Protection Act, the Bald and Golden Eagle Protection Act, and the Lacey Act. Time is also dedicated to address the legal rights of Native Americans with regards to wildlife and federal management of wildlife habitats

under statutes such as the National Environmental Policy Act, the National Forest Management Act, and National Wildlife Refuge System Improvement Act. At the end of the semester, in lieu of a final exam, students will demonstrate their understanding and evaluation of current, on-going legal controversies within the wildlife field through either an original expository or original argumentative research paper. Students will develop a topic, an outline, and a first draft receiving substantive feedback at each stage before completing the final draft of the paper. Grades will be based on unit assignments intended to test the students' legal skills both orally and in writing as well as their respective original expository or argumentative research paper.

Wills and Estates [LAW0219] – 3 credit hours (general elective)

This course is an overview of the devolution of property by descent, wills, and trusts. It includes a study of intestacy, will and trust formation and construction, and fiduciary obligations. This course is a prerequisite to the Estate Planning Practicum course.

Prerequisites: Property II [LAW0105]. This course is recommended for those students planning to take the Virginia Bar Exam.

Workers' Compensation [LAW0501] – 2 credit hours (practicum)

This course will introduce students to the practical aspects of representing claimants for workers' compensation benefits. This course will include instruction in the applicable legal theory, but the focus will be on the nuts and bolts of actually practicing in the area. Topics will include client interviewing, developing medical evidence, preparing witnesses for testimony, working with vocational experts, administrative hearing and appeals processes, and more.

Chapter 5 Academic Standards & Policies

Section I Function of These Standards

A. Comprehensive Rules and Interstitial Rulemaking

The function of these academic standards is to provide comprehensive rules for governing the academic rules to be applied to students of Appalachian School of Law (the School). To the extent the rules fail to provide adequate guidance for administering a particular aspect of the students' academic program, the Dean may adopt temporary rules which shall have full force and effect until the Faculty adopts a permanent standard.

B. Adoption and Amendment

The academic standards are adopted by majority vote of the Faculty and are subject to amendment by a majority vote of the Faculty.

C. Notice

These standards are notice to all applicants, students, faculty members, and others of the rules, regulations, policies, and procedures described herein. This notice exists without regard to whether one has actually taken the opportunity to read the standards; the School will deal with all interested parties on the assumption that they have informed themselves as to these standards.

D. Availability

The School will make efforts to provide reasonable access to these standards to interested people. This access may include availability of the standards at the School's law library.

Section II Status of Students

A. Full-time

All students must be full-time students, except those who have received special permission from the Chief Academic Officer. Full-time students must enroll in the complete prescribed sequence of courses for each semester in which they are enrolled. No full-time student may work more than twenty hours per week during any week in any term or semester for which the student is enrolled. The student bears the burden of proving compliance with this work limitation, and the School, at its sole discretion, may at any time require the student to provide proof of compliance. Any student who cannot prove satisfactorily the student's compliance with the work limitation shall be regarded as a part-time student. Furthermore, violation of the work limitation is a Student Conduct and Academic Integrity violation and is therefore subject to potential sanctions through that process.

B. Part-time

ASL does not have a part-time program. Special permission from the Chief Academic Officer is required to enroll in less than 12 credit hours in a semester. Such permission will only be granted in exceptional circumstances and where the student can demonstrate that he or she will still be able to graduate in a timely manner. A part-time student is any student: working more than twenty hours per week or taking eleven or fewer credit hours in a semester.

Section III Curriculum

A. Prescribed Curriculum

1. Prescribed Curriculum Generally

All students enrolling in the spring of 2023 through the fall of 2023 must take the following courses, in the sequence specified by the Faculty: Appellate Advocacy or Legal Writing with a Purpose; Bar Essays: Strategies and Skills or Virginia Civil Procedure and Practice ; Bar Subject Review I & II; Building a Professional Identity I & II; Civil Procedure; Constitutional Law I & II; Contracts I & II; Criminal Law; Criminal Procedure; Evidence; Externship; Intentional Torts; Introduction to ASL Legal Studies; Legal Process I & II; MBE: Strategies and Skills; Negligence; Professional Responsibility; Property I & II. Additionally, all students must complete eight hours of Practicum courses (two hours of which must meet the Upper-Level Practicum Writing Requirement) and one Seminar course meeting the Seminar Writing Requirement.

Beginning with the Class of 2027 (enrolling in the spring of 2024 and thereafter), all students must take the following courses in the sequence specified by the Faculty: Appellate Advocacy, Building a Professional Identity I & II, Business Associations, Civil Procedure, Constitutional Law I & II, Contracts & Sales I & II, Criminal Law, Criminal Procedure, Evidence, Externship, Family Law, Intentional Torts, Introduction to ASL Legal Studies, Lawyering Skills, Legal Process I & II, Multiple Choice Strategies & Skills, Negligence, Professional Responsibility, Property I & II, Strategies & Skills for Bar Essays and Practical Skills Tests or Virginia Civil Procedure & Practice (for Virginia bar takers), and the student's choice of qualifying courses in Dispute Resolution Skills and Statutory/Regulatory Interpretation. Additionally, all students must complete two credit hours of Seminar credit and six additional credit hours of experiential learning designated as "Practicum" or "Clinic" courses. Remaining hours to fulfill the 92 credit hour requirement are at the student's election, subject to course offerings and class sizes.

Graduation requirements for students who do not graduate on a standard 3-year schedule may be adopted by the law school to reflect course offerings.

2. Part-time Sequence

For part-time students, the sequence of courses is arranged by the student with the Chief Academic Officer; however, prior to graduation, the part-time student must complete all courses required of full-time students.

B. Deviations from Prescribed Curriculum

Absent permission of the Chief Academic Officer, full-time students may not deviate from the prescribed sequence of courses.

C. Failure to Complete a Course Successfully

Any student who, for whatever reason and in whatever fashion, does not successfully complete and receive credit in a required course must enroll in that course at the earliest available opportunity.

D. Seminar Writing Requirement

1. Seminar Requirement Generally

Except as provided below, each student must take a Seminar, in which, under the supervision of the faculty member teaching the student's Seminar, the student will complete one paper which is either an expository or argumentative writing of at least twenty double-spaced, typed (or word-processed) pages of text exclusive of footnotes. Each seminar shall provide individualized assessment including review of and

feedback on at least one draft prior to submission of the final written product.

2. Independent Study

Students may, with the permission of the Chief Academic Officer, take an Independent Study on a particular topic to fulfill a general elective or the Seminar Writing Requirement. Students interested in pursuing an Independent Study must find a full-time professor who will agree to supervise their work and the Independent Study must be completed within one semester. Under no circumstances shall an Independent Study be approved for use as a substitute for a required course other than the Seminar Writing Requirement. No more than four (4) of the required credit hours for graduation may be in the form of Moot Court, Law Journal, Independent Study, or Assistantship credit.

3. Law Journal

Students who successfully serve on Appalachian Journal of Law for the entire period they are eligible to do so, who are elected and serve as a member of the Board of the Journal, and who produce a note which the Board of the Journal and the Journal's Faculty Advisor deem publishable, may substitute such service for the Seminar Requirement or a two-credit upper level general elective course, at the student's choice. In such cases, the student shall be awarded two semester credit hours for "Law Journal" at the end of the student's final semester. Successful completion of service on the Journal will be determined by the Journal's Faculty Advisor. Students may earn a maximum of two (2) credits for Law Journal, regardless of the number of notes the student prepares. No more than four (4) of the required credit hours for graduation may be in the form of Moot Court, Law Journal, Independent Study, or Assistantship credit.

4. Moot Court

Students who are selected by the faculty advisor of a designated interscholastic competition team, who actively participate in practices and the competition, and who contribute substantially to drafting the competition brief/other written submission may earn one academic credit hour of Practicum credit for their service. Faculty advisors may also require the student to participate as part of the team's Board or to assist with the intramural moot court tournament.

Before academic credit will be awarded, the faculty advisor will review at least one draft and provide feedback and opportunity for revision of the student's briefs/submissions. If the competition rules prevent such review and feedback prior to submission, that review may take place after the brief/other written work is submitted to the competition but before academic credit will be awarded. In all cases, the faculty advisor shall determine the sufficiency of the written work, the active participation in practices and at the competition, and fulfillment of any additional requirements set by the faculty advisor prior to the award of academic credit.

A student who fulfills these requirements for two separate competitions may be awarded two hours of Practicum credit. Students should verify with the faculty advisor for a competition team that academic credit is potentially available for the competition, as not all competitions will require the rigorous effort required for academic credit. The availability of academic credit for a competition is subject to the approval of the Faculty, after request by the faculty advisor.

Students may earn a maximum of two (2) credits for participation in moot court, regardless of the number of competitions in which they participate. Credit approved by the faculty advisor will be awarded at the end of the student's final semester. No more than four (4) of the required credit hours for graduation may be in the form of Moot Court, Law Journal, Independent Study, or Assistantship credit.

E. Upper-Level Practicum Writing Skills Requirement

Each student must successfully complete at least two (2) credit hours that have been designated by the Curriculum Committee or the Dean and Chief Academic Officer as satisfying the Upper-Level Practicum Writing Skills Requirement.

Beginning with the Class of 2027, there will no longer be an Upper-Level Practicum Writing Skills requirement. See paragraph A(1) above for explanation of the required curriculum.

F. Community Service Requirement

Students are required to complete 25 hours of community service each semester. During their first semester, students satisfy this requirement by taking the mandatory Building a Professional Identity I class. The Community Service Requirement may be waived by the Chief Academic Officer for students on Academic Probation.

G. Distance Learning Policy

Absent permission of the Chief Academic Officer, a student may not take more than four (4) credit hours in any term of distance learning courses, nor may a student take more than a total of fifteen (15) credit hours of distance learning courses. Absent permission of the Chief Academic Officer, no student may enroll for credit in a distance learning course until that student has completed twenty-eight (28) hours toward the JD degree. Any distance learning course will count towards the maximum enrollment for the term in which the course is taken. These rules shall be interpreted in accordance with ABA Standard 306 and its interpretations.

Section IV Registration

A. Normal Registration Times

Registration times for each semester or term shall be set by the Chief Academic Officer.

B. Late Registration

Failure to register during the normal registration time for a semester or term will cause a student to lose any priority in registration.

C. Add/Drop Policies

1. Normal Time Period

Students may add or drop a course during the first week of the Fall or Spring semester or the first two days of a Summer Intersession, if space is available.

2. Absences Prior to Enrolling in a Section

Absences from class sessions prior to adding a new course will be counted toward the total number of absences from the class.

D. Withdrawal From Courses

At any time between the end of the add/drop period specified in Section IV(C)(1) and the mid-way point in a course, a student may, with permission of the Chief Academic Officer, drop a course and receive the grade of "W." The "mid-way point" means the time when 50% of the class minutes for a course have been held. At any time after the mid-way point in a course, a student who withdraws from a course shall receive the grade of "F." A student who withdraws from all courses and is granted a leave of absence shall receive the grade of "W" for all courses. A student who is academically dismissed shall be administratively withdrawn from any courses in

which they are currently enrolled at the time of the dismissal and receive a grade of "W." Requests for course withdrawal while an allegation of violation of the Code of Student Conduct or Code of Academic Integrity is pending shall be handled in accordance with the applicable Code.

E. Maximum Student Load

At no time may a student be enrolled in coursework that, if successfully completed, would exceed 20 percent of total coursework required by the School for graduation.

Section V Attendance

A. Required Class Attendance; Computer Use

Regular and punctual class attendance is required of all students in all courses. Attendance shall be taken in all courses. Attendance sign-in sheets shall be used, and students have the responsibility for making sure that they sign the sheet. Any student requesting that another person sign his or her name on the attendance sheet during a class that he or she did not attend, arrived late for or left early for; or any student who signs another student's name on an attendance sheet shall be deemed in violation of the Student Conduct and Academic Integrity policy (see Ch. 6 of the ASL Catalog & Student Handbook). Use of computers during class periods for any purpose other than note-taking is prohibited. The instructor may establish a more restrictive computer use policy.

B. General Rule

No student may miss more than fifteen percent (15%) of the class meetings in any course or seminar. A student who is tardy or who exits class early may be marked as absent. Under no circumstances shall a Professor be permitted to allow a student to "make up" an absence from a regularly scheduled class. Any student exceeding the maximum number of absences in a course shall receive the sanction set forth in Section V (E) of the Academic Standards.

Externship Orientations and Debriefings are not subject to this General Rule. Absences from Externship Orientations or Debriefings may be excused by the Externship Director, for good cause evidenced in writing by a student requesting an excused absence.

C. Instructor's Rule

An instructor may establish more restrictive class attendance policies if the students are notified in writing during the first week of classes. A student who is present but unprepared for class may be marked as absent if the instructor adopts this policy in writing during the first week of the semester. The student found to be absent because the student is unprepared shall be so advised by the instructor during or immediately after the class in question.

D. Exclusions

A student's absence from any class meeting due to the student's sincerely held religious beliefs, practices, or observances shall not be computed toward the maximum number of absences. See **Appendix F** for ASL's Religious Accommodations Policy.

Students who are members of the military on active duty should contact the Chief Academic Officer regarding any absences resulting from their service.

Students who are legally required to attend court should contact the Chief Academic Officer regarding any absences resulting from their court appearance.

E. Sanctions for Excessive Absences

Any student who misses more classes than allowed by the above formula or an instructor's particular policies shall not be permitted to take the final examination or submit additional work. A student who misses more than the allowed number of classes in a course has not met the course requirements, and though the absences may be for good cause, such as sickness or death in the family, the student should re-take the course rather than sit for the examination or attempt the graded assignments. In the case of extraordinary circumstances, a student may petition, in writing delivered to the Chief Academic Officer, for permission to withdraw and receive a grade of "W" as provided in Section V (G) of these Academic Standards. In all other cases in which absences are excessive, a grade of "F" shall be given.

F. Notice

Students must keep track of their absences. The School is under no obligation to notify students when their absences exceed the limits noted above.

G. Extraordinary Circumstances

In extraordinary circumstances, a student who receives a failing grade due to excessive absences may petition the Chief Academic Officer for relief. Upon proof of extraordinary circumstances, such as serious personal injury or illness; serious illness, injury, or death of a member of the student's immediate family; attendance at school-sponsored academic events (such as interschool moot court, mock trial, negotiation, mediation, or client counseling competitions); bar admission related requirements (such as MPRE, character and fitness interviews, etc.); or any other exceptional circumstance beyond the student's control which prevented the student from meeting attendance requirements, the Chief Academic Officer may withdraw the failing grade and grant a withdrawal ("W") in the course. Any petition for change of grade from an "F" to a "W" under this subsection must be made within two weeks of the date the student is notified that the student's absences exceed the limit, or within two weeks of the date that a grade of "F" due to excessive absences is mailed or posted. A decision of the Chief Academic Officer may be appealed to the Dean. The decision of the Dean upon appeal is final and not subject to further review or appeal.

Section VI Examinations

A. Anonymity

1. Confidential Grading Numbers Assigned

Throughout each semester all students enrolled at the School are assigned five digit numbers to use instead of their name or Social Security number on School examinations. These grading numbers are confidential

2. "Blind" Examination Grading

Instructors are expected to inform students about course evaluation procedures at the beginning of each course. Students enrolled in classes in which the primary means of evaluation is an examination receive a "blind" examination grade. In those courses, the instructors assign grades to examinations without knowing the name or identity of the test taker. After instructors turn in the "blind" examination grades for their courses, they have the opportunity to match student grading numbers with student names. Instructors will then calculate final grades based on the evaluation procedures announced at the beginning of the course, including reflecting credit for additional course work or assignments, class participation, and other factors relevant to evaluating student work.

3. Papers and Projects

In any course which requires papers or projects other than in-class or take-home examinations, the instructor for the course may, but need not, make such arrangements for anonymous grading of such

papers or projects as he or she deems appropriate.

4. Retention of Work upon which Grades Are Based

The School will retain examinations and other written work on which a student's grade for a given course is based until the student has graduated, permanently transferred, withdrawn, been expelled, or been academically dismissed from ASL. Students will be permitted to review written work upon which a grade is based up to two weeks prior to the commencement of exams for the semester following the one in which the course was taken. If a student received a failing grade in a course and wishes to review written work upon which that grade was based, such review may take place within 30 calendar days after release of the grade; no student may review written work in any semester in which he or she is re-taking the course.

Exams and other written work may be stored and/or reviewed, at the option of the Professor, either in the Registrar's Office, or a secure area designated by the Registrar's Office, the Professor's office, or electronically in an ASL-controlled database. If a Professor chooses to retain written material in his/her office, the Professor shall be responsible for the security of the material and shall only permit students to review the material in the Professor's, or a designated individual's, presence.

B. Departure from Examination Schedule

1. General Rule

Examinations, tests, and quizzes ("exams") shall be scheduled by the course instructor; except that final exams shall be scheduled by the Chief Academic Officer in conjunction with the Office of the Registrar.

All students shall take examinations as scheduled. No student has the right to defer an examination. A student who fails to sit for an examination when scheduled, or who does not defer an examination according to these procedures, shall receive a failing grade for that examination. Once a student receives notification of a grade, no petition for grade change shall be considered if the circumstances set forth in the petition demonstrate that the student should have, but did not, ask for an examination deferral.

2. When Deferral is Permitted

A student is permitted to defer an examination only for good cause. Good cause includes serious personal injury or illness; serious illness, injury, or death of a member of the student's immediate family; and any other similar emergency beyond the student's control which prevents the student from sitting for the examination when scheduled. The Deferral process is not applicable to requests for accommodations for schedules based on religious reasons. Students requiring an accommodation for an exam for a religious reason shall follow the procedure set forth in **Appendix F, Religious Accommodations for Students**.

3. Procedure for Deferral of Examination

No student may have a course quiz or mid-term deferred without first applying to the course professor for permission to defer the quiz or mid-term. No student may have a final examination deferred without first applying to the Chief Academic Officer for permission to defer an examination. Permission to defer an examination must be obtained prior to the scheduled examination day, unless the cause for deferral occurs on the examination day, and is due to circumstances beyond the student's control. Students who must defer a scheduled examination shall submit to the Chief Academic Officer a written statement setting forth the nature of the emergency as soon after the emergency arises as is practicable, and should submit supporting documentation of the illness or emergency. If the Chief Academic Officer grants permission to defer an examination, the Registrar shall notify the instructor whose examination is to be deferred. At the instructor's discretion, a new

examination may be given to the student whose examination has been deferred. The revised examination date shall be set by the Registrar. The examination should be taken before the beginning of the next semester, except in extraordinary circumstances. Any appeal of the Chief Academic Officer's decision shall be made, in writing to the Dean. The decision of the Dean on appeal is final and is not subject to further appeal or review.

C. Take-Home Pass/Fail Remedy for Extraordinary Circumstances

In the event of a student's excused omission of a scheduled examination, the Chief Academic Officer may approve having the student take an appropriate take-home exam for the course on a pass/fail basis or such other remedy as the CAO approves. The student taking an examination in this manner waives all right to anonymity.

D. Examination Accommodations for Students with Disabilities

Students with disabilities may request a reasonable accommodation for exam-taking. The Accommodations Policy is set forth in **Appendix E** of the Catalog and Student Handbook. The procedures and forms used in requesting an accommodation are also set forth in **Appendix E**, or available from the Registrar's Office or on ASL's website at <http://www.asl.edu/accommodations/>.

E. Use of Typing or Computer Equipment on Examinations

1. Exam Software

Unless instructed otherwise by the professor, all exams will be completed using Exam4 and/or Scantron. Students must use school-approved exam software on examinations, as approved by the Registrar. In order to use exam software, students must comply with all requirements set forth by the Registrar.

2. Students with Disabilities

Students with disabilities may be permitted to use additional devices or equipment as part of a reasonable accommodation. The Accommodations Policy, the procedures, and the forms used for requesting an accommodation are set forth in **Appendix E** of the Catalog and Student Handbook.

3. Technical Requirements & Troubleshooting

Students are responsible for having functional and reliable equipment in order to take examinations. The hardware/software used must be compatible with ASL's exam software. Students will not be given additional time for technical issues not related to ASL's services. The Information Services staff is not responsible for repairing student computers and other equipment. However, the Information Services staff will assist as they are available. Information Services does not maintain hardware/software for student use during exams. If you have questions about equipment compatibility, please contact Information Services at is@asl.edu.

F. Exam Administration Procedures

Rules for the administration of all examinations shall be prepared by the Registrar, or an individual designated by the Chief Academic Officer, and approved by the Chief Academic Officer each semester. These Rules shall be reduced to writing and distributed to all students at the beginning of each semester. A student who fails to comply with any examination rule may be subject to administrative sanction including a grade reduction, examination time reduction, or any other sanction deemed appropriate under the circumstances in accordance with **Chapter 6**, Student Conduct and Academic Integrity.

Section VII Grades and Grading Policies

A. Grades

1. Available Grades

For students entering fall 2020 and after, grades for all courses at the School shall be A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I, W, X, P, AU, CR, and NC.

2. Course Credit

Grades A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P are passing grades and confer credit for the course. The grade of F is a failing grade and confers no credit. Grades W, X, I, and AU are neither passing nor failing and they confer no credit. CR indicates credit conferred for courses transferred from other institutions, but no grade is assigned.

3. Interpretations and Uses of Grades

i. A+

A grade of A+ is given to any student who completes the requirements for a course and does so in a fashion that is far above the level of a merely outstanding performance. This grade is reserved for rare occasions and often is given only once, if at all, in a particular course. This grade confers credit for the course and is calculated in the grade average at the numerical value of 4.33.

ii. A

A grade of A is given to any student who completes the requirements for a course and does so in a fashion that is truly outstanding for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 4.00.

iii. A-

A grade of A- is given to any student who completes the requirements for a course and does so in a fashion that is generally outstanding work (but lacks slightly the consistency associated with truly outstanding work) for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 3.67.

iv. B+

A grade of B+ is given to any student who completes the requirements for a course and does so in a fashion that is very good, but not outstanding, work for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 3.33.

v. B

A grade of B generally indicates good and acceptable performance for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 3.00.

vi. B-

A grade of B- is given to any student who completes the requirements for a course and does so in a fashion that is generally acceptable (but lacks slightly the consistency associated with truly acceptable work) for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 2.67.

vii. C+

A grade of C+ is given to any student who completes the requirements for a course and does so in a fashion that is minimally acceptable (but lacks slightly the consistency associated with generally acceptable work) for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 2.33.

viii. C

A grade of C is given to any student who completes the requirements for a course and does so in a fashion that is marginally insufficient to demonstrate acceptable work for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 2.00.

ix. C-

A grade of C- is given to any student who completes the requirements for a course and does so in a fashion that is insufficient to demonstrate acceptable work for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 1.67.

x. D+

A grade of D+ is given to any student who completes the requirements for a course and does so in a fashion that reflects more than minimal skill for a law student and future lawyer at this stage of his or her education, but clearly does not rise to the level of acceptable work. This grade confers credit for the course and is calculated in the grade average at the numerical value of 1.33.

xi. D

A grade of D is given to any student who completes the requirements for a course and does so in a fashion that reflects minimal skill only for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 1.00.

xii. D-

A grade of D- is given to any student who completes the requirements for a course and does so in a fashion that generally reflects some minimal skill (but no more) for a law student and future lawyer at this stage of his or her education. This grade confers credit for the course and is calculated in the grade average at the numerical value of 0.67.

xiii. F

A grade of F is given to any student who (a) completes the requirements for a course and does so in a fashion that is not acceptable at all and demonstrates none of the skill or talent generally found in a law student and future lawyer at this stage of his or her education or (b)

does not complete the requirements for the course in a timely fashion or (c) violates Section V (B) of the Academic Standards. This grade confers no credit for the course and is calculated in the grade average at the numerical value of 0.00.

xiv. I

No grade of I is ever given without the prior approval of the Chief Academic Officer. An I is given to a student who has not completed the requirements for a course in a timely fashion, but, having demonstrated good cause as to why the work is not complete, has arranged with the Chief Academic Officer and the instructor to complete the work within no more than six months, or when the sequence of curricular offerings warrants and the Chief Academic Officer has approved, a longer period not to exceed one calendar year. After one calendar year, an unresolved I becomes an F. At no time does an I confer credit for the course, and it is not calculated in the grade average.

xv. X

A grade of X is posted on the transcript if the student through no fault of his or her own has not yet received a grade for a course. This grade covers those situations in which a course is expected to take more than one semester to complete. The X grade does not confer credit for the course and is not calculated in the grade average.

xvi. W

Subject to section IV (D), a grade of W is posted on the transcript when a student withdraws from a course. This withdrawal may only be done with permission of the Chief Academic Officer. The W grade confers no credit and is not calculated in the grade average.

xvii. P

A grade of P is given to any student who passes a pass/fail course. This grade confers credit for the course, but is not calculated in the grade average.

xviii. AU

A grade of AU is given to any student who audits a course. This grade is not calculated in the grade average. A student may audit a course with permission of the instructor and the registrar.

4. Calculating Grade Averages

Students shall receive a "cumulative grade average" (or "GPA") that includes all letter grades received. This GPA shall be used for purposes of determining academic standing, graduation eligibility, Dean's List, Class Rank, and similar purposes.

The grade average is obtained in the following fashion: First, multiply the numerical value of each grade received by the number of credit hours for the course. This product is referred to as quality points. Second, add all of a student's quality points. Third, divide the sum of the student's quality points by the total number of credit hours for which the student has received a grade with numerical value (graded credit hours). The resulting number is the grade average.

No student shall be eligible to receive a class ranking until he/she has completed at least thirty (30) credit hours of numerically graded courses at ASL. Credits transferred from another law school or other graduate level programs will not be included in calculating a student's cumulative grade average.

B. Pass/Fail Grading

1. Pass/Fail Grading Generally

Any course in which grades with numerical value are not expected to be given will be graded on a pass/fail basis. Students who pass the course receive a P for the course. In order to receive a P, a student must perform at a level of work equivalent to a C- or above in a letter-graded course. Failure of a pass/fail course results in an F being posted on the transcript. This grade of F will be calculated into the grade average.

2. Pass/Fail Grading in Retaking Failed Course

Students who retake a failed course are graded in that course on a pass/fail basis.

3. Pass/Fail Only for Entire Class

Absent approval of the Chief Academic Officer, pass/fail grading may only be used for an entire class, and no student or students shall be given a pass/fail option either before or after grades with numerical value are released. ***Law Journal, Moot Court, Independent Study, and Assistantship credit shall be graded on a pass/fail basis.***

C. Grade Standards

1. Generally

In all required courses graded on a numerical basis (except as provided in section 2 below), the total grade average for all students shall not exceed 3.0000 without approval of the Chief Academic Officer. For all courses that are designated as required first-year courses and that have an enrollment of 15 students or more, at least 15% of the students enrolled in the course must receive a grade of C or lower. The Externship course shall not be subject to a maximum grade average. However, no student shall receive a grade higher than "A" for the Externship course. Courses currently designated as required first-year courses graded on a numerical basis are Civil Procedure, Contracts I and II, Criminal Law, Intentional Torts, Introduction to ASL Legal Studies, Legal Process I and II, Negligence, Property I and II, and the required Dispute Resolution Skills course.

2. Seminar, Practicum, and Elective Courses

For all sections of Seminar, Practicum, and Elective courses, the total grade average for all students in the section shall not exceed 3.3333 without the approval of the Chief Academic Officer.

3. Submission of Final Grades

Final grades are to be submitted to the Chief Academic Officer, who will check for their compliance with the grading standard. Grades in compliance will be recorded, and grades not in compliance will be returned to the instructor.

4. Failure to Bring Grades into Compliance

If an instructor, after a reasonable period of time, fails to bring the grades for a course into compliance with the grading standards, the Chief Academic Officer and Dean shall act in his or her discretion to bring the grades in compliance.

5. Changing Grades to Correct Arithmetical or Administrative Error or at the Instructor's Request

After an instructor has submitted grades to the Chief Academic Officer, the grades are final and may not be changed except as provided in this Part VII. The Chief Academic Officer shall freely allow changes requested by an instructor in the case of a grade which was incorrectly given as a result of an arithmetical, administrative, or other "mechanical" error. The Chief Academic Officer shall allow other grade changes requested in writing by an instructor only when the Chief Academic Officer determines that most extraordinary circumstances exist. Instructors must submit requests for grade changes within fourteen days of the release of grades to students for a semester or summer term or prior to the release of class ranks following the term, whichever comes first.

D. Dean's List and Class Rank

At the conclusion of each semester, the Dean will publish the Dean's List. The Dean's List is comprised of all full-time students who have completed at least 30 credit hours of numerically-graded courses at ASL and who rank in the top 25% of their class for the courses taken during that semester, based on cumulative grade average. Students who have received permission from the Dean to enroll as a reduced load or part time student will be ranked with students who are at a similar stage of their progress towards a J.D. and have no more than eleven more or eleven less numerically graded credit hours than the part time student, and for purposes of degree honors will be ranked against the class they graduate with rather than the class they started with. As a result, December grads will be ranked with the students from the previous May. No Dean's List will be published for summer intersessions.

Continuously enrolled students of ASL who have completed at least thirty (30) credit hours of numerically-graded courses at ASL shall receive a class rank after the distribution of grades each semester. Such rank shall be based on grades in all numerically graded courses, including the Externship course, through the most recent completed semester. Transfer students, as well as students graduating in the Fall semester shall receive analogous class rankings once the requisite thirty (30) credit hours of numerically graded courses have been completed. Such analogous rankings will be calculated as if the student was continuously enrolled at ASL from the beginning of the first year of study, but shall not displace any continuously enrolled student. Analogous class rankings shall be denoted by an "(A)" on the student's transcript. Class rank will not be determined after summer intersessions.

Section VIII Student Retention

A. Student Is on Notice of Own Grades and Grade Average

Every student shall be deemed to be on notice of the student's own grades and grade average as well as these rules for student retention. Students will be notified of a change in academic standing after each semester. Any student who by virtue of these rules has been dismissed from the School, but who nevertheless attempts to continue enrollment and attendance in classes is responsible for tuition and fees charges incurred by the student's fraudulent attendance at the School.

B. Good Standing, Academic Dismissal, and Probation Status

1. Good Standing Defined

A student is considered to be in "Good Standing" at the School if (a) the student has not been dismissed for academic or non-academic reasons; (b) the student is not currently on academic probation, (c) the student does not have a currently-effective sanction of 'not in good standing' for violating the Student Conduct and Academic Integrity policy; (d) the student currently is in compliance with the Community Service Requirement, and (e) the student has a cumulative grade average of 2.3000 or higher.

2. Mandatory Intensive Academic Success

Students who are otherwise in good academic standing but whose academic performance, in the Chief Academic Officer's discretion, places them in danger of falling out of good standing, may be required to complete additional academic success programming. The additional programming, when directed by the Chief Academic Officer, shall be mandatory and substantial completion a prerequisite to enrollment in further semesters at the School.

