

# Chapter 1 General Information

## Mission

ASL exists to provide opportunity for people from Appalachia and beyond to realize their dreams of practicing law and bettering their communities. 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.

(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)

Appalachian School of Law students, while largely representative of the region, come from throughout the nation and 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.

## 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.

## 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 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 School of Law 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.

## ASL Governance

Appalachian School of Law is a Virginia-registered non-stock corporation. The powers, duties, and responsibilities of the governing Board of Trustees, Dean and Chief Operating Officer, and Faculty are contained in the Corporate Charter, Corporate By-laws, 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.

## Philosophy & Faculty Accessibility

This relatively small law school maintains 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 operating 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.

## 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 for ASL in 1997. 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 are wired for network access for laptop computers and have electrical outlets at each seat. In addition to wired network connections, the main classroom building and library have access to the Internet through a wireless network. 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.

## Law Library

The Library has a core collection of reporters and codes, law reviews, treatises, and legislative history materials online, in print, and in microfiche. Supplementing those traditional research tools are about a dozen online legal 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 printed research guides. 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 renovated in 1998, the Library building provides space for the collection as well as study space in individual carrels, tables, and group study rooms. Students can access the campus wireless network from anywhere in the building.

## 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. The program offers a range of programs for students prior to law school, for students at all levels of law school, and for graduating students preparing to take a bar examination.

The Academic Support program consists of several components, but the cornerstones of the program are the mandatory courses at the beginning and end of the student's matriculation at ASL. All incoming students are required to take Introduction to ASL Legal Studies, a two-semester course during their first year, which helps students improve the essential skills needed to succeed in law school, including 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 Bar Subject Review I & II, Bar Preparation Studies, and MBE Fundamentals where they focus on bar exam subjects and learn skills necessary for success on both the multiple choice and essay portions of the bar exam.

## Career Services

The Career Services Director counsels students and alumni regarding their career aspirations and, in conjunction with ASL's Writing Specialist, advises students on resume and cover letter preparation. 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.

## Policy on Grievances Against ASL Personnel

The Board of Trustees has adopted the following statement on grievances:

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 an 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 behavior are handled in accordance with the relevant provisions of the Student Catalog.

Grievances must be submitted in writing to the Grievance Coordinator. Grievances may not be filed anonymously.

Retaliation against any person for 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:

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 so long as all persons have the opportunity hear each other and to be heard by all others. 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/relation 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 Chief Operating 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 but 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 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 involving faculty members and by the Chief Operating Officer for such appeals involving ASL staff members. The President and Dean/COO shall be referred to as the hearing office. 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 an 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 this 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 Approving 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](mailto:saa@dvs.virginia.gov).

## Student Grievances, 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](http://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." Grievances that arise from sexual misconduct or other conduct that is not a violation of the ABA Standards shall be governed by the relevant grievance policy contained elsewhere in the catalog.

### Procedure for Making a Formal Complaint Pursuant to ABA Standard 510:

1. Submit the complaint in writing via e-mail to the Associate Dean of Academic Affairs 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 Associate Dean for Academic Affairs 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 Associate Dean 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 Associate Dean, 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 Associate Dean, 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 Associate Dean 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 eight years.

## Students' Rights, Privileges, and Responsibilities:

### Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford 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, Dean, or other appropriate official, 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 or research, or support staff position (including security personnel); 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); 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.

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.

- (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:

Family Policy Compliance Office  
U.S. Department of

last revised: Oct. 2020



Education 400 Maryland  
Avenue, SW Washington,  
DC 20202-5920

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. The primary purpose of directory information is to allow ASL to include this type of information from your education records in certain law school publications and employment inquiries such as pre-employment attendance and graduation verifications. Examples include, but are not limited to :

- Dean's List or other recognition lists;
- Graduation programs; and
- Attendance and graduation verifications from prospective employers.

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

## Statement on Nondiscrimination

Law School policy prohibits discrimination on the basis of age, race, color, sex/gender, gender identity, sexual orientation, pregnancy/childbirth, marital status, disability, religion, political affiliation, veteran status, or national and ethnic origin. Race discrimination includes discrimination on the basis of traits historically associated with race, such as hair texture, hair type, and protective hairstyles. 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 Virginia Human Rights Act, and regulations there under.

## 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 the Ch. 6 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 the Academic Standards and Policies.

ASL's application requires disclosure of information relating to character and fitness. The applicant signs to acknowledge that the information is complete and accurate. During Introduction to Law, 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 the Introduction to Law 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. Disclosures made through amendment to the application prior to December 1 of the first 1L semester will be considered by the Chief Academic Officer and, if accepted, will be attached to the application.

