



CAMPBELL UNIVERSITY

Norman Adrian Wiggins
School of Law

Bulletin 2025-2026

Leading With Purpose — Where Great Lawyers are Made

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Our Dean

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Dean

Norman Adrian Wiggins School of Law

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10 Questions with Dean Leonard

On the heels of a long and storied career on the bench, J. Rich Leonard officially began serving as dean of Campbell Law School on July 15, 2013. A former United States Bankruptcy Judge for the Eastern District of North Carolina, Dean Leonard took the time to share his thoughts on his transition into the dean's office, as well as where he intends to lead the institution over the next several years.

Q1: What attracted you to this position?

“There’s nothing not to be attracted to about this position. We have a distinguished faculty that’s made its mark in areas on all sides of numerous issues. The students have been enormously successful, both in the traditional measure of passing the bar exam but also in becoming serious players in the practice of law, the courts, and the politics of North Carolina, and also at an increasing rate, outside of this state. On top of that, the move to Raleigh has done nothing but enhance all of those aspects. This is a wonderful city and it’s a laboratory for teaching new lawyers how to practice law.”

Q2: For several years you have taught as an adjunct faculty member and served on the Campbell Law Board of Visitors. Discuss your familiarity with the institution and the growth you’ve witnessed here over the past several years.

“This building is a testament to the strength of the law school, and it’s a facility that, in my experience, is unsurpassed by any in the country and I’ve seen any number of them. The number of students that the law school has taken on has increased, the credentials of those students have increased, and the externship and clinical programs have begun to expose those students to life and legal culture in ways that were simply impossible when it was 45 minutes away.”

Q3: What is the reputation of Campbell Law attorneys in the court room based upon what you’ve witnessed personally, as well as the opinions and experiences shared by your peers within the legal community and on the bench?

“There’s no doubt that the law school has steadily grown in reputation and stature. We had our best national ranking ever last year. My personal experience has been that students in my seminars get better and better in terms of their analytical and writing ability.

“Two of my last four law clerks have been Campbell Law graduates, and these two particular students are first-class. They can hold their own with anybody from any law school in the country in terms of the thoroughness of their research and ability to write. I know that the product that Campbell Law is turning out right now is world-class.”

Q4: What sets Campbell Law apart from our peer institutions throughout the region and other North Carolina law schools?

“Campbell Law being in Raleigh gives it opportunities, frankly, that no one else in legal education in North Carolina, and very few in the country, have. We have all three branches of state government within walking distance of this law school. We have the state appellate courts across the street, the federal courts down the street, and the brand new state courthouse a few blocks away.

“There are all sorts of opportunities to observe, participate, and practice that we can offer. That doesn’t mean, though, that we’re going to abandon our core competencies that set Campbell Law apart. We teach the substantive law that you need to know to

practice law across a wide range of areas in this culture and we don't intend to back away from that in terms of gimmicks or quick changes.”

Q5: You've spoken at length about how your original motivation for going to law school was a career in higher education. Prior to law school you earned a master's degree in education, and you've taught at several institutions as an adjunct faculty member. Throughout your tenure on the bench, did you ever really foresee a full-time career in academia developing?

“I am elated and surprised that this opportunity came my way. I earned a master's degree and entered law school thinking that higher education would be my career for life. In fact, I tailored my law school experience to prepare me for that. Bill Friday and Terry Sanford were both role models and mentors of mine. The federal courts were an incredibly enjoyable detour for me. I am humbled that this University and the Campbell Board of Trustees think highly enough of me to give me this chance.”

Q6: What about your time on the bench best prepared you to serve as the dean of Campbell Law?

“First, I spent 30 years on the trial bench listening intently. I like to listen for long periods of time because you never know all of the facts, viewpoints, and aspects on any matter until the very end. I plan to listen to everyone involved with Campbell Law, be that our students, faculty, staff, alumni, or partners in the community.

“On top of that, I am a decision maker. I've made a career of making tough choices and decisions with regard to complex matters. Once I have all of the facts, I have no problem with, and waste no time, in making a decision that is within my domain.”

Q7: In a recent interview you mentioned the importance of staying true to our core curriculum that has paved the way for the success that we enjoy now and helped to solidify our reputation as a challenging institution that produces practice-ready lawyers. How delicate is the balance between keeping that core curriculum and altering it to address changes in the legal profession and market-based needs?

“There are a lot of issues that we’re going to have to work out in collaboration with a very talented faculty. As a start, three years is a long time to go to school, and in those three years you can accomplish a great deal. You can accomplish all of the core competencies that we’ve always required, including our rigorous trial advocacy program. There are folks that say there are people that might not want to be trial lawyers and is that really necessary, and my answer is yes because in anything that you do in this profession, you are going to have to be able to take a position, defend it, and advocate for it. If it’s not in the courtroom, these are the skills that will allow you to be successful in a boardroom, governmental office, or anywhere else.

“With that said, the market’s changing. There are more demands in legal education being made by the private and business sectors that employ lawyers for distinct sets of skills. And technology is changing the practice of law. Again, Raleigh is a wonderful place to explore these trends and develop those opportunities.”

Q8: What ideas and strategies do you plan on implementing to continue the upward trajectory of Campbell Law?

“My current tentative view is that we are going to dramatically expand our externship and clinical programs so that there are all sorts of opportunities for our students, particularly in their third year, to get out in this community and learn how to actually be lawyers. That comes from watching experienced lawyers and having the opportunity to do it themselves.

“Moving forward, I have several distinct ideas regarding clinical programs that would be an asset to our community. There is a wave of people trying to represent themselves in courts and administrative agencies because they simply cannot afford legal representation. This is the case in several areas of law, including immigration, bankruptcy, family law, and entrepreneurs looking to start their own businesses. Our streets are full of veterans that need help. And these are just a starting point. So many of these initiatives would be true to our Christian mission of assisting those that need it, while developing practical and marketable skills at the same time, but these initiatives are costly, and we will need our partners in the community to help with support.”

Q9: What advice would you give to a prospective student with an eye on law school that is having a tough time justifying the cost?

“I completely understand that concern. I myself came from a very modest family and borrowed much more money than anyone could’ve ever imagined attending one of the most expensive law schools in the country at Yale. It took me two decades to pay that off. At the same time, I made an investment in myself that has given me the opportunity to enjoy the life and career that I have been blessed with to this point, and it all comes full-circle back to that decision.

“There will always be a place and need for talented lawyers that are committed to seeking justice and serving the community. If you believe in yourself and are committed to the task at hand, I believe the investment in cost is well worth the personal and professional satisfaction that you will enjoy throughout your life.”

Q10: Why should that prospective student give Campbell Law a look?