3. Academic Dismissal

A student shall be academically dismissed from the school and shall not be permitted to maintain enrollment or request probation status if his or her cumulative grade average falls below 2.0000 (i.e., GPA is 1.9999 or lower). There is no waiver of this standard.

4. Probation Status

- i. A student may be placed on probation status in accordance with this paragraph, if his or her cumulative grade average falls between 2.0000 and 2.2999 (inclusive).
- ii. A student whose cumulative grade average at the end of Fall or Spring Semester falls between 2.0000 and 2.2999 (inclusive) will receive notice that he or she is being placed on probation status through the completion of the next semester (Spring or Fall)² and must fulfill certain terms and conditions of such status in order to maintain enrollment. One such term and condition is the requirement for the student to develop a proposed "Academic Improvement Plan" and submit the plan to the Chief Academic Officer within five business days of receipt of notice of probation status. Failure to do so will result in academic dismissal.
- iii. The Academic Standards Committee (including the Chief Academic Officer) shall review the student's Academic Improvement Plan within five business days of the student's submission of the Plan to the Chief Academic Officer. The Committee may accept the student's proposed Plan or revise such Plan and place additional terms and conditions upon the probation status. The Committee shall communicate its decision to the student, who shall be required to sign the Plan, agreeing to its terms and conditions. The student shall return it to the Chief Academic Officer within two business days of receipt of the Plan. Failure to do so will result in academic dismissal.
- iv. The Academic Improvement Plan is a plan for improving the student's academic performance and should be individually tailored for each student. Typical provisions that may be included in a Plan for the probationary semester are: reduced credit hour load, prohibition on outside employment during, limitations on extracurricular activities, repeating a course, and enrollment/participation in other academic support programs or activities.
- v. A student whose cumulative grade average remains below 2.3000 after any Spring or Fall semester in which he or she was on academic probation shall be academically dismissed from the School. Probation status may not be extended beyond the initial probationary semester. A student whose cumulative grade average improves to 2.3000 or higher after the probationary semester shall be returned to "good standing," assuming the student meets the other requirements of Section VIII (B) (1) ("Good Standing Defined"). There is no waiver of this standard.

C. Re-starts

1. Re-start Available in Extraordinary Circumstances

² If a student is enrolled for a Summer or January Intersession term after having been placed on probation status at the end of the immediately preceding Fall or Spring semester, the probation terms shall be imposed for that Summer or January term and shall continue through the completion of the next Fall or Spring semester.

The Academic Standards Committee, in its sole discretion, may allow a student who has been dismissed for academic deficiency to re-enroll and re-start ASL program if the Committee finds the student (a) faced extraordinary circumstances which unquestionably, greatly interfered with his or her ability to perform at the level he or she would perform in law school absent those extraordinary circumstances and (b) the extraordinary circumstances no longer exist. A decision by the Committee to allow a student to re-start must be by the affirmative vote of a majority of the members of the Committee.

Students who have been academically dismissed from ASL, and are seeking readmission must apply using the regular application process for new students. Students who were previously dismissed from another law school, and are deemed by the Admissions Committee to be acceptable for admission, shall be referred to the Academic Standards Committee for final admission decision. The Academic Standards Committee may place any conditions it deems appropriate on the admission of such students.

All students applying to ASL following academic dismissal from ASL or another institution must apply through LSAC using the standard application but should include with their application an addendum addressing the readmission standards set forth above.

2. Effect of Past Performance

A student who is permitted to re-start will not receive credit for any courses taken before the re-start regardless of the grade received in the course. The prior performance will remain on the transcript. However, the transcript will clearly state that the student has re-started, and the prior grades will not affect the grade average.

3. Appeals

A decision by the Academic Standards Committee declining a student's request for re-start may be appealed by the student in writing to the Faculty as provided in **Part XI** of these Standards.

Section IX Leaves of Absence, Visits, Readmissions, and Transfers

A. Leaves of Absence

The Chief Academic Officer may grant a leave of absence to a student who requests the leave. The term of the leave shall be clearly stated at the time the leave is granted. Any extension of the leave requires the permission of the Chief Academic Officer. A student who has not completed the first calendar year of the program and obtains a leave of absence may need to restart the first year from the beginning. Credit for prior completion of courses is granted at the sole discretion of the Chief Academic Officer. The decision of the Chief Academic Officer is final and is not subject to further review or appeal under these Academic Standards. Requests for a leave of absence while an allegation of violation of the Code of Student Conduct or Code of Academic Integrity is pending shall be handled in accordance with the applicable Code.

B. Visits to another Law School

The School will not accept more than six credit hours from visits to other law schools, including summer study. Acceptance of credit earned while visiting another law school is subject to the provisions of these Standards which control acceptance of transfer credit, see **Section IX (F)**. Notwithstanding the provisions of that section, no visiting student transfer credit will be granted for credit earned at non-ABA accredited law schools. In order to receive credit for any courses taken as a visiting student, official transcripts from the host school must be received by Registrar's office no later than January 31 for courses taken during the previous fall; June 30 for courses taken during the previous spring; September 30 for courses taken during the previous summer; or August 27 for courses intended to qualify a student for an August 31 graduation date.

C. Credit for courses taken outside the law school

After completing at least 30 credits either at ASL or as approved transfer credit, students may earn a maximum of 12 credit hours towards the J.D. degree from pre-approved graduate-level courses offered at other colleges or universities. Students are only permitted to apply credit towards the J.D. degree from courses pre-approved by the faculty and in which the student earns a grade of C or better. Students who successfully complete a course under this provision will receive a grade of Credit (CR) on their ASL transcript for the course.

Law students will receive 1 credit hour for each 750 minutes of scheduled class time in a semester regardless of the number of credit hours a course at another college or university is described as consisting of. A law student, therefore, may in some cases earn only 2 credits towards the J.D. for a course offered by another college or university for 3 credits.

For a list of courses currently pre-approved, please see the registrar. Proposals for additional courses to be approved under this provision may only be made in the semester prior to the semester in which the proposed course is offered and may be presented to the faculty only after consultation with and initial approval of the Chief Academic Officer.

D. Readmissions

A student who has left the School in good standing and other than to take a leave of absence may apply for readmission under this **Section VIII (C)** of these Standards. Applicants should submit an application, a short essay on their reasons for applying for readmission, and, if they have attended another law school subsequent to their departure, a letter of good standing from the dean of such school and an official transcript.

E. Transfers

A student who has attended another law school may be eligible for admission as a transfer student if the student has attended an ABA approved law school, the student is in good standing and is eligible to continue the study of law at that law school as demonstrated by a suitable letter from the dean of that school, and the student's performance at the law school of origin was of acceptably high quality, as documented by an official transcript. The transfer applicant must apply through LSAC, indicating on their application their desire to be considered as a transfer.

F. Transfer of Credits

The School will normally not accept more than 30 hours of transfer credits from other law schools. Grades of less than a C (or the equivalent) will not be eligible for transfer, and transfer credits will be treated on a pass-fail basis, notated on the academic transcript with the grade Credit Received (CR), for the purpose of computed grade point averages. Students receiving transfer credits must still meet the graduation requirements set forth in Part X of these standards, except that (a) transfer credits from courses substantially identical to the course required in **Section X (A)(1)** of these standards may be used to meet the course requirements of that section, and (b) up to 15 hours of transfer credits may substitute for the course requirements of that section even if not substantially identical, provided, however, that non-substantially identical substitutions may not be made for:

Contracts I and II, Intentional Torts, Negligence, Property I and II, Legal Process I and II, Criminal Law, and Civil Procedure ;

Professional Responsibility; and

the required Practicum courses.

Transfer credit for a course that requires a rigorous writing as defined by **Section III(D)** of these standards may be substituted for the Seminar Writing Requirements of Sections **III(D)** and **X (A)(1)** of these standards.

Decisions regarding transfers, readmissions, and transfer of credits shall be in the sole discretion of the Chief Academic Officer or a faculty member (or members) appointed by the Dean. The School does not charge any fees associated with the acceptance or evaluation of transfer credit.

G. Sanctions

Failure to comply with the provisions on leaves of absence or with conditions on a leave granted shall be grounds for the Chief Academic Officer to impose any sanction he or she deems appropriate, including but not limited to refusal to accept transferred credits (regardless of the grade received), probation (with whatever conditions the Chief Academic Officer deems appropriate attached thereto), or dismissal.

Section X Graduation

A. Requirements

1. Required Courses

Except as otherwise provided in these standards or by vote of the faculty, a candidate for graduation must have received credit in all courses specified in **Section III(A)(1)** of these academic standards and be in full compliance with the Community Service Requirement.

2. Total Hours

For classes entering in 2019-2020 academic year and after, a candidate for graduation must have received ninety-two semester credit hours. No more than a total of four of the required ninety-two hours may be in the form of Law Journal, Moot Court, Independent Study, or Assistantship credit.

3. Grade Average Requirements

A candidate for graduation must have a cumulative grade average for all courses that is 2.3000 or higher. There is no waiver of this standard.

4. Time for Completion of Graduation Requirements

All coursework credited towards completion of the J.D. degree must be completed no sooner than 24 months and no longer than 84 months after a student has commenced law study at ASL or a law school from which the School has accepted transfer credit.

B. Honors

1. Summa Cum Laude

Any student who graduates in the top five percent of the graduating class, based on cumulative grade average, shall be designated as graduating summa cum laude.

2. Magna Cum Laude

Any student who graduates in the top ten percent of the graduating class, based on cumulative grade average, shall be designated as graduating magna cum laude.

3. Cum Laude

Any student who graduates in the top twenty-five percent of the graduating class, based on cumulative grade average, shall be designated as graduating cum laude.

Section XI Waivers and Appeals

A. Waivers of Academic Standards or Appeals of Decisions Applying the Academic Standards

In limited circumstances, these Academic Standards permit students to petition the Faculty for waiver of an Academic Standard. In very limited circumstances, students may also appeal to the Faculty a decision of the Chief Academic Officer, the Dean, or the Academic Standards Committee. The Faculty may grant or deny a written petition to the Faculty only in cases in which a Standard does not preclude a waiver petition or a decision by the Chief Academic Officer, the Dean, or the Academic Standards Committee is not final, binding, and subject to no further appeal under these standards. The Faculty may grant or deny a properly filed petition, with or without conditions.

B. Faculty Procedure for Waivers and Appeals

Petitions for waivers or appeals to the Faculty permitted under these Academic Standards shall proceed in the following manner:

(1) The student shall submit to the Dean a petition to the Faculty on a single typed (or word-processed) page in which the student identifies the issues presented by the waiver petition or appeal. If the petition is not permitted under these Academic Standards, the Dean shall notify the student within 10 days following receipt of the petition, in which case the petition and notification need not be provided to the Faculty.

(2) The Dean may, at his or her option, prepare a single page response to the student petition.

(3) Copies of the petition and the response shall then be provided to every Faculty member.

(4) If within ten days of the date the petition is distributed to the Faculty, one-third of the Faculty requests that the Dean place the petition on the agenda of the next Faculty meeting, the Faculty will hear the waiver petition or appeal on the merits. If fewer than one third of the Faculty requests that the petition be heard, the request is denied and the Dean shall so inform the student.

(5) The Faculty may, but need not, grant the student an opportunity to appear before it, present supplementary documents or written arguments, appear through counsel, call or cross-examine witnesses, or take a transcription of an appearance.

C. Referral of Jurisdiction to the Faculty

1. In the Dean's sole discretion, the Dean may refer to the Faculty for its consideration any properly filed petition which a student originally presents to the Dean.
2. By a majority vote of the members of the Academic Standards Committee, the committee may refer to the Faculty for its consideration any properly filed petition which a student originally presents to the Academic Standards Committee.

Chapter 6 Student Conduct and Academic Integrity

Appalachian School of Law has adopted the policies, procedures, and rules set forth in this Chapter to govern student conduct and academic integrity. Although this Chapter is detailed, it should not be construed as all-inclusive, as a binding contract, or as a limitation on the authority or power of the President and Dean of ASL.

Section I Code of Student Conduct and ASL Community Standards

ASL students are bound by the rules of Student Conduct set forth in this Article I, “Code of Student Conduct and ASL Community Standards.”

A. Community Standards Statement

1. The following ASL Community Standards Statement is the governing principle for its students.

“I will not lie, cheat, or steal in my endeavors, nor will I tolerate those who do; I will behave honorably in all my endeavors; and I will behave in accordance with my standing as an aspiring member of the legal profession.”

2. The Appalachian School of Law is a community at heart. It is a community dedicated to scholarship, leadership, ethics, and the education of those seeking to enter the legal profession. ASL is committed to the principles of community, honesty, fairness, respect, integrity, and accountability. Members of the ASL community, including its students, commit to reflect upon and uphold these principles in their academic and personal endeavors, whether off campus or on campus, in person or on virtual platforms such as social media. To that end, ASL has adopted this Code of Student Conduct, including the Community Standards Statement and the Professionalism Oath as the overarching principles governing student behavior; and the Code of Academic Integrity, as the overarching principle governing academic activities.
3. The Behavioral and Social Attributes section of the Essential Abilities and Technical Standards for Law Students found in Chapter 2 of the Student Catalog and Handbook are hereby incorporated by reference into the Code of Student Conduct.

B. Professionalism Oath

1. Upon matriculation, students are required to commit themselves to the “Professionalism Oath” to govern their behavior while enrolled at ASL. Failure to uphold the commitments of the Professional Oath may be grounds for disciplinary action. The Professionalism Oath is as follows:

Professionalism Oath

I, _____, acknowledge and understand that I am both joining an academic community and preparing to enter an honored profession.

I acknowledge the privileges granted by society to the legal profession and the responsibilities concurrent therewith.

I promise to uphold the highest standards of academic honesty and ethical practice.

I promise that I will faithfully, honestly, professionally, and courteously demean myself in the study of law and all activities associated therewith.

I promise to embrace the principles of civility and professionalism throughout my legal education and for the remainder of my professional life.

I understand the unique role and responsibility of lawyers in contributing to the community. I will conduct myself with dignity, and will respect the dignity of others in my professional and personal life.

To strengthen the ASL community, I will conduct myself with integrity. I will treat all of my colleagues—students, staff, and faculty—with courtesy, civility, and respect.

As a lawyer-in-training, I pledge my best efforts to pursue these values, so as to bring credit to the Appalachian School of Law, to the legal profession, and to myself.

Students acknowledge their commitment to the Professionalism Oath by signing it following administration of the oath during their orientation period upon matriculation at ASL. Students may be asked to re-commit themselves to the Professionalism Oath while enrolled at ASL.

C. Incorporation of ASL Policies

ASL students are governed by many other policies and procedures. By this reference, these policies and procedures are incorporated into this Chapter on Student Conduct and Academic Integrity. These policies include, but are not limited to, the remaining Chapters of the Student Catalog, ASL's Statement on Nondiscrimination, ASL's Computer Use Policy, and the Student Policies found on the Student Google Drive. Violations of any ASL policy or procedure by a student may be considered a violation of Article I, Code of Student Conduct & ASL Community Standards of this Chapter 6.

D. Upholding the Code of Student Conduct

Students have a duty to report any good-faith belief that another student has violated the Code of Student Conduct or the Code of Academic Integrity.

Students must willingly and honestly participate in the processes associated with resolving a complaint involving the Code of Student Conduct or allegation of violation of the Code of Academic Integrity. Any student who refuses to participate (other than a refusal to provide evidence against himself/herself) or who testifies or otherwise participates untruthfully shall be considered to have violated the Code of Student Conduct and/or the Code of Academic Integrity.

Retaliation in any form against a student who participates in upholding the Code of Student Conduct or the Code of Academic Integrity is prohibited. Any student who engages in such retaliation shall be considered to have violated the Code of Student Conduct and/or the Code of Academic Integrity.

E. Character and Fitness

Students are advised that upon registration for any bar exam in the United States, they will be required to waive confidentiality of any law school records that may be requested by the state board of bar examiners. All records properly requested will be disclosed. Students are advised that some state boards of bar examiners will ask for records of any process involving the Code of Student Conduct, Code of Academic Integrity, or the Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under the Title IX Regulations, regardless of the outcome of the complaint/allegation. Further information can be found in this Chapter in Section XI, Student Records.

Section II Code of Academic Integrity

In addition to the provisions outlined in Section I above, "Code of Student Conduct and Community Standards," ASL students are bound by the Code of Academic Integrity set forth in this Article II.

A. Statement of Academic Integrity

"I will act with honesty and integrity in all my academic endeavors."

B. Implementing Rules

Although it is impossible to set forth an exhaustive listing of rules to implement this Statement, the following are illustrative:

1. Submission of the Student's Own Work

i. Use of Unauthorized Resources or Assistance

Unless specifically permitted by the instructor for that academic assignment, all work must be that of the student himself/herself, without reference to any outside resources—written, digital, verbal, or otherwise.

ii. Identification of Sources

All work submitted to meet course requirements must be the student's own work. In the preparation of academic assignments that permit the use of outside resources, students should always take great care to distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary material, but also information and opinions gained directly from other people. In written work, use quotation marks and a citation to identify language taken verbatim from a source, and use citations alone to identify any paraphrased language or borrowed ideas. Identify all sources relied upon in preparing your work. Failure to properly quote and/or cite sources is plagiarism. The responsibility for learning the proper forms of citation lies with the individual student.

iii. Collaboration

Collaboration in the completion of assignments is prohibited unless explicitly permitted in writing by the instructor. Students must acknowledge any collaboration and its extent in all work submitted.

Keep in mind that "collaboration" means more than working together side-by-side with someone else or dividing and individually performing particular elements of an assignment or project. It also means using another person's research notes, reading another's draft of a paper (or having another read your draft), engaging in conversations about the substantive specifics of an assignment, and informing another of a judicial opinion relevant to an assignment. Again, if in doubt about what would constitute unauthorized collaboration in a specific case, ask the assigning faculty member for guidance and clarification. Collaboration when it is not expressly permitted is cheating.

iv. Resolution of Doubts

Students who are in any doubt about the preparation of academic work, including the use of outside resources, citations, and/or collaboration should consult their instructor before it is prepared or submitted. Students who, for whatever reason, submit work that is either not their own or that does not include clear attribution of all sources will be subject to disciplinary action.

v. Use of Old Exams/Questions

From time to time, instructors may provide students enrolled in a course with sample exams, exam questions, sample assignments and/or sample answers, or may publish an exam/assignment actually used in a previous course. When the instructor provides this information and makes it available to all students, these old/sample exams/questions/assignments are important study materials and students are encouraged to utilize them for study and practice in exam-taking.

However, if the instructor has not released an exam/question/assignment for study purposes, it is a violation of the Code of Academic Integrity to duplicate, capture, record or re-create questions from an actual exam or assignment given in a course. Sharing or soliciting a copy

thereof likewise violates the Code of Academic Integrity.

vi. Policy on the Use of Generative Artificial Intelligence in Academic Work

1. **Purpose:** The intent of this policy is to uphold academic integrity and to ensure that all submitted work reflects the understanding, skills, and efforts of the individual student as required by this section of the ASL Student Catalog and Handbook.
2. **Prohibited Use:** Students are strictly prohibited from using generative artificial intelligence (AI), specifically advanced language models such as ChatGPT, OpenAI Codex, and Google's Bard, in connection with graded or required course work, unless expressly permitted by their instructor. This includes, but is not limited to, assignments, exams, research papers, presentations, and other graded or required coursework. In accordance with this section of the ASL Student Catalog and Handbook, students must complete their own work and may neither collaborate nor plagiarize in any way. The unpermitted use of generative AI is a form of unauthorized collaboration and plagiarism.
3. **Permissible Use:** Students may use basic spell-checking and grammar-checking technologies, such as the type commonly found incorporated into word processing software. This does not include advanced editing and rewriting tools such as Hemingway or Grammarly. However, instructors may expressly allow or recommend the use of generative AI tools for specific assignments or projects. When an instructor expressly allows such use, students must comply with ASL's Code of Academic Integrity, specifically including the requirement to identify and properly cite all sources relied upon in preparing the work.
4. **Non-compliance:** Any violation of this policy is considered severe academic misconduct and will result in disciplinary actions in line with ASL's Code of Academic Integrity. These actions may include, but are not limited to, course failure and potential expulsion.
5. **ASL/Instructor Rights:** ASL and instructors reserve the right to use software tools to examine the authenticity of submitted work and may set further specific terms and conditions for AI use in coursework.
6. **Guidance:** Students who are uncertain whether their intended use of AI violates this policy or policies adopted by their instructors should reach out to their instructor or the Chief Academic Officer prior to using any such tools.

2. Examinations

Students are required to refrain from taking any actions that would give themselves or another student any unfair advantage in taking an examination, test, or quiz (together, "exams"). This includes use of unauthorized resources during an exam, sharing or acquiring information about the substance of any exam, and access or use of unauthorized computer resources such as the internet or grammar/spelling tools.

Violation of any ASL or instructor-created rules regarding exams will be considered a violation of the Code of Academic Integrity, even where the rule is considered "procedural" rather than "substantive."

3. Truthfulness and Candor toward Instructors

Students are required to be honest in their communications with instructors.

4. Truthfulness and Candor toward Other Students

Students are required to be honest in their communications with other students.

It shall be a violation of this provision for a student to steal, destroy, or deface any library materials, or in contravention of library rules, remove from circulation and accessibility any library materials with

the purpose of depriving others of the use of those materials.

It shall be a violation of this provision for any student to undertake an activity or course of conduct with the purpose of creating an unfair competitive advantage over other students.

5. Double Dipping/Multiple Use of Same Work

Students may not submit one paper for two or more courses or seminars. If a student wishes to create a second paper which draws in any way on work previously used for academic credit, the student must consult with both the instructor to whom the initial work was submitted and with the instructor to whom the new work will be submitted. Before the student may use the prior work, both instructors must certify in writing that the new work is of sufficiently greater scope or depth to warrant the use of the prior work for new academic credit. The instructors involved in each instance should discuss appropriate ways to make sure that the submitted work meets this greater burden prior to giving their written approval of the proposed use. This rule applies to all course offerings whether at the School or elsewhere. A student who submits the same, or substantially the same, work in more than one course (whether it is the whole of the second work or only a portion thereof) without obtaining such prior written approval will be subject to disciplinary action.

6. Preservation of Anonymity and Confidentiality

Instructors must inform students about course evaluation procedures at the beginning of each course. For classes in which the primary means of evaluation is one or more exams, students will receive “blind” exam grades. In those courses, the instructors assign grades to exams without knowing the name or identity of the test taker. The Office of the Registrar administers the use of Student Grading Numbers (“SGNs”) to facilitate this process. After instructors turn in the “blind” exam grades for their courses, they have the opportunity to match SGNs with student names. Instructors will then calculate final grades based on the evaluation procedures announced by the instructor, including reflecting credit for additional course work or assignments, class participation, and other factors relevant to evaluating student work.

SGNs are confidential. Students must preserve anonymity in grading by proper use of SGNs. It is a violation of this policy for students to provide their SGNs to an instructor or teaching assistant before the grading process for that exam/assignment is complete.

It is a violation of this provision for any student to obtain in contravention of ASL rules, official school information including, but not limited to, grades or SGNs, that a reasonable student knows or should know is properly kept confidential. Further, it is a violation for any student who has properly obtained such information, such as during the performance of duties as a Teaching Assistant, to disclose such information that a reasonable student knows or should know is properly kept confidential.

7. Confidentiality in the Digital Classroom

With the increase in usage of digital platforms for legal education comes the concern for preservation of student and instructor privacy. Access to all online or other digital content used in a course is limited to registered students, instructors, and teaching assistants for that course.

Unauthorized sharing of online or other digital content or access information such as web addresses or passwords for accessing online or digital content is a violation of the Code of Academic Integrity.

8. Upholding the Code of Academic Integrity

Students have a duty to report any good-faith belief that another student has violated the Code of Student Conduct or the Code of Academic Integrity.

Students must willingly and honestly participate in the processes associated with resolving a complaint

involving the Code of Student Conduct or allegation of violation of the Code of Academic Integrity. Any student who refuses to participate (other than a refusal to provide evidence against himself/herself) or who testifies or otherwise participates untruthfully shall be considered to have violated the Code of Academic Integrity.

Retaliation in any form against a student who participates in upholding the Code of Student Conduct or the Code of Academic Integrity is prohibited. Any student who engages in such retaliation shall be considered to have violated the Code of Academic Integrity.

Section III Overview of Processes & Procedures

A. Jurisdiction

The President and Dean of ASL has jurisdiction over all student conduct, including allegations of violations of Article I, Student Conduct and ASL Community Standards, and Article II, Code of Academic Integrity. The President and Dean has delegated his authority over the Code of Student Conduct and ASL Community Standards to the Dean of Students and Associate Dean of Students as set forth in this Article III, Processes & Procedures. The President and Dean has delegated his authority over the Code of Academic Integrity to the Chief Academic Officer as set forth in this Article III, Processes & Procedures.

Nothing in this Chapter shall be deemed to limit the power or authority of the President and Dean to rescind this delegation of authority, to appoint a different representative to fulfill certain duties, or to otherwise limit the inherent power and authority of the President and Dean to act in the best interests of Appalachian School of Law. The President and Dean reserves the final authority to approve the expelling of a student from Appalachian School of Law

1. Hierarchy of Authority

The Dean of Students ("DOS") shall be responsible for implementation of all processes and procedures regarding the provisions of Article I, Code of Student Conduct and ASL Community Standards. The Dean of Students shall be assisted and supported by an Associate Dean of Students ("Assoc. DOS").

All rules, processes and procedures related to Article I, Code of Student Conduct, shall be administered by the Associate Dean of Students and the Dean of Students, in accordance with the process set forth herein. In the event of a vacancy in one of those positions, the other position shall assume those responsibilities. In the event of a vacancy in both positions, the Dean and President of the Law School shall appoint a representative to fulfill the responsibilities. In the event that the DOS has filled the role of the Assoc. DOS in making the initial Decision, the Dean of the Law School will appoint a representative or will personally serve as the appellate authority.

The Chief Academic Officer ("CAO") shall be responsible for implementation of all processes and procedures regarding the provisions of Article II, Code of Academic Integrity. All rules, processes and procedures related to Article II, Code of Academic Integrity shall be administered by the Chief Academic Officer in accordance with the processes set forth herein. In the event of a vacancy in this position, the Dean and President of the Law School shall appoint a representative to fulfill the responsibilities.

2. Standard of proof.

The standard of proof when evaluating any matter that arises under Article I, Code of Student Conduct or Article II, Code of Academic Integrity, shall be "preponderance of the evidence." In accordance with generally applicable legal principles, this shall be interpreted as "more likely than not" or "greater than 50%."

Section IV Procedures for Matters Arising under Article I, Code of Student Conduct.

A. Overview

All procedures for complaints involving student behavior arising under Article I of this Chapter shall originate with the Associate Dean of Students ("Assoc. DOS"). This includes all complaints regarding student behavior OTHER THAN behavior covered by Article II, Code of Academic Integrity or behavior covered by ASL's Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under the Title IX Regulations. Complaints involving sexual discrimination/harassment should be directed to the Title IX Coordinator. If the Title IX Coordinator determines that the alleged behavior is not covered under ASL's Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under the Title IX Regulations, she shall direct the complaint to the Assoc. DOS for handling in accordance with this section. Complaints regarding behavior that would be addressed by ASL's Grievance Policy if the behavior were committed by a person other than a student are specifically included in Article I, Code of Student Conduct.

B. Complaint Intake

Complaints involving student behavior arising under Article I shall be made to the Assoc. DOS, who may request the complaint be reduced to writing. When the complaint arises from information provided by an ASL employee and no personal injury is involved in the case, or when the complaint arises from several incidents and/or complainants, the Assoc. DOS may reduce the complaint to writing. The DOS has discretion to appoint another person to act on behalf of the DOS or Assoc. DOS at any point in the Code of Student Conduct process.

C. Specificity and Unfounded Complaints

Complaints must be made with specific reference to the Code of Student Conduct or any other policy alleged to have been violated and with specific reference to the behavior that is alleged to be in violation thereof. Failure to provide such specificity may result in dismissal of the Complaint as "unfounded" by the Assoc. DOS.

At any point during the Complaint Process, the Assoc. DOS has the ability to determine that the behavior being complained of, even if proven by a preponderance of the evidence to be true, does not constitute a violation of Article I, Code of Student Conduct. The Assoc. DOS will then dismiss the complaint as "unfounded" and keep a record thereof for purposes of tracking the reporting of unfounded complaints.

Dismissals by the Assoc. DOS as "unfounded" may be appealed as any other Decision by the Assoc. DOS, unless the right to appeal is waived by failure to engage, in good faith, in the Informal Discussion/Mediation process.

D. Complaint Resolution Process

1. Assoc. DOS meets with complainant to discuss the complaint.
2. Assoc. DOS notifies the affected student(s) ("respondents") of the complaint and meets with the respondent(s) to discuss the complaint.
3. Assoc. DOS identifies witnesses and other sources of information to investigate the complaint. Any ASL student or employee who is contacted by the Assoc. DOS is expected to cooperate with the investigation and provide the requested information. Failure to cooperate or to provide false information is a violation of the Code of Student Conduct and/or the Code of Academic Integrity.

4. Informal Resolution Process (Discussion/Mediation).

- a. In cases in which the complainant is a student (other than those involving physical violence, or when, in the discretion of the Assoc. DOS the Informal Complaint Resolution process is inappropriate), the Assoc. DOS will meet with complainant(s) and respondent(s) in a neutral setting to attempt resolution of the complaint in an informal manner.
- b. The Assoc. DOS may elect to utilize a neutral third party to assist in mediating the complaint in an informal manner or to handle the Discussion/Mediation herself.
- c. All parties must participate in the process and make a good faith effort to resolve the dispute using the Informal Resolution Process. Any party who fails to participate in the process and make a good faith effort to resolve the dispute using the Informal Resolution Process waives the right to appeal from the Decision of the Assoc. DOS.
- d. In any case in which a complainant refuses to engage in Informal Discussion/Mediation in good faith, his/her complaint shall be dismissed as “unfounded.” In any case in which a respondent refuses to engage in Informal Discussion/Mediation in good faith, the refusing respondent shall be deemed “responsible” for the violation complained of and the Assoc. DOS shall proceed to issue a Decision with any appropriate sanctions. In either case, the party not engaging in Informal Discussion/Mediation in good faith shall have no right of appeal.
- e. The Assoc. DOS has a wide range of discretionary authority to resolve complaints using the Informal Discussion/Mediation process. However, resolution of the complaint at this stage is dependent upon the cooperation of all complainants and respondents. If agreement cannot be reached among all parties, the complaint shall proceed to the Formal Complaint Resolution process.
- f. Timing. Although the details of the allegations will necessarily dictate the timing of the Informal Discussion/Mediation process, it is intended that the Informal Discussion/Mediation process shall be completed within 15 business days of the initial notification to the Assoc. DOS of a complaint.