2. All amendments made after December 1 of the first 1L semester will be clearly dated, and the date will be noted in any subsequent disclosure made by ASL to any state Bar Examiners.

3. Except as provided in 4 below, no amendments to ASL applications will be considered after June 1 following completion of the 2L year (that is, June 1 prior to commencement of the 3L year).

4. Disclosure of events relating to character and fitness (responsive to the ASL application) which occur during attendance at ASL is subject to an on-going obligation of the student. Therefore, amendments after June 1 following the 2L year for such events occurring after June 1 will be considered by the Chief Academic Officer.

## Drug and Alcohol Abuse Prevention Program (DAAPP)

In accordance with the Drug-Free Schools and Communities Act Regulations, this notification will be sent to all Appalachian School of Law students and employees on a semiannual basis. It is the policy of Appalachian School of Law to provide a drug-free, healthful, safe, and secure work and educational environment. Employees and students are required and expected to report to their class or student activities in appropriate mental and physical condition to meet the requirements and expectations of their respective roles.

Appalachian School of Law prohibits the unlawful manufacture, distribution, dispensation, possession, or use of narcotics, drugs, other controlled substances, including marijuana, LSD, cocaine, prescription medications, or alcohol at the workplace and in the educational setting. Unlawful for these purposes means in violation of federal/state/local regulations, policy, procedures, and rules, as well as legal statutes. Workplace means either on Law School premises or while conducting Law School business away from ASL premises. Educational setting includes both institutional premises and approved educational sites off campus. This includes sanctioned institutional-sponsored or student organization-sponsored on or off campus activities such as field trips, social events, professional meetings, and activities abroad.

In order to prevent the consequences of alcohol and other drug abuse at the workplace and in the educational setting, Appalachian School of Law has implemented this policy to ensure a drug-free work and educational environment.

Appalachian School of Law recognizes that chemical dependency through use of controlled or uncontrolled substances, including alcohol, is a treatable illness. ASL supports and recommends employee and student rehabilitation and assistance programs and encourages employees and students to

use such programs.

ASL will also implement drug-free awareness programs for employees and students. Such programs will annually ensure that employees and students are aware that:

Alcohol and other drug abuse at the workplace and in the educational setting is dangerous because it leads to physical impairment, loss of judgment, safety violations and the risk of injury, poor health, or even death.

Alcohol and other drug abuse can also significantly lower performance on the job and in the classroom, thus impacting ASL and its mission as well as adversely affecting the student's educational and career goals. Any student violation of the Drug and Alcohol Abuse Prevention Program (DAAPP) will be addressed in accordance with ASL's Academic Standards Section III (A). Any employee violation of the DAAPP will be addressed in accordance with the Personnel Policies for faculty and staff members.

The following chart provides a list of commonly abused substances and their health risks:

<b>Substance</b>	<b>Nicknames/Slang Terms</b>	<b>Health Effects</b>
<b>Alcohol</b>		Alcohol acts as a central nervous system depressant. Its initial effects include altered perception, judgment, motor coordination and abstract thinking/cognitive impairment. Continued use of alcohol results in physical and psychological dependence marked by increased tolerance, memory blackouts and the experience of withdrawal symptoms. The disease of alcoholism progresses in stages from an individual's unplanned use, to being preoccupied, to failing in controlling alcohol use, on to eventual loss of control and continued use despite negative consequences. Statistics show that alcohol use is involved in a majority of violent behaviors on university campuses including acquaintance rape, vandalism and assaults.

<b>Amphetamines</b>	uppers, speed, meth, crack, crystal, ice, pep pills	Users experience euphoria, abundant energy, and decreased need for sleep. Other signs and symptoms may include irregular heartbeat, rapid breathing, irritability, anxiousness, restlessness, panic, paranoia, aggression and impulsive behavior
<b>Anabolic Steroids</b>	roids, juice	Health effects may include high blood pressure, blood clotting, cholesterol changes, liver cysts and cancer, kidney cancer, hostility and aggression, acne; in adolescents, premature stoppage of growth; in males, prostate cancer, reduced sperm production, shrunken testicles, breast enlargement; in females, menstrual irregularities, abnormal hair growth.
<b>Cannabis</b>	Marijuana, pot, grass, dope, weed, joint, bud, reefer, doobie, roach	The user experiences slowed thinking and reaction time, time distortion, confusion, impaired balance and coordination, and impaired judgment. Long term effects include loss of short-term memory, loss of motivation, increased anxiety, increased upper respiratory illness.
<b>Cocaine</b>	coke, cracks, snow, powder, blow, rock	The user experiences feelings of exhilaration, energy, increased mental alertness, rapid or irregular heartbeat, reduced appetite and weight loss. Users often have a stuffy, runny nose and nosebleeds. Immediate effects include dilated pupils, elevated blood pressure, heart rate, respiratory rate and body temperature. Withdrawal symptoms include strong cravings, depression, alterations in sleep patterns. Crack, the free-base use of cocaine, can produce hallucinations, blurred vision, chest pains, convulsions and even death.
<b>Gamma Hydroxy Butyrate</b>	GHB, liquid B, liquid X, liquid ecstasy, G, georgia homeboy, grievous bodily harm	Gammahydroxybutyrate. It can cause electrolyte imbalance, decreased respiration, slow heart rate, vomiting, low blood pressure, confusion, unconsciousness, coma and death.