“At the end of the day you go to law school to be a lawyer, and no one has been more successful than us in preparing students for the practice of law. We provide our students with a broad set of knowledge across several key areas. Our students learn how to work, research, write, and advocate on their feet. On top of that, we offer practical opportunities to explore various areas of law within a location that provides essentially limitless opportunities.

“In addition, Campbell Law School is a community of people with strong moral values who care about society and the place of law within it. We equip our students with the skills you need and give them the experience to really think through what it means to be a lawyer.

Our History

The history of Campbell Law School began as one man's vision.

In the early 1970s, Campbell University's third president, Norman Adrian Wiggins, began discussing his vision of a small, private law school that would develop lawyers with moral conviction, compassion and competence. President Wiggins traveled throughout North Carolina raising the necessary funds and attracting outstanding lawyers and legal educators to the new endeavor.

His vision – supported by hard work, patience and exceptional leadership – became a reality when a charter class of 97 students inaugurated Campbell Law School in August 1976. In 1988, Campbell University's Board of Trustees renamed the law school the Campbell University Norman Adrian Wiggins School of Law to honor his pioneering efforts and leadership.

Since its founding, Campbell Law developed lawyers who possess moral conviction, social compassion and professional competence, and who view the law as a calling to serve others. The school has been recognized by the American Bar Association (ABA) as having the nation's top Professionalism Program and by the American Academy of Trial Lawyers for having the nation's best Trial Advocacy Program. Campbell Law boasts more than 3,400 alumni, including more than 2,400 who reside and work in North Carolina. For 26 years, Campbell Law's **overall record of success on the North Carolina Bar Exam** has been unsurpassed by any other North Carolina law school. In September 2009, Campbell Law relocated to a **state-of-the-art building in downtown Raleigh**.

Our Deans

F. Leary Davis, Jr. – 1975-86

Robert A. Jenkins (acting dean) – 1983-84

Richard A. Lord (acting dean) – 1986

Patrick K. Hetrick – 1987-98

Willis P. Whichard – 1999-2006

James B. McLaughlin (acting dean) – 1999-2000

Melissa A. Essary – 2006-12

B. Keith Faulkner (acting dean) – 2012-13

J. Rich Leonard – 2013-present

Our Vision

Campbell Law is a highly demanding, purposely small, intensely personal community of faculty and students whose aim, guided by transcendent values, is to develop lawyers who possess moral conviction, social compassion and professional competence, who view the practice of law as a calling to serve others and to create a more just society.

The Campbell Law Difference

- We have an academic program that is highly demanding.
- We bring together the theoretical and practical to produce thoughtful, talented lawyers.
- We have a faculty that is profoundly committed to students and teaching.
- We present the practice of law as a way to make a difference by serving others.
- We offer a Christian perspective on law and justice.

Our vision manifests itself in the following distinctives:

We have an academic program that is highly demanding.

The School of Law provides a liberal arts legal education designed to assist talented students in developing strong moral character, disciplined and creative minds, and superb professional skills for purposeful lives of leadership and service to their communities. We intend that all students think, speak, and write sensibly, make relevant and valid judgments, discriminate among values, and maintain the highest standards of professional excellence. In short, we seek to produce graduates ready to deliver the best possible legal services to their clients and communities. To accomplish this goal, our course of instruction is unusually rigorous and demanding. Our faculty holds students to the highest expectations in thinking, preparation, and

application. Success comes only as students are fully engaged in learning to analyze the law, construct and evaluate legal arguments, and resolve legal problems.

Our small class sizes help foster an intellectual community that is focused and determined, yet personal and supportive. Students have to work hard here, but they develop a sense of community with their professors and classmates and they appreciate the academic demands as they enter the practice of law confident that they're fully prepared.

We bring together the theoretical and practical to produce thoughtful, talented lawyers.

Part of Campbell's demanding nature comes from our conviction that legal education must be a genuinely "professional" education, combining theoretical inquiry with practical skills. Whether engaged in litigation, transactions, or any other type of practice or public service, a good lawyer must have extensive knowledge and exceptional professional skills. Not only is the Campbell program academically challenging, but it also provides students with comprehensive skills training in planning, counseling, negotiation, legal drafting, trial and appellate advocacy, and alternative forms of dispute resolution.

No law school in North Carolina has had greater success in preparing its students for the bar examination and few schools in the United States or elsewhere can equal Campbell's effectiveness in providing students with practical skills.

We have a faculty that is profoundly committed to students and teaching.

The faculty of the School of Law is a community of scholars who make teaching their priority and are readily accessible to students. They devote substantial time to serving students as mentors, coaches, and professional role models. All faculty have open-door office policies and are willing to consult regularly with students one-to-one. Our professors are deeply committed to the search for knowledge through meaningful legal scholarship, but never at the expense of their devotion to the academic success and professional development of each student.

We present the practice of law as a way to make a difference by serving others.

The School of Law strives to produce highly competent, deeply compassionate lawyers who see the practice of law as a calling to serve others. We want our graduates not only to be successful but also to live unselfishly, considering the needs of others as more important than their own and understanding that reconciling differences is as important as winning cases. Particular emphasis therefore is given to practicing the highest ideals of integrity and civility, seeking transformative justice, promoting reconciliation, and helping those who are most in need of our assistance. In this way, our graduates can become effective advocates for legal and social justice, both in their local communities and in other parts of the world.

We offer a Christian perspective on law and justice.

Our vision is inspired by a perspective not typically heard at other law schools. As part of the Campbell University community, the School of Law shares in the University's purpose and mission to educate students from a Christian perspective in a caring Christian community. This perspective guides our professional choices, actions, and directions.

We believe that laws and legal institutions are subject to a moral order which transcends human authority and judgment. A central premise of this moral order is that all human beings are created in the image of God and are endowed by God with certain natural rights and obligations. These rights and obligations are the cornerstone of true human dignity and must be respected by every political order.

We encourage students to examine the relationship between spiritual and legal issues, to explore the theological foundations for law, to think differently about justice and the legal system, and to consider how we can help achieve a more just and merciful society. We intend our faculty and graduates to engage the larger academic, professional, and social communities as thoughtful persons of conscience and conviction who humbly bring a faith perspective to legal and cultural issues with the power of skillful argument and an unflinching commitment to human flourishing.

Because we recognize the immeasurable dignity and worth of every person that follow from our creation in the image of God, we seek to preserve a congenial academic environment where everyone is treated with kindness, civility, and respect, and students from all faiths or secular moral traditions are welcome. While the School of

Law embraces an intellectual perspective rooted in Christian tradition, it is committed to free and open discussion of ideas and students are under no obligation to embrace any particular way of thinking.

The Strategic Plan of Campbell University School of Law

“Preparing Lawyers for Practice with a Purpose”

1. We will review, evaluate and adapt our curriculum and our teaching to meet the needs of the profession today and tomorrow.