5. Agreed Decisions Process.

- a. The Assoc. DOS shall review the allegation, notify the respondent of the allegation, and provide an opportunity to the respondent to meet in-person or remotely to discuss the allegation. No written statement is needed to begin this process, although a complainant can provide a written statement prior to the meeting between the Assoc. DOS and the respondent. Use of this process is at the discretion of the Assoc. DOS. If the process begins as Informal or Formal, the Assoc. DOS may decide that use of the Agreed Decision process is more appropriate and shift to this process to conclude the matter.
- b. If the respondent admits the allegations, the Assoc. DOS shall reduce the allegation to writing, including any evidence or supporting information and provide a draft to the respondent and to the complainant involved in the allegation. The complainant shall have an opportunity to discuss the proposed resolution with the Assoc. DOS prior to finalization, but the Assoc. DOS has final authority regarding the resolution of the matter. If the respondent concurs with the information set forth in the draft, the respondent shall sign the document, admitting responsibility therefor. This shall be known as an “Agreed Decision.” The Assoc. DOS shall issue a supplement to the Agreed Decision, imposing sanctions. This “Sanctions” document shall set forth the appropriate sanctions or other resolution of the allegation. While the Assoc. DOS retains broad discretion in determining the appropriate sanctions, she shall take into consideration the fact of respondent's acceptance of responsibility for the behavior in making the determination. The Agreed Decision with the Sanctions supplement shall be placed in the

student's record in the Office of the Registrar.

- c. If the respondent disputes the appropriateness of the sanctions imposed by the Sanctions supplement, he or she may request reconsideration of sanctions by the Assoc. DOS. If the respondent does not accept the sanctions imposed after reconsideration by the Assoc. DOS, the respondent may withdraw his/her agreement to the Agreed Decision and proceed with the Formal Complaint Resolution process set forth below.
- d. If no Agreed Decision is reached, the complaint will proceed to the Formal Complaint Resolution process set forth below.
- e. In all cases in which the complainant is not a student (other than those involving physical violence), there will be an opportunity for the respondent student to admit the allegation.

6. Formal Complaint Resolution Process.

- a. Written Statements of Complainant(s) and Respondent(s)
 - 1. If the Informal discussion/mediation process fails to resolve the situation, whether by lack of agreement between the parties, by a party's later violation of an agreed informal resolution, or when the Agreed Decision Process does not reach a conclusion, or when the Assoc. DOS elects not to utilize the Informal process or the Agreed Decision process, the Assoc. DOS will utilize the Formal Complaint Resolution process.
 - 2. The Formal Complaint Resolution process may be initiated by the Assoc. DOS or a student. The first step is for a written statement from the complainant(s) to be submitted to the Assoc. DOS.
 - 3. The complainant(s) shall submit to the Assoc. DOS a brief written statement (ordinarily no more than two pages in length) outlining the specific behavior being complained of. Reference shall be made to all relevant provisions of Article I, Code of Student Conduct, or other relevant policy or rule of ASL, as well as identification of all other persons having information that may be relevant to the complaint. The complainant shall outline all efforts undertaken to attempt to resolve the complaint and the outcome thereof. Finally, the complainant's statement shall set forth a proposed resolution.
- b. Respondent's Opportunity to Respond.

The respondent shall be given the opportunity to review the complainant's statement and to respond in writing within three business days. The respondent's statement shall include his/her defense or justification of the alleged behavior; the identity of all other persons having information that may be relevant, and the respondent's own statement on prior efforts to resolve the complaint. The respondent's statement will include a proposed resolution.

- c. Review by Assoc. DOS
 - 1. Upon receipt of the complainant(s)' and respondent(s)' statements, or prior to receipt of these statements, the Assoc. DOS may elect to meet individually with either party to discuss the statement. Such individual meetings are within the discretion of the Assoc. DOS, and meeting with one complainant or respondent does not automatically entitle others to a similar meeting.
 - 2. The Assoc. DOS may elect to discuss the specifics of the complaint with any person identified by the complainant(s)' or respondent(s)' statements as potentially having relevant information, and/or with any other person who the Assoc. DOS believes may

have relevant information.

d. Decision by Assoc. DOS

1. Upon conclusion of the Assoc. DOS's review of the complaint, the response, and any other relevant information, the Assoc. DOS will issue a written decision. This decision is not limited to the allegations in the complaint, but may include related issues/violations of the Code of Student Conduct that come to light during the investigation or that occur after the initiation of the complaint. The Assoc. DOS's decision will outline the specific allegations of the complaint, the findings of the Assoc. DOS during her Review, and a resolution of the complaint as either founded or unfounded, and, if relevant, any sanctions.
2. The Assoc. DOS has a wide range of discretion in resolving complaints, including a wide range of sanctions that may be imposed upon a respondent who is found to be responsible for a violation of any provision of Article I, Code of Student Conduct or of other policies or rules of ASL, other than alleged violations of Article II, Code of Academic Integrity or the Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under the Title IX Regulations. Potential sanctions include expulsion, with the approval of the Dean of ASL, as well as the sanctions listed in Section X (B) of this Chapter.

e. Opportunity for Appeal.

1. Unless the party has waived the right to appeal, a complainant or respondent may appeal the Decision of the Assoc. DOS to the DOS by notifying both the Assoc. DOS and DOS in writing of his/her intent to appeal within five business days of receiving the Decision of the Assoc. DOS. In the event that the DOS position is vacant, notice to the Assoc. DOS will suffice. In the event that the DOS made the initial Decision, notice to the DOS and the Dean of the Law School must be given. At that time, the Dean will appoint someone to fill the appellate role of the DOS or personally serve as the appellate authority.
2. The Appeal shall be handled in accordance with the provisions of Article V, "Procedures for Appeals of Decisions by Assoc. DOS on matters arising under Article I, Code of Student Conduct," below.

Section V Procedures for Appeals of Decisions by the Associate Dean of Students on Matters Arising under Article I, Code of Student Conduct

A. Appeals from Decisions of Associate Dean of Students

1. All appeals of Decisions by the Assoc. DOS for complaints regarding matters arising under Article I, Code of Student Conduct, shall be handled in accordance with this Article V.
2. An appeal from a Decision from the Informal Resolution Process will be dismissed by the DOS, without further proceedings, if he determines that the Appellant failed to engage in the Informal Resolution Process in good faith. There is no right of appeal from a finalized Agreed Disposition.

B. Reasons for Appeal

Appeals of Decisions issued by the Associate DOS are limited to three circumstances: (1) the Decision did not take into account all available relevant evidence, documents, witnesses, or mitigating factors available to the Assoc. DOS, or the Sanctions imposed are not commensurate with the violation, (2) the Decision was the result

of an investigation/process that was not thorough, fair, or impartial, or deviated in a substantially material way from the processes and procedures outlined in the Chapter 6, or (3) any evidence is available that exonerates the Appellant of the complaint/allegation, which evidence was not available at the time of the review and investigation and issuance of the Decision now being appealed. Further, appeals will be granted only when the violation of reasons (1), (2), or (3) would have affected the outcome of the Decision.

C. Requests for Appeal

Any party aggrieved by a Decision of the Assoc. DOS (the “Appellant”) may make a written request for an Appeal within five (5) business days of the issuance of the Decision.

1. The Appellant’s written request must be made to the DOS, with a copy to the Assoc. DOS. Email is an acceptable means of delivery.
2. The Appellant’s written request should identify the reason for the appeal and contain all available information or supporting evidence relevant to the reason for appeal. If the Appellant expects to introduce new evidence/witness testimony that was not considered by the Assoc. DOS in her Decision, the written request should include a proffer of the expected evidence/testimony and the reason why the evidence/testimony was not presented during the investigation and review process.

D. Review by Dean of Students

1. The DOS shall review all materials and statements provided by the Appellant, along with the Decision and all materials considered by the Assoc. DOS in investigating and deciding the complaint.
2. The DOS shall decide whether to grant Appellant’s Request for Appeal within ten (10) business days after receipt of the written request and supporting information from Appellant.
3. The DOS will grant the Request for Appeal if the DOS agrees that there is a substantial likelihood that the Appellant will be able to prove by a preponderance of the evidence that one of the Reasons for Appeal (above) exists.

In other words, if the DOS agrees that the Decision did not take into account all available relevant evidence, documents, witnesses, or mitigating factors that were available to the Assoc. DOS, or that there is reason to question the thoroughness, fairness, or impartiality of the Decision, the DOS will grant the Request for Appeal. If the DOS finds that the Decision was adequately supported and all available relevant information, evidence, witnesses, and mitigating factors were taken into account in the Decision, or that there is insufficient evidence to question the thoroughness, fairness, or impartiality of the Decision, the DOS will deny the Request for Appeal, and the Decision shall stand.

E. Appeal Hearing

If the DOS grants the Request for Appeal, he shall have broad discretion in deciding the format of the Appeal Hearing. The DOS shall preside over the Appeal Hearing and may set applicable rules governing the timing and method of presentation of evidence and the admissibility of evidence that is relevant to the Appeal.

At a minimum, the Appeal Hearing shall consist of a live hearing (in-person or remotely) during which the Appellant may make personal statements or provide testimony, may present evidence, and may call witnesses to provide testimony. The Appellant may represent himself/herself or may choose a representative (including but not limited to a licensed attorney) to represent his/her interests. Such representative may not be a witness in the case. The DOS has the discretion to appoint a person to defend the decision of the Associate DOS.

F. Decision by Dean of Students

Within ten (10) business days after the conclusion of the Appeal Hearing by the DOS, the DOS shall issue a written Decision on Appeal. The Decision on Appeal shall be final and no appeal therefrom is available, EXCEPT

THAT the imposition of the sanction of expulsion from ASL requires the concurrence of the President and Dean of ASL in accordance with Article X, Section B, "Sanctions," below. In addition, if the DOS believes that a conflict of interest exists, the DOS may withdraw as the appeal officer and ask that the Dean consider the appeal or that another appropriate person be appointed to consider the appeal. The DOS shall send the written decision to the Registrar for inclusion in the student's record. Emails are sufficient to satisfy the requirement of a writing.

Section VI Procedures for Allegations of Violations of Article II, Code of Academic Integrity

A. Complaints/Allegations

All complaints involving student behavior arising under Article II, Code of Academic Integrity, shall be made to the Chief Academic Officer ("CAO"), who may request the allegation be reduced to writing.

B. Unfounded Allegations

At any point during the Allegation Resolution Process, the CAO has the ability to determine that the behavior being complained of, even if proven by a preponderance of the evidence to be true, does not constitute a violation of Article II, Code of Academic Integrity. The CAO will then dismiss the allegation as "unfounded" and keep a record thereof for purposes of tracking the reporting of unfounded complaints. Dismissals by the CAO as "unfounded" may be appealed as any other Decision by the CAO.

C. Allegation Resolution Process

1. The CAO shall meet with the person alleging that a student has violated Article II, Code of Academic Integrity. This meeting may occur in-person, telephonically, remotely, or via email. The person making the allegation of a violation of the Code of Academic Integrity should provide all relevant information to the CAO.
 - i. In the case of graded work, the instructor/faculty member shall report the suspected violation to the CAO and shall grade the assignment or exam as if no violation occurred. If resolution of the alleged violation is necessary to calculate final grades, final grades shall be held until the resolution of the allegation.
2. Opportunity for Admission
 - i. The CAO shall review the allegation, notify the respondent of the allegation, and provide an opportunity to the respondent to meet in-person or remotely to discuss the allegation before written statements are taken.
 - ii. If the respondent admits the allegations before written statements are submitted, the CAO shall reduce the allegation to writing, including any evidence or supporting information and provide a draft to the respondent and to the instructor/faculty member supervising the academic endeavor involved in the allegation. The instructor/faculty member shall have an opportunity to discuss the proposed resolution with the CAO prior to finalization, but the CAO has final authority regarding the resolution of the matter. If the respondent concurs with the information set forth in the draft, the respondent shall sign the document, admitting responsibility therefor. This shall be known as an "Agreed Decision." The CAO shall issue a supplement to the Agreed Decision, imposing sanctions. This "Sanctions" document shall set forth the appropriate sanctions or other resolution of the allegation. While the CAO retains broad discretion in determining the appropriate sanctions, she shall take into consideration the fact of respondent's acceptance of responsibility for the behavior in making the determination. The Agreed Decision with the Sanctions supplement shall be placed in the student's record in the Office of the Registrar.

- iii. If the respondent disputes the appropriateness of the sanctions imposed by the Sanctions supplement, he or she may request reconsideration of sanctions by the CAO. If the respondent does not accept the sanctions imposed after reconsideration by the CAO, the respondent may withdraw his/her agreement to the Agreed Decision and proceed with the process set forth below.
 3. If no Agreed Decision is reached, the CAO shall request from the party initiating the allegation a written statement of the allegation, including all evidence or supporting information relevant to the allegation.
 - i. If the initiating party declines to provide a written statement to the CAO, the CAO has discretion to dismiss the allegation or to continue investigation of the allegation.
 4. The CAO shall decide which method of resolving the allegation is appropriate to the allegation ("Method 1" or "Method 2"). The CAO may, but is not required to, consult with the Dean to decide on the proper method.
- D. Method 1—Review and Investigation by Chief Academic Officer; Decision by Chief Academic Officer
 1. The CAO shall provide a copy of the initiating party's written statement of allegation to the respondent. The respondent has three (3) business days from the receipt of the allegation to provide a written response to the CAO.
 2. The CAO shall investigate the matter by whatever means are appropriate to the situation, including but not limited to, review of the questioned academic work, discussion with instructors or students who may have information that is relevant to the allegation, and/or outside source research. No "hearing" or opportunity for cross-examination by the respondent is required.
 3. The CAO shall consult with the instructor or faculty member supervising the academic endeavor in which the respondent is alleged to have violated the Code of Academic Integrity. The CAO is not required to accept the instructor/faculty member's recommendations on findings, determinations, or sanctions, but shall give due respect to his or her opinions.
 4. Upon the CAO's conclusion of the investigation under Method 1, she shall issue a written Decision to the respondent. The Decision shall outline the allegation(s), the evidence reviewed, the investigation conducted, and the CAO's findings, determinations, and appropriate resolutions or sanctions.
 5. The written Decision shall be provided to the respondent and to the CAO, a copy shall be provided to the Instructor/Faculty Member, and a copy shall be placed in the student's file in the Office of the Registrar.
 - i. The time frame from initial allegation being made to the CAO to a written Decision shall necessarily depend on the circumstances of the allegation, but it is ordinarily anticipated to be no more than 30 calendar days. If more than 30 calendar days elapse before a Decision is issued, the CAO will provide notice of the delay to the respondent and will set forth the time frame in which the Decision can be expected.
 6. Within five (5) business days of receiving the written Decision, the respondent may request a reconsideration or an appeal of the Decision or any aspect thereof.
 - i. If the respondent accepts the determinations and findings of the Decision but requests an alternative resolution or sanction, he or she may make a written Request for Reconsideration to the CAO within three business days of receiving the Decision. The CAO may elect to consult with the Dean, but is not required to do so. The CAO will issue a Reconsidered Decision, which may uphold the previous Decision or change any part thereof. This Reconsidered Decision is final, except for the Appeal Process outlined in Article VII, "Appeal of Decision by CAO," below.

- ii. If the respondent rejects the Decision's findings and/or determinations, the respondent may request an appeal of the Decision to the CAO as set forth in Article VII, "Appeal of Decision by CAO," below.

E. Method 2—Review and Investigation by Faculty Committee with Decision by Chief Academic Officer

1. The CAO shall provide a copy of the written statement of allegation to the President and Dean of the Law School and ask the President and Dean to convene a Faculty Committee comprised of three members of the full-time or adjunct faculty of ASL to conduct the investigation. The President and Dean shall appoint the Faculty Committee within five (5) business days of the CAO's request.
2. The Faculty committee will elect a Chair if the President and Dean has not appointed a Chair. The Chair will be responsible for notifying the respondent that the CAO has elected to use Method 2 (Faculty Committee) to investigate the allegations. The Chair will arrange interviews of the involved parties and witnesses, collect evidence, and provide the Committee members with all materials. The Committee has broad discretion in investigating the allegations, but in all investigations, the respondent shall be provided an opportunity to present an oral and/or written statement to the Committee responding to the allegations and the evidence supporting those allegations.
3. Upon completion of the Committee's investigation, the Committee shall draft a report summarizing the allegations, the investigative process used and the witness statements and evidence considered by the Committee. Unanimity in recommendations by the Committee is preferred, but a majority of the Committee may reach a recommendation if unanimity is not achieved. The Committee's report shall include the determinations and findings recommended by a majority of the Committee as well as any suggested resolutions or sanctions. If the Committee's recommendation is not unanimous, the member in the minority may write separately to provide his or her own recommendations. Both the Committee's report and any minority report shall be submitted to the CAO.
4. The CAO shall review the Committee's report and any minority report, as well as all materials considered by the Committee in reaching its recommendation.
5. The CAO shall consult with the instructor or faculty member supervising the academic endeavor in which the respondent is alleged to have violated the Code of Academic Integrity. The instructor/faculty member shall have the opportunity to review the Committee's report and any minority report, to provide any relevant information to the CAO, and to discuss the CAO's thoughts regarding the allegations and any proposed sanctions. The CAO is not required to accept the instructor/faculty member's recommendations on findings, determinations, or sanctions, but shall give due respect to his or her opinions.
6. The CAO shall then issue a written Decision regarding the allegations. The Decision shall include findings of fact and determinations regarding the responsibility of the respondent for the alleged violations. The Decision may reflect the Committee's recommendation, the minority recommendation, or neither. If the respondent is found by the CAO to be responsible for violating any provision of the Code of Academic Integrity, the CAO shall include any appropriate resolutions or sanctions in the Decision.
7. The CAO has broad discretion in making findings, determinations, and imposing sanctions.
8. The CAO's Decision shall be provided to the respondent, the Dean, the Committee members, and the instructor/faculty member supervising the academic endeavor that was questioned. A copy of the Decision shall be placed in the student's file in the Office of the Registrar.
9. Within five business days of receiving the written Decision, the respondent may elect to appeal the Decision or any aspect thereof.

- i. If the respondent accepts the determinations and findings of the Decision but requests an alternative resolution or sanction, he or she may make a written Request for Reconsideration to the CAO within three business days of receiving the Decision. The CAO may elect to consult with the Dean, but is not required to do so. The CAO will issue a Reconsidered Decision, which may uphold the previous Decision or change any part thereof. This Reconsidered Decision is final, except for the Appeal Process outlined in Article VII, "Appeal of Decision by CAO," below.
- ii. If the respondent rejects the Decision's findings and/or determinations, the respondent may request an appeal of the Decision to the Chief Academic Officer as set forth in Article VII, "Appeal of Decision by the CAO," below.

Section VII Procedures for Appeals of Decisions by the Chief Academic Officer regarding Alleged Violations of Article II, Code of Academic Integrity.

A. Appeals from Decision of Chief Academic Officer.

All appeals of Decisions by the CAO for complaints regarding matters arising under Article II, Code of Academic Integrity, shall be handled in accordance with this Article VII.

B. Reasons for Appeal.

Appeals of Decisions issued by the CAO are limited to three circumstances: (1) The Decision didn't take into account all available evidence, documents, witnesses, or mitigating factors, or the sanctions imposed are not commensurate with the violation, (2) The Decision was the result of an investigation/process that was not thorough, fair, or impartial, or deviated in a substantially material way from the processes and procedures outlined in this Chapter 6, or (3) any evidence is available that exonerates the Appellant of the complaint/allegation, which evidence was not available at the time of the review and investigation and issuance of the Decision now being appealed. Further, appeals will be granted only when the violation of reasons (1), (2), or (3) would have affected the outcome of the Decision.

C. Requests for Appeal.

Any party (complainant, respondent, party initiating allegation of violation of the Code of Academic Integrity, instructor or supervising faculty member) (the "Appellant") aggrieved by a Decision of the CAO may make a written request for an Appeal within five (5) business days of the issuance of the Decision.

- i. The Appellant's written request must be made to the Dean, with a copy to the CAO.
- ii. The Appellant's written request for appeal should identify the reason for the appeal and contain all available information or supporting evidence relevant to the reason for appeal. If the Appellant expects to introduce new evidence/witness testimony that was not considered by the CAO in her Decision, the written request should include a proffer of the expected evidence/testimony and the reason why the evidence/witness testimony was not presented during the investigation and review process.
- iii. The instructor/faculty member supervising the academic endeavor that was originally questioned shall be notified of the requested Appeal by the Dean.
- iv. Review by Dean.

1. The Dean shall review all materials and statements provided by the Appellant, along with the Decision and all materials considered by the CAO, and/or Faculty Committee in investigating and deciding the complaint.
2. The Dean shall decide whether to grant Appellant's Request for Appeal within ten (10) business days after receipt of the written request and supporting information from Appellant.
3. The Dean will grant the Request for Appeal if the Dean agrees that there is a substantial likelihood that the Appellant will be able to prove by a preponderance of the evidence that one of the Reasons for Appeal (above) exists.

In other words, if the Dean agrees that the Decision did not take into account all available evidence, documents, witnesses, or mitigating factors, or that there is reason to question the thoroughness, fairness, or impartiality of the Decision, the Dean will grant the Request for Appeal. If the Dean finds that the Decision was adequately supported and all available information, evidence, witnesses, and mitigating factors were taken into account in the Decision, or that there is insufficient evidence to question the thoroughness, fairness, or impartiality of the Decision, the Dean will deny the Request for Appeal and the Decision shall stand.

v. Appeal Hearing

If the Dean grants the Request for Appeal, he shall have broad discretion in deciding the format of the Appeal Hearing. The Dean shall preside over the Appeal Hearing and may set applicable rules governing the timing and method of presentation of evidence and the admissibility of evidence that is relevant to the Appeal.

At a minimum, the Appeal Hearing shall consist of a live hearing (in-person or remote) during which the Appellant may make personal statements or provide testimony, may present evidence, and may call witnesses to provide testimony. The Appellant may represent himself/herself or may choose a representative (including but not limited to a licensed attorney) to represent his/her interests. Such representative may not be a witness in the case.

vi. Decision by Dean

Within ten business days after the conclusion of the Appeal Hearing by the Dean, the Dean shall issue a written Decision on Appeal. The Decision on Appeal shall be final and no appeal therefrom is available.

Section VIII Conflicts/Vacancies

In the event of a vacancy in the position or of a conflict involving one (or more) of the individuals responsible for the processes and procedures under Article I, Code of Student Conduct or Article II, Code of Academic Integrity, the President and Dean of ASL shall appoint an alternate for that position. The decision as to whether a conflict exists shall lie in the discretion of the President and Dean of ASL.

Section IX Reporting of Outcomes

ASL may report to the ASL community, or any section thereof, the outcome of any complaint of student behavior alleging violation of the Code of Student Conduct or allegation of violation of the Code of Academic Integrity, including any sanctions imposed, if the reporting is permitted under applicable law such as FERPA.

As an example, FERPA regulations currently permit the disclosure of allegations/complaints and outcomes if the

disclosure can reasonably protect the identity of the student(s) involved.

Section X Sanctions

Sanctions that may be imposed as part of the processes for resolving complaints of student behavior under Article I or Article II of this Chapter may include any of the following, up to and including expulsion from ASL:

1. Suspension from ASL for a period of up to one academic year;
2. A letter of censure;
3. Loss of “good standing” for purposes of academic standing, scholarships, or other awards;
4. Requirements for additional academic work, courses, or credits;
5. Sanctions recommended by the instructor/faculty member;
6. A period of probation on such conditions as set by the deciding officer for the Complaint (Assoc. DOS or DOS; CAO); and
7. Such other sanctions as may be commensurate with the violation.

Students should be aware that the standard sanction for a violation of the Code of Academic Integrity is expulsion from ASL.

1. Before a sanction of expulsion from ASL may be imposed, the President and Dean of ASL must agree. The President and Dean will review the complete record regarding the allegation/complaint, including any Reports, witness statements, and Decisions, and will consult with the CAO or DOS. The President and Dean must approve a sanction of expulsion in writing, before it may be imposed.
2. ASL is committed to community service. All ASL students are required to meet certain expectations for community service. Community service should be viewed as an opportunity for the student to contribute to the community and not as a punishment. Accordingly, no sanction for violation of the Code of Student Conduct or the Code of Academic Integrity will include the imposition of additional community service requirements.

Section XI Student Records

Student records are maintained by the Office of the Registrar. Students are on notice that the resolutions of any and all complaints against them while enrolled at ASL are placed in the student’s records. It is common for the character and fitness assessment for state bars to submit requests to an applicant’s law school requesting such information. ASL will respond providing the requested information. Students are on notice that what will be provided is dependent upon the information requested.

Specifically, some state bars request information regarding any complaint regarding the student, regardless of the outcome of any investigation or decision; others may ask more open-ended questions about whether ASL has any information that might bear on a student’s character and fitness to practice law.

For example, one state’s Office of Bar Admissions recently asked whether the applicant “has ever been charged with a violation of the Honor Code” (regardless of outcome) as well as whether the Dean believes “there is anything that would reflect adversely on their character and fitness to become a member of the bar.” Another state’s Board of Bar Examiners recently asked “Does the applicant’s record indicate any conduct or behavior that could call into question the applicant’s ability to practice law in a competent, ethical, and professional manner?” Another state requires an officer of the law school to answer, after review of the applicant’s student records, whether the applicant is “honest” and whether he or she is “thorough in fulfilling obligations.” In addition to a laundry list of specific questions, another state requires the Dean of the law school to state whether he “recommend[s] this applicant for a position of trust and confidence.” Students are on notice that they should be aware of the specific questions that may be asked by the jurisdiction[s] in which they plan to apply to practice law.

Appendix A Appalachian School of Law's Board, Faculty, & Staff

ASL is governed by a Board of Trustees. The Board members, who are appointed to three-year terms, are distinguished leaders from central Appalachia who are strongly dedicated to the mission and goals of ASL.

2025 - 2026 Board of Trustees

Title	Trustee
Chairman	The Honorable Jerry W. Kilgore
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President and Dean	David J. Western, <i>ex-officio</i>
Trustee	Steven J. Keeler

Administration and Faculty

David J. Western, President and Dean

David “D.J.” Western serves as ASL’s President and Dean. His career spans over 27 years as both an enlisted airman and a commissioned officer in the United States Air Force. During this time he has spent over three years in the deployed environment to include tours in Saudi Arabia, Qatar, Kyrgyzstan, and a forward deployment to Afghanistan.

In addition to a passion for law, Dean Western is also a linguist who speaks four languages fluently. While teaching at the United States Air Force Academy, Dean Western used this skill to teach an International Humanitarian Law course (in French) designed to better assist his students as they prepared for the Concours Jean-Pictet Competition. In 2013, Dean Western was the inaugural winner of an Air Force Level Award for Top Linguist of the Year. He earned this recognition for his French and Arabic translations at the Combined Air Operations Center (CAOC) in Al-Udeid while assisting gulf nations and the French Coalition as they supported OPERATION ENDURING FREEDOM and INHERENT RESOLVE.

In addition to his A.F. Level Award, Dean Western has won an award for top international attorney in the Air Force (Keenan Award) and was nominated by different Major Commands as the top attorney in the Air Force on three other occasions. His military awards include an amazing eight Meritorious Service Medals and the Legion of Merit.

While pursuing his LL.M. in International Law, Dean Western competed in the Space Law Moot Court Competition. His team did so well, they won both the US Championship and the World Championship competing in India against champions from Europe and Asia-Pacific. The contest was held in front of the International Court of Justice and his team was sponsored by NASA. As a recognized expert in Space Law, Dean Western leveraged this skill to build Australia’s space capability. While serving as an exchange officer, Dean Western led the Australian committee to write Australia’s Space ROE, and design its entire Space Law program. The Secretary of the Air Force International Affairs Office recognized his leadership with an international affairs team award in 2009.

In 2018, Dean Western was sent to Cameroon to help resolve an international humanitarian law dispute involving the Cameroonian military and Boko Haram detainees. Amnesty International released a report of widespread abuse and torture by members of the local military. Then Colonel Western was asked to use his international law expertise and French fluency to convince senior Cameroonian leadership to incorporate legal advisors on the ground to avoid such travesties in the future. The Cameroonian leadership readily agreed and a comprehensive training program is now in place to correct such action in the future.

Whether around the globe or at home station, Dean Western is always seeking to make this world a better place. He is the current Supply Pastor at two local churches, and enjoys spending time with his wife and three children.

Laura E. Wilson, Chief Academic Officer and Assistant Professor of Law

B.A., Transylvania University, 1988; J.D., University of Kentucky College of Law, 1991. Dean Wilson earned a B.A. in Accounting from Transylvania University in Lexington, Kentucky, and her J.D. from the University of Kentucky College of Law, where she was a member of the law school’s Moot Court team. She is also a graduate of the William & Mary Summer School of Law in England through the Marshall-Wythe School of Law, during which she also completed a legal clerkship in Exeter.

Dean Wilson previously practiced law in the Abingdon and Bristol offices of Penn, Stuart & Eskridge, where her practice primarily focused on commercial and personal injury litigation in state and federal courts, and included appearing before the Supreme Court of Virginia and the Fourth Circuit Court of Appeals. She also has

extensive experience in natural resources law including mineral title examinations and transactional matters for clients in the natural resources industry. She served as law clerk to the Honorable Elizabeth A. McClanahan at both the Court of Appeals in Virginia and the Supreme Court of Virginia and, in private practice, was admitted to the bars of Virginia, Tennessee, and Kentucky.

Dean Wilson has served as an Adjunct Professor at Emory & Henry College, teaching Constitutional Law, and at ASL, teaching Conflict of Laws, Virginia Law Foundations, and Virginia Bar Preparation. She joined the ASL faculty on a full-time basis in the Fall of 2019, where she currently serves as Chief Academic Officer and Assistant Professor of Law.

Courses taught include: Conflict of Laws; Intentional Torts; Negligence; Advanced Torts; Virginia Civil Procedure and Practice.

Parker Bazzle, Visiting Professor of Law/Director of Academic Success and Bar Preparation

Prof. Bazzle is a Visiting Professor of Law and the Director of Academic Success & Bar Preparation at ASL. He has 27 years of litigation experience in state and federal courts, primarily serving clients in southern West Virginia. After law school, he joined Shuman, McCuskey and Slicer PLLC, as an associate in their Charleston, West Virginia, office where he represented commercial clients in workplace accident litigation and physicians in medical malpractice cases. Parker later served as the First Assistant Prosecuting Attorney for Boone County, West Virginia, for 10 years where he prosecuted hundreds of defendants in misdemeanor and felony cases, including several capital trials as first chair. Later in private practice, he represented a variety of clients in personal injury cases, mass tort litigation, employment disputes, family court, and as a criminal defense attorney, including several jury trials. During that time, he served hundreds of children as their Guardian ad Litem in a variety of civil cases and was a Mental Hygiene Commissioner for the Ninth Judicial Circuit of West Virginia for 13 years. In 2023, he served as the Chief Public Defender for the 9th Judicial Circuit of West Virginia where he defended clients and supervised junior attorneys. Most recently, before joining ASL, he served as an Assistant United States Attorney for the Southern District of West Virginia concentrating primarily on the prosecution of complex white collar criminal cases.