<b>Hallucinogens</b>	acid, stamps, dots, blotter, A-bombs	Lysergic Acid Diethylamide (LSD), mescaline, and psilocybin cause altered states of perception and feeling including delusions, hallucinations and illusions including body and time distortion. Physical effects include fever, rapid heartbeat, elevated blood pressure, blurred vision, and flushed face. Mood can range from euphoria to panic and depression. Long-term effects of use include depression, constant anxiety, paranoia, chronic personality changes and lingering perceptual changes.
<b>Heroin</b>	H, junk, smack, horse, skag	It is injected, snorted or smoked. The opiate effect diminishes the sense of pain inducing euphoria, drowsiness, and confusion. Overdose results in death from stopping breathing
<b>Inhalants</b>	poppers, snappers, whippets	Solvents (paint thinners, gasoline, glues, butane, propane aerosol propellants, nitrous oxides) produce stimulation, loss of inhibition, slurred speech, and loss of motor coordination. Long-term effects are depression memory impairment and damage to the liver, the heart and nervous system.
<b>Ketamine</b>	K, super K, special K	Ketamine can be injected, snorted, or smoked. The user experiences increased heart rate and blood pressure, problems with control of movements, memory loss, numbness and nausea/vomiting. The user is at high risk for slowed breathing that may lead to brain damage or death.
<b>MDMA</b>	ecstasy, XTC, adam, X, rolls, pills	Methylenedioxymethamphetamine produces mild hallucinogenic effects, amphetamine-like stimulation, and increased touch sensitivity. An increase in display of affection to others may occur. Long-term effects include impaired memory and learning.

<b>Morphine/Opiates</b>	China white, M, morf, duramorph, Miss Emma, monkey, roxanol, white stuff	Users experience euphoria, increased body temperature, dry mouth, "heavy" feeling in arms and legs. Long term effects constipation, loss of appetite collapsed veins, heart infections, liver disease, depressed respiration, pneumonia and other pulmonary complications, physical dependence, psychological dependence
<b>PCP</b>	crystal, tea, angel dust, embalming fluid, killer weed, rocket fuel, supergrass, wack, ozone	Since Phencyclidine is relatively inexpensive, it is often used to enhance the effects of other drugs such as LSD, cannabis or cocaine. PCP users seek an altered state of bizarre perceptions, confusion, disorientation impaired judgment and often delirium. Behavioral changes may range from hyperactivity to catatonic states.

Please access NIDA (National Institute on Drug Abuse) website for further information on these and other substances of abuse at [www.drugabuse.gov](http://www.drugabuse.gov)

Any student or employee experiencing a problem with alcohol or other drugs may contact the Campus Safety Coordinator for confidential assistance or referral to appropriate resources. The following is a list of resources available to students and employees.

### 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.

#### **Dr. Rick Carroll, Ph.D., LPC, ACS**

[rwcarroll@bvumet.edu](mailto:rwcarroll@bvumet.edu)

Licensed Professional Counselor

Telemedicine Appointments Available

#### **Access Intensive Counseling**

Phone: 276-244-1380 (Grundy office)

Contact: Susan Fogg

Email: [accessintensivecounseling@gmail.com](mailto:accessintensivecounseling@gmail.com)

Website: <http://www.accessintensivecounseling.com/>

Address: 19867 Riverside Drive; Grundy, Virginia 24614

*\*\*Offers a sliding scale fee for therapy sessions depending on income – starting at \$5.00 per session*

#### **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**

**Commonwealth Family Care**

Phone: 276-935-1760

Contact: Maggie Gilbert

Address: 1532 Slate Creek Road Suite 106

Grundy, VA 24614

Telemedicine Visits Available

*\*\*Does not offer a sliding scale but does accept insurance*

**Services Offered:**

- **Psychiatric Services**
- **Medication Management only. No counseling.**

**Cumberland Mountain Community Services Board**

Office Phone: 276-935-7154 (Grundy)