Initiatives

- A. We will reach out to alumni, the legal profession and academic experts to help us identify the skills and values our students will need when they enter practice, and we will make appropriate changes to our curriculum as a result.
- B. We will regularly review and consider new models of legal education and teaching, continuously update our program of legal education and support faculty innovation in teaching and curriculum.
- C. We will continue to use a rigorous approach to teaching and learning, to continue to provide our students with a strong and well-rounded foundation in the law.
- D. We will enhance our already practice-oriented curriculum by:
 - i. Seeking to integrate additional skills into our curriculum.
 - ii. Increasing the number of transactional skills and business courses we offer.
 - iii. Providing all students with an opportunity to have a robust practiceoriented experience, such as an externship or a clinical program.

- iv. Developing a mediation and alternative dispute resolution program to complement our strong litigation advocacy program.
- v. Continuing to develop an outstanding legal writing program that is considered one of the best in the region.
 - a. We will consider moving to a required three-semester writing program.
 - b. We will offer more writing opportunities outside the legal writing program, including more courses that require papers that meet our rigorous upper-level writing Requirement.

E. We will enhance the global aspects of our curriculum and explore co-sponsoring an overseas program that has both a legal and a service-related component.

F. We will provide mentoring opportunities and workshops so that our faculty members are continuously improving their teaching skills and techniques.

G. We will strive to ensure that all students develop the following core competencies related to law and theory:

- i. A holistic understanding of legal process, which includes regulatory, executive, judicial, and private conduct and the interconnections of this conduct.
- ii. Effective research, writing and advocacy skills.
- iii. The ability to engage in rigorous analysis.
- iv. A basic understanding of strategies and issues in business transactions.
- v. A basic understanding of strategies and processes in litigation.

H. We will establish and publish learning outcomes designed to achieve our program of legal education objectives consistent with ABA Standards 301(b) and 302.

I. We will continue to develop formative and summative assessment

methods to measure student learning and provide meaningful feedback to students.

2. We will strive to ensure that all students develop a set of “pillars of professionalism” — core competencies that extend beyond legal principles and legal reasoning — so that students are prepared to succeed wherever their careers and interests take them.

Initiatives

We will instill the following pillars of professionalism in our students:

A. A deep understanding of and commitment to abiding values of the profession, as guided by transcendent values including:

- i. Integrity
- ii. Moral conviction.
- iii. Trustworthiness.
- iv. Ethics.
- v. Embracing law as a calling.
- vi. Commitment to seeking justice.
- vii. Understanding pro bono and public service obligations.

B. An understanding of legal management and law practice skills in areas such as financial management, business development and malpractice avoidance.

C. The global implications of law practice.

D. An understanding of the various roles of a lawyer: counselor, advocate, reflective thinker, public servant and problem solver.

E. Non-legal skills necessary to be successful practitioners:

- i. Ability to collaborate and work in teams.
- ii. Ability to listen and communicate effectively in various forms and contexts.
- iii. Strategic thinking.

- iv. Intellectual curiosity, ability to self-reflect and the understanding of the need to be a lifelong learner.
- v. Ability to collaborate with clients and colleagues and to appreciate different backgrounds, cultures and perspectives, as well as contrary or alternative positions or theories.
- vi. A focus on the client's needs
- vii. Attention to detail.
- viii. Understanding of need for balance among work, family, faith and self.

F. We will provide substantial opportunities for student participation in pro bono legal services, including law-related public service activities.

3. We will enhance the influence and scholarly productivity of our faculty.

Initiatives

- A. We will adhere to an “up or out” tenure policy that requires all junior faculty to engage in significant publication of scholarship that impacts law and/or policy.
- B. We will develop a post-tenure review policy to help ensure that all members of the faculty contribute to the scholarly mission of the Law School.
- C. We will create incentives for and remove barriers to scholarly productivity by:
 - i. Providing greater flexibility in course scheduling for faculty engaged, or desiring to engage, in scholarly productivity.
 - ii. Working with the University to develop and implement a sabbatical policy that includes pre-tenured faculty and that maximizes scholarly productivity.
 - iii. Creating annual and long-term research professorships for productive scholars.
 - iv. Providing financial incentives for faculty who wish to engage in

scholarship, rather than teaching, during the summer months.

D. In hiring new faculty, we will seek out individuals with a strong track record of scholarly productivity or who show that they will be productive scholars, while at the same time expecting them to be excellent teachers

E. We will build a strong intellectual community that encourages free and open debate of issues from a variety of perspectives.

i. We will hold regular workshops where research and ideas are presented and discussed.

ii. We will help organize a “young scholars” conference with faculty from other law schools, so that research and ideas can be shared and discussed.

iii. We will explore creating a distinguished visiting scholar program to attract prominent or rising scholars to participate in our intellectual community for a semester or year.

iv. We will encourage our faculty to collaborate with practitioners and faculty from other schools in the production of scholarship.

F. We will more vigorously promote the work of our faculty.

i. We will provide additional assistance for faculty to present their work at both academic and non-academic conferences.

ii. We will encourage our faculty to produce op-eds or articles based on their scholarship.

iii. We will seek to have our faculty be consulted as experts by the media on leading issues of the day.

iv. We will seek opportunities to enable our faculty to visit and/or make presentations at other law schools and legal conferences.

G. To help implement this initiative, which has a goal of producing scholarship that would qualify the Law School for admission into

the Association of American Law Schools, we will create a new position of Associate Dean for Faculty Development.

4. We will continue to foster a supportive community within our Law School and increase our racial and intellectual diversity.

Initiatives

A. We will maintain a supportive community where ideas and points of view are expressed in an atmosphere of civility, cordiality and tolerance.

B. We will build a sense of community within our student body from orientation forward.

C. We will continue to seek to increase the academic credentials of our entering students.

D. We will seek to increase the diversity of our student body in all respects by:

- i. Becoming involved in and sponsoring activities that seek to attract minority students.
- ii. Engaging our alumni of color in our recruiting efforts.
- iii. Continuing to expand our admissions outreach both to graduates of Historically Black Colleges and Universities and to minority organizations at other colleges and universities in the region.
- iv. Increasing our student recruiting beyond North Carolina to the entire Southeast Region.
- v. Expanding our presence and visibility in the Raleigh community by participating in law reform activities, public-service activities, and business events.

E. We will seek to enhance the diversity of our faculty by broadening the scope of our faculty recruitment of well-qualified candidates to include non-traditional candidate pipelines.

F. We will investigate partnering with a consortium of other area law schools through programs such as joint classes, academic conferences and workshops, pro bono and community events so that our students can engage with students from different backgrounds.