Prof. Bazzle earned a B.S. in Political Science from the University of Charleston in Charleston, West Virginia, where he also studied Business Administration and his J.D. from the West Virginia University College of Law, where he was a member of the Lugar Trial Association competition team. Parker is married to Lisa Bray who is an attorney for Vandalia Health in West Virginia; they have two children, Ryan and Caroline, who are students at Montana State University and the University of South Carolina, respectively, in preparation for their plans to attend law school in the future.

Mark Belleville, Associate Professor of Law, Director of the Natural Resource Law Center

B.A., Philosophy, Miami University, with Departmental and University Honors; J.D. with Honors from the Ohio State University College of Law. Formerly: 12 years as a business litigator and counselor with the well-respected law firms of Woods Rogers PLC in Blacksburg and Calfee Halter & Griswold LLP in Cleveland and Columbus. His litigation practice focused on commercial contract disputes, tort and products liability, environmental litigation, a variety of business torts, labor litigation and premises liability. On behalf of a utility client, Professor Belleville obtained the first summary judgment in Ohio in defense of a premises liability asbestos claim, and participated in the drafting of significant asbestos reform legislation. He has also successfully negotiated and avoided multi-million dollar environmental claims on behalf of municipal and industrial clients. He is licensed to practice in Pennsylvania, Ohio and Virginia. Professor Belleville has served as faculty advisor for the Natural Resources Law Journal and moot court.

Courses taught include: Appellate Advocacy; Appellate Advocacy – Natural Resources; Contracts I & II; Constitutional Law I & II; Doing and Undoing Environmental Regulations; Environmental Law and Policy; Introduction to Natural Resources; Natural Resources Law and Policy; Solar Energy Law; The Law of Renewables; Law Office Management; Sustainable Energy Law Practice.

Phillip L. Blevins, Adjunct Professor, Director of Alumni Relations

B.S., with honors from UVA-Wise, J.D. with honors from the Appalachian School of Law, and a LL.M. in Conflict resolution with Highest Distinction from the University of Missouri-Columbia, School of Law. Professor Blevins is a Southwest Virginia native with a passion for Conflict resolution and fostering connections. During Law School, Mr. Blevins served the ASL community as an Emergency Medical Technician and Court Appointed Special Advocate. On campus, Mr. Blevins served his peers as a Senior Editor on the Appalachian Journal of Law and was elected as Student Bar President. Mr. Blevins clerked for the Honorable Henry A. Vanover before accepting a commission as a Judge Advocate in the United States Air Force. As a JAG, Major-Select Blevins prosecuted violations of the Uniform Code of Military Justice, deployed to Bagram Airfield, Afghanistan, and served nearly two years as a trial defense attorney for Air and Space Force Service Members. Mr. Blevins is licensed to practice law in the Commonwealth of Virginia, New Jersey, and the District of Columbia. He is currently an Assistant Commonwealth Attorney in Smyth County, Virginia and a fierce advocate for ASL.

Courses taught: Courses on Conflict Resolution

Ryan J. Comer, Assistant Professor of Law and Director of the Legal Writing

B.A., George Mason University, 2011; J.D., University of Virginia School of Law, 2015. Ryan Comer is a Visiting Assistant Professor of Law at ASL. He has litigation experience in state and federal court in civil and criminal matters. As an associate at Gibson, Dunn & Crutcher LLP, Prof. Comer represented clients in complex litigation at both the trial and appellate levels, and in white collar and congressional investigations. Before joining ASL, he founded Comer Law where he represented clients in state court felony and misdemeanor prosecutions.

Prof. Comer graduated Order of the Coif from the University of Virginia School of Law, where he served as Articles Editor for the Virginia Law Review and as an Inaugural Tri-Sector Leadership Fellow. After law school, he clerked for Judge Pierre N. Level of the United States Court of Appeals for the Second Circuit and for Judge Norman K. Moon of the United States District Court for the Western District of Virginia.

Courses taught: Legal Process and Appellate Advocacy

C. Zyeda Cole Visiting Assistant Professor of Law and Natural Resources Teaching Fellow

Zyeda Cole is a Visiting Assistant Professor. She is a native of Summit County, Ohio, and a 2021 graduate of the Appalachian School of Law, graduating *cum laude*. She has served the citizens of southwestern Virginia and eastern Tennessee for over four years, with a primary focus on civil law, primarily addressing the social determinants of health, as well as environmental law. Ms. Cole began her legal career as an attorney for the Appalachian School of Law Medical-Legal Partnership and as a Natural Resources fellow, where she developed a strong background in legal research, analysis, and writing. Ms. Cole has utilized her experience and knowledge to assist in the delivery of free legal services to Ballard's low-income patients in northeast Tennessee and southwest Virginia. She worked with Ballard, Virginia Tech, and Appalachian School of Law leadership to lay the foundation for the program and ensured the processes and protocols established were effective and efficient. As the Natural Resources Fellow, Ms. Cole has helped lead students with an interest in environmental law and supervised a project partnered with Dominion Energy, focusing on the coal refuse areas, also known as GOB piles, located throughout southwest Virginia and the legal issues that arise with reclamation and environmental compliance in those areas. Ms. Cole also coaches 2L and 3L students helping prepare them to compete in moot court competitions.

Ms. Cole received her B.S. in Biology, Criminal Justice, and Art from the University of Muskingum in 2017. She is a 2011 graduate of Nordon High School in Northeast Ohio.

Courses taught include: Appellate Advocacy; Poverty, Health & Law; MLP Clinic; Wildlife Law; Tribal Law

Charles J. Condon, Associate Professor of Law

B.A., Florida Atlantic University (1975); J.D., Nova Southeastern University College of Law, (1980); LL.M., Agriculture Law, University of Arkansas College of Law (1993); M.L.S., University of Southern Mississippi (1994). For many years, Professor Condon served as the Associate Dean for Information Services and Director of the Law Library at ASL. Formerly: Faculty Member and Computer Services/Reference Librarian, Northern Illinois University.

Courses taught include: Advanced Research & Law Firm Technology; Business Associations; E-Discovery; Information Privacy Law; Law Office Management; Pre-Trial Practice; Pre-Trial Civil Litigation; Remedies; Secured Transactions/UCC.

Dawn Figueiras, Associate General Counsel and Associate Professor of Law

B.A.Ed. Virginia Tech, *Magna Cum Laude*, 1987. J.D. College of William & Mary, 2000. Prof. Figueiras served as a law clerk to Hon. James T. Turner, U.S. Court of Federal Claims, Washington, DC, 2000-2001; associate attorney at Gibson Dunn & Cutcher, LLP, Washington, DC, 2001-2002; partner in Elliott Lawson & Minor, P.C., Bristol, VA, 2002-2018. Prof. Figueiras also served on the Board of Governors of the Virginia State Bar, Local Government Section; Local Government Attorneys' Ethics Committee; and President of Bristol Virginia Bar Association. During law school, Ms. Figueiras was Notes Editor of *William & Mary Law Review*, and was named to the Order of the Coif and the Order of Barristers. Prof. Figueiras' undergraduate studies were in Education and she taught middle- and high-school before becoming an attorney. She earned a Higher Education Teaching Certificate from Harvard's Derek Bok Center in 2020. She chairs ASL's Curriculum Committee and directs the Honors Program.

Courses taught include: Civil Procedure; Employment Law; Employment Discrimination; Estate Planning; Immigration Law & Policy; Law & Modern Literature; Wills & Estates.

Kathryn Gallagher, Visiting Assistant Professor of Law, Director of Career Services and Externships

Kathryn "Katie" Mooney Gallagher is a 2009 graduate of Florida Atlantic University with a B.A. in Criminal Justice. In 2012, Prof. Gallagher earned her J.D. from Appalachian School of Law where she held a position as a Court Appointed Special Advocate, served as a Student Bar Association Senator, and Chairperson of the American Bar Association Law Student Division. As a second and third year student, she began her career as a prosecutor at the Broward County State Attorney's Office in Florida during the summers.

After graduation from ASL in 2012, Prof. Gallagher was admitted to practice law in Virginia and accepted a position as an Assistant Commonwealth's Attorney in Tazewell County, Virginia. For over a decade she has prosecuted a variety of criminal cases including sexual assault, child abuse, drug distributions and possessions, homicides, and embezzlements.

During her time as an Assistant Commonwealth's Attorney Prof. Gallagher has been a team member of the Tazewell County Drug Court program and has been an advocate for drug courts nationally. In addition, she served as Vice President of Tazewell County TRIAD- a partnership between the Office of the Attorney General, police chiefs, sheriffs, elderly Virginians, and Commonwealth's Attorneys aimed at preventing and prosecuting crimes against senior citizens. Prof. Gallagher held the position of police board member of Southwest Virginia Alcohol Safety Action (VASAP) program. She also founded "Operation R.O.V.E.R." which is a multidisciplinary coalition that, through community education and enforcement of criminal laws regarding the care and welfare of domestic animals, aims to eliminate animal neglect and cruelty with compassion, integrity, and dedication.

As an Assistant Commonwealth's Attorney, Prof. Gallagher has focused on being a compassionate advocate for

victims of crime, especially the young and most vulnerable. She has always strived to be a “lawyer for the people,” and use her law degree as a vehicle for justice and change. Prof. Gallagher hopes to spread her passion for justice and the practical practice of law to the next generation of Attorneys at Appalachian School of Law.

She was born in Hollywood, Florida but grew up in the small coastal town of Vero Beach. She and her family have called Buchanan County home since 2009.

Courses taught include: Building a Professional Identity I & II; Criminal Law; Criminal Procedure; Prosecution Project; Dispute Resolution

Jessica Owens-Gunter, Visiting Assistant Professor of Law

Jessica Owens Gunter is a Visiting Assistant Professor. She is a native of Buchanan County, Virginia, and a 2007 graduate of the Appalachian School of Law. She has served the citizens of southwestern Virginia for over 18 years, with a primary focus on criminal law. Ms. Gunter began her legal career as a law clerk for the Honorable Teresa M. Chafin in Tazewell County Circuit Court, where she developed a strong background in legal research, analysis, and writing. She founded the Law Office of Jessica Owens Gunter, PLLC, in Bluefield, Virginia in 2013, where she served as indigent defense counsel for those charged with misdemeanor and felony offenses in the Appalachian region of Virginia. She joined the Tazewell County Commonwealth Attorney’s Office in 2019, where she prosecuted misdemeanor and felony cases and served as a supervising attorney for General District Court. Ms. Gunter has prosecuted and defended many high profile and serious criminal cases, including homicides, attempted capital murder, money laundering and bribery, solicitation and possession of child pornography and wiretapping, as well as numerous drug distributions and sexual assault cases. She is experienced in all levels of trial preparation and presentation, as well as criminal negotiations.

Ms. Gunter received her B.A. in Political Science from the University of Virginia’s College at Wise in 2004, graduating cum laude. She is a 2000 graduate of Council High School in Buchanan County, Virginia. She and her family reside in Bluefield, Virginia.

Courses taught: Legal Process

Mason Heidt, Associate Professor of Law

B.S., Emory and Henry College, MsEnv, University of Wollongong, N.S.W., Australia, J.D., The George Washington University School of Law. Prior to joining the faculty, Professor Heidt practiced energy, mineral, and corporate law with the firm of Thomas L. Pruitt, Attorney at Law, in Grundy, Virginia. His private practice experience focused on mineral title, coalbed methane, and other property issues endemic to Southwest Virginia. Professor Heidt’s current research continues to focus on natural resources and real property.

Courses taught include: Property I & II; Appellate Advocacy; Appellate Advocacy Natural Resources; Contract Drafting; Coal, Oil, and Gas Law; Energy, Economics, and the Environment; Environmental Crimes and Torts; Environmental Science for Lawyers; Mineral Title Search and Examination; and; Real Estate Transactions.

Jeremy W. Hurley, Associate Dean of Legal Studies and Professional Development

B.A., University of Virginia; J.D., Appalachian School of Law

Jeremy Hurley is a Buchanan County native. Prior to joining the faculty, he practiced disability, workers’ compensation, and personal injury law with the firm Arrington Schelin in Bristol, Virginia. His practice focused primarily on Social Security Disability. His scholarship centers on legal education reform and the integration of generative artificial intelligence in academic and professional settings.

Nathan Lowell, Director of the Law Library and Assistant Professor of Law

Nathan Seth Lowell is the Director of the Law Library, Assistant Director of Bar Preparation and Academic Success, and Assistant Professor of Law at Appalachian School of Law. Coming from Los Angeles, California, he studied Political Science and Theatre at the University of California, San Diego. He earned his J.D. from William & Mary Law School in 2019, and is currently licensed to practice law in Washington. In his spare time, Mr. Lowell enjoys acting and writing novels.

Courses taught include: Legal Process I & II; Advanced Legal Research

Alan J. Oxford, Associate Professor of Law

Professor Oxford previously taught at ASL from 2008 through 2014, teaching a variety of courses including Estates & Trusts, Estate Planning, Federal Income Tax, Payment Systems, and Secured Transactions. He previously served as an adjunct professor at the University of Tulsa College of Law, teaching Decedents, Estates & Trusts and Agency & Partnership, a Visiting Associate Professor of Law at the Lincoln Memorial Duncan School of Law teaching Contracts I & II, Secured Transactions, and Estate Planning, and a Visiting Professor at the Charleston School of Law teaching Property I & II and Secured Transactions.

Professor Oxford is of counsel to Drummond Law, PLLC, practicing in real estate, probate, wills and trusts, contracts, and commercial law. He received his B.A. from Oklahoma Baptist University, his J.D. with honors from the University of Oklahoma College of Law where he received five academic achievement awards and was a member of the Order of the Coif, and his L.L.M. with honors in Estate Planning from the University of Illinois Chicago School of Law. Prior to attending law school, he practiced as a Certified Public Accountant.

Courses taught include: Pretrial Practice; Estate Planning; Wills & Estates; Water Law; Virtual Currency

Justice Cleo E. Powell, Distinguished Professor of Law, Diversity Mentor and The L. Anthony Sutin Endowed Lecturer

Justice Cleo E. Powell has served on the Supreme Court of Virginia since 2011. She received her undergraduate degree, with distinction, from the University of Virginia and her J.D. from the University of Virginia School of Law.

Prior to her appointment to the Supreme Court of Virginia, Justice Powell was a labor and employment law associate at Hunton & Williams from 1982-1986. She served as Senior Assistant Attorney General for the Equal Employment Opportunity and Personnel Section for 1986-1989 in the Office of the Virginia Attorney General, Justice Powell was Corporate Counsel for Virginia Power and Director of their Employee Services.

Justice Powell began her judicial career on the Chesterfield/Colonial Heights General District Court in 1993. She was appointed to the Chesterfield/Colonial Heights Circuit Court in 2000 and then to the Court of Appeals of Virginia in 2008.

Justice Powell is a recipient of numerous awards, including Virginia Women in History (2013); Strong Men & Women Excellence in Leadership (2011); Virginia Women Attorneys Association 2010 Leader in Diversity; Virginia Lawyers Weekly Influential Women in Virginia (2010); Metro Richmond Women's Bar Association, Women of the Year 2009; and the YWCA's Outstanding Women of the Year (2001).

In 2011, Justice Powell began leading the Rule of Law Day at the Capital in conjunction with the Diversity Conference and the Young Lawyers Conference of the Virginia State Bar. The purpose of the program is to educate local middle and high school students about the rule of law principles and the operations of the legislative, executive, and judicial branches of government. Held annually at the Virginia State Capital and the Virginia Supreme Court, approximately 300 students are engaged in a day of learning while discussing legal

scenarios with attorneys, judges, and law enforcement officers.

Justice Powell chairs the Judicial Performance Evaluation Committee and serves on the Executive Committee of the Judicial Conference in Virginia. She has served on the Model Jury Instructions Committee, the Judicial Inquiry and Review Commission, the Ad Hoc Committee for the Study of Canons of Judicial Conduct and the Law Revisions Committee. She has also served as an adjunct faculty member at the William and Mary School of Law.

Ken Russell, Assistant Professor of Law

B.A., Carson-Newman College, 1980; J.D., University of Tennessee College of Law, 1983. Mr. Russell is a 1983 graduate of the University of Tennessee College of Law (With High Honors). While at UT Law he was an Assistant Editor of the Tennessee Law Review, Member of Order of the Coif and received the American Jurisprudence Awards in Constitutional Law and Jurisprudence. Kenneth grew up in Rockwood, Tennessee and graduated from Rockwood High School in 1976. Formerly: The Russell Law Firm, Bristol, VA; partner and practice group leader at Troutman Sanders, LLP ; shareholder, Penn, Stuart & Eskridge. Additionally, Kenneth has held a number of jobs in industry including: C.E.O. of Cottages Group, Inc.; V.P. of Corporate Affairs for Cumberland Resources Corporation; and General Counsel to GC Toys Worldwide and President of its US operating company General Creations, LLC.

Mr. Russell has served as an Adjunct Professor at Georgia State School of Law teaching Corporate Reorganizations and Tax Procedure and at Emory & Henry College teaching Business law. Mr. Russell has served on the board of trustees, and as an officer, of several charitable organizations. He currently serves as Chairman of the Board of Trustees of Bluefield College.

Courses taught include: Civil Procedure I & II; Constitutional Law I & II; Intellectual Property; Federal Income Taxation; Securities Law.

Thomas R. Scott, Jr., Distinguished Visiting Professor of Law & General Counsel to the Board

B.A., Government & Political Science, Hampden-Sydney College, 1974; J.D., T.C. Williams School of Law of the University of Richmond, 1976. Mr. Scott is an Advocate of the American Board of Trial Advocacy, a Fellow of the American College of Trial Lawyers, and former Chairman and current member of the Virginia State Bar Disciplinary Board. He has been selected by *Virginia Business Magazine* as one of the state's Best Lawyers for inclusion in the Legal Elite, and *Richmond Magazine* for inclusion in multiple editions of Super Lawyers. Mr. Scott has also served as lead counsel and co-counsel in a number of high profile civil and criminal cases throughout far Southwest Virginia, including Commonwealth v. Roger Keith Coleman, a highly publicized capital murder prosecution in which he made numerous state, national and international television appearances. The Coleman case is the subject of John Tucker's book, *May God Have Mercy*.

Mr. Scott is a past winner of the Bill Geimer Award, which is presented annually to a dedicated capital defender by the Virginia Capital Case Clearinghouse at Washington and Lee University School of Law in Lexington, Virginia. Mr. Scott is rated AV Preeminent by Martindale-Hubbe for his high ethical standards and professional ability. He was recently selected by *Virginia Lawyer's Weekly* as a Leader in the Law (Class of 2013) and by the Virginia Bar Association as a Fellow in the Virginia Law Foundation in January 2014.

Scott is the senior partner in the Street Law Firm, LLP, in Grundy, Virginia where he has practiced as a criminal and civil litigator for over 42 years. Mr. Scott joined the full-time faculty at the Appalachian School of Law in 2005 and has been selected by his students on multiple occasions as Professor of the Year. He also serves as faculty advisor to a number of student organizations, including BLSA.

Courses taught include: Criminal Practice; Evidence; Insurance Law; Professional Responsibility; Trial Advocacy.

William S. Thompson, Dean of Students and Visiting Professor

William S. Thompson is currently serving as Dean of Students at the Appalachian School of Law, where he also holds the position of Visiting Professor. Additionally, he serves as Counsel to the law firm Spilman Thomas & Battle, PLLC, based in their Charleston, West Virginia office. Before this, he served as the Presidentially Appointed, Senate Confirmed United States Attorney for the Southern District of West Virginia. Prior to this role, he served as a circuit court judge in West Virginia. Thompson presided over several treatment courts, including the founding of the state's first family treatment court. Before becoming a judge, he practiced law with Cook and Cook in Madison, West Virginia and served as president of Madison Healthcare, Inc., and as vice president and general counsel of Danville Lumber Company. His work has been featured on the NBC Nightly News, HBO Vice, the New York Times, and the Washington Post. He was featured in a Pulitzer Prize-winning series of articles by Eric Eyre of the Charleston Gazette. He was an Advisory Member of the West Virginia Criminal Justice Reform Initiative Stakeholder Group for the Chan Zuckerberg Initiative. The White House recognized him in 2018 and 2020 for his work with drug courts, he received the 2019 West Virginia Public Defender Services Award for Outstanding Scholarship in Criminal Law, and he received an award from the Addiction Policy Forum in 2019, was named a West Virginia Bar Foundation Fellow in 2022 and received a Civil Rights Award from Governor Justice in 2023. He earned a degree in civil engineering from West Virginia University, where he received a Presidential Scholarship, and a law degree from West Virginia University College of Law, where he received the Marlyn E. Lugar Scholarship and was the Chairman of the Judicial Board.

Christopher M. Young, Adjunct Professor of Law, Diversity Mentor, and Career Services Coach

Christopher Young, a native of Greensboro, NC was educated through the Guilford County School System and graduated from Walter Hines Page High School in 1995. Upon graduation, he began his collegiate studies at Shaw University in Raleigh, NC, graduating in May, 1999. While at Shaw, Christopher was an active student. He was a member of the university's baseball team, a Resident Advisor, and a member of several on campus clubs and organizations. In addition to being a student athlete and student leader, Christopher also maintained part-time employment during his undergraduate career.

Christopher enrolled into the Masters of Public Administration program at North Carolina Central University, completing all required coursework. In 2004, he enrolled in law school at the Appalachian School of Law in Grundy, Virginia where he would study law for the next two years. While a student at Appalachian, Christopher remained a very active student, serving as President of the Black Law Students Association, a member of the diversity committee, a member of the school's intramural softball team, and a research assistant for Professor Joseph Grant. Following his second year at Appalachian, Christopher was fortunate enough to complete his final year of law school closer to home at North Carolina Central University School of Law.

During his term as a law student, Christopher was afforded the opportunity to work three summer internships that helped shape his legal career. He served the North Carolina Court of Appeals as a clerk for Judge John M. Tyson. He served at the Wake County District Attorney's Office under then District Attorney, C. Colon Willoughby. Finally, he served as a law clerk for long-time Wake County defense attorney, Geoffrey H. Simmons. During his time as an intern he discovered his passion was criminal law, learning the nuts and bolts of federal criminal defense under Attorney Simmons' tutelage. After graduation, Christopher continued working with Attorney Simmons in several capacities, first as intern, then as law clerk, and finally as of counsel attorney to the firm.

In April of 2012, Christopher felt it was time to spread his wings and open his own firm. After a great deal of strategic planning, he opened The Young Law Firm, PLLC in our nation's capital, Washington, DC. Christopher handles federal criminal defense and post-conviction relief nationwide, using local counsel when it is required. Christopher is making his mark as an emerging leader in federal criminal defense and post-conviction relief. He prides himself on providing each of his clients exceptional service where accessibility, diligence, and integrity are fundamental and foundational.

Courses taught include: Post-Conviction Relief, Sentencing and co-professor of The History of Race and the Law.

Adjunct Faculty

Pebbles Burgess, Esq.

Professor Burgess teaches Legal Process, Family Law, Family Law Practice, and Virginia Criminal Procedure.

Honorable Richard Campbell

Judge Campbell teaches Juvenile Practice.

Brooke Graham, Esq.

Professor Graham teaches Legal Process.

Honorable Jack Hurley

Judge Hurley teaches Advanced Criminal Procedure, Real Estate Transactions, and Virginia Drafting.

Honorable Booker Stephens

Judge Stephens teaches Jury Selection.

Emma Jones, Esq.

Professor Jones teaches ADR in the Criminal Justice System; Dispute Resolution; Mental Health in the Criminal Justice System and Negotiations in the Criminal Justice System.

Rachel Wolfe, Esq.

Professor Wolfe teaches Black Lung Practice.

Shelly James, Esq.

Professor James teaches Administrative Law

Professional Staff

Title	Employee
Regional Admissions Officer	Daeshawn Barrett
Access Services Librarian, Accounts Payable Manager	Rebecca Belcher, B.S., M.L.S.
Coordinator of Institutional Effectiveness and Grievance Coordinator	Rebecca England, B.A., M.Ed.
Chief Financial Officer	Karen Jackson, B.S., CPA
Executive Assistant to the President and Dean	Alisha Stiltner
Director of Campus Safety	Michael Kirkpatrick
Ex. Dir. of ASL Medical-Legal Partnership,	Sandra McGlothlin
Senior Director of Admissions	Glenna Owens, B.A., M.S.I.S.
Director of Information Services	Brian Presley, B.S.
Director of Community Service & HR, Title IX Coordinator	Jina Sauls, B.A., J.D.
Director of the Business Office	Christopher J. Cleland
Network Administrator	Glen R. Turner, B.S.
Registrar and Financial Aid Coordinator	Charles Michael Fox, J.D.
Regional Admissions Officer	Heather Noman
Assistant of the Business Office	Amanda Davis

Other Essential Personnel

Title	Employee
Housekeeping	Turner Cleaning
Executive Assistant to the Chief Academic Officer & Academic Programs	Sandy Baker, A.A.S., B.S., MBA
Maintenance Supervisor	Stephen Turner
Assistant Registrar	Jeree Boyd, B.B.A., M.B.A.
Associate Director for Admissions and Recruitment	Tonya Moore
Associate Director of Student Services & Events Coordinator	Patty Street
Library Assistant-Circulation Desk	Daisy Hanks
Library Assistant- Technical Services	Teresa Yates
Security Officer	Kenny Keen
Security Officer	Joseph Villeneuve
Medical-Legal Partnership Intake Coordinator	Samantha Woodward

Appendix B Student Life & Organizations

Below is a listing of the active Student Bar Association approved organizations at ASL. The participation level of these organizations is contingent upon student interest and involvement. Please see the Dean of Students or the Director of Student Services for more information.

Appalachian Journal of Law

The Appalachian Journal of Law (Journal) is an official publication of ASL. Its purpose is to attract, edit, and publish scholarly articles, notes, and comments written by academics, jurists, practitioners, students, community leaders, and others. It is designed to provide a forum for issues that arise in the communities of Appalachia and nationwide. Those serving on the Journal are expected to adhere to the highest standards of honesty, integrity, and scholarship in the production of a publication that embodies the quality and professionalism that are hallmarks of the legal profession.

Appalachian Outdoors

Appalachian Outdoors is dedicated to empowering legal minds to connect with nature, cultivate camaraderie, and inspire adventure. In particular, its mission is to foster a vibrant community within the law school, promoting outdoor exploration, environmental stewardship, and wellness through outdoor activities, education, and advocacy. Together, its members aim to strike a balance between academic rigor and outdoor rejuvenation, equipping future legal professionals with the resilience, teamwork, and mindfulness needed to excel in their careers and contribute positively to society.

Appalachian Women in Law Society (AWILS)

Appalachian Women in Law Society strives to educate, support, and empower women not just in the legal field but within our entire community as well. The group, which welcomes all students, participates in community service projects, networks with women lawyers in the Appalachian School of Law region, and hosts discussions of gender-related topics.

Basketball Team

The ASL Basketball team is dedicated to winning for fun and enjoyment in promotion for the school and its students and faculty. Our members are committed to excellence, integrity, and fellowship in all games we play. We strive to bring the local community entertainment, win or lose, and regardless of the skill level of players to compete with altruism.

Black Law Students Association (BLSA)

The Black Law Students Association utilizes the collective resources of the organization to articulate and promote the educational, professional, political, and social needs and goals of Black law students at ASL; fosters and encourages professional competence of law students within ASL; improves the relationship between Black law students and Black attorneys in the American legal structure; instills in the Black attorney and law student a greater awareness and commitment to the needs of the Black community and the Buchanan County Community; influences the legal community by bringing about meaningful legal and political change that addresses the needs and concerns of the Black community; works very closely with the law school administration on minority recruitment, retention, and financial aid; adopts and implements a policy of economic independence; encourages participation between all racial and ethnic groups; and encourages Black students to pursue careers in the judiciary.

Business and International Law Society (BILS)

The Business and International Law Society is an association that promotes the study of business and international law by supporting the professional development of its members. BILS thrives to explore issues of

importance to the corporate and international legal community, assist students in pursuing legal careers with an international component, promote awareness of international legal topics, and increase understanding of corporate and international law practice. BLS is committed to upholding the highest standards for advancing the values of collegiality, intellectual diversity, and freedom of inquiry.

Christian Legal Society (CLS)

The Christian Legal Society ("CLS") exists to inspire, encourage, and equip lawyers and law students, both individually and in the community, to proclaim, love, and serve Jesus Christ through the study and practice of law, the defense of religious freedom, and the provision of legal assistance to the poor. CLS is dedicated to seeking justice with the love of God by following His principles: helping members faithfully serve Jesus in their professions, relationships, communities, and churches; influencing the legal profession and the law in accordance with His teaching; and serving others as He would serve them.

Criminal Law Society

The Criminal Law Society is dedicated to keeping students informed of developments in the criminal law area, as well as increasing students' exposure to networking and career opportunities. Toward this end, CLS will sponsor discussion groups, invite outside speakers, and promote curricular and co-curricular activities in the criminal law field. CLS is apolitical; however, it will facilitate student membership in political groups representing defense attorneys or prosecutors.

Democratic Law Society

The Democratic Law Society strives to enhance student awareness and participation in government and civic affairs by inviting candidates, elected officials, and speakers to campus that will inform and engage students in political discussion and promote greater political diversity and activity. DLS shall also strive to strengthen students' bonds with the Democratic Party and each other while fostering Democratic ideals and providing service to the community. In addition to fostering bipartisanship in accordance with the DNC's principles, DLS works to actively promote community relations amongst the students and staff members as bipartisanship is a fundamental block of society.

Energy and Mineral Law Society (EMLS)

ASL's Energy and Mineral Law Society is a student chapter of the Energy and Mineral Law Foundation. EMLS's purpose is to promote the educational and professional advancement of its members in the practice areas of Energy and Mineral Law. EMLS solicits co-curricular educational and employment opportunities for its members, facilitates occasions for fraternity and association within these specialized legal communities, and encourages the faculty and administration to offer an elective curriculum to explore the pertinent areas of Energy and Mineral Law as applicable to prospective practitioners. Each year EMLS sends several students to the Kentucky Mineral Law Conference in Lexington, KY.

Environmental Law Society (ELS)

The Environmental Law Society's mission is to promote awareness of environmental concerns, issues, and problems within the legal community, the student body, and the local community; bridge the communication and information gaps between the scientific and political/legal communities; enhance the law school experience for students interested in environmental issues confronting southwest Virginia, the United States, and the world; and serve the community and the school by actively engaging in projects and events to serve this mission. ELS hosts recycling competitions and river cleanups.

Moot Court Board

The Appalachian School of Law Moot Court Team is headed by the Moot Court Board. The members/teams consist of students who have taken Appellate Advocacy, indicated an interest in joining the Moot Court Team, and been approved by the professors who provide coaching for the team. The teams travel to competitions held at other law schools, usually involving environmental and criminal problems. Teams have also entered competitions in space law and child welfare law.