After Hours: 800-286-0586

Address: 1014 Stillhouse Road, Grundy, VA 24614

*\*\*Offers a sliding scale fee for therapy sessions depending on income*

**Services Offered:**

- **Mental Health Services**
- **Substance Abuse Services**
- **Intellectual Disability Services**
- **Prevention Services**
- **Infant Intervention**
- **Crisis Evaluation and Services**
- **Children Services**

**Cumberland Mountain Community Services Board (outpatient services)**

Phone: 276-964-6702

Crisis After Hours: 800-286-0586

Website: <http://www.cmcsb.com>

Address: 196 Cumberland Road, Cedar Bluff, VA 24609

*\*\*Offers a sliding scale fee for therapy sessions based on income*

**Services Offered:**

- **Prevention and Family Support**
- **Head Start and Preschool**
- **Counseling Services**
- **Therapeutic Day Treatment**

- **Case Management**
- **Crisis Evaluation and Services**
- **Family Therapy**
- **Psychiatry and Medication**
- **Intensive In-Home Services**
- **Adolescent Substance Abuse Services**
- **Veteran's Services**

### **Healing Waters Counseling Center**

Phone: 276-963-0111

2 locations: 1100 Cedar Valley Drive, Cedar Bluff, VA 24609 (M-F; Nurse Practitioner Fri)  
 39 South Flanagan Avenue, Lebanon, VA 24266 (Tues, Wed, Thurs.; Nurse Practitioner Sat.)  
 Wytheville Office opening in Fall 2019

*\*\*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**
- **Family and Marriage Counseling**

### **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.*

### **Angeline Saferight Lloyd**

**Southwest Virginia Program Manager**

**Virginia Judges & Lawyers Assistance**

Phone: 276-920-8133

Email: [alloyd@vjlap.org](mailto:alloyd@vjlap.org)

Website: [www.vjlap.org](http://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**

### **Meetings**

#### **Buchanan County- Support Group Meetings**

**Sunday- 7 pm-The Connection- Hurley, VA**

last revised: Oct. 2020



**Tuesday-** 7 pm- The Gazebo @ Hurley Park- Hurley, VA  
**Wednesday-** 4:30 pm- Tookland Pentecostal Church- Grundy, VA- Food Served  
7 pm- New Life Fellowship- Oakwood, VA  
7 pm- Deliverance Tabernacle- Homecreek, VA  
**Thursday-** 6:30 pm- Harman Memorial Baptist Church- Harman  
**Friday-** 7 pm- The Connection- Hurley, VA

### **Regional Resources**

**Generations United-** Long-term treatment resources  
Phone: 276-870-7306  
[coopkam@gmail.com](mailto:coopkam@gmail.com)  
Facebook [@generationsunitedforChrist](https://www.facebook.com/generationsunitedforChrist)

**Healing in the Hills** (Buchanan County Substance Abuse Recovery Resources)– Amanda  
Phone: 276-979-6176

[www.healinginthehills.org](http://www.healinginthehills.org)

### **Appalachian Substance Abuse Coalition for Prevention and Treatment (ASAC)**

[Lori Gates lgates@cmcsb.com](mailto:Lori.Gates@cmcsb.com)  
[Address: 196 Cumberland Road, Cedar Bluff, VA 24609](http://196CumberlandRoad.com)  
<http://stopsubstanceabuse.com>

### **Residential Treatment Programs Resources**

**Red Oak Recovery**  
Phone: 866-831-9107  
Address: 108 Executive Park Asheville, NC 28801  
Website: [RedOakRecovery.com](http://RedOakRecovery.com)

**Caron**  
Phone: 800-854-6023  
Address: Several locations throughout the U.S., please see their website for specific site information.  
Website: [www.caron.org](http://www.caron.org)

**The Laurels Recovery Center-** Detox, stabilization, and rehabilitation  
Phone: 276- 889-3063  
Address: 216 Gilmer Street, Lebanon, VA 24266

Please note these resources change frequently. We have made every attempt possible to insure the information is accurate and up to date. If you have difficulties contacting a specific resource, please see Glenna Owens for assistance.

## 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, Beth Stanley. 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 also may be found on ASL's website ([www.asl.edu](http://www.asl.edu)) and at the reserve desk in ASL's library. Individuals who believe they have been discriminated against on the basis of a disability may file a complaint under ASL's Grievance Policy. The Grievance Policy is found in this catalog, which is available to all students via the website.