G. Over the long term, we will appoint a director of diversity or minority affairs.

5. We will enhance the experience of our students so that they become not only productive lawyers and citizens, but also loyal alumni.

Initiatives

A. We seek to assure that no classes during the 1L year have more than 60 students.

B. We will improve our academic advisor program so that students can more thoughtfully plan their schedules to achieve their career goals.

C. We will survey our students on an ad hoc basis and at least biannual basis and make appropriate and necessary changes in our operations to enhance student satisfaction.

D. We will develop a nationally recognized mentorship program.

E. We will review the staffing and plans of our career development offices to ensure our job placement record is comparable to or exceeds the record of peer schools.

F. We will seek to increase the job opportunities of our students in large firms, federal and state clerkships and corporations. We will also seek additional opportunities outside the region.

6. In recognition of our founding and heritage, we will continue to carry out our Christian Mission.

Initiatives

- A. In a community where students of every faith are welcome and valued, moral and religious questions are important; therefore, we will seek opportunities for faculty and students to consider the intersections between Christian theological perspectives and the law, including opportunities to introduce students to historical discussions on the intersection of Christian faith, reason and culture.
- B. We will encourage the exploration of these intersections in our teaching, scholarship and clinical programs.
- C. We will accent the intersection of Christian faith and law by helping students to understand that the practice of law is more than a profession; it is a calling to serve others.
- D. We will seek to offer additional faith-based service opportunities for our students.

7. We will build and develop the infrastructure and systems needed to support the initiatives in this plan.

Initiatives

- A. We will continue to enable our library to serve the teaching, learning and research needs of our students and faculty.
- B. We will continue to enhance our presence and visibility in the Raleigh legal community by participating in bar-related activities and by making our library, conference rooms, Lawyers' Room and office space available to members of the Wake County Bar.

- C. We will invest in technology appropriate to meet the needs of our students, faculty, and staff, as well as North Carolina judges and lawyers.
- D. We will increase our communication and outreach to alumni so that they increase participation with and support of the Law School.
- E. We will develop a comprehensive fundraising campaign to support the initiatives in this plan.
- F. We will more effectively market and promote the programs of the Law School and the accomplishments of our faculty, students, staff and alumni.
- G. We will make necessary changes to our facility so that it continues to reflect how law is learned and taught.

Accreditation

The Norman Adrian Wiggins School of Law is approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.

Our Community Overview

Students are the focus and fuel behind everything that happens at Campbell Law School. From our award-winning legal publications to our ever-expanding community programs, students provide the ideas, energy, and enthusiasm to keep our momentum growing.

[Get involved in something great](#)

We are a thriving community with boundless opportunities to explore and share your passion for law. If you open your heart, mind, and schedule to participate in our student organizations, you'll be rewarded with rich experiences and friendships that last a lifetime.

Campbell Law Library

The Intellectual Heart of the Law School

The library is the intellectual heart of Campbell Law School, where students and faculty come together to share in the use of the library's collections and services and engage in legal research and scholarship.

Our two-story library is home to a large and diverse collection of electronic and print titles, particularly rich in the areas of trial advocacy, practice materials, historic trials, religion and the law, and North Carolina Jurisprudence. In addition to its impressive physical collection, Campbell Law Library is committed to the digital future of legal research with subscriptions to over 150 legal databases — competitive with any other law school in the state.

Computers

Computers are available for student use throughout the Law Library. Campbell University offers wireless internet access throughout the campus.

The University Bookstore/Barnes and Noble

The bookstore handles all textbook needs as well as academic supplies, sportswear, and a variety of other

Family Medicine

Family Medicine is a primary care specialty that provides continuing, comprehensive health care for the individual and family. Our medical professionals provide a broad range of primary care services to help you live a healthier life.

Make an Appointment

Call our appointment desk at (910) 893-1562 to learn more about our primary care services or to schedule an appointment with a family medicine provider.

A student-centered community

There is more to life at Campbell Law than just classroom learning. We encourage our students to be active in student groups and organizations as well as community service. Our students help create our sense of community and shape the overall law school experience. Being a member of a student organization or participating in an extracurricular activity enhances learning, builds lasting relationships with fellow students and faculty, and makes a difference in the lives of our students and members of our community.

Academic Programs

Campbell Law challenges you to learn using the highest standards of thinking, writing, and speaking. Students routinely make relevant and valid judgments, integrate values, and maintain the highest standards of professional excellence. Our rigorous, three-year Juris Doctor program requires a core track of courses and a total of 90 hours for graduation.

The curriculum stems from our commitment to a genuinely professional legal education, combining theoretical inquiry with practical skills development. As a result, you analyze the law, construct and evaluate legal arguments, and resolve legal problems.

Throughout your studies, you will have the opportunity to become equipped with comprehensive skills and experience in planning, counseling, negotiation, legal drafting, trial and appellate advocacy, and alternative forms of dispute resolution. You will enjoy small class sizes in many of your courses and a faculty dedicated to mentoring. Upon graduation, you will enter the workforce confident that you are fully prepared for a successful legal career.

Practice Areas

Campbell Law School provides a legal education designed to assist students in developing superb professional skills for purposeful lives of leadership and service. Most students will elect courses from multiple Practice Areas to deepen their knowledge in specific curricular areas and also to cultivate a breadth of knowledge that will enable them to become well-rounded lawyers. Students are not required to

elect a Practice Area, but should use these course groupings to design a curriculum best suited for their professional goals.

Course groupings for each of the nine suggested Practice Areas are available.

Certificate Programs

Certificate in Patent Law

The Certificate in Patent Law provides members of the professional community a platform to gain in-depth understanding of intellectual property, patent law, and patent drafting and can be obtained in one academic year.

Advanced Certificate of the Study of International Advocacy & Negotiation

Through a collaboration with the [University of Reading](#) in Reading, England, students can earn a widely-recognized international credential through courses taken exclusively at Campbell Law. The Advanced Certificate of the Study of International Advocacy & Negotiation is awarded by the University of Reading Centre for Commercial Law & Financial Regulations. The program focuses on skills needed for practice as an ethical and highly effective advocate in adversarial settings including negotiation, alternative dispute resolution, and trials.

Advanced Certificate of the Study of International Business Law

Through a collaboration with the [University of Reading in Reading, England](#), students can earn a widely-recognized international credential through courses taken exclusively at Campbell Law.

The Advanced Certificate of the Study of International Business Law is awarded by the University of Reading Centre for Commercial Law & Financial Regulations and requires two mandatory classes and nine credit hours of electives, all of which can be completed during your three years at Campbell Law. The tuition for the award of the Advanced Certificate for those completing the program in any particular academic year are available upon request.

International Opportunities

Campbell Law provides students with a number of opportunities to gain global perspective and experience. View details for these international legal education opportunities below.