National Latina/o Law Student Association (NLLSA)

ASL's Chapter of the NLLSA is part of the national organization. NLLSA serves as a conduit for Latina/o law student voices. Founded on principles of social, ethnic, racial, gender, and sexual equality, NLLSA is focused on advancing Latina/o academic success and commitment to community service. NLLSA is fueled by a progressive coalition-building approach that addresses legal issues affecting Latinas/os around the nation.

OutLaw

OutLaw is dedicated to creating a safe space for all LGBT+ persons and their allies, and providing social, educational, professional, and philanthropic opportunities for the LGBT+ community at ASL. OutLaw strives to foster a dialogue with the larger campus community and the surrounding community at large about the legal status of LGBT+ persons in society, the ways in which the law interacts with the lives of LGBT+ persons, and what it means to be LGBT+ in the legal profession.

Phi Alpha Delta (PAD)

The L. Anthony Sutin Chapter of the Phi Alpha Delta Legal Fraternity was chartered in 2002. Phi Alpha Delta is the world's largest legal fraternity. The purpose of this chapter shall be to provide an effective, cohesive forum, smaller than that of the entire law school student body; to provide for the professional advancement of its members; to promote the principles of liberty and equal justice under law for all citizens; to stimulate excellence in scholarship; to provide a forum for the interchange between members of this chapter and members of the practicing bar, the bench, and law professors; to develop lasting professional friendships among its members; and to provide the ideals, principles, and purposes of Phi Alpha Delta Law Fraternity, international as defined in Article II of the Constitution of the Fraternity.

Phi Delta Phi (PDP)

The Phi Delta Phi International Legal Fraternity, established in the year 1869 to promote a higher standard of professional ethics, is among the oldest legal organizations in North America. It holds a unique position in the history of the North American bench, bar, and ASL. Phi Delta Phi is the world's largest legal fraternity whose membership is restricted to students and practitioners of the law. ASL's Chapter of Phi Delta Phi is named Blackwell Inn Phi Delta Phi International.

Republican Law Students Association (RLSA)

The RLSA is a local Republican student organization formed at Appalachian School of Law to promote individual liberty, fiscal responsibility, and Constitutional values. All ASL students, faculty, and staff are welcome to join. The goal of the RLSA is to support Republican candidates on the local and national level as well as encouraging debate and thoughtful awareness of the issues of the day on campus.

Softball Team

At the beginning of every new academic year, the students at Appalachian School of Law start to prepare for the Annual University of Virginia School of Law Softball Invitational that usually takes place during the month of April in Charlottesville, VA. Typically, we have enough students to completely fill two teams, which means that we have double the chance of bringing the winning trophy back to Grundy! Anyone who comes out to the practices and pays the club dues is on the team, and we welcome any and all different types of experience levels. So get away from the grind of law school and come have some fun with your classmates on the diamond!

Student Bar Association (SBA)

The Student Bar Association of Appalachian School of Law is governed by four officers, nine Senators, and –six Honor Court Justices. Every ASL student is a member of the Student Bar Association by virtue of enrollment. The SBA serves the ASL student body in the formation of law school policy and student governance. In addition, the SBA organizes social events and community service events and facilitates the formation of new student organizations. The SBA plays an important role in serving as a liaison between the students and the faculty and

administration.

Student Animal Law Defense Fund (SALDF)

The Appalachian School of Law SALDF is dedicated to providing a forum for education, advocacy, and scholarship aimed at protecting the lives and advancing the interests of animals through the legal system, and raising the profile of the field of animal law. The Appalachian School of Law SALDF is equally dedicated to protecting the lives and advancing the interests of animals through the legal system.

Veteran Law School Association (VLSA)

The Veteran Law School Association was formed to articulate and promote the needs and goals of the veterans, service members, and families represented on campus and in the local community; to foster and encourage an attitude of military service to America, and to focus upon the relationship between duty to country and our legal system. VLSA works to engender respect among civilian students who have not had the opportunity to serve in the military, for those who have sacrificed through military services to the country, by promoting informational programs on military life. To make known causes advancing the interest of veterans, service members, and their families.



APPALACHIAN

SCHOOL OF LAW

Appendix C Grievance Policies

Section I Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under the Title IX Regulations

Published: August 14, 2020
Last Updated: October 28, 2021

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Introduction

What is the purpose of the Title IX Grievance Policy?

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that:

- Defines the meaning of "sexual harassment" (including forms of sex-based violence)
- Addresses how this institution **must** respond to reports of misconduct falling within that definition of sexual harassment, and
- Mandates a grievance process that this institution **must** follow to comply with the law in these specific covered cases before issuing a disciplinary sanction against a person accused of sexual harassment.

See, 85 Fed. Reg. 30026 (May 19, 2020). The full text of the Final Rule and its extensive Preamble are available here: <http://bit.ly/TitleIXReg>

Based on the Final Rule, Appalachian School of Law will implement the following Title IX Grievance Policy, effective August 14, 2020.

How does the Title IX Grievance Policy impact other campus disciplinary policies?

In recent years, “Title IX” cases have become a short-hand for any campus disciplinary process involving sex discrimination, including those arising from sexual harassment and sexual assault. But under the Final Rule, ASL must narrow both the geographic scope of its authority to act under Title IX and the types of “sexual harassment” that it must subject to its Title IX investigation and adjudication process. ***Only*** incidents falling within the Final Rule’s definition of sexual harassment will be investigated and, if appropriate, brought to a live hearing through the Title IX Grievance Policy defined below.

ASL remains committed to addressing any violations of its policies, even those not meeting the narrow standards defined under the Title IX Final Rule.

Specifically, our campus has:

- The **Student Conduct and Academic Integrity** defines certain behavior as a violation of campus policy, a separate **Grievance Policy** that addresses claims of discriminatory behavior by employees of ASL, and a Statement on Nondiscrimination.
<https://www.asl.edu/current-students/student-resources/student-catalog-handbook/>

To the extent that alleged misconduct falls outside the Title IX Grievance Policy, or misconduct falling outside the Title IX Grievance Policy is discovered in the course of investigating covered Title IX misconduct, the institution retains authority to investigate and adjudicate the allegations under the policies and procedures defined within the Code of Student Conduct/ Grievance Policy through a separate grievance proceeding.

The elements established in the Title IX Grievance Policy under the Final Rule have no effect and are not transferable to any other policy of ASL for any violation of the Code of Student Conduct, Statement on Non-Discrimination, employment policies, or any civil rights violation except as narrowly defined in this Policy. This Policy does not set a precedent for other policies or processes of ASL and may not be cited for or against any right or aspect of any other policy or process.

How does the Title IX Grievance Policy impact the handling of complaints?

Our existing Title IX office remains in place. What has changed is the way our Title IX office will handle different types of reports arising from sexual misconduct, as detailed in full throughout Section 2.

The Title IX Grievance Policy General Rules of Application

Effective Date

The Title IX Grievance Policy will become effective on August 14, 2020, and will only apply to sexual harassment alleged to have occurred on or after August 14, 2020. Incidents of sexual harassment alleged to have occurred before August 14, 2020, will be investigated and adjudicated according to the process in place at the time the incident allegedly occurred.

Revocation by Operation of Law

Should any portion of the Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020), be stayed or held invalid by a court of law, or should the Title IX Final Rule be withdrawn or modified to not require the elements of this policy, this policy, or the invalidated elements of this policy, will be deemed revoked as of the publication date of the opinion or order and for all reports after that date, as well as any elements of the process that occur after that date if a case is not complete by that date of opinion or order publication. Should the Title IX Grievance Policy be revoked in this manner, any conduct covered under the Title IX Grievance Policy shall be investigated and adjudicated under the existing Code of Student Conduct/ Grievance Policy.

Non-Discrimination in Application

The requirements and protections of this policy apply equally regardless of sex, sexual orientation, gender identity, gender expression, or other protected classes covered by federal or state law. All requirements and protections are equitably provided to individuals regardless of such status or status as a Complainant, Respondent, or Witness. Individuals who wish to file a complaint about the institution's policy or process may contact the Department of Education's Office for Civil Rights using contact information available at <https://ocrcas.ed.gov/contact-ocr>.

Definitions

Covered Sexual Harassment

For the purposes of this Title IX Grievance Policy, "covered sexual harassment" includes any conduct on the basis of sex that satisfies one or more of the following:

1. An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity;
3. Sexual assault (as defined in the Clery Act), which includes any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent;
4. Dating violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be

determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.

5. Domestic violence (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under Virginia domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Virginia.
6. Stalking (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to-- (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

Note that conduct that does not meet one or more of these criteria may still be prohibited under the Code of Student Conduct/Statement on Nondiscrimination

Consent

For the purposes of this Title IX Grievance Policy, Consent must be affirmative. Consent means a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

Education Program or Activity

For the purposes of this Title IX Grievance Policy, Appalachian School of Law (ASL) "education program or activity" includes:

- Any on-campus premises
- Any off-campus premises that ASL has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
- Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of ASL's programs and activities over which the ASL has substantial control.

Formal Complaint

For the purposes of this Title IX Grievance Policy, "formal complaint" means a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within an ASL education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate the allegation of sexual harassment.

Complainant

For the purposes of this Title IX Grievance Policy, Complainant means any individual who has reported being or is alleged to be the victim of conduct that could constitute covered sexual harassment as defined under this policy.

Relevant evidence and questions

“Relevant” evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true.

“Relevant” evidence and questions do not include the following types of evidence and questions, which are deemed “irrelevant” at all stages of the Title IX Grievance Process:

- Evidence and questions about the complainant’s sexual predisposition or prior sexual behavior unless:
 - They are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or
 - They concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent. 34 C.F.R. § 106.45(6)(i).
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege, such as attorney-client privilege, doctor-patient privilege, ministerial privilege, or mental health professional-client privilege.
- Any party’s medical, psychological, and similar records unless the party has given voluntary, written consent. 85 Fed. Reg. 30026, 30294 (May 19, 2020).

Respondent

For the purposes of this Title IX Grievance policy, Respondent means any individual who has been reported to be the perpetrator of conduct that could constitute covered sexual harassment as defined under this policy.

School Days

A school day is a day in which regularly-scheduled classes or exams are held.

Privacy vs. Confidentiality

Consistent with the Code of Student Conduct, references made to *confidentiality* refer to the ability of identified confidential resources to not report crimes and violations to law enforcement or college officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. References made to *privacy* mean ASL offices and employees who cannot guarantee confidentiality but will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. ASL will limit the disclosure as much as practicable, even if the Title IX Coordinator determines that the request for confidentiality cannot be honored.

Disability Accommodations

This Policy does not alter any institutional obligations under federal disability laws including the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendment Act of 2008, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the Title IX Grievance Process that do not fundamentally alter the

Process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the Parties, even where the Parties may be receiving accommodations in other institutional programs and activities.

Making a Report Regarding Covered Sexual Harassment to the Institution

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact Information for the Title IX Coordinator:

Name: Jina Sauls
Title: Director of Community Service and Personnel
Address: 1169 Edgewater Drive, Grundy, VA 24614
Room 133B Main Office and Classroom Building
Phone: (276) 244-1228
Email: titleixcoordinator@asl.edu or jsauls@asl.edu

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

Confidential Reporting

The following Officials will provide privacy, but not confidentiality, upon receiving a report of conduct prohibited under this policy:

- Title IX Coordinator

Non-Investigatory Measures Available Under the Title IX Grievance Policy

Supportive Measures

Complainants (as defined above), who report allegations that could constitute covered sexual harassment under this policy, have the right to receive supportive measures from ASL regardless of whether they desire to file a complaint. Supportive measures are non-disciplinary and non-punitive.

As appropriate, supportive measures may include, but not be limited to:

- referral to Counseling services
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- restrictions on contact between the parties (no contact orders)
- changes in work locations
- leaves of absence
- increased security and monitoring of certain areas of the campus

See 85 Fed. Reg. 30401.

Emergency Removal

ASL retains the authority to remove a respondent from ASL's program or activity on an emergency basis, where ASL (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of covered sexual harassment justifies a removal.

If ASL determines such removal is necessary, the respondent will be provided notice and an opportunity to challenge the decision immediately following the removal.

ASL's Individualized Assessment and Response Team will review matters involving emergency removal, in accordance with the Individualized Assessment & Response Team Guidelines, Students in Distress: Violence Prevention & Individualized Assessment Policy, and the Sexual Violence Review Committee Policy.

Administrative Leave

ASL retains the authority to place a non-student employee respondent on administrative leave during the Title IX Grievance Process, consistent with the ASL Faculty Handbook and ASL Personnel Policies & Procedures Manual.

The Title IX Grievance Process **Filing a Formal Complaint**

The timeframe for the Title IX Grievance Process begins with the filing of a Formal Complaint. The Grievance Process will be concluded within a reasonably prompt manner, and no longer than ninety (90) school days after the filing of the Formal Complaint, provided that the Process may be extended for a good faith reason, including but not limited to the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The procedure for applying for extensions is described below.

To file a Formal Complaint, a complainant must provide the Title IX Coordinator a written, signed complaint describing the facts alleged. Complainants are only able to file a Formal Complaint under this Policy if they are currently participating in, or attempting to participate in, the education programs or activities of ASL, including as an employee. For complainants who do not meet this criteria, ASL will utilize existing policy in the Statement on Nondiscrimination and Grievance Policy, available

<https://www.asl.edu/compliance-resources-and-nondiscrimination>

If a complainant does not wish to make a Formal Complaint, the Title IX Coordinator may determine a Formal Complaint is necessary. ASL will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this Policy and Process.

Nothing in the Title IX Grievance Policy or Code of Student Conduct prevents a complainant from seeking the assistance of state or local law enforcement alongside the appropriate on-campus process.

Informal Resolution

A complainant who files a Formal Complaint may elect to, at any time, address the matter through the Institution's Informal Resolution Process. All Parties to a Formal Complaint must agree to enter the Informal

Resolution Process through an informed written consent. Information about this Process is available here:
<https://www.asl.edu/wp-content/uploads/2023/09/Informal-Resolution-Policy-Title-IX-09.2023.pdf>

Multi-Party Situations

The institution may consolidate Formal Complaints alleging covered sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of covered sexual harassment arise out of the same facts or circumstances.

Determining Jurisdiction

The Title IX Coordinator will determine if the instant Title IX Grievance Process should apply to a Formal Complaint. The Process will apply when all of the following elements are met, in the reasonable determination of the Title IX Coordinator:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in ASL's education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment as defined in this policy.

If all of the elements are met, ASL will investigate the allegations according to the Grievance Process.

Allegations Potentially Falling Under Two Policies:

If the alleged conduct, if true, includes conduct that would constitute covered sexual harassment and conduct that would not constitute covered sexual harassment, the Title IX Grievance Process will be applied in the investigation and adjudication of all of the allegations.

Mandatory Dismissal

If any one of these elements are not met, the Title IX Coordinator will notify the parties that the Formal Complaint is being dismissed for the purposes of the Title IX Grievance Policy. Each party may appeal this dismissal using the procedure outlined in "Appeals," below.

Discretionary Dismissal

The Title IX Coordinator may dismiss a Formal Complaint brought under the Title IX Grievance Policy, or any specific allegations raised within that Formal Complaint, at any time during the investigation or hearing, if:

- A complainant notifies the Title IX Coordinator in writing that they would like to withdraw the Formal Complaint or any allegations raised in the Formal Complaint;
- The respondent is no longer enrolled or employed by ASL; or,
- If specific circumstances prevent ASL from gathering evidence sufficient to reach a determination regarding the Formal Complaint or allegations within the Formal Complaint.

Any party may appeal a dismissal determination using the process set forth in "Appeals," below.

Notice of Dismissal

Upon reaching a decision that the Formal Complaint will be dismissed, the institution will promptly send written notice of the dismissal of the Formal Complaint or any specific allegation within the Formal Complaint, and the reason for the dismissal, simultaneously to the parties through their institutional email accounts. It is the responsibility of parties to maintain and regularly check their email accounts.

Notice of Removal

Upon dismissal for the purposes of Title IX, ASL retains discretion to utilize the Code of Student Conduct and/or Grievance Policy to determine if a violation of the Code of Student Conduct and/or the Statement on Nondiscrimination and/or Grievance Policy has occurred. If so, ASL will promptly send written notice of the dismissal of the Formal Complaint under the Title IX Grievance Process and removal of the allegations to the appropriate process.

Notice of Allegations

The Title IX Coordinator will draft and provide the Notice of Allegations to any party to the allegations of sexual harassment. Such notice will occur as soon as practicable, but no more than 5 school days after the institution receives a Formal Complaint of the allegations, if there are no extenuating circumstances.

The parties will be notified by their institutional email accounts if they are students or employees, and by other reasonable means if they are neither.

The institution will provide sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview.

The Title IX Coordinator may determine that the Formal Complaint must be dismissed on the mandatory grounds identified above, and will issue a Notice of Dismissal. If such a determination is made, any party to the allegations of sexual harassment identified in the Formal Complaint will receive the Notice of Dismissal in conjunction with or in separate correspondence after, the Notice of Allegations.

Contents of Notice

The Notice of Allegations will include the following:

- Notice of the institution's Title IX Grievance Process and a hyperlink to a copy of the process.
- Notice of the allegations potentially constituting covered sexual harassment, and sufficient details known at the time the Notice is issued, such as the identities of the parties involved in the incident, if known, including the complainant; the conduct allegedly constituting covered sexual harassment; and the date and location of the alleged incident, if known.
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, as required under 34 C.F.R. § 106.45(b)(5)(iv);
- A statement that before the conclusion of the investigation, the parties may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the institution does not intend to rely in reaching a determination regarding responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a party or other source, as required under 34 C.F.R. § 106.45(b)(5)(vi);

- A statement reminding students of the ASL Community Standards Statement, which prohibits making false accusations or knowingly submitting false information, and the Code of Academic Integrity provisions on Truthfulness and Candor toward Instructors , Truthfulness and Candor toward Other Students, and Upholding the Code of Academic Integrity, all of which require honesty in all student actions.

Ongoing Notice

If, in the course of an investigation, the institution decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations and are otherwise covered "sexual harassment" falling within the Title IX Grievance Policy, the institution will notify the parties whose identities are known of the additional allegations by their institutional email accounts or other reasonable means.

The parties will be provided sufficient time to review the additional allegations to prepare a response before any initial interview regarding those additional charges.

Advisor of Choice and Participation of Advisor of Choice

ASL will provide the parties equal access to advisors and support persons; any restrictions on advisor participation will be applied equally.

The ASL has a long-standing practice of requiring students to participate in the process directly and not through an advocate or representative. Students participating as Complainant or Respondent in this process may be accompanied by an Advisor of Choice to any meeting or hearing to which they are required or are eligible to attend. The Advisor of Choice is not an advocate. Except where explicitly stated by this Policy, as consistent with the Final Rule, Advisors of Choice shall not participate directly in the process as per standard policy and practice of ASL. Participants in the process are encouraged to use "disinterested" Advisors, i.e., persons that are not identifiable as witnesses at the time the complaint is made. Otherwise, the credibility of the witness may be undermined if seen as biased in favor of the party to whom they are serving as an Advisor. ,

ASL will not intentionally schedule meetings or hearings on dates where the Advisors of Choice for all parties are not available, provided that the Advisors act reasonably in providing available dates and work collegially to find dates and times that meet all schedules.

ASL's obligations to investigate and adjudicate in a prompt timeframe under Title IX and other college policies apply to matters governed under this Policy, and ASL cannot agree to extensive delays solely to accommodate the schedule of an Advisor of Choice. The determination of what is reasonable shall be made by the Title IX Coordinator or designee. ASL will not be obligated to delay a meeting or hearing under this process more than five (5) days due to the unavailability of an Advisor of Choice, and may offer the party the opportunity to obtain a different Advisor of Choice or utilize one provided by ASL.

Notice of Meetings and Interviews

ASL will provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.

Delays

Each party may request a one-time delay in the Grievance Process of up to five (5) days for good cause (granted or denied in the sole judgment of the Title IX Coordinator, or designee) provided that the requestor provides reasonable notice and the delay does not overly inconvenience other parties.

For example, a request to take a five day pause made an hour before a hearing for which multiple parties and their advisors have traveled to and prepared for shall generally not be granted, while a request for a five day pause in the middle of investigation interviews to allow a party to obtain certain documentary evidence shall generally be granted.

The Title IX Coordinator shall have sole judgment to grant further pauses in the Process.

Investigation

General Rules of Investigations

An investigator designated by the Title IX Coordinator will perform an investigation under a reasonably prompt timeframe of the conduct alleged to constitute covered sexual harassment after issuing the Notice of Allegations.

ASL and not the parties, has the burden of proof and the burden of gathering evidence, i.e. the responsibility of showing a violation of this Policy has occurred. This burden does not rest with either party, and either party may decide not to share their account of what occurred or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from ASL and does not indicate responsibility.

ASL cannot access, consider, or disclose medical records without a waiver from the party (or parent, if applicable) to whom the records belong or of whom the records include information. ASL will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence, (i.e. evidence that tends to prove and disprove the allegations) as described below.

Inspection and Review of Evidence

Prior to the completion of the investigation, the parties will have an equal opportunity to inspect and review the evidence obtained through the investigation. The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation.

Evidence that will be available for inspection and review by the parties will be any evidence that is directly related to the allegations raised in the Formal Complaint. It will include any:

1. Evidence that is relevant, even if that evidence does not end up being relied upon by the institution in making a determination regarding responsibility;
2. Inculpatory or exculpatory evidence (i.e. evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a party or other source.

All parties must submit any evidence they would like the investigator to consider prior to when the parties' time to inspect and review evidence begins. See, 85 Fed. Reg. 30026, 30307 (May 19, 2020).

The institution will send the evidence made available for each party and each party's advisor, if any, to inspect and review through an electronic format or a hard copy. The Institution is not under an obligation to use any specific

process or technology to provide the evidence and shall have the sole discretion in terms of determining format and any restrictions or limitations on access.

The parties will have ten (10) school days to inspect and review the evidence and submit a written response by email to the investigator. The investigator will consider the parties' written responses before completing the Investigative Report. Parties may request a reasonable extension as their designated extension request.

ASL will provide copies of the parties' written responses to the investigator to all parties and their advisors, if any. See, 85 Fed. Reg. 30026, 30307 (May 19, 2020).

Any evidence subject to inspection and review will be available at any hearing, including for purposes of cross-examination.

The parties and their advisors must sign an agreement not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process. See, 85 Fed. Reg. 30026, 30435 (May 19, 2020).

The parties and their advisors agree not to photograph or otherwise copy the evidence. See, 85 Fed. Reg. 30026, 30435 (May 19, 2020).

Inclusion of Evidence Not Directly Related to the Allegations:

Evidence obtained in the investigation that is determined in the reasoned judgment of the investigator not to be directly related to the allegations in the Formal Complaint will not be disclosed, or may be appropriately redacted before the parties' inspection to avoid disclosure of personally identifiable information of a student. Any evidence obtained in the investigation that is kept from disclosure or appropriately redacted will be documented in a "privilege log" that may be reviewed by the parties and their advisors, if any. See, 85 Fed. Reg. 30026, 30438 (May 19, 2020).

Investigative Report

The Investigator designated by the Title IX Coordinator will create an Investigative Report that fairly summarizes relevant evidence, and will provide that Report to the parties at least ten (10) school days prior the hearing in an electronic or hard copy format for each party's review and written response. A hard copy of the Investigative Report will be kept on file in the Title IX Coordinator's Office.

The Investigative Report is not intended to catalog all evidence obtained by the investigator, but only to provide a fair summary of that evidence.

Only relevant evidence (including both inculpatory and exculpatory – i.e. tending to prove and disprove the allegations - relevant evidence) will be referenced in the Investigative Report.

The investigator may redact irrelevant information from the Investigative Report when that information is contained in documents or evidence that is/are otherwise relevant. See, 85 Fed. Reg. 30026, 30304 (May 19, 2020).

Hearing

General Rules of Hearings

ASL will not issue a disciplinary sanction arising from an allegation of covered sexual harassment without holding a live hearing unless otherwise resolved through an informal resolution process.

The live hearing may be conducted with all parties physically present in the same geographic location, or, at ASL's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually through Zoom conferencing. This technology will enable participants simultaneously to see and hear each other. At its discretion, ASL may delay or adjourn a hearing based on technological errors not within a party's control. All proceedings will be recorded through audiovisual recording. That recording or transcript will be made available to the parties for inspection and review.

Prior to obtaining access to any evidence, the parties and their advisors must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such testimony or evidence for any purpose unrelated to the Title IX Grievance Process. Once signed, this Agreement may not be withdrawn. See, 85 Fed. Reg. 30026, 30435 (May 19, 2020).

Continuances or Granting Extensions

ASL may determine that multiple sessions or a continuance (i.e. a pause on the continuation of the hearing until a later date or time) is needed to complete a hearing. If so, ASL will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable.

Newly-discovered Evidence

As a general rule, no new evidence or witnesses may be submitted during the live hearing.

If a party identifies new evidence or witnesses that were not reasonably available prior to the live hearing and could affect the outcome of the matter, the party may request that such evidence or witnesses be considered at the live hearing.

The Decision-maker will consider this request and make a determination regarding (1) whether such evidence or witness testimony was actually unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect the outcome of the matter. The party offering the newly-discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence.

If the Decision-maker answers in the affirmative to both questions, then the parties will be granted a reasonable pause in the hearing to review the evidence or prepare for questioning of the witness.

Participants in the live hearing

Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

Complainant and Respondent (The Parties)

- The parties cannot waive the right to a live hearing.
- The institution may still proceed with the live hearing in the absence of a party, and may reach a determination of responsibility in their absence, including through any evidence gathered that does not constitute a "statement" by that party. 85 Fed. Reg. 30026, 30361 (May 19, 2020).

- For example, a verbal or written statement constituting part or all of the sexual harassment itself is not a “prior statement” that must be excluded if the maker of the statement does not submit to cross-examination about that statement. In other words, a prior statement would not include a document, audio recording, audiovisual reading, and digital media, including but not limited to text messages, emails, and social media postings, that constitute the conduct alleged to have been the act of sexual harassment under the formal complaint. See, OCR Blog (May 22, 2020), available at <https://www.ed.gov/about/ed-offices/ocr/news-room>
- ASL will not threaten, coerce, intimidate or discriminate against the party in an attempt to secure the party’s participation. See 34 C.F.R. § 106.71; see also 85 Fed. Reg. 30026, 30216 (May 19, 2020).
- The decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party’s absence from the live hearing or refusal to answer cross examination or other questions. See 34 C.F.R. §106.45(b)(6)(i).
- The parties shall be subject to the ASL Oath of Professionalism and ASL’s Decorum Policy.
<https://www.asl.edu/wp-content/uploads/2023/09/Decorum-Policy-for-Title-IX-Grievance-Process-Hearings-09.2023.pdf>

The Decision-maker

- The hearing body will consist of a single decision-maker.
- No member of the hearing body will also have served as the Title IX Coordinator, Title IX investigator, or advisor to any party in the case, nor may any member of the hearing body serve on the appeals body in the case.
- No member of the hearing body will have a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The hearing body will be trained on topics including how to serve impartially, issues of relevance, including how to apply the rape shield protections provided for complainants, and any technology to be used at the hearing.
- The parties will have an opportunity to raise any objections regarding a decision-maker’s actual or perceived conflicts of interest or bias at the commencement of the live hearing.

Advisor of choice

- The parties have the right to select an advisor of their choice, who may be, but does not have to be, an attorney.
- The advisor of choice may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party, except for the purpose of cross-examination.
- The parties are not permitted to conduct cross-examination; it must be conducted by the advisor. As a result, if a party does not select an advisor, the institution will select an advisor to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the party.
- The advisor is not prohibited from having a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor of or against the parties to the particular case.
- The advisor is not prohibited from being a witness in the matter, however, parties are encouraged not to select as an advisor a person who is identifiable as a witness at the time the complaint is made, in order to preserve the witness’ credibility.
- If a party does not attend the live hearing, the party’s advisor may appear and conduct cross-examination on their behalf. 85 Fed. Reg. 30026, 30340 (May 19, 2020).
- If neither a party nor their advisor appears at the hearing, ASL will provide an advisor to appear on behalf of the non-appearing party. See, 85 Fed. Reg. 30026, 30339-40 (May 19, 2020).

- Advisors shall be subject to the institution's Decorum Policy, and may be removed upon violation of those Rules.
<https://www.asl.edu/wp-content/uploads/2023/09/Decorum-Policy-for-Title-IX-Grievance-Process-Hearings-09.2023.pdf>

Witnesses

- Witnesses cannot be compelled to participate in the live hearing, and have the right not to participate in the hearing free from retaliation. See, 85 Fed. Reg. 30026, 30360 (May 19, 2020).
- If a witness does not submit to cross-examination, as described below, the decision-maker cannot rely on any statements made by that witness in reaching a determination regarding responsibility, including any statement relayed by the absent witness to a witness or party who testifies at the live hearing. 85 Fed. Reg. 30026, 30347 (May 19, 2020).
- Witnesses shall be subject to the institution's Rules of Decorum, and may be removed upon violation of those Rules.
<https://www.asl.edu/wp-content/uploads/2023/09/Decorum-Policy-for-Title-IX-Grievance-Process-Hearings-09.2023.pdf>

Others

- Legal counsel for ASL
- Other officers or representatives of ASL, as needed

Hearing Procedures

For all live hearings conducted under this Title IX Grievance Process, the procedure will be as follows:

- Decision-maker will open and establish rules and expectations for the hearing;
- The Parties will each be given the opportunity to provide opening statements;
- Decision-maker will ask questions of the Parties and Witnesses;
- Parties will be given the opportunity for live cross-examination after Decision-maker conducts its initial round of questioning; During the Parties' cross-examination, the decision-maker will have the authority to pause cross-examination at any time for the purposes of asking decision-maker's own follow up questions; and any time necessary in order to enforce the established rules of decorum.
- Should a Party or the Party's Advisor choose not to cross-examine a Party or Witness, the Party shall affirmatively waive cross-examination through a written or oral statement to the Decision-maker. A Party's waiver of cross-examination does not eliminate the ability of the Decision-maker to use statements made by the Party.

Live Cross-Examination Procedure

Each party's advisor will conduct live cross-examination of the other party or parties and witnesses. During this live-cross examination the advisor will ask the other party or parties and witnesses' relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time.

Before any cross-examination question is answered, the decision-maker will determine if the question is relevant. Virginia Rules of Evidence shall apply to questions of relevance.

Cross-examination questions that are duplicative of those already asked, including by the decision-maker may be deemed irrelevant if they have been asked and answered.

Review of Recording

The recording of the hearing will be available for review by the parties within 10 school days, unless there are any extenuating circumstances. The recording of the hearing will not be provided to parties or advisors of choice.

Determination Regarding Responsibility

Standard of Proof

ASL uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of formal complaints covered under this Policy. This means that the investigation and hearing determines whether it is more likely than not that a violation of the Policy occurred, to a neutral decision maker.

General Considerations for Evaluating Testimony and Evidence

While the opportunity for cross-examination is required in all Title IX hearings, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the Decision-maker.

Decision-makers shall not draw inferences regarding a party or witness' credibility based on the party or witness' status as a complainant, respondent, or witness, nor shall it base its judgments in stereotypes about how a party or witness would or should act under the circumstances.

Generally, credibility judgments should rest on the demeanor of the party or witness, the plausibility of their testimony, the consistency of their testimony, and its reliability in light of corroborating or conflicting testimony or evidence.

Still, credibility judgments should not rest on whether a party or witness' testimony is non-linear or incomplete, or if the party or witness is displaying stress or anxiety.

Decision makers will afford the highest weight relative to other testimony to first-hand testimony by parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory (i.e. tending to prove and disprove the allegations) evidence will be weighed in equal fashion.

Except where specifically barred by the Title IX Final Rule, a witness' testimony regarding third-party knowledge of the facts at issue will be allowed, but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.

The Final Rule requires that ASL allow parties to call "expert witnesses" for direct and cross examination. ASL does not provide for expert witnesses in other proceedings. While the expert witness will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross examination and regardless of whether all parties present experts as witnesses.

The Final Rule requires that ASL allow parties to call character witnesses to testify. ASL does not provide for character witnesses in other proceedings. While the character witnesses will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

The Final Rule requires that ASL admit and allow testimony regarding polygraph tests ("lie detector tests") and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed to testify and be crossed as required by the Final Rule, the decision-maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a party or witness' conduct or statements demonstrate that the party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the Decision-maker may draw an adverse inference as to that party or witness' credibility.

Components of the Determination Regarding Responsibility

The written Determination Regarding Responsibility will be issued simultaneously to all parties through their institution email account, or other reasonable means as necessary. The Determination will include:

1. Identification of the allegations potentially constituting covered sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding which section of the Code of Student Conduct, Statement on Nondiscrimination, or Grievance Policy, if any, the respondent has or has not violated.
5. For each allegation:
 - a. A statement of, and rationale for, a determination regarding responsibility;
 - b. A statement of, and rationale for, any disciplinary sanctions the recipient imposes on the respondent; and
 - c. A statement of, and rationale for, whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
6. The recipient's procedures and the permitted reasons for the complainant and respondent to appeal (described below in "Appeal").

Sanctions

The Decision-maker may consider suspending or expelling any student found responsible for sexual misconduct; however, he or she may impose any of the following sanctions that are determined to be fair and proportionate to the violation:

Reprimand or warning
Transcript Notation*
Changing the respondent's academic schedule
Disciplinary probation
Revocation of honors or awards
Additional Training
Restricting the respondent's access to School facilities or activities
Issuing a "no-contact" order to the respondent or requiring that such an order remain in place

Mandatory Counseling (at their cost)
Dismissal from or restricting or reassignment of School employment
Suspensions (limited time or indefinite)
Expulsion

In determining appropriate sanctions, the Decision-maker will consider any record of past violations of School policies, as well as the nature and severity of such past violation(s). The Decision Maker will consider as part of the deliberations whether the respondent poses a continuing risk to the complainant and/or the Law School community. Any sanction imposed will be explained and supported in the written decision of the Decision-maker.

See also Appendix G Transcript Notation Policy

Timeline of Determination Regarding Responsibility

If there are no extenuating circumstances, the determination regarding responsibility will be issued by ASL within ten (10) school days of the completion of the hearing.

Finality

The determination regarding responsibility becomes final either on the date that the institution provides the parties with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in “Appeals” below, or if an appeal is not filed, the date on which the opportunity to appeal expires.

Appeals

Each party may appeal (1) the dismissal of a formal complaint or any included allegations and/or (2) a determination regarding responsibility. To appeal, a party must submit their written appeal within five (5) school days of being notified of the decision, indicating the grounds for the appeal.

The limited grounds for appeal available are as follows:

- Procedural irregularity that affected the outcome of the matter (i.e. a failure to follow the institution’s own procedures);
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter.
- The reasons for appeal set forth in the Code of Student Conduct/Code of Academic Integrity.

The submission of appeal stays any sanctions for the pendency of an appeal. Supportive measures and remote learning opportunities remain available during the pendency of the appeal.

If a party appeals, the institution will as soon as practicable notify the other party in writing of the appeal, however the time for appeal shall be offered equitably to all parties and shall not be extended for any party solely because the other party filed an appeal.

Appeals may be no longer than ten (10) pages (including attachments). Appeals should be submitted in electronic form using ARIAL or TIMES NEW ROMAN, 12 point font, and single-spaced. Appeals should use footnotes, not endnotes. Appeals that do not meet these standards may be returned to the party for correction, but the time for appeal will not be extended unless there is evidence that technical malfunction caused the appeal document not to meet these standards.

Appeals will be decided by the Appeal Decision-maker, who will be free of conflict of interest and bias, and will not serve as investigator, Title IX Coordinator, or hearing decision-maker in the same matter.

Outcome of appeal will be provided in writing simultaneously to both parties, and include rationale for the decision.

Retaliation

ASL will keep the identity of any individual who has made a report or complaint of sex discrimination confidential, including the identity of any individual who has made a report or filed a Formal Complaint of sexual harassment under this Title IX Grievance Policy, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding under this Title IX Grievance Policy.

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Title IX Grievance Policy.

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or Formal Complaint of sexual harassment.

Complaints alleging retaliation may be filed in accordance with the Code of Student Conduct found in Chapter 6 of this Catalog or the Policy on Grievances and Complaints found in Appendix C, Section II.

Section II Policies on Grievances and Complaints

A “grievance” is a cause for complaint based on the violation of a rule of policy of ASL.

This Policy applies to complaints regarding alleged violations of ASL rules or policies by any ASL personnel, except for the following:

- Complaints and allegations regarding behavior by students are governed by the Code of Student Conduct/Code of Academic Integrity found in Chapter 6 of the Student Catalog.
- Complaints regarding sexual harassment as defined within Title IX regulations and ASL’s Grievance Policy for Addressing Formal Complaints of Sexual Harassment Under the Title IX Regulations are governed by that policy, which can be found as Appendix C to the Student Catalog.
- Complaints concerning alleged violations of the ABA Standards for the Approval of Law Schools shall be governed by the “Student Grievances, Violations of ABA Standards” found in Chapter 1 of the Student Catalog.

Examples of behavior that may form the basis for a grievance under this Policy include: an ASL employee’s harassing or discriminatory behavior based on sex that does not meet the definition of “covered sexual harassment” under the Grievance Policy on Sexual Harassment Under Title IX, an employee’s harassing or discriminatory behavior based on another protected category as defined in ASL’s Statement on Nondiscrimination, and behavior by an ASL employee that violates ASL’s general standards of professionalism and employee expectations.

Complaints that are filed under the wrong policy or standard will be transferred to the correct process. Complaints involving the same alleged acts may be addressed under only one process (i.e., “one bite at the apple”). Any person who is alleging sex discrimination or sexual misconduct by any person associated with ASL should direct his/her complaint to the Title IX Coordinator. If the behavior complained of is not covered by Title IX but still violates any ASL policy on anti-discrimination/harassment, the Title IX Coordinator will transfer the complaint to the correct process.

Grievances may be filed by a student, faculty, or staff member (“ASL parties”), and may be against any faculty member, staff member, volunteer or other visitor/participant in ASL-sponsored programs or activities. Complaints regarding student conduct are handled in accordance with Chapter 6 of the Student Catalog.

Grievances against ASL personnel must be submitted in writing to the Grievance Coordinator. Grievances may not be filed anonymously.

Retaliation against any person filing a grievance or participating in the grievance process (as a party, witness or advisor) is strictly prohibited. If such retaliation occurs, the retaliating party may be subject to an appropriate disciplinary process. A grievance that is found during the grievance process to have been intentionally dishonest or maliciously made will subject the person to further disciplinary proceedings in accordance with the appropriate ASL policy.

Grievance Process for Grievances Against ASL Personnel

1. The aggrieved party meets with the Grievance Coordinator to discuss the concern, and follows up by filing a written statement of the grievance. The written grievance statement should state with particularity the behavior involved and the policy/rule/guidance alleged to be violated by that behavior. If the Grievance Coordinator determines by a preponderance of the evidence that the behavior complained of, even if proven to be true, does not violate an ASL policy/rule/guidance/standard, the Grievance Coordinator may dismiss the grievance as “unfounded.” Appeals of such dismissals may be taken in accordance with the section on “Appeal Process.”
2. The first step the Grievance Coordinator shall take after receipt of the written statement of the grievance will be to meet with the person accused of violating an ASL policy (the “respondent”). The second step the Grievance Coordinator shall take is to conduct an informal mediation/discussion/resolution process

that includes the complainant and the respondent. This meeting will occur “live” but may be in person or conducted remotely as long as all persons have the opportunity to hear each other and to be heard by all others. Note that the Grievance Coordinator has discretion to modify these steps to tailor the process to the nature of the grievance. If the grievance cannot be resolved by mutual agreement of the parties, the grievance process shall continue as set forth below by the Grievance Coordinator initiating an investigation into the alleged behavior. If either party refuses to participate in the informal mediation/discussion/resolution process or does not participate in good faith, the grievance will be dismissed as “unfounded” if the non-cooperating party is the complainant, or will be determined to be “founded” if the non-cooperating party is the respondent. Refusal to participate in good faith waives that party’s right of appeal.

3. Information regarding the grievance will be kept on a “need to know” basis. The Grievance Coordinator may review the grievance, proposed investigatory steps, proposed interim measures, proposed resolution, and/or proposed sanctions with the President and Dean of ASL, the Chief Academic Officer, the Director of Personnel, and/or the General Counsel/Associate General Counsel for ASL.
4. The Grievance Coordinator may impose interim measures for the pendency of the investigation when there is a need to protect the aggrieved person from further contact with the person the grievance was filed against. In rare but serious circumstances, these interim measures may include, but are not limited to, no-contact orders or even temporary suspension. The President and Dean shall review and approve any suspensions from employment prior to their implementation. If these measures are imposed and subsequent positive resolution (in favor of the accused) occurs, ASL may take reasonable steps such as reinstatement, reassignment, promotion, training, back pay, or reinstatement of other benefits as necessary.
5. Within three weeks of receiving the grievance, the Grievance Coordinator shall make an initial resolution of the grievance and will inform the parties of this resolution. The initial resolution will consist of a determination of fact, determination of the merits of the allegation, imposition of sanctions (if appropriate), and any other appropriate information regarding the investigation. The standard of proof required shall be a preponderance of the evidence. The three week timeline may be extended by ASL if all parties are provided notice by email to their ASL email addresses.
6. Possible sanctions include by are not limited to:
 - Employee: counseling, or recommendation to the Dean for suspension with or without pay, or termination.
 - Non-Law School Employees will be sanctioned as appropriate and practical. Sanctions may include no trespass orders or other limitations on attendance at ASL functions and reporting to appropriate bar and/or governmental authorities.
 - “No contact” orders or other recommendations.
7. If any party involved is unsatisfied with the Grievance Coordinator’s initial resolution of the grievance, he or she may request an appeal of the matter.

Appeal process

Appeals of decisions involving suspension (with or without pay) of faculty members, or suspension/termination of employment of staff shall be decided by reconsideration by the President and Dean of ASL for such appeals. The President and Dean shall be referred to as the hearing officer. Appeals of decisions involving termination of employment of faculty members shall be conducted pursuant to the process for Appeals of termination decisions found in the Faculty Policies & Guidelines. Appeals of all other decisions are handled pursuant to the provisions below. Note that all timelines may be extended by the hearing officer for good cause shown.

1. The hearing shall be held within 10 working days of the request for the hearing.
2. The hearing officer shall conduct the appeal hearing.
3. The hearing shall begin with the Grievance Coordinator presenting an overview of the grievance, the investigatory process, the results, and the decision and recommended sanctions.

4. The aggrieved party and the person against whom the grievance was brought shall then have the opportunity to make a statement to the hearing officer. Either party has the right to bring as advisor to the hearing; the party may elect to have their advisor make the statement on his/her behalf. The advisor may be any person of the party's choosing, including an attorney, who is not otherwise a party or a witness. No advisor shall be permitted to unreasonably disrupt or otherwise interfere with the hearing process, which shall be determined in the sole discretion of the hearing officer.
5. The parties may present witnesses or other evidence.
 - a. The process is intended to be informal, and no formal rules of evidence shall be observed.
 - b. The hearing officer has the discretion to decide what evidence to allow or consider, the manner in which the witness testimony is presented, and what weight to give evidence.
 - c. The hearing officer may decide how much time to allot for presentation of evidence/witness statements, or any other part of the hearing process.
6. The hearing officer may call other witnesses, or adjourn the hearing to allow for additional witness statements.
7. The parties may then make brief closing statements.
8. A record of the hearing shall be created.
9. Upon completion of the hearing, the hearing officer shall make a decision in writing within 10 calendar days and distribute the decision to the parties. The decision may concur with or overturn any part of the initial resolution determination or sanctions; uphold, reduce or rescind any sanctions; or remand the grievance to the Grievance Coordinator for further investigation and resolution.
10. The standard of proof during the Appeal process shall be a preponderance of the evidence.
11. The decision of the hearing officer on Appeal shall be final.

Conflicts and Amendments

- If the Grievance Coordinator is a party to the grievance or in some other way is not capable of making a fair and impartial judgment on the grievance, the President and Dean shall appoint a faculty member to perform the role of the Grievance Coordinator in the grievance process.
- If the President and Dean is a party to the grievance or is deemed by the chair of the Board of Trustees to have a conflict of interest or otherwise incapable of making a fair and impartial judgment on the grievance, the chair or his or her designee from among the members of the Board of Trustees shall perform the role of the President and Dean in the grievance process.
- The Policy may be amended from time to time by the President and Dean, in keeping with the statement on grievances as adopted by the Board of Trustees.
- The Virginia State Approved Agency (SAA), is the approving authority of education and training programs for Virginia. That office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow this Grievance Policy, if the situation cannot be resolved at ASL, the beneficiary should contact the SAA via email at saa@dvs.virginia.gov.

GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at <https://www.va.gov/education/about-gi-bill-benefits/>.

Section III Student Complaints of Alleged Violations of ABA Standards

Appalachian School of Law is an ABA-accredited law school. It is therefore subject to the American Bar Association Standards for Approval of Law Schools, available at www.americanbar.org/groups/legal_education/resources/standards.html.

If a student has concerns regarding the Law School's program of legal education and its compliance with the ABA standards, the student may file a complaint pursuant to ABA Standard 510. A "complaint" is a written communication that "seeks to bring to the attention of the law school a significant problem that directly implicates the school's program of legal education and its compliance with the standards." An example of a proper grievance under this process would be a refusal or failure to fulfill a reasonable accommodation that has been granted pursuant to the process found in Appendix E to the Student Catalog. The procedure for filing a student complaint regarding ASL's compliance with the ABA Standards is set forth below.

Procedure for Making a Formal Complaint Pursuant to ABA Standard 510

1. Submit the complaint in writing via e-mail to the Chief Academic Officer with a copy to the Grievance Coordinator. The current position holders can be found on the website directory or Appendix A to the catalog and handbook.
2. The writing should describe in detail the behavior, incident, program, or process that is the basis of the complaint and explain how it implicates the Law School's compliance with a particular Standard. The number of the Standard at issue should be specified.
3. The writing must include the student's name, mailing address, phone number, and official school e-mail address.

Procedure for Addressing a Formal Complaint Pursuant to ABA Standard 510

1. The Chief Academic Officer or Grievance Coordinator shall acknowledge the complaint within ten business days of receipt of the written complaint or as soon as is reasonably possible under the circumstances. Acknowledgment will be via e-mail to the student's official ASL address.
2. Within thirty business days of acknowledgement of the complaint, the Chief Academic Officer or a designee shall either meet with the complaining student or respond to the substance of the complaint via e-mail. The student will receive:
 - a. Notification of the resolution of the complaint; or
 - b. Notification that no corrective action is planned, with the reason why; or
 - c. Information about what steps are being taken to investigate the complaint.
3. Once the student has been notified regarding (a) the resolution of the complaint or that (b) no corrective action is planned, the matter is closed.
4. If the student is advised under (c) of the steps that are being taken to investigate the complaint, then the student will be notified of the resolution of the complaint once the matter is resolved. This will close the matter.
5. Any party, if not satisfied with the decision of the Chief Academic Officer, may appeal that decision in writing to the Dean provided that notice of appeal is received by the Dean within ten working days. The Dean shall review the record of the proceeding before the Chief Academic Officer, and conduct further investigations as are deemed appropriate. The Dean shall consider all information to ensure the outcome provided for fundamental fairness and take one of the following actions: concur with the resolution, modify the resolution, rescind the resolution, or resubmit the complaint to the Chief Academic Officer with appropriate instructions. The decision of the Dean shall be final and shall be rendered in writing within 45 calendar days of the appeal. The 45 day timeline may be extended by

- ASL if all parties are provided written notice to his or her address of record.
6. A copy of the complaint and a writing showing the resolution of the complaint shall be kept in the Dean's Office for a period of ten years.

Appendix D Academic Calendar

For 2025-2026

First Intersession	May 12 – May 23, 2025
Second Intersession	May 27 – August 1, 2025
Third Intersession	August 4 – August 15, 2025
New Student Orientation	August 4 – 15, 2025
Fall Semester Classes Begin	Monday, August 18, 2025
End of Add/Drop Period	Friday, August 22, 2025
Holiday – Labor Day	Monday, September 1, 2025
Fall Break	October 9 – 10, 2025
Thanksgiving Break	November 24 – 28, 2025
Last Class Day	Monday, December 1, 2025
Exam Period	December 3 – December 12, 2025
New Student Orientation	January 2 – 10, 2026
Spring Classes Begin	Monday, January 12, 2026
End of Add/Drop Period	Friday, January 16, 2026
Holiday – MLK Day	Monday, January 19, 2026
Spring Break	March 2 – 6, 2026
Holiday – Good Friday	April 3, 2026
Last Class Day	Monday, April 27, 2026
Exam Period	April 29 – May 8, 2026
Graduation	Saturday, May 9, 2026

Note: Inclement weather days, if needed, will be made up during breaks, weekends, or at the end of the semesters.

Appendix E Accommodations for Students with Disabilities

Policy & Purpose

Appalachian School of Law is committed to offering all students with disabilities the same opportunities others have in order to succeed in law school and, ultimately, in the legal profession. Every reasonable effort shall be made to accommodate the needs of students with disabilities. ASL will not discriminate against an otherwise qualified student with a disability in the admissions process, or in any academic activity or program.

ASL is governed by Title III of the Americans with Disabilities Act ("ADA"), Section 504 of the Rehabilitation Act of 1973 ("Sec. 504"), and the ADA Amendments Act of 2008 ("ADAAA"), (together, "federal law"). These policies and procedures are designed to ensure compliance with all applicable laws and regulations. ASL's policies and procedures for students with disabilities have been guided by the recommendations and best practices of the Association on Higher Education and Disability ("AHEAD"), as well as the policies and procedures adopted by various boards of bar examiners in our region. In assessing a request for accommodations, ASL will engage in an interactive and individualized process with the student.

Students with disabilities are advised to seek information regarding policies for accommodations on the Bar examination in their intended state(s) and the MPRE early in their law school careers. The fact of an accommodation received in law school is not dispositive of a similar request for a Bar exam or the MPRE.

1. Overview of Accommodations

Definitions:

A "disability" is a physical or mental impairment that substantially limits one or more of the major life activities of the person. Whether an individual is "substantially limited" is based upon comparison to the average person in the general population (not the average law student). The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures (excluding eyeglasses/contact lenses).

"Major life activities" include, but are not limited to, the operation of a major bodily function, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

A "qualified professional" is a licensed professional who has appropriate training and experience in the field related to the applicant's disability. This may include physicians, psychiatrists, psychologists, licensed clinical social workers, psychiatric nurse practitioners, education diagnosticians, or neurophysiologists. The qualified professional providing supporting documentation for a student's request for accommodations must demonstrate his or her credentials in the field.

A "reasonable accommodation" is a reasonable modification or adjustment to a course/program/testing or the provision of auxiliary aids/services that allows a qualified student with a disability an equal opportunity to participate in ASL programs and activities. An accommodation that imposes an undue financial or administrative burden on ASL is not a reasonable accommodation. An accommodation that fundamentally alters the nature of the academic program is not a reasonable accommodation. A list of the Essential Abilities and Technical Skills required of law students can be found in Chapter 2, Section VIII of this Catalog. The question of whether a requested accommodation fundamentally alters the nature of ASL's program of legal education is informed by that list. For example, the essential skills of "Time Management" include regular attendance in class. A waiver of the attendance policy requirements will generally alter the nature of the academic program in a fundamental way, and will not be granted as a reasonable accommodation.

A diagnosis of an impairment, though required, does not automatically mean that the individual has a “disability” or that the individual qualifies for a reasonable accommodation. The student has the responsibility for providing sufficient documentation to show that he or she is covered under the applicable law, that his/her condition substantially limits one or more major life activities, and that the accommodations requested are supported by sufficient rationales.

In other words, a student must present documentation from a qualified health care provider that demonstrates the student’s impairment (i.e., diagnosis), identifies the major life activity[ies] substantially limited by the impairment, and suggests how the impairment may be accommodated. It is important that the documentation is as specific as reasonably possible in supporting the request.

Process:

ASL’s process for requesting accommodations and evaluating those requests is designed to be interactive and individualized. The appropriateness of accommodations is based on the current impact of the disability, in its unmitigated state, on the student’s ability to function in the academic program. Therefore, individuals with the same diagnosis may require vastly different accommodations, depending upon how their condition impacts them personally.

The process begins with the student seeking an accommodation completing an Initial Request for Accommodations form (Form A). Forms are available here in Appendix E of the Catalog and Student Handbook (www.asl.edu) and from the Office of the Registrar. The student must obtain the appropriate supporting documentation from a qualified professional; the student should choose the applicable form(s) (Forms B—F), depending upon the student’s disability(ies). The student is responsible for submitting the completed Request, including all supporting documentation, to the Registrar.

The Registrar will work with the Chair of the Accommodations Committee to schedule a meeting between the student and at least two members of the Accommodations Committee (generally, the Registrar plus one other member).³ (This meeting may be held in-person or virtually.) The purpose of this initial meeting is to begin the interactive process and for ASL to learn more about the student’s disability and requested accommodations; this meeting is not designed to reach a decision regarding the student’s request for accommodations. The student is encouraged to explain their specific requested accommodations and the reasons therefor. Then, the Request and supporting documentation will be reviewed by the Accommodations Committee in accordance with this Accommodations Policy and federal law. The Committee’s decision will be reduced to writing and the student will be advised to contact the Registrar to pick up the written decision. At that time, the student may ask for clarification of anything in the written decision.

Privacy:

All information relating to a Request for Accommodation, including the fact of a Request, is confidential. This information will be shared on a “need to know” basis only. Accommodations that concern daily classroom activities (such as use of a laptop during class) must necessarily be shared with the student’s instructors.

Timing:

Requests for accommodations should be submitted as early as possible in the student’s law school career (upon matriculation). Students are advised, however, that once the completed Request is received, it may take up to thirty (30) days for the review process to be completed and a decision to be issued. If an Appeal of the decision is taken, the process may take another 21 days. Accordingly, students are encouraged to apply for necessary accommodations as soon as possible. Requests submitted less than thirty (30) days prior to an event requiring an accommodation may not be able to be completed in the allotted amount of time. It is the student’s responsibility to submit the Request, along with all required supporting

³ The Accommodations Committee is subsumed within the Student-Faculty Relations Ad Hoc Committee.

documentation, in time to have the Request resolved before the event requiring an accommodation.

Appeals & Grievances:

After being informed of the Accommodations Committee's decision, a student who is dissatisfied with the result or accommodation offered may appeal the decision to the Chief Academic Officer. The student shall notify the Chief Academic Officer in writing of the desire to appeal the decision within seven (7) days of the student's notification of the decision. The student then has an additional seven (7) days to supplement the Request with additional information or supporting documentation. Such additions shall be submitted to the Chief Academic Officer, who shall consider the Initial Request, along with any such additions (the "Appeal"). The Chief Academic Officer shall issue a decision, in writing, within seven (7) days of the receipt of the Appeal materials, or 14 days from the notice of appeal, whichever is longer. The Chief Academic Officer's decision shall be final. The Chief Academic Officer serves as Section 504 Coordinator for ASL.

If a student who has been granted an accommodation believes that the accommodation granted is not being fully honored, the student may file a Complaint under the policy for Student Complaints alleging violations of the ABA Standards found in Appendix C, Sub-section III of the Student Catalog and Handbook.

Revisions

The Accommodations process is an on-going process. If at any time outside of the Appeals period a student believes that he or she needs a revision to a previously-granted accommodation, the student should contact the Registrar's Office to arrange a meeting with the Accommodations Committee to discuss his or her request. The Committee may request additional documentation from the student to support that request.

Temporary Medical Accommodations:

From time to time, a student may experience a short-term condition that, while it doesn't rise to the level of a "disability," may still require certain accommodations for the student. Examples of such temporary conditions include broken bones, short-term illnesses, recovery from surgery, or other medical conditions. In those cases, the student should submit an Initial Request Form (Form A) to the Office of the Registrar as soon as the need for a temporary accommodation arises. Supporting documentation should be submitted using Form B.

1. Filing the Initial Request

- A. Initial Request Forms are available as part of the Catalog and Student Handbook (Appendix E, Accommodations Policy), and from the Registrar.
- B. All students seeking an accommodation (whether as a result of a documented disability or a temporary medical condition) shall complete the Initial Request Form (Form A) and submit it to the Registrar.
- C. The supporting documentation required varies by the type of disability/temporary medical condition. Students affected by more than one category should use all relevant forms.
 - a. Temporary medical condition—use Accommodations Request Form B. Form B may be accompanied by a letter or note from a qualified professional who is treating the student's temporary medical condition. While temporary conditions do not typically qualify as a disability, ASL believes it is important to work with the student to accommodate temporary medical conditions. Generally speaking, a temporary accommodation is granted for up to two weeks (depending upon the situation) with potential for renewal of another two weeks if necessary. Accommodations for periods of time longer than four weeks are generally subject to the applicable disability accommodation process sought by Forms C, D, E, or F.
 - b. Physical disabilities (including visual and hearing impairments)—use Accommodations Request Form C. Form C may be accompanied by a letter or report from a qualified professional. In recognition of the fact that many physical disabilities are long-standing, such

- documentation need not be “recent,” but should reflect the student’s current condition.
- c. Learning disabilities—use Accommodations Request Form D. Form D must be accompanied by a letter or report prepared by a qualified professional; the evaluation must have been completed when the student was an adult, using adult scales and instruments. Documentation of any prior accommodations granted for a learning disability (e.g., IEP, 504 Plan, accommodations for LSAT), if any, must accompany Form D.
 - d. Attention Deficit/Hyperactivity Disorder (ADD/ADHD)—use Accommodations Request Form E. Form E may be accompanied by a letter or report prepared by an appropriate professional.
 - e. Mental health impairments—use Accommodations Request Form F. Form F may be accompanied by a letter or report prepared by an appropriate professional.
- D. Except for long-standing physical disabilities as described in 1.C.b. above, documentation from a qualified professional must be completed no more than ninety (90) days prior to the student’s Initial Request.
 - E. When the Forms and supporting documentation are submitted, the Registrar’s Office will schedule the meeting between the student and at least two members of the Accommodations Committee. The student is encouraged to be prepared to discuss their specific requested accommodations and the reasons therefor.
 - F. The Initial Request is not complete until Form A, the relevant form for the student’s disability (Form B through Form F), and all supporting documentation has been submitted and the student has met with the Accommodations Committee.

2. Renewals of Accommodations

After a student’s Initial Request for Accommodation has been granted, the student may renew the Request at the beginning of each subsequent academic year. Form G (“Renewal”) should be utilized. Students submitting a Renewal Request will also be required to meet with the Accommodations Committee before a Renewal may be granted. Failure of a student to submit a completed Renewal Request will result in the discontinuance of prior accommodations.

Form A Initial Request for Disability Accommodation



APPALACHIAN

SCHOOL OF LAW

(to be completed by student)

1169 Edgewater Drive, Grundy, Virginia 24614. Tel: 276-244-1291

Email: cfox@asl.edu

This Form A must be completed by the student and returned to the Registrar. The Initial Request will not be considered complete until relevant supporting documents (Forms B—F) have been submitted and the student has met with the Committee representatives. It is the student's responsibility to complete the Initial Request completely and truthfully, and in a timely manner.

Student Information:

1. _____
First Name Middle Initial/Name Last Name Date of Birth
2. _____
Local Address (Street address/city/state/zip)
3. Telephone # (____) ____ - _____
4. Academic Year for which you are requesting accommodation: _____
5. Please provide a general statement of your specific impairment(s). If known, please include the medical diagnosis for your impairment(s). (Example: ADHD, blind, hearing impaired, etc.)

6. Please describe the functional limitations related to your disability that directly affect your ability to complete the law school program without accommodation(s). This should include, at a minimum, a description of how your disability affects your classroom work and/or your test-taking ability.

7. When did you first acquire the disability? (approximate date or age)

8. When was your disability first diagnosed by a qualified professional? (approximate date or age)

- a. By whom? Please include name, specialty/title, address, and telephone number.

9. Is a treatment currently prescribed for your impairment? If so, please describe.

10. Have you previously been granted any accommodations at any secondary (high school) or post-secondary institution (undergraduate studies or graduate studies)? _____

- a. If so, please describe the type of accommodations and the disability for which the accommodations were granted. Please also attach documentation of the accommodations. (Example: letter from school, notice of award of accommodation, IEP, etc.)

11. Did you request an accommodation for any admissions test to an undergraduate or graduate program? If so, please complete the following.

TEST	Accommodations Requested?	Accommodations Granted?	If so, describe the accommodation.
PSAT			
SAT			
ACT			
GRE			
LSAT			
Other _____			

12. Have you ever had a request for accommodations denied? _____
a. If yes, please explain.

13. Please explain the testing or classroom accommodation(s) that you believe are necessary. If you are seeking additional time on testing, please specify the amount of additional time requested and the justification for that amount of time.

IMPORTANT NOTE: THIS REQUEST IS NOT COMPLETE UNTIL THE APPROPRIATE SUPPORTING DOCUMENTATION HAS BEEN SUBMITTED AND THE STUDENT HAS MET WITH THE COMMITTEE REPRESENTATIVES. ONE OR MORE OF FORMS B—F MUST BE SUBMITTED.

By signing this Form, I acknowledge that I have read and I understand the Accommodations Policy, that I must notify the Registrar of any changes in my disability or need for accommodation, and that all representations I have made regarding my disability and my need for accommodation are true and accurate.

Student's signature

Date

Form B Initial Request for Temporary Accommodation



APPALACHIAN

SCHOOL OF LAW

FORM B – TEMPORARY MEDICAL CONDITION

1169 Edgewater Drive, Grundy, Virginia 24614. Tel: 276-244-1291

Email: cfox@asl.edu

Student Information:

_____	_____	_____	_____
First Name	Middle Initial/Name	Last Name	Date of Birth

By signing this Form, I hereby authorize the release of the information requested on this Form, and I request that all additional information or supporting documentation be attached to this Form and returned to me for submission to ASL.