U.S., British & European Union Law

Sidney Sussex College | Cambridge, England

Duration: 5 weeks

Campbell Law co-sponsors a highly respected and popular five-week summer program in Cambridge, England, alongside Samford University Cumberland School of Law. Students undertake a comparative study of U.S., British, and European Union law based out of historical Sidney Sussex College, Cambridge.

Appellate & Trial Advocacy

Academy of the Advocate | St. Andrews, Scotland

Duration: 2 weeks

Campbell Law students and faculty regularly participate in Baylor Law School's Academy of the Advocate in St. Andrews, Scotland. The two-week program focuses on appellate and trial advocacy, including the comparison of techniques used by American and British lawyers. The Academy of the Advocate is organized into three schools – the School of the Appeal, the School of the Trial, and the Advanced School of the Trial.

International Advocacy, Negotiation & Business Law

Certifications

Campbell Law School | Raleigh, NC

Through a collaboration with the University of Reading in Reading, England, Campbell Law students can earn up to two widely-recognized international credentials: the Advanced Certificate of the Study of International Business Law, and the Advanced Certificate of the Study of International Advocacy & Negotiation. All courses are taken exclusively at Campbell Law.

Master of Laws (LL.M.) in Legal Practice

Nottingham Law School | Nottingham, UK

Nottingham Law School in the United Kingdom offers Campbell Law students the ability to earn a Master of Laws (LL.M.) degree in Legal Practice. Enrolled students utilize Nottingham's robust online resources and travel abroad to meet face-to-face with faculty and fellow students. This degree offering is also available for judges and practicing attorneys.

Legal Study Abroad in Ghana

University of Cape Coast School of Law | Cape Coast, Ghana

Duration: 3 weeks

Campbell Law offers a three-week summer study abroad program in Ghana that provides participating students with a unique cultural, educational, and professional experience in partnership with the University of Cape Coast School of Law. In addition to their legal coursework, students travel to Accra, Ghana's capital and the legal and economic center of the country, to visit the major institutions of government and commerce as well as a variety of historical sites throughout the country.

Dual Degree Programs

In an effort to provide students with maximum exposure and preparedness for a wide assortment of career opportunities in fields that continue to shape the economy, Campbell Law offers nine dual degree programs – five with Campbell University and **four with NC State University**. All programs are described below.

The Juris Doctor & Doctor of Osteopathic Medicine Program

The JD/DO program, a partnership with the Campbell University Jerry M. Wallace School of Osteopathic Medicine, will create highly-credentialed professionals with the skill, expertise, and knowledge to practice in two respected and noble professions. Graduates will be poised to obtain significant positions of leadership, administration, and management and will be well equipped to serve as leaders in their professional and civic communities, working to make significant contributions at the intersection of law and the medicine. The program enables students to earn both degrees in six years of full-time study. Students must apply to, and be accepted by, both programs.

The Juris Doctor & Master of Accounting Program

The JD/MAC program, a partnership with NC State University's Poole College of Management, instills students with legal skills, business acumen, critical thinking, ethical conviction and intellectual leadership in a global and technology-savvy marketplace. Ideal students will hold an undergraduate degree in accounting but this is not required. Prospective students will be prepared for a competitive advantage in corporate, financial and government positions as well as other employers who seek attorneys and counselors well-grounded in accounting, tax and business principles. Six hours of accounting classes will be applied towards the JD, while 12 hours of law classes will count towards the Jenkins MAC degree.

The Juris Doctor & Master of Business Administration Program

Offered through a cooperative arrangement between Campbell Law and Campbell University's Lundy-Fetterman School of Business, the JD/MBA program is designed to foster a solid understanding of both the law and the latest business management practices. Individuals who graduate with a JD/MBA will be ready to move into a wide variety of administrative or executive roles within the corporate, legal, government or nonprofit communities. This program may be completed in three years.

The Juris Doctor & Master of Business Administration Program

The JD/MBA program, a partnership with NC State University's Poole College of Management, equips students with legal skills, ethical conviction and intellectual leadership, alongside a relevant and timely focus on technology, innovation, business processes, and practical applications. With a flexible and individualized program of study, the JD/MBA arms students with a broad understanding of a number of different disciplines. As a result, students are well prepared to serve as business and civic leaders in an ever-growing global marketplace. This program takes four years to complete.

The Juris Doctor & Master of Divinity Program

By arrangement with the Campbell University Divinity School, the JD/MDiv program integrates the fields of law and ministry in furtherance of careers in either or both disciplines. The flexible program of study is individualized to provide each student

with the best feasible combination of these two complementary disciplines, each of which can be viewed as a calling to serve others. This program takes five years to complete.

The Juris Doctor & Master of Public Administration Program

A collaboration of Campbell Law and NC State University's School of Public and International Affairs, the JD/MPA program was the first dual degree program of its kind between separate private and public institutions of higher learning in North Carolina. The program provides an exceptional legal education while preparing students to enter or advance in a range of public service leadership posts, including positions within legislative staffs and government agencies, nonprofit organizations, and academic institutions. This program takes four years to complete.

The Juris Doctor & Master of Science in Public Health Program

A joint offering with Campbell University's College of Pharmacy & Health Sciences, the JD/MSPH program provides students with a unique interdisciplinary perspective of law and public policy. Graduates will enter the workplace prepared to represent clients, health organizations or systems, and serve in leadership roles in health policy at the national, state, county and local levels. This program takes four years to complete.

The Juris Doctor & Master of Trust and Wealth Management Program

A cooperative arrangement between Campbell Law and Campbell University's Lundy-Fetterman School of Business, the JD/MTWM program is the only one of its kind in the United States and provides the necessary skill sets for obtaining positions in the wealth management field. Graduates are recognized nationwide for having the hands-on training, people skills, and technical expertise to take their place as leaders in the financial services industry. The program is registered with the Certified Financial Planner Board of Standards, Inc. and graduates of the program are eligible to sit for the national Certified Financial Planner Board of Standards Inc. (CFP®) Certification Examinations and earn the certification. This program may be completed in three years.

J.D. Curriculum

The curriculum that follows is required of all law students. All students must complete a total of 90 hours for graduation.

Core J.D. requirements

First-Year Courses – Building a solid foundation

Course	Credit Hours	Course	Credit Hours
Civil Procedure	4	Criminal Law	3
Contracts	5	Constitutional Law I	3
Property	5	Torts	5
Legal Research/Writing I	2	Legal Research/Writing II	3

Required upper-level courses

Advanced Legal Writing
 Business Organizations
 Constitutional Law II
 Criminal Procedure
 Evidence
 Jurisprudence Requirement
 Planning Requirement
 Professional Responsibility and Ethics
 Rigorous Writing Experience Requirement*
 Sales and Leases
 Secured Transactions
 Trial Advocacy

Wills and Trusts

Note: Students may enroll in upper-level required courses any time after the first year, subject to prerequisites.