_____	_____
Student Signature	Date

The student named above has self-identified as a student with a temporary medical condition that requires accommodations. You have been identified as a qualified professional diagnosing and/or treating this temporary medical condition. You may choose to answer the questions on this Form or to attach a separate letter or report.

1. Please identify the student's temporary medical condition as well as the accommodation(s) recommended and the expected duration of this temporary medical condition.

2. Name, address, telephone number, degree(s), title/occupation/specialty, licensing entity, and licensing number of professional completing this Form.

3. Date you last saw/treated this student. _____

4. Expected duration of medical condition. _____

Signature of Qualified Professional

Date

Form C Initial Request for Disability Accommodation



APPALACHIAN

SCHOOL OF LAW

FORM C (Physical Disabilities, Including Visual and Hearing Impairments)

1169 Edgewater Drive, Grundy, Virginia 24614. Tel: 276-244-1291

Email: cfox@asl.edu

Student Information:

First Name	Middle Initial/Name	Last Name	Date of Birth
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By signing this Form, I hereby authorize the release of the information requested on this Form, and I request that all additional information or supporting documentation be attached to this Form and returned to me for submission to ASL.

Student Signature

Date

The student named above has self-identified as a student with a physical disability that requires accommodations. You have been identified as a qualified professional diagnosing and/or treating this disability. You may choose to answer the questions on this Form or to attach a separate letter or report.

In order to determine eligibility and to provide services, Appalachian School of Law requires documentation of the student's disability. Under Title III of the Americans with Disabilities Act ("ADA"), Section 504 of the Rehabilitation Act of 1973 ("Sec. 504"), and the ADA Amendments Act of 2008 ("ADAAA"), qualified individuals with disability are protected from discrimination and may be entitled to reasonable accommodations necessary to ensure equal access to ASL's programs and activities.

To establish that an individual has a physical disability under the law, documentation must indicate that a current physical impairment exists, and that the identified impairment substantially limits one or more major life activities. Whether an individual is "substantially limited" is based upon comparison to an average person in the general population (not the average law student). The negative

effects of corrective and mitigating measures (i.e., side effects of medication, burdens associated with a treatment regimen, etc.) may be considered in determining whether an individual is substantially limited in a major life activity. A diagnosis of a disorder does not automatically qualify an individual for accommodations.

The documentation must also address the current functional limitations on the student and support the need for the recommended accommodations.

Name of qualified professional completing this form: _____

Address: _____

Telephone: _____ Fax: _____

Email: _____

Occupation and specialty: _____

License number/Certification/Licensing Entity/State: _____

1. Is the student's impairment within your field of expertise? _____
2. Describe your qualifications and experience to diagnose, treat, and/or verify the student's impairment and to recommend accommodations.

3. State the specific diagnosis (diagnoses) of the disability (disabilities) affecting the student. Include ICD-10 diagnostic codes, as appropriate.

4. Did you make the initial diagnosis? _____
 - a. If so, please provide the date of the initial diagnosis.
 - b. If not, please provide the name of the qualified professional who made the initial diagnosis and when it was made. Please attach copies of any reports, letters, test results, or other records related to the diagnosis that you reviewed.

5. Please describe the specific diagnostic criteria and/or diagnostic tests used, including dates of evaluation, test results, and a detailed interpretation of test results. Please attach copies of any such documentation.

6. When did you first meet with, evaluate, or treat this student?

7. When was your last complete evaluation of the student's impairment/disability?

8. Briefly describe your treatment of this impairment/disability and describe the effect of the treatment on the impairment/disability.

9. In its current state, is the student's impairment/disability temporary or permanent? _____
a. If temporary, expected duration: _____

10. Describe the student's current level of functioning and all major life activities that are currently substantially limited by the student's diagnosed impairment/disability. If the student is not currently substantially limited in any major life activity, so state.

11. Describe the accommodations you are recommending for this student. Please be as specific as possible and describe why each recommended accommodation is necessary due to the specific current functional limitations of the student. Where appropriate, link the specific impairment/disability to the accommodation. If you are recommending that the student be granted additional time on tests, please list the extension recommended (e.g., 25%, 50%). Please state whether your recommendation for additional time is limited to significant tests (10% or more of a student's grade for the course; tests with a standard exam time of one hour or more) or extends to all testing (including in-class quizzes that individually may account for less than 10% of the student's grade in a particular course; tests generally allotted less than one hour for completion).

12. Please provide any additional information that you believe will be helpful to ASL in considering the accommodations that you are recommending.

Signature of Qualified Professional

Date

Form D Initial Request for Disability Accommodation



APPALACHIAN

SCHOOL OF LAW

FORM D (Learning Disabilities)

1169 Edgewater Drive, Grundy, Virginia 24614. Tel: 276-244-1291

Email: cfox@asl.edu

Student Information:

First Name

Middle Initial/Name

Last Name

Date of Birth

By signing this Form, I hereby authorize the release of the information requested on this Form, and I request that all additional information or supporting documentation be attached to this Form and returned to me for submission to ASL.

Student Signature

Date

The student named above has self-identified as a student with a learning disability that requires accommodations. You have been identified as a qualified professional diagnosing and/or treating this disability.

In order to determine eligibility and to provide services, Appalachian School of Law requires documentation of the student's disability. Under Title III of the Americans with Disabilities Act ("ADA"), Section 504 of the Rehabilitation Act of 1973 ("Sec. 504"), and the ADA Amendments Act of 2008 ("ADAAA"), qualified individuals with a disability are protected from discrimination and may be entitled to reasonable accommodations necessary to ensure equal access to ASL's programs and activities.

To establish that an individual has a disability under the law, documentation must indicate that a current impairment exists, and that the identified impairment substantially limits one or more major life activities. Whether an individual is “substantially limited” is based upon comparison to an average person in the general population (not the average law student). The negative effects of corrective and mitigating measures (i.e., side effects of medication, burdens associated with a treatment regimen, etc.) may be considered in determining whether an individual is substantially limited in a major life activity. A diagnosis of a disorder does not automatically qualify an individual for accommodations. The documentation must also address the current functional limitations on the student and support the need for the recommended accommodations.

Name of qualified professional completing this form: _____

Address: _____

Telephone: _____ Fax: _____

Email: _____

Occupation and specialty: _____

License number/Certification/Licensing Entity/State: _____

1. Is the student’s impairment within your field of expertise? _____

2. Describe your qualifications and experience to diagnose, treat, and/or verify the student’s impairment and to recommend accommodations.

3. Does the student have a Specific Learning Disorder according to DSM-V criteria? _____

a. If so, please provide the specifier(s) (e.g., reading, written expression, mathematics). _____

b. If not, please describe the student’s diagnosis as specifically as possible. _____

4. Did you make the initial diagnosis? _____

a. If so, please provide the date of the initial diagnosis. _____

b. If not, please provide the name of the qualified professional who made the initial diagnosis and when it was made. Please attach copies of any reports, letters, test results, or other records related to the diagnosis that you reviewed.

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5. Please attach an evaluation report that describe the specific diagnostic criteria and diagnostic tests used, including dates of evaluation, test results, and a detailed interpretation of test results. Age appropriate assessment instruments should be used, and scores should be reported as age-based standard scores and percentiles. (If you are relying on past testing, please so indicate.) Your professional judgment should be exercised as to which diagnostic tests are utilized, but generally tests assessing the following three categories are required:
- a. Aptitude/Cognitive Ability (e.g., WAIS III, WJ III: Tests of Cognitive Abilities, Stanford-Binet, Kaufman Adolescent and Adult Intelligence Test)
 - b. Achievement (e.g., WJ III: Tests of Achievement, WIAT, SARA, Nelson-Denny Reading Test—timed and untimed, Test of Word Reading Efficiency, WRAT-3, PIAT or PIAT-R)
 - c. Information Processing (e.g., Wechsler Memory Scale-III, S-CPT, TAWF, Information from subtest, index and/or cluster scores on the WAIS-III—working memory, perceptual organization, processing speed, and/or the WJ III: Tests of Cognitive Ability—visual processing, short term memory, long term memory, processing speed, and/or the DTLA-A, or other neuropsychological instruments that measure rapid automatized naming and/or phonological processing, Comprehensive Test of Phonological Processes).
6. Do you believe the student’s motivation level, interview behavior, and/or test-taking behavior was adequate to yield reliable diagnostic information/test results?
- _____
7. Please describe any informal measures, background history, and clinical observations that aided you in determining that this individual has a learning disability.
- _____
- _____
- _____
- _____
8. Describe the student’s current level of functioning and all major life activities that are currently substantially limited by the student’s diagnosed impairment/disability. If the student is not currently substantially limited in any major life activity, so state.
- _____
- _____
- _____
- _____
- _____

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9. Is the student significantly restricted as to the condition, manner or duration under which the student can perform the affected major life activity as compared to the general population? .
a. Please explain why or why not.

10. Is there any objective evidence that the recommended testing accommodations have facilitated the student's academic performance in the past? _____
a. If yes, please explain.

11. Describe the accommodations you are recommending for this student. Please be as specific as possible and describe why each recommended accommodation is necessary due to the specific current functional limitations of the student. Where appropriate, link the specific impairment/disability to the accommodation. If you are recommending that the student be granted additional time on tests, please list the extension recommended (e.g., 25%, 50%). Please state whether your recommendation for additional time is limited to significant tests (10% or more of a student's grade for the course; tests with a standard exam time of one hour or more) or extends to all testing (including in-class quizzes that individually may account for less than 10% of the student's grade in a particular course; tests generally allotted less than one hour for completion).

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12. Is there any medical or scientific study you can cite which provided data enabling you to determine on an objective basis the exact amount of additional testing time which will place the student in a testing position to that of a student who does not have this disability?

13. Please provide any additional information that you believe will be helpful to ASL in considering the accommodations that you are recommending.

Signature of Qualified Professional

Date

Form E Initial Request for Disability Accommodation



APPALACHIAN
SCHOOL OF LAW

FORM E (Attention Deficit/Hyperactivity Disorder)

1169 Edgewater Drive, Grundy, Virginia 24614. Tel: 276-244-1291

Email: cfox@asl.edu

Student Information:

First Name Middle Initial/Name Last Name Date of Birth

By signing this Form, I hereby authorize the release of the information requested on this Form, and I request that all additional information or supporting documentation be attached to this Form and returned to me for submission to ASL.

Student Signature

Date

The student named above has self-identified as a student with Attention Deficit/Hyperactivity Disorder ("ADHD") that requires accommodations. You have been identified as a qualified professional diagnosing and/or treating this disorder.

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In order to determine eligibility and to provide services, Appalachian School of Law requires documentation of the student's disability. Under Title III of the Americans with Disabilities Act ("ADA"), Section 504 of the Rehabilitation Act of 1973 ("Sec. 504"), and the ADA Amendments Act of 2008 ("ADAAA"), qualified individuals with a disability are protected from discrimination and may be entitled to reasonable accommodations necessary to ensure equal access to ASL's programs and activities.

To establish that an individual has a disability under the law, documentation must indicate that a current impairment exists, and that the identified impairment substantially limits one or more major life activities. Whether an individual is "substantially limited" is based upon comparison to an average person in the general population (not the average law student). The negative effects of corrective and mitigating measures (i.e., side effects of medication, burdens associated with a treatment regimen, etc.) may be considered in determining whether an individual is substantially limited in a major life activity. A diagnosis of a disorder does not automatically qualify an individual for accommodations. The documentation must also address the current functional limitations on the student and support the need for the recommended accommodations.

Name of qualified professional completing this form: _____

Address: _____

Telephone: _____ Fax: _____

Email: _____

Occupation and specialty: _____

License number/Certification/Licensing Entity/State: _____

1. Is the student's impairment within your field of expertise? _____
2. Describe your qualifications and experience to diagnose, treat, and/or verify the student's impairment and to recommend accommodations.

3. What is the student's diagnosis? Please include DSM-V or ICD-10 codes. If the diagnosis is ADHD, please provide the form of presentation and the current severity.

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4. Please describe the symptoms that meet the criteria for the diagnosis.

5. Did you make the initial diagnosis? _____

- c. If so, please provide the date of the initial diagnosis.
d. If not, please provide the name of the qualified professional who made the initial diagnosis and when it was made. Please attach copies of any reports, letters, test results, or other records related to the diagnosis that you reviewed.

6. Please describe the assessment procedures and evaluation instruments that you used to make the diagnosis. ADHD questionnaires/checklists, self-reported ADHD symptoms, and personality/psychopathology/cognitive testing are all helpful tools in the diagnosis of ADHD and in ruling out other psychological disorders, but none of those tools are generally sufficient on their own.

7. Please describe the functional limitations of the impairment and all major life activities that are currently substantially limited by the student's impairment. If the student is not currently substantially limited in any major life activity, so state.

8. Describe the accommodations you are recommending for this student. Please be as specific as possible and describe why each recommended accommodation is necessary due to the specific current functional limitations of the student. If you are aware of prior accommodations granted to the student in the academic setting, please list those. If you are recommending that the student be granted additional time on tests, please list the extension recommended (e.g., 25%, 50%). Please state whether your recommendation for additional time is limited to significant tests (10% or more of a student's grade for a course; tests with a standard exam time of one hour or more) or extends to all testing (including in-class quizzes that individually may account for less than 10% of the student's grade in a particular course; tests generally allotted less than one hour for completion).

9. Please provide any additional information that you believe will be helpful to ASL in considering the accommodations that you are recommending.

Signature of Qualified Professional

Date

Form F Initial Request for Disability Accommodation



APPALACHIAN
SCHOOL OF LAW

FORM F (Mental Health Impairments)

1169 Edgewater Drive, Grundy, Virginia 24614. Tel: 276-244-1291

Email: cfox@asl.edu

Student Information:

First Name

Middle Initial/Name

Last Name

Date of Birth

By signing this Form, I hereby authorize the release of the information requested on this Form, and I request that all additional information or supporting documentation be attached to this Form and returned to me for submission to ASL.

Student Signature

Date

The student named above has self-identified as a student with a mental health disorder/impairment that requires accommodations. You have been identified as a qualified professional diagnosing and/or treating this disorder/impairment. You may choose to answer the questions on this Form or to attach a separate letter or report that addresses these items.

In order to determine eligibility and to provide services, Appalachian School of Law requires documentation of the student's disability. Under Title III of the Americans with Disabilities Act ("ADA"), Section 504 of the Rehabilitation Act of 1973 ("Sec. 504"), and the ADA Amendments Act of 2008 ("ADAAA"), qualified individuals with a disability are protected from discrimination and may be entitled to reasonable accommodations necessary to ensure equal access to ASL's programs and activities.

To establish that an individual has a disability under the law, documentation must indicate that a current impairment exists, and that the identified impairment substantially limits one or more major life activities. Whether an individual is “substantially limited” is based upon comparison to an average person in the general population (not the average law student). The negative effects of corrective and mitigating measures (i.e., side effects of medication, burdens associated with a treatment regimen, etc.) may be considered in determining whether an individual is substantially limited in a major life activity. A diagnosis of a disorder or impairment does not automatically qualify an individual for accommodations. The documentation must also address the current functional limitations on the student and support the need for the recommended accommodations.

Name of qualified professional completing this form: _____

Address: _____

Telephone: _____ Fax: _____

Email: _____

Occupation and specialty: _____

License number/Certification/Licensing Entity/State: _____

1. Is the student’s impairment within your field of expertise? _____

2. Describe your qualifications and experience to diagnose, treat, and/or verify the student’s impairment and to recommend accommodations.

3. What is the student’s diagnosis? Please include DSM-V or ICD-10 codes. Please describe the specific symptoms the student experiences.

a. Please describe the impact on academic functioning of the student’s symptoms (e.g., impact on study skills, classroom behavior, test-taking, organizing research).

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4. Please address the student's psychological/psychiatric history; relevant developmental, educational, and familial history; relevant medical history; results of full mental status examination; results of any tests or diagnostic instruments used to support the clinical interview; diagnostic formulation, including discussion of differential or "rule out" diagnoses; and prognosis.

5. Is the student being treated for this disorder/impairment? _____
a. If yes, briefly describe the treatment.

6. Please describe the functional limitations of the student's impairment and all major life activities that are currently substantially limited by the student's impairment. If the student is not currently substantially limited in any major life activity, so state.

7. What remediation techniques have been attempted to alleviate the student's impairment in academic settings? Have they been successful?

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8. Describe the accommodations you are recommending for this student. Please be as specific as possible and describe why each recommended accommodation is necessary due to the specific current functional limitations of the student. If you are aware of prior accommodations granted to the student in the academic setting, please list those. If you are recommending that the student be granted additional time on tests, please list the extension recommended (e.g., 25%, 50%). Please state whether your recommendation for additional time is limited to significant tests (10% or more of a student's grade for a course; tests with a standard exam time of one hour or more) or extends to all testing (including in-class quizzes that individually may account for less than 10% of the student's grade in a particular course; tests generally allotted less than one hour for completion).

9. Please provide any additional information that you believe will be helpful to ASL in considering the accommodations that you are recommending.

Signature of Qualified Professional

Date

Form G Renewal Request for Disability Accommodation



APPALACHIAN

SCHOOL OF LAW

FORM G (Renewal of prior accommodations)

1169 Edgewater Drive, Grundy, Virginia 24614. Tel: 276-244-1291

Email: cfox@asl.edu

Student Information:

_____	_____	_____	_____
First Name	Middle Initial/Name	Last Name	Date of Birth I

initially requested accommodation in _____ academic year.

At that time, I indicated my disability was _____ (type of disability).

I was granted the following accommodation(s): _____

The qualified professional(s) who submitted supporting documentation for my prior request(s) was:

By signing this Form, I hereby authorize the release of the information requested on this Form, and I request that all additional information or supporting documentation be attached to this Form and returned to me for submission to ASL.

Student Signature

Date

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To the qualified professional completing this form:

1. Are you the professional who originally provided the documentation of this student's disability to ASL?

- a. If not, who was that person? _____
b. Have you reviewed the documentation of that person? _____
a. Please specify all documentation that you have reviewed. _____

- b. If not, please describe your credentials and experience in diagnosing and/or treating the student's disability. Include your licensing information and the name of the licensing agency.

2. When did you last see this student in relation to his/her disability? _____

3. When was your last complete evaluation of this student? _____

4. In your professional opinion, has the student's diagnosis changed since the student's last request for accommodation? _____

- a. If so, please state the new diagnosis. _____

5. In your professional opinion, has the student's ability to function changed in any significant way since the student's last request for accommodation? If so, please describe those changes. _____

6. Are you recommending any changes to the student's accommodations at this time? If so, please describe those changes and the reasons therefor. _____

Signature of Qualified Professional

Date

Appendix F Religious Accommodations for Students

Policy Statement: It is the policy of Appalachian School of Law to reasonably accommodate students, so that their academic requirements do not conflict with their sincerely held religious beliefs, practices, and observances.

What is a reasonable accommodation for religious purposes? A reasonable accommodation is an adjustment or change to an academic course/program that enables a student to observe a sincerely held religious belief, practice, or observance. A reasonable accommodation is not a modification or reduction in academic standards or requirements, or a modification or adjustment that results in undue hardship to ASL, its faculty and staff, or its administration.

What are examples of reasonable accommodations under this policy?

Example 1: One of the graded assignments in a course is a group presentation to the class, requiring a student to be present in class on a scheduled date. The date falls on a religious holiday observed by the student. One reasonable accommodation may be to allow the student's group to make their presentation on a different date. Another reasonable accommodation may be to allow the student's group to record their presentation and the remaining students in the group could show the video in lieu of a live presentation. The instructor's learning objectives must be taken into consideration when deciding what is a reasonable accommodation. For example, if one of the goals of the assignment is to practice making presentations in front of a live audience, the video presentation may not be a reasonable accommodation. Reasonable accommodations would not require excusing the student or the student's group from completing the group presentation requirement.

Example 2: The course attendance policy provides that class absences in excess of a certain number result in a failing grade for the course. A student incurs an absence beyond the permitted number. At least one of the absences was due to a religious observance. The instructor may not count the absence for religious observance as part of the overall number of absences.

What should a student do to request a religious accommodation? If a student believes there is a course assignment/activity or other requirement that conflicts with the student's sincerely held religious belief, practice, or observance, he or she should raise the issue with the instructor to request a reasonable accommodation. This request should be in writing (hard copy or email) and should outline the reason for the requested accommodation, the specific modification or accommodation being requested, and a statement of how the activity conflicts with the student's sincerely held religious belief, practice, or observance.

For events or assignments (including regularly-scheduled classes) that are set forth at the beginning of a semester, the student should make this request within two weeks of the first class session. For events or assignments that are scheduled later in the semester, the student should make the request as soon as possible after the conflict becomes apparent, but no less than one week prior to the event/assignment. For requesting a rescheduling of an exam/test, the student should make the request to the Office of the Registrar, with a copy to the course instructor. The Registrar and instructor will work with the student to reach a reasonable accommodation for the timing of the exam/test.

What should an instructor do upon receipt of a request for a religious accommodation by a student? The instructor should make every effort to grant a reasonable accommodation in the event of a conflict with a sincerely held religious belief, practice, or observance of a student. Generally speaking, the instructor should offer the student an alternate method of completing the course requirement or otherwise making up any work that may be missed. Instructors are not required to waive any course requirements or to reduce the rigor of a course requirement. Instructors are not required to grant any excused absences or make-up work if the student did not make the request in accordance with this policy.

What happens if the instructor and/or Registrar and the student do not agree on what constitutes a reasonable accommodation or on the need for an accommodation? The issue should be submitted to the Chief Academic Officer. The Chief Academic Officer of ASL shall have the final authority on decisions regarding accommodations

for sincerely held religious beliefs, practices, and observances. This shall include the existence of the sincerely held religious belief, practice, or observance as well as the accommodation granted.

Appendix G Transcript Notation Policy

This Policy sets forth Appalachian School of Law's ("ASL") policies and procedures regarding transcript notations.

ASL uses transcript notations to officially denote: (i) academic honors and awards such as Dean's List, graduation *cum laude*, or ASL Honors Program, (ii) completion of an ASL J.D. Certificate Program, (iii) academic probation or academic dismissal, (iv) compliance or noncompliance with ASL's community service requirements (beginning with the 2023-24 academic year, ASL notes community service compliance by inclusion of course CC0100 for each semester of compliance), (v) good standing, (vi) the results of any student disciplinary process that results in the student's Suspension or Expulsion/Dismissal, and (vii) withdrawal of a student from ASL during the pendency of a complaint against him/her pursuant to ASL's Grievance Policy for Addressing Complaints of Sexual Harassment under Title IX (the "Title IX Policy").

A student who is found to be responsible for violating an ASL policy and receives Suspension from ASL as a disciplinary sanction will have a notation placed on his/her transcript that says "Suspended for a violation of ASL policy on [Date] through [Date]." If the student serves the suspension time and is later returned to good standing at ASL, this notation will be removed from his/her transcript.

A student who is found to be responsible for violating an ASL policy and receives Expulsion or Dismissal from ASL as a disciplinary sanction will have a notation placed on his/her transcript that says "Expelled/Dismissed for a violation of ASL policy on [Date]." The student shall be given an opportunity to apply for expungement of the transcript notation after a period of three years for "good cause" shown. It is within the discretion of ASL as to what constitutes "good cause."

A student who withdraws from ASL while a complaint is pending against him/her that is subject to the Title IX Policy will have a notation placed on his/her transcript that says "Withdrew while under Investigation for violation of an ASL Policy on [Date]." The transcript notation shall remain unless the student returns to ASL and the complaint process is finally adjudicated. If the result is that the student is found "not responsible" for violating the Title IX Policy, the notation shall be removed from his/her transcript. If the result is that the student is found to be responsible for violating the Title IX Policy and the disciplinary sanction includes Suspension or Expulsion/Dismissal from ASL, the notation shall be revised to reflect the appropriate disciplinary sanction as outlined above. If the result is that the student is found to be responsible for violating the Title IX Policy and the disciplinary sanction is anything other than Suspension or Expulsion/Dismissal, the notation shall be removed from his/her record.

Appendix H Requirements for Graduation Checklists

Appalachian School of Law – Class of 2026 Graduation Checklist

You must complete at least 92 credits to graduate. ASL's flat-fee tuition allows students to take up to 18 credit hours per semester.

REQUIRED COURSES		
<u>COURSE TITLE</u>	<u>CREDITS EARNED</u>	<u>SEMESTER TAKEN</u>
___ Appellate Advocacy (3) OR	___	___
___ Legal Writing w/ a Purp. I&II(2)	___	___
___ Bar Essays: Skills&Strategies(2)	___	___
___ OR Va Civ Pro & Prac. (4)	___	___
___ Bar Subject Review I&II (2)	___	___
___ Building a Prof. Id. I (.5)	___	___
___ Civil Procedure (4)	___	___
___ Constitutional Law I (3)	___	___
___ Constitutional Law II (3)	___	___
___ Contracts I (3)	___	___
___ Contracts II (2)	___	___
___ Criminal Law (3)	___	___
___ Criminal Procedure (3)	___	___
___ Evidence (4)	___	___
___ Externship (on-site) (2)	___	___

REQUIRED COURSES		
<u>COURSE TITLE</u>	<u>CREDITS EARNED</u>	<u>SEMESTER TAKEN</u>
___ Building a Prof. Id. II (.5)	___	___
___ Intentional Torts (2)	___	___
___ Intro ASL Legal Studies (2)	___	___
___ Legal Process I (3)	___	___
___ Legal Process II (3)	___	___
___ MBE: Skills&Strategies (2)	___	___
___ Negligence (3)	___	___
___ Prof Responsibility (3)	___	___
___ Property I (2)	___	___
___ Property II (3)	___	___
Total	___	___

PRACTICUM COURSES Students are required to take 8 credit hours of Practicum courses. One of your Practicum courses (2 credit hours) must satisfy the Upper Level Writing Requirement, denoted as "PW" on the schedule.

<u>COURSE TITLE</u>	<u>PW</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SEMINAR COURSES

Students are required to take one seminar course. This course satisfies the Seminar Writing Requirement.

*Students who have completed the requirements for Law Journal may be eligible for 2 hours of credit that satisfy the Seminar Writing Requirement, please see the ASL Academic Standards for details of the requirements.

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____

ELECTIVE COURSES (not required)

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total credit hours _____

Appalachian School of Law – Courses by Semester

<u>FALL COURSES</u>	<u>SPRING COURSES</u>	<u>SUMMER COURSES</u>
Appellate Advocacy (3) <i>(required)*</i> Bar Subject Review (1) <i>(required)</i> Building a Professional Identity I (0.5) <i>(req'd)</i> Civil Procedure (4) <i>(required)</i> Constitutional Law I (3) <i>(required)</i> Contracts I (3) <i>(required)</i> Criminal Procedure (3) <i>(required)</i> Evidence (4) <i>(required)</i> Family Law (2) Intentional Torts (2) <i>(required)</i> Intro to ASL Legal Studies (2) <i>(required)</i> Legal Process I (3) <i>(required)</i> Legal Process II (3) (Spring Starts) <i>(required)</i> Legal Writing with a Purpose (1) <i>(required)*</i> MBE:Skills&Strategies (2) <i>(required)</i> Property I (2) <i>(required)</i> Secured Transactions/UCC (4) General Electives (1/3) Practicum Electives (2/4) Seminars (2)	Bar Essays:Skills & Strategies (2) <i>(required)**</i> Bar Subject Review (1) <i>(required)</i> Building a Professional Identity (0.5) <i>(required)</i> Business Associations/Agency (3) Civil Procedure (4) (Spring Starts) <i>(required)</i> Constitutional Law II (3) <i>(required)</i> Contracts II (2) <i>(required)</i> Criminal Law (3) <i>(required)</i> Introduction to ASL Legal Studies I (2) (Spring Starts) <i>(required)</i> Legal Process I (3) (Spring Starts) <i>(required)</i> Legal Process II (3) <i>(required)</i> Legal Writing with a Purpose II (1) <i>(required)*</i> Negligence (3) <i>(required)</i> Property II (3) <i>(required)</i> Professional Responsibility (3) <i>(required)</i> Virginia Civil Procedure & Pract. (4) <i>(required for Va. Bar takers)**</i> Wills & Estates (3) General Electives (1/3) Practicum Electives (2/4) Seminars (2)	Externship (2) <i>(required)</i> General Electives (1/3) Practicum Electives (2) Seminars (2)
<p>*Students are required to take either one semester of Appellate Advocacy (3) or two semesters of Legal Writing with a Purpose (2).</p> <p>** Students taking the Virginia Bar Exam will take Virginia Civil Procedure & Practice. Virginia Civil Procedure & Practice will satisfy the spring bar essays course requirement for students taking the Virginia Bar.</p>		

Courses offered are subject to change, the lists above are for general planning purposes only. Please refer to the class schedules distributed each semester for actual offerings each semester.

Practicum: All students must complete 8 credit hours of Practicum courses. One Practicum course (2 credit hours) must meet the Upper Level Writing Requirement.

Seminar: All students must complete 2 credit hours of Seminar credit (or approved substitute) in order to satisfy the Seminar Writing Requirement.

***It is the student's responsibility to ensure complete compliance with the curriculum of ASL. The STUDENT must ensure that he or she meets all of the requirements by registering for the correct courses. Students who receive Title IV funds (federal financial aid) are cautioned to plan carefully, especially for their final semester. Federal financial aid may only be used for the amount of credits/courses that are required for graduation. Students expecting to use federal financial aid in their final semester must be enrolled in at least six semester hours, all of which must be required to fulfill graduation requirements.**

Appalachian School of Law – Class of 2027 Graduation Checklist

You must complete at least 92 credits to graduate. ASL's flat-fee tuition allows students to take up to 18 credit hours per semester. 15 credit hours per semester for six semesters, plus 2 credits for externship in the summer after completion of the 1st full year, is the usual course load. 12 hours per semester is considered "full-time" enrollment.