** The RWE Guidelines and RWE Form are available at the law school's "KivNet" intranet website under the Academic Resources/Registrar tabs.*

Planning requirement

Students must take, in addition to the required courses, one of the following planning courses:

Advanced Trial and Appellate Advocacy (Part II) (beginning Spring 2016)

Business Planning

Contract Planning

Corporations: From Formation to Major Transactions I

Elder Law Planning

Entertainment Law

Estate Planning

Family Law Planning

Federal Criminal Law Planning (formerly Federal Criminal Defense Planning)

Homeowners Association Law and Planning

Land Use Regulation (beginning Summer 2015)

Patent Preparation and Prosecution

Real Property Planning

3+3 Program

Campbell Law School and **William Peace University** have partnered to create an accelerated dual degree option for students seeking to earn undergraduate and juris doctor degrees. Under the 3+3 accelerated dual degree program, William Peace University (WPU) students can earn an undergraduate degree and a juris doctor from Campbell Law in six years rather than seven, saving both time and money.

A student enrolled in the 3+3 program will spend three years at WPU, completing general education requirements and the coursework for their major. In their fourth year, the student will begin study at Campbell Law, and the credits earned during that

year will complete their undergraduate degree while counting towards the law degree. Students can continue to live on campus at WPU during this fourth year.

In addition to the William Peace partnership, Campbell Law also has a 3+3 program in place for undergraduates attending Meredith College and Salem College as well as Methodist and Campbell universities.

COURSE DESCRIPTIONS

FIRST-YEAR COURSES LAW

LAW 521 CIVIL PROCEDURE - 5 Credits

This course deals extensively with the constitutional and statutory requirements for jurisdiction, including where and against whom lawsuits can be filed (personal jurisdiction, subject-matter jurisdiction, and venue). Additionally, this course will teach you how to analyze key events in a civil lawsuit, including pleading, joinder of claims and parties, electronic discovery and other discovery, trials, appeals, choice of law, and the effect of judgments. The course primarily covers litigation in the U.S. federal courts, but it also addresses litigation in the courts of North Carolina and other states. It highlights the strategic and tactical dimensions of civil litigation. The course also addresses the ethical choices faced by litigators, clients, and judges.

LAW 862 CONSTITUTIONAL LAW I - 3 Credits.

Required spring semester, first year. This course focuses on the structure of the American government. It examines the nature and allocation of powers among the legislative, executive, and judicial branches of the federal system and the relation between the state and federal governments. Special attention is given throughout to the role of judicial review in the American constitutional order.

LAW 512 CONTRACTS - 5 Credits

This class will teach you the basic elements of contract law, including (1) the process of and requirements for forming a contract; (2) the analysis of terms to which the parties agreed; (3) the evaluation of performance, avoidance, and/or breach; and (4) the determination of what legal remedies may be available in the event of a breach. In addition, as with all first-year courses, this class will help develop your lawyering skills, including the ability to closely read and comprehend legal opinions, the ability

to analyze and synthesize case law, and the ability to advocate for a legal position both in writing and orally.

LAW 560 CRIMINAL LAW - 3 Credits.

Required fall semester, first year. In this course, we will study what is called the “general part” of criminal law. The general part includes fundamental principles that justify and explain substantive criminal law by exploring the following questions: • What is punishment? • Why do we punish? • Who makes and shapes the criminal law? • How does the separation of powers doctrine and legislative supremacy affect our country’s criminal law? • What limits does the Constitution place on substantive criminal law? • How are statutes interpreted? • What are common elements of proscribed criminal conduct? • According to the law of crimes, what is conduct? • According to the law of crimes, what constitutes a blameworthy mental state? • What should be done when people come close to, but ultimately fail at, committing a crime? • When should people who commit crimes be able to avoid punishment by raising an affirmative defense, such as self-defense? In studying criminal law, we will examine statutes, model codes, regulations, and cases, and explore the principles that govern judicial interpretation of statutes. While these materials will include references to specific crimes such as vandalism, loitering, drug possession, or driving while intoxicated, this course is not intended to survey the elements of various crimes.

LAW 553 LEGAL RESEARCH AND WRITING I - 2 Credits.

Required fall semester, first year. Legal Research and Writing I (LRW I) introduces students to the foundational skills necessary for effective legal communication. The course includes instruction on legal research skills in print and online sources; appropriate citation and attribution; English grammar; critical reading and thinking; logic; rule-based reasoning; and effective legal analysis. Students are introduced to objective legal writing through closed universe legal memorandum writing assignments and client communication. After successfully completing LRW I, students will: • understand the legal system of the United States; • analyze facts, issues, and legal authorities; • conduct legal research efficiently in both print and electronic sources; • communicate effectively in writing; • appreciate the various roles of the lawyer, from analyst to advocate; and • apply their knowledge and skill in solving simple legal problems.

LAW 554 LEGAL RESEARCH AND WRITING II - 3 Credits - Prerequisite: LRW I

Required spring semester, first year. Legal Research and Writing II (LRW II) builds upon the foundational skills learned in LRW I and introduces students to persuasive legal writing and oral advocacy. Students represent a hypothetical client for the duration of the class, writing an open-universe memorandum of law and an appellate brief, and completing an oral argument, on behalf of that client. After successfully completing LRW II, students will: • understand the difference between objective and persuasive writing; • understand how to argue effectively on behalf of a client and maintain integrity as an officer of the court; • have a basic understanding of the relevant rules of appellate procedure; • be able to conduct advanced legal research efficiently; • be able to communicate objective analysis and persuasive arguments effectively in both written and oral form.

LAW 532 PROPERTY - 5 Credits.

This course introduces the student to a foundation in real property law. The course emphasizes, in various ways, the legal concept of property by examining the definitions and theories of property, as well as the rationale and methods for protecting property rights. Specific topics that may be studied include: adverse possession; gifts of personal property; landlord/tenant law; concurrent ownership; and possessory estates and future interests. Other topics may also be included. In addition, the course emphasizes and develops skills in recognizing and articulating legal issues, reading and thinking critically about legal problems, and engaging in legal analysis and problem-solving.

TORTS LAW 543 - 5 Credits

This is an introductory course addressing non-contractual civil liability and remedies based on intentional, negligent, and innocent conduct. The course also encourages development of issue recognition, analysis, and resolution of legal problems through the application of relevant rules and principles of law.

UPPER-LEVEL REQUIRED COURSES**LAW 558 ADVANCED LEGAL WRITING - 3 Credits.**

Advanced Legal Writing involves the study of written and oral modes of advanced persuasion and rhetoric as well as the nuances of the appellate process. Students will learn how to assess and prepare a case for appeal, use the record persuasively, file

motions on appeal, draft an appellate brief, and present an oral argument on that brief. Students will also engage in a recursive writing process and receive guidance in the advanced stages of re-drafting, editing, and proofing. Learning outcomes for this course include constructing written and oral legal arguments that smoothly intertwine logos, pathos, and ethos; predicting outcomes based on knowledge of cognitive theory and embodied rationality; justifying predictions by categorizing and formulating narratives; comparing and studying literary devices such as metaphor, alliteration, simile, and other figures of speech and critically assessing their function in the legal field; analyzing and examining strategic appellate decisions including the evaluation of substantive legal arguments, broad-scale organization, literary and rhetorical devices, and sentence structure; and debating the ethics and morality of persuasion.

LAW 641 BUSINESS ORGANIZATIONS - 3 Credits.

This course introduces the history, theory, and substantive doctrine of business entities. It particularly focuses on the concept of fiduciary duty as it exists in the law of agency, partnership, and the business corporation; characteristics of the corporate entity; corporate powers and purpose; entity formation and liquidation; derivative litigations; Director and Officer liability; shareholder rights, shareholder agreements and voter trusts; an introduction to LLCs; mergers and acquisitions; securities regulations; and corporate finance. Other specific topics introduced in the course may include the history and sources of entities law; the various theoretical approaches to corporate law, purpose, and governance; and tax distinctions among entities.

LAW 863 CONSTITUTIONAL LAW II - 3 Credits.

This course focuses on the protections for individual rights found in the due process and equal protection clauses of the Fourteenth Amendment and in the Bill of Rights. Topics addressed will include race, gender, and other forms of discrimination, the history of substantive due process, procedural due process, unenumerated rights related to procreation, sexuality, marriage and family relationships, abortion, and death, free speech, religious freedom, freedom of association, and takings.

Prerequisite: Constitutional Law I

LAW 670 CRIMINAL PROCEDURE - 3 Credits

This course considers the constitutional constraints on government investigation of crime found in the Fourth, Fifth, and Sixth Amendments. Topics include search and seizure, interrogations and confessions, eyewitness identification, electronic surveillance, the exclusionary rule, the grand jury, self-incrimination, double jeopardy, speedy trial, and right to counsel. Special attention is given to how the Supreme Court

has attempted to resolve the tension between society's need for effective law enforcement and the individual's right to fair treatment in the criminal justice system.

LAW 620 EVIDENCE - 3 Credits.

A study of the Federal Rules of Evidence and their application in the presentation of proof of controverted facts at trial. The course will compare and contrast the Federal Rules of Evidence with their common law antecedents and with practice in North Carolina State courts. The course emphasizes the careful reading and critical thinking skills necessary to identify from the text of a given rule the analytical framework necessary to apply the Rule in the context of a trial. Understanding the textual framework, as well as the function, purpose, and history of a given Rule enables the student to appropriately use and apply the Rules in all stages of civil and criminal litigation.

LAW 508 PROFESSIONAL RESPONSIBILITY AND ETHICS - 2 or 3 Credits (dictated by professor).

The primary purpose of this course is to explore the law of lawyering. The law of lawyering includes the legal standards with which you must comply, and the various consequences for failing to do so. In addition to studying the law of lawyering, we will reflect on the professional roles of a lawyer. Broadly speaking, lawyers inhabit three decisive roles. They are representatives of clients, officers of the court, and public citizens with special responsibilities for the quality of justice. The topics you will study in this course exist at the intersection of those three roles. We will also study the shared values of the legal profession. What does it mean that lawyers are their clients' fiduciaries? What, if anything, is the difference between putting a suit on and having a job and putting an attitude on and having a belief?

LAW 753 SALES AND LEASES - 3 Credits.

This course is a survey course designed to expand the students' knowledge of UCC Articles 2 and 2A, building upon concepts learned in Contracts.

LAW 711 SECURED TRANSACTIONS - 3 Credits.

Secured Transactions is a course devoted to examining the law that governs debt transactions collateralized by personal property (rather than real estate). The creditor's interest in the debtor's personal property is known as a "security interest." We will focus attention on (1) how the debtor and the creditor create an enforceable security interest, (2) how the creditor protects its security interest from competing claims of other parties (e.g., buyers of the collateral and other secured creditors), (3) how to resolve priority disputes among competing claimants in common collateral, (4) what statutory rights and remedies are available to the creditor when the debtor defaults,

and (5) federal bankruptcy provisions that may adversely impact the creditor's rights and remedies under state law if the debtor seeks bankruptcy protection. The dominant source of law in this class is UCC Article 9. We also will examine relevant provisions of UCC Articles 1, 2, and 8 and selected federal regulations and statutes (including, without limitation, selected provisions of the U.S. Bankruptcy Code). Course objectives include (1) learning and mastering the basic principles of UCC Article 9 and other applicable law, and the policies underlying those basic principles, (2) improving your ability to read and understand a statute and to engage in statutory analysis, and (3) appreciating that law can be viewed from a transactional, or planning, perspective and not solely from a litigation viewpoint.

LAW 800 TRIAL ADVOCACY - 4 Credits (students register for a large-group 2-hour lecture and a 4-hour small group performance section).

Trial Advocacy is devoted to the development and performance of trial advocacy skills in the courtroom. The application of the rules of evidence, trial procedure and modern advocacy techniques are hallmarks of the class. Students will be expected to master the substantive law that dictates lawyer conduct and procedure in the courtroom and demonstrate persuasive trial skills utilized in modern jury trials.

Classes are split between lectures and performance sections. Lectures will cover an array of topics encountered inside and outside the courtroom by trial attorneys including case analysis and development, evidentiary concerns, pretrial motion practice, mediation, jury selection and trial tactics. Performance sections will involve students conducting opening statements, direct examinations, cross examinations, and closing arguments in a simulated trial setting. In the process, students will offer and oppose exhibits, examine experts and confront adverse witnesses. The course will conclude with each student conducting a full mock trial before a jury of his or her peers. Prerequisite: Evidence

LAW 660 WILLS AND TRUSTS - 3 Credits.

This course focuses on the use of wills and trusts to transmit family wealth. The legal requirements of a valid will and how such wills can be revoked are included. The study of the nature, establishment, and termination of trusts is an important part of the course. The law of intestate succession is also considered. The law of future interests, including the Rule Against Perpetuities, is also covered.

COURSES SATISFYING THE JURISPRUDENCE REQUIREMENT

LAW 886 ADVANCED TOPICS IN JURISPRUDENCE - 3 credits.