<u>REQUIRED COURSES</u>			<u>COURSE TITLE</u>	<u>CREDITS EARNED</u>	<u>SEMESTER TAKEN</u>
_____	Appellate Advocacy (3)	_____	_____	_____	_____
_____	Building a Prof. Id. I (0.5)	_____	_____	_____	_____
_____	Building a Prof. Id. II (0.5)	_____	_____	_____	_____
_____	Business Associations (3)	_____	_____	_____	_____
_____	Civil Procedure (4)	_____	_____	_____	_____
_____	Constitutional Law I (3)	_____	_____	_____	_____
_____	Constitutional Law II (3)	_____	_____	_____	_____
_____	Contracts & Sales I (3)	_____	_____	_____	_____
_____	Contracts & Sales II (2)	_____	_____	_____	_____
_____	Criminal Law (3)	_____	_____	_____	_____
_____	Criminal Procedure (3)	_____	_____	_____	_____
_____	Evidence (4)	_____	_____	_____	_____
_____	Externship (on-site) (2)	_____	_____	_____	_____
_____	Family Law (2)	_____	_____	_____	_____
_____	Intentional Torts (2)	_____	_____	_____	_____
_____	Intro ASL Legal Studies (1)	_____	_____	_____	_____
_____	Lawyering Skills (1)	_____	_____	_____	_____
_____	Legal Process I (3)	_____	_____	_____	_____
_____	Legal Process II (3)	_____	_____	_____	_____
_____	Multiple Choice Skills&Str (2)	_____	_____	_____	_____
_____	Negligence (2)	_____	_____	_____	_____
_____	Prof Responsibility (3)	_____	_____	_____	_____
_____	Property I (2)	_____	_____	_____	_____
_____	Property II (2)	_____	_____	_____	_____
_____	Skills & Strategies for Bar	_____	_____	_____	_____
_____	Essays & Practical Skills (2) OR	_____	_____	_____	_____
_____	Va Civil Procedure & Practice (4)	_____	_____	_____	_____
_____	Statutory/Regulatory Interpretation Choice (2-4)	_____	_____	_____	_____
Course Taken: _____			_____	_____	_____*
_____	Dispute Resolution Skills Choice (2)	_____	_____	_____	_____
Course Taken: _____			_____	_____	_____*
			Total Required _____		

PRACTICUM (P) OR CLINIC (C) COURSES

Students are required to take 6 credit hours of Practicum or Clinic courses.

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

*No "double dipping": Some courses that fulfill the Statutory/Regulatory Interpretation requirement may also be designated as Practicum or Clinic courses. Students must elect which requirement to fulfill when taking a course that has both designations. All Dispute Resolutions Skills courses are designated as First-Year Required Courses; the first DRS course taken will count as the DRS requirement and students may elect to take subsequent DRS courses for Practicum credit.

SEMINAR COURSES

Students are required to take one seminar course (the Seminar Writing Requirement). Students who have completed the requirements for Law Journal (including writing of a publishable-quality Note) may receive 2 hours of credit that satisfy the Seminar Writing Requirement. Independent Study may also be used to satisfy the Seminar Writing Requirement. See ASL Catalog for further details.

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____

ELECTIVE COURSES (not required)

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total credit hours _____

Appalachian School of Law – Courses by Semester

<u>FALL COURSES</u>	<u>SPRING COURSES</u>	<u>SUMMER COURSES</u>
Dispute Resolution Skills choice (2) <i>(required)</i> Appellate Advocacy (3) <i>(required)</i> Building a Professional Identity I (0.5) <i>(req'd)</i> Civil Procedure (4) <i>(required)</i> Constitutional Law I (3) <i>(required)</i> Contracts & Sales I (3) <i>(required)</i> Criminal Procedure (3) <i>(required)</i> Evidence (4) <i>(required)</i> Family Law (2) Intentional Torts (2) <i>(required)</i> Intro to ASL Legal Studies (1) <i>(required)</i> Legal Process I (3) <i>(required)</i> Legal Process II (3) (Spring Starts) <i>(required)</i> Multiple Choice Skills & Strategies for the Bar Exam (2) <i>(required)</i> Property I (2) <i>(required)</i> Secured Transactions/UCC (4) Statutory/Regulatory Interpretation Course choice (2/4) <i>(required)</i> General Electives (1/3) Practicum Electives (2/4) Seminars (2)	Dispute Resolution Skills choice (2) <i>(required)</i> Building a Professional Identity (0.5) <i>(required)</i> Business Associations/Agency (3) Civil Procedure (4) (Spring Starts) <i>(required)</i> Constitutional Law II (3) <i>(required)</i> Contracts & Sales II (2) <i>(required)</i> Criminal Law (3) <i>(required)</i> Introduction to ASL Legal Studies (1) (Spring Starts) <i>(required)</i> Lawyering Skills (1) <i>(required)</i> Legal Process I (3) (Spring Starts) <i>(required)</i> Legal Process II (3) <i>(required)</i> Negligence (2) <i>(required)</i> Property II (2) <i>(required)</i> Professional Responsibility (3) <i>(required)</i> Skills & Strategies for Bar Essays & Practical Skills Tests (2) <i>(required)*</i> Virginia Civil Procedure & Practice (4) <i>(required for Va. Bar takers)*</i> Wills & Estates (3) General Electives (1/3) Practicum Electives (2/4) Seminars (2)	Externship (2) <i>(required)</i> General Electives (1/3) Practicum Electives (2) Seminars (2)
*Students taking the Virginia Bar Exam will take Virginia Civil Procedure & Practice. Virginia Civil Procedure & Practice will satisfy the spring bar essays course requirement for students taking the Virginia Bar.		

Courses offered are subject to change; the lists above are for general planning purposes only. Please refer to the class schedules distributed each semester for actual offerings each semester.

Practicum/Clinic: All students must complete 6 credit hours of Practicum/Clinic courses, in addition to the Externship completed after the first full year, and Lawyering Skills I and II, taken in the third year.

Seminar: All students must complete 2 credit hours of Seminar credit (or approved substitute) in order to satisfy the Seminar Writing Requirement.

***It is the student's responsibility to ensure complete compliance with the curriculum of ASL. The STUDENT must ensure that he or she meets all of the requirements by registering for the correct courses. Students who receive Title IV funds (federal financial aid) are cautioned to plan carefully, especially for their final semester. Federal financial aid may only be used for the amount of credits/courses that are required for graduation. Students expecting to use federal financial aid in their final semester must be enrolled in at least six semester hours, all of which must be required to fulfill graduation requirements.**

Appalachian School of Law – Class of 2028 Graduation Checklist

You must complete at least 92 credits to graduate. ASL's flat-fee tuition allows students to take up to 18 credit hours per semester. 15 credit hours per semester for six semesters, plus 2 credits for externship in the summer after completion of the 1st full year, is the usual course load. 12 hours per semester is considered "full-time" enrollment.

REQUIRED COURSES				COURSE CREDITS SEMESTER		
COURSE TITLE	CREDITS EARNED	SEMESTER TAKEN	COURSE TITLE	CREDITS EARNED	SEMESTER TAKEN	
___ Appellate Advocacy (3)	___	___	___ Lawyering Skills (1)	___	___	
___ Building a Prof. Id. I (0.5)	___	___	___ Lawyering Skills II (1)	___	___	
___ Building a Prof. Id. II (0.5)	___	___	___ Legal Process I (3)	___	___	
___ Business Associations (3)	___	___	___ Legal Process II (3)	___	___	
___ Civil Procedure (4)	___	___	___ Multiple Choice Skills&Str (2)	___	___	
___ Constitutional Law I (3)	___	___	___ Negligence (2)	___	___	
___ Constitutional Law II (3)	___	___	___ Prof Responsibility (3)	___	___	
___ Contracts & Sales I (3)	___	___	___ Property I (2)	___	___	
___ Contracts & Sales II (2)	___	___	___ Property II (2)	___	___	
___ Criminal Law (3)	___	___	___ Skills & Strategies for Bar	___	___	
___ Criminal Procedure (3)	___	___	___ Essays & Practical Skills (2) OR	___	___	
___ Evidence (4)	___	___	___ Va Civil Procedure & Practice (4)*	___	___	
___ Externship (on-site) (2)	___	___	___ Statutory/Regulatory Interpretation Choice (2) or (3)	___	___	
___ Family Law (2)	___	___	Course Taken: _____ **	___	___	
___ Intentional Torts (2)	___	___	___ Dispute Resolution Skills Choice (2)	___	___	
___ Intro ASL Legal Studies (1)	___	___	Course Taken: _____ **	___	___	
			Total Required _____			

PRACTICUM (P) OR CLINIC (C) COURSES

Students are required to take 6 credit hours of Practicum or Clinic courses.

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

* *Spring Start Class of 2028* students taking the Virginia Bar will take Va. Civ. Pro. & Practice in their final spring semester to satisfy the Skills & Strategies for Bar Essays course requirement

**No "double dipping": Some courses that fulfill the Statutory/Regulatory Interpretation requirement may also be designated as Practicum or Clinic courses. Students must elect which requirement to fulfill when taking a course that has both designations. All Dispute Resolutions Skills courses are designated as First-Year Required Courses; the first DRS course taken will count as the DRS requirement and students may elect to take subsequent DRS courses for Practicum credit.

SEMINAR COURSES

Students are required to take one seminar course (the Seminar Writing Requirement). Students who have completed the requirements for Law Journal (including writing of a publishable-quality Note) will receive 2 hours of credit that satisfy the Seminar Writing Requirement. Independent Study may also be used to satisfy the Seminar Writing Requirement. See ASL Catalog for further details.

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____

ELECTIVE COURSES (not required)

<u>COURSE TITLE</u>	<u>SEMESTER TAKEN</u>	<u>CREDITS EARNED</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Total credit hours _____

Appalachian School of Law – Courses by Semester

FALL COURSES	SPRING COURSES	SUMMER COURSES
Dispute Resolution Skills choice (2) <i>(required)</i> Appellate Advocacy (3) <i>(required)</i> Building a Professional Identity I (0.5) <i>(req'd)</i> Civil Procedure (4) <i>(required)</i> Constitutional Law I (3) <i>(required)</i> Contracts & Sales I (3) <i>(required)</i> Criminal Procedure (3) <i>(required)</i> Evidence (4) <i>(required)</i> Family Law (2) Intentional Torts (2) <i>(required)</i> Intro to ASL Legal Studies (1) <i>(required)</i> Lawyering Skills I (1) <i>(required)</i> Legal Process I (3) <i>(required)</i> Legal Process II (3) (Spring Starts) <i>(required)</i> Multiple Choice Skills & Strategies for the Bar Exam (2) <i>(required)</i> Property I (2) <i>(required)</i> Secured Transactions/UCC (4) Statutory/Regulatory Interpretation Course choice (2/4) <i>(required)</i> General Electives (1/3) Practicum Electives (2/4) Seminars (2)	Dispute Resolution Skills choice (2) <i>(required)</i> Building a Professional Identity (0.5) <i>(required)</i> Business Associations/Agency (3) Civil Procedure (4) (Spring Starts) <i>(required)</i> Constitutional Law II (3) <i>(required)</i> Contracts & Sales II (2) <i>(required)</i> Criminal Law (3) <i>(required)</i> Introduction to ASL Legal Studies (1) (Spring Starts) <i>(required)</i> Lawyering Skills II (1) <i>(required)</i> Legal Process I (3) (Spring Starts) <i>(required)</i> Legal Process II (3) <i>(required)</i> Negligence (2) <i>(required)</i> Property II (2) <i>(required)</i> Professional Responsibility (3) <i>(required)</i> Skills & Strategies for Bar Essays & Practical Skills Tests (2) <i>(required)*</i> Virginia Civil Procedure & Practice (4) <i>(required for Va. Bar takers)*</i> Wills & Estates (3) General Electives (1/3) Practicum Electives (2/4) Seminars (2)	Externship (2) <i>(required)</i> General Electives (1/3) Practicum Electives (2) Seminars (2)
*Spring Start Class of 2028 Students taking the Virginia Bar Exam will take Virginia Civil Procedure & Practice in the spring of their final semester, which contains an essay writing component. Therefore, Virginia Civil Procedure & Practice will satisfy the spring bar essays course requirement for students in the spring start Class of 2028 taking the Virginia Bar.		

Courses offered are subject to change; the lists above are for general planning purposes only. Please refer to the class schedules distributed each semester for actual offerings each semester.

Practicum/Clinic: All students must complete 6 credit hours of Practicum/Clinic courses, in addition to the Externship completed after the first full year, and Lawyering Skills I and II, taken in the third year.

Seminar: All students must complete 2 credit hours of Seminar credit (or approved substitute) in order to satisfy the Seminar Writing Requirement.

***It is the student's responsibility to ensure complete compliance with the curriculum of ASL. The STUDENT must ensure that he or she meets all of the requirements by registering for the correct courses. Students who receive Title IV funds (federal financial aid) are cautioned to plan carefully, especially for their final semester. Federal financial aid may only be used for the amount of credits/courses that are required for graduation. Students expecting to use federal financial aid in their final semester must be enrolled in at least six semester hours, all of which must be required to fulfill graduation requirements.**

Appendix I

Appendix I Counseling Resources

The following are services available in the areas surrounding ASL. This directory is included for informational purposes only and is not an endorsement of a specific service provider.

Please note these resources change frequently. We have made every attempt possible to ensure the information is accurate and up to date. If you have difficulties contacting a specific resource, please see Patty Lester Street (plester@asl.edu) for assistance.

Dr. Rick Carroll, Ph.D., LPC, ACS

Comes to ASL twice per month – email for appointments.

carrollrick1969@yahoo.com

Licensed Professional Counselor

Telemedicine Appointments Available

Virginia Judges & Lawyers Assistance Program

Oneida Huntington, Esq.

Southwest Virginia Region Manager

Virginia Judges and Lawyers Assistance Program

4801 Cox Road Ste.109

Glen Allen, Va. 23060

Direct: (276) 920-8133

Office: 804-644-3212

ohuntington@vjlap.org

www.vjlap.org

Barbara Mardigian, LPC

Clinical Director

VJLAP – Virginia Judges & Lawyers Assistance Program

4801 Cox Road, Ste 109

Glen Allen, VA 23060

Phone (Direct:804.405.1609

Office: 804.644.3212

bmardigian@vjlap.org

Website: www.vjlap.org

***Free counseling services – comes to campus for scheduled visits.*

Services Offered:

- **Stress Management**
- **Addressing Character and Fitness concerns**
- **Concerns about Substance Use**
- **Coping Skills**
- **Managing Mental Health Concerns**
- **Interpersonal Concerns**
- **Emotional Wellness**
- **Maintaining General Wellness**
- **Supportive Counseling and Referrals**

Appendix I

Access Intensive Counseling

Does not do face-to-face sessions: only telemedicine visits

Contact: Susan Fogg info@sfogg.net.

Email: accessintensivecounseling@gmail.com

***Offers a sliding scale fee for therapy sessions depending on income – starting at \$20.00 per session*

Does not bill insurance. Direct pay is the payment source accepted.

Services Offered:

- **Psychological Evaluations**
- **Autism/Special Needs**
- **Depression**
- **Stress**
- **Marital Issues**
- **Anxiety**
- **Compulsive Behaviors**
- **Women's/Men's Issues**
- **Eating Disorders**
- **Individual Counseling**
- **Family Counseling**
- **Substance Abuse**
- **Anger Issues**
- **Grief**
- **Domestic Violence**
- **Attention Deficit Hyperactivity (ADHD)**
- **Post-Traumatic Stress Disorder**
- **Court Ordered Parenting**
- **Gender Identity**

Cumberland Mountain Community Services Board (outpatient services)

Phone: 276-935-7154 (Grundy)

Crisis After Hours: 800-286-0586

Address: 1014 Stillhouse Road, Grundy, VA 24614

OR

Address: 196 Cumberland Road, Cedar Bluff, VA 24609

Phone: 276-964-6702 (Cedar Bluff)

Crisis After Hours: 800-286-0586

***Offers a sliding scale fee for therapy sessions depending on income*

Services Offered:

- **Mental Health Case Management**
- **Substance Abuse Services**
- **Medication Assisted Treatment Services (Suboxone)**
- **Prevention and Family Support**
- **Intellectual Disability Services**
- **Infant Intervention**
- **Crisis Evaluation and Services**
- **Children Services**
- **Counseling Services**
- **Therapeutic Day Treatment**
- **Crisis Evaluation and Services**
- **Family Therapy**

Appendix I

- **Psychiatry and Medication Management**
- **Intensive In-Home Services**
- **Adolescent Substance Abuse Services**
- **Veteran's Services**
- **Psychosocial Rehabilitation Services**

Healing Waters Counseling Center

Phone: 276-963-0111

4 locations: 1100 Cedar Valley Drive, Cedar Bluff, VA 24609

112 East Main Street, Abingdon, VA 24210

510 West Main Street, Wytheville, VA 24382

106 Spring Avenue NE, Wise, VA 24293

***Does not offer a sliding scale for therapy services but does have a counselor who sees patients for \$40 per session with insurance*

Services Offered:

- **Psychological Evaluation**
- **Individual Counseling**
- **Child and Adolescent Counseling**
- **Play Therapy for Children (Abingdon Office Only)**
- **Family and Marriage Counseling**

Health Connect America

www.healthconnectamerica.com

Riverside Drive, Grundy, VA 24614

(276) 242-6603

Hours: 9:00am – 5:00pm

Services and Programs

- Behavioral Therapy Services
- Intensive In-Home
- Mental Health Skill Building
- Mentoring Services
- Outpatient Mental Health
- Peer Support
- Psychiatric Clinical
- Sexual Behavior Integration Recovery
- Substance Use Disorder
- Supervised Visitation
- Therapeutic Day Treatment
- Therapeutic Foster Care

Hope and Healing Counseling Center LLC

Michael Cooper

Michael@emailhope.com

Email address -welcometohhcc@emailhope.com

Fax 833-276-0046

Phone number 276-300-4422

Therapists- current website-<https://hopeandhealingcounselingctr.com/meet-the-team>

No referral by PCP or Doctor required.

Telehealth only- based on fit and availability as well as insurance information

454 E Main Street, Abingdon, VA 24210

Appendix I

Services Offered:

- **Individual Counseling**
- **Couples Therapy**
- **EMDR Therapy**
- **Family Therapy**

OVP Health

Phone: (276) 242-2001

Address: 1520 Slate Creek Rd., Suite 201

Grundy, VA 24614

[Located beside the Buchanan County Hospital]

Services offered:

- Outpatient medication-assisted treatment and counseling services.
- For more information <https://ovphealth.com/about/about-ovp-health/>

Thompson Family Health Center (Stone Mountain Health Services)

Phone: 276-597-7081

Address: 1721 Lovers Gap Road, Vansant VA 24656

**Does offer a sliding scale fee based on income.*

Meetings

AA (Alcoholics Anonymous)

Tuesday – 8:00pm Clintwood Kiwanis Club (194 Dickenson Highway, Clintwood, VA 24228)

Buchanan County- Support Group Meetings

Wednesday- 10 am- New Life Fellowship- Oakwood, VA

Monday- 6:00 pm- Blackey Baptist Church- Hurley, VA

Regional Resources

Appalachian Substance Abuse Coalition for Prevention and Treatment and Recovery (ASAC)

<http://stopsubstanceabuse.com>

Telephone: (276) 356-6547

P.O. Box 6, Lebanon, VA 24266

Lori Gates-Addison lgates@cmcsb.com

Address: 196 Cumberland Road, Cedar Bluff, VA 24609

****Teaches Mental Health First Aid**

Telephone: (276) 971-2366

The Appalachian Substance Abuse Coalition's *mission* is to inform and engage our communities to understand, own, and address the epidemic of substance abuse and misuse. The *coalition's vision* is to have safe, healthy, and prosperous communities with effective prevention, treatment, recovery, and support resources. ASAC is an umbrella Coalition that serves as a consortium of ten substance abuse coalitions throughout the Southwest region representing the counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise, Wythe, and the cities of Bristol, Galax, and Norton.

Mountain Movers – Buchanan County (ASAC)

A non-denominational faith-based coalition under the ASAC umbrella whose vision is to have a safe, healthy, and prosperous community.

mountainmoversbuchanan@gmail.com

Linda Austin lindaustin1225@gmail.com

D.J. Western, President dwestern@asl.edu

Facebook --Mountain Movers-Buchanan County

Appendix I

Generations United- Long-term treatment resources

Chad Cooper

Facebook [@generationsunitedforChrist](#)

Healing in the Hills (Buchanan County Substance Abuse Recovery Group)

Facebook -- Healing in the Hills- Buchanan County

Amanda Sexton 3sexton@gmail.com

Residential Treatment Programs Resources

Red Oak Recovery (For Women)

Phone: 866-831-9107

Address: 108 Executive Park Asheville, NC 28801

Website: www.redoakrecovery.com

The [Red Oak Recovery approach](#) integrates a unique blend of:

- Clinical rehabilitation
- 12-step addiction recovery
- Evidence-based addiction therapy services
- Family counseling
- Experiential and adventure therapy

Red Oak Recovery (For Men)

Phone: (828) 373-2928

Address: 631 Willow Creek Road, Leicester, NC 28748

admissionteam@redoakrecovery.com

hr@redoakrecovery.com

The [Red Oak Recovery approach](#) integrates a unique blend of:

- Clinical rehabilitation
- 12-step addiction recovery
- Evidence-based addiction therapy services
- Family counseling
- Experiential and adventure therapy

Caron

Phone: 800-854-6023

Address: Several locations throughout the U.S. Please see their website for specific site information.

Website: www.caron.org

The Laurels Recovery Center- Detox, stabilization, and rehabilitation

Phone: 276-889-3063

Address: 216 Gilmer Street, Lebanon, VA 24266

Appendix J Verification Process

A student's FAFSA may be selected for an accuracy review called Verification by the U.S. Department of Education or through institutional selection. When selected for Verification, ASL is required to review the FAFSA for accuracy and make necessary corrections.

- Why was my FAFSA selected for Verification?

Many reasons indicate why a FAFSA may be selected, however it is simply a random selection (approximately 30%) of all filed FAFSAs are randomly selected by the U.S. Department of Education. Other reasons may include incomplete FAFSA data, conflicting submitted information or income discrepancies.

- How will I be notified if my FAFSA is selected?

Students will receive notice of Verification selection by a notification email to their ASL email, detailing instructions and requested documentation, if necessary.

- How do I complete Verification?

If selected, the following steps must be completed:

1. Submit a completed Verification Worksheet, as specified by Financial Aid Office
2. Utilize the IRS Data Retrieval Tool on the FAFSA for all Federal tax filers, if this option was NOT used during the initial FAFSA completion.
3. If unwilling to use the IRS Retrieval Tool- you must submit a copy of your signed 1040 tax return or Tax Return Transcript (<https://www.irs.gov/individuals/get-transcript>),
4. Non -Filers- must submit applicable W-2's and submit a verification of non-filing letter by visiting the www.IRS.gov website.

Detailed instructions will be outlined on the Verification Worksheet and email.

It is recommended that students apply for aid and complete the Verification requirements in a timely manner, ideally prior to the start of the term. Verification requirements should be submitted within 14 days of the request from the Financial Aid Office. Students who do not submit verification requirements within the timeframe specified may forfeit all or a portion of the Federal Aid eligibility for that term or academic year.

After all requirements have been submitted, the Financial Aid Office will review and compare submitted documents to the previously submitted FAFSA. If errors are found, corrections will be made to the FAFSA and may impact aid eligibility. Students will be advised of updates and an email notification will be generated once the financial aid package is available for review.

Please allow up to 14 days for the review process to be completed. All disbursements of aid will be held from the student's account until Verification is completed. To avoid an unintended tuition balance or late fee, it is important that Verification requested material be completed in a timely manner.

Appendix K Certificate Program Checklists

ASL currently offers four Certificate Programs for its Juris Doctor students: Civil Litigation, Criminal Law & Litigation, Family Law, and Natural Resources Law. The Certificate Program is outlined in **Chapter 4, Section VI**. The current Checklists for fulfilling the requirements to earn Certificates are attached here. Students are reminded that course offerings are subject to change and not every course listed as an Elective will be offered every academic year. Course substitutions may be permitted with the approval of the Program Director and the Chief Academic Officer.

Civil Litigation Certificate Checklist

In addition to the required courses, the student must complete 4 elective hours in approved courses, maintaining a 3.0 (B) average in all certificate courses, and complete the Practical/Writing component. Substitutions may be allowed with the approval of the Program Director and Chief Academic Officer. Program Director is Prof. Tom Scott.

REQUIRED COURSES

- | | |
|-----------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Appellate Advocacy - Any Section - 3 credits | Grade: _____ |
| <input type="checkbox"/> Civil Procedure [LAW0111] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Evidence [LAW0242] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Pretrial Practice [LAW0365] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Trial Advocacy [LAW0358] - 4 credits | Grade: _____ |

ELECTIVES (4 CREDIT HOURS REQUIRED)

- | | |
|----------------------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Conflicts of Laws [LAW0230] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Any course that fulfills the Dispute Resolution Skills requirement - 2 cr | Grade: _____ |
| <input type="checkbox"/> Virginia Civil Procedure & Practice [LAW0428] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Remedies [LAW0314] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Jury Selection [LAW0405] - 2 credits | Grade: _____ |

PRACTICAL OR WRITING COMPONENT - (STUDENTS ARE REQUIRED TO COMPLETE THE FOLLOWING)

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> One year participation on Moot Court Team or Mock Trial Team (requires participation in at least one interscholastic competition) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|

Total Credit Hours: _____

GPA for total Credit Hours: _____

Student Name: _____

Criminal Law & Litigation Certificate Checklist

Students must complete all of the courses listed below as Required Courses and 6 credit hours from the Electives. The student's average GPA for ALL courses taken fulfilling these requirements must be 3.0 or higher. In addition to the course requirements, students must complete the Practical/Writing component shown below. Substitutions may be allowed with the approval of the Program Director and Chief Academic Officer. Program Director is Prof. Kathryn Mooney-Gallagher.

REQUIRED COURSES

- | | |
|----------------------------------------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Appellate Advocacy - Any Section - 3 credits | Grade: _____ |
| <input type="checkbox"/> Criminal Procedure [LAW0207] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Evidence [LAW0242] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Criminal Law [LAW0107] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Trial Advocacy [LAW0358] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Externship with Prosecutor, Public Defender, Judge or Attorney General's Office - 2 credits | Grade: _____ |

ELECTIVES (6 CREDIT HOURS REQUIRED)

- | | |
|---------------------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Criminal Practice [LAW0348] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Any course that fulfils the Dispute Resolution Skills requirement - 2 cr | Grade: _____ |
| <input type="checkbox"/> Mental Health in the Criminal Justice System [LAW0333] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Moot Court [LAW0712] - 1-2 credits | Grade: _____ |
| <input type="checkbox"/> Criminal Practice [LAW0348] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Post-Conviction Relief - 2 credits | Grade: _____ |
| <input type="checkbox"/> Negotiations in the Criminal Justice System [LAW0445] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Prosecution Project [LAW0211] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Sentencing [LAW0319] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Virginia Criminal Law & Procedure [LAW0428] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Jury Selection [LAW0405] - 2 credits | Grade: _____ |

PRACTICAL OR WRITING COMPONENT - (STUDENTS ARE REQUIRED TO COMPLETE THE FOLLOWING)

- ☐ Completion of 120 hours of 3rd year practice in the office of a public defender or prosecutor

Total Credit Hours: _____

GPA for total Credit Hours: _____

Student Name: _____

Family Law Certificate Checklist

In addition to the required courses, the student must complete 8 elective hours in approved courses, maintaining a 3.0 (B) average in all certificate courses, and complete the Practical/Writing component. Substitutions may be allowed with the approval of the Program Director and Chief Academic Officer. Program Director is Prof. Pebbles Burgess.

REQUIRED COURSES

- | | |
|--------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Evidence [LAW0242] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Family Law [LAW0300] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Family Law Practice [LAW0301] - 2 credits | Grade: _____ |

ELECTIVES (4 CREDIT HOURS REQUIRED)

- | | |
|-------------------------------------------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Choice of course that fulfils the Dispute Resolution Skills requirement- 2 cr | Grade: _____ |
| <input type="checkbox"/> Estate Planning (Wills & Estates is pre-requisite) [LAW0218] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Guardians ad Litem in the Legal Process [LAW0341] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Juvenile Practice (LAW0213) - 2 credits | Grade: _____ |
| <input type="checkbox"/> Poverty, Health, & Law: MLP [LAW0600] - 2-3 credits | Grade: _____ |
| <input type="checkbox"/> Pretrial Practice [LAW0365] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Real Estate Transactions (Contracts II and Property II are prereqs) [LAW0352] - 2 or 3 credits | Grade: _____ |
| <input type="checkbox"/> Trial Advocacy (LAW0358) - 4 credits | Grade: _____ |
| <input type="checkbox"/> Wills & Estates [LAW0219] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Social Security Disability Practicum - 2 credits | Grade: _____ |

PRACTICAL OR WRITING COMPONENT - (STUDENTS ARE REQUIRED TO COMPLETE THE FOLLOWING)

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Complete CASA training and earn 75 hours of credit in the CASA program |
| <input type="checkbox"/> Participate in the Medical-Legal Partnership Clinic as an active student-attorney completing a minimum of 75 hours of legal service over two semesters, exclusive of intake or administrative services. |
| <input type="checkbox"/> Approved externship or 3rd year practice in the field of family law with completion of at least 75 hours. |
| <input type="checkbox"/> Participation in the Child Welfare Appellate Advocacy Moot Court competition (including brief-writing and oral advocacy) |

Total Credit Hours: _____

GPA for total Credit Hours: _____

Student Name: _____

Natural Resources Law Certificate

Checklist

Students are required to complete at least 5 credit hours from the required course list and 6 credit hours from the elective course list. Students must maintain a 3.0 (B) average in all certificate courses, and complete a practical or writing component, for a total of 12 credit hours.

REQUIRED COURSES

- | | |
|---------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Environmental Law and Policy [LAW0394] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Natural Resources Law and Policy [LAW 0328] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Energy, Economics, and the Environment [LAW0433] - 2 credits | Grade: _____ |

ELECTIVES (4 CREDIT HOURS REQUIRED)

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Administrative Law [LAW0210] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Appellate Advocacy – Natural Resources [LAW0339] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Energy Law and Regulation [LAW0495] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Environmental Issues in Appalachia (S) [LAW0417] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Mineral Title Examination (P) [LAW0499] and [LAW0496] - 1-2 credits | Grade: _____ |
| <input type="checkbox"/> Natural Resources: Why Lawyers and Engineers Need Each Other (P) (dual enrolment with Virginia Tech) [LAW0326] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Regulation of Energy Utilities [LAW0511] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Solar Energy Law (S) [LAW0329] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Space Law and Policy (S) [LAW0354] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Sustainable Energy Law Practice (PW) [LAW0357] - 4 credits | Grade: _____ |
| <input type="checkbox"/> Tribal Law [LAW0123] - 3 credits | Grade: _____ |
| <input type="checkbox"/> Water Law [LAW0916] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Wildlife Law (S) [LAW0417] - 2 credits | Grade: _____ |
| <input type="checkbox"/> Zoning and Land Use [LAW0915] - 2 credits | Grade: _____ |
| <input type="checkbox"/> _____ - __ credits | Grade: _____ |

SUBSTITUTES (These may substitute for up to 2 of the required 6 credits of ELECTIVES or for the practical/writing component, upon approval of the director)

☐ Moot Court Team (Pace National Environmental Law Competition; West Virginia National Energy Law Competition; IISL Space Law Manfred Lachs Space Law Moot Court Competition) - 2 credits

☐ Independent Study on Approved Topic - 1-2 credits

PRACTICAL OR WRITING COMPONENT

☐ Completion of a publishable-quality note, as approved by the Certificate Director (Professor Belleville)

Total Credit Hours: _____

GPA for total Credit Hours: _____

Student Name: _____