The purpose of this class is to engage students in thinking about the evolving nature of law in the Information era. The class begins by locating contemporary issues in the context of philosophical speculations about the nature of law, as that topic has been understood in Anglo-American jurisprudence since 1900. We will particularly concerned with the idea of making law understandable through science (called “naturalism”). It then considers complexity theory, which is concerned with emergent order (the kind of order in the behavior of groups of agents, as in, for example, a hive of ants or a flock of birds). Complex systems are special forms of emergent order that are now being studied in law through computational methods. The course considers how this newly detected forms of order can contribute to a generalized understanding of the nature of law.

LAW 682 CHRISTIAN PERSPECTIVES ON LEGAL THOUGHT - 2 Credits.

This course begins by offering the theological framework of Creation, Fall, Redemption and Consummation as a tool by which one can consider the relationship of Christian faith to culture generally and the law specifically. Particular attention is given to whether and how theorists may offer a “Christian” perspective on matters related to law and how those theories may or may not overlap with other theories that have different starting points. The course then moves on to consider theologically-informed critiques of major jurisprudential movements in American legal history. From that general critique of movements, students will consider evaluative assessments of substantive areas of law such as criminal law, family law and the law of lawyering offered by scholars who speak from their respective Christian theological traditions. The course concludes with an examination of the natural law, ethical tradition and Christian faith.

LAW 849 CONTEMPORARY LEGAL THEORY - 2 Credits.

For most of the twentieth-century, Anglo-American legal theorists sought to develop “scientific” accounts of the nature of law and to resolve particular issues concerning the nature of legal reasoning. This course considers the mainstream of these legal theories. It deals with three types of theories: (1) attempts by “analytic” theorists to define the concept of “law” and to articulate the relationship between “law” and other social institutions; (2) the work of social scientists to study the social function of law using a method known as “structuralism;” and (3) the post-structuralist accounts of the law that developed as critical perspectives, sometimes radical critiques, of analytic legal theory and structuralist social science. Topics covered include selections from the following: “legal formalism,” “legal realism,” HLA Hart, Joseph Raz, John Rawls,

Ronald Dworkin, Brian Leiter, Max Weber, Talcott Pearson, Brian Tamanaha, Niklas Luhman, Jurgen Habermas, and the American reception of Continental thought (Foucault, Derrida, Lyotard, Lacan, Kristiva, etc.) in various forms of feminist legal theory and critical legal studies.

LAW 774 FOUNDATIONS OF CONTEMPORARY JURISPRUDENCE - 2 Credits.

Jurisprudence is the study of the law in theory and as lived through its practices and institutions. This course is a survey of the major trends that have given rise to our contemporary jurisprudential landscape. We will read, interpret, and discuss in a seminar setting canonical texts by legal positivists, natural lawyers, legal realists, feminists, legal pragmatists, and critical legal scholars. The course objectives are threefold. First, we will obtain a deeper understanding of the theories shaping the practice and the study of law by focusing on what the law is and how it is known according to each jurisprudential theory. Second, we will obtain a deeper understanding of legal reasoning, legal systems, legal institutions, and the role of law in society. Finally, we will relate these insights to the University Mission. Students will be evaluated by the quality of their class preparation and participation and on the basis of a take-home final exam.

LAW 575 INTERSECTIONAL FEMINIST JURISPRUDENCE - 2 Credits.

This course includes the study of the construction and workings of the law from perspectives which foreground the implications of the law for women and women's lives in an intersectional and critical race theory context. This study includes law as a theoretical enterprise as well as its practical and concrete effects in women's lives as it also relates to race, ability, sexual orientation, gender identity, and religious background. Further, it includes law as an academic discipline, and thus incorporates concerns regarding pedagogy and the influence of teachers. On all these levels, feminist scholars, lawyers, and activists raise questions about the meaning and the impact of law on women's lives in an intersectional manner. Intersectional Feminist Jurisprudence seeks to analyze and redress more traditional legal theory and practice. It focuses on the ways in which law has been structured (sometimes unwittingly) that deny the experiences and needs of women, women of color, women from minority religions, gender identities and sexual orientation backgrounds.

LAW 880 INTRODUCTION TO LEGAL THEORY: ANCIENT TO MODERN - 2 Credits.

This class explores the nature of law as it was understood from antiquity to the early modern period. It begins in ancient Greece with selections from the Thucydides. It

explores early Christian conceptions of law worked out by Augustine of Hippo Thomas Aquinas. It continues with a consideration of the thought of Thomas Aquinas and the medieval natural law thinkers who interpreted him. It considers the significance of Martin Luther and John Calvin's thought for understanding the nature of law. It concludes with the foundations of English Common Law in the early modern period. Selections from Thomas Hobbes, Pascal, and early common law jurists like Edward Coke and Samuel Puffendorf. The constant theme throughout the course is attempting to understand the relationship between theories of law and understandings of human nature.

LAW 619 LAW, ETHICS AND TECHNOLOGY 3 credits.

Information technology poses a variety of challenges as it creates a new way of imagining the social relations (what Charles Taylor called a "social imaginary"). Profound changes are occurring in society that challenge traditional understanding of law, ethics, politics, and even the meaning of human life. A significant aspect of this revolution is the recent rise of new forms of Artificial Intelligence (AI). From driverless cars to the use of machine learning to improve healthcare services and the financial industry, AI is shaping our daily practices as well as a fast-growing number of fundamental aspects of our societies. This course will describe the new technology and survey a number of implications for society. Topics to be considered include: the nature of information; how information philosophy challenges traditional notions of law, morality, and politics; the changing nature of privacy; bias in deployed systems; possibilities for developing a 'good AI society'; the role and responsibility of the government, the private sector, and the research community (including academia), in pursuing such a development; and some contemporary recommendations to respond to the rapidly developing AI. This course will be an introductory survey. It will have a final in class examination. RWE will not be available.

LAW 810 READINGS IN JURISPRUDENCE - 2 Credits.

Readings in Jurisprudence is a seminar designed to explore more fully various issues of legal theory. The specific content of each semester differs. In recent years, the course has focused on such topics as the identifiable schools of jurisprudence, pre-modern, modern and postmodern justifications of law, and the jurisprudence of individual thinkers such as H. L. A. Hart, Ronald Dworkin and Richard Posner. Because the course is not a survey of jurisprudence, students who enroll should have considerable undergraduate or graduate exposure to intellectual history. Students will be expected to complete a research paper on a topic selected by the student and

approved by the faculty member. The paper must comply with accepted standards for research papers and must be at least 5,000 words in length. Enrollment is limited.

Prerequisite: See course description.

COURSES SATISFYING THE PLANNING REQUIREMENT

ADVANCED CIVIL TRIAL ADVOCACY I, II LAW 802 LAW 814 - 2 credits
(Part I, fall semester) 2 credits (Part II, spring semester)

The goal of the course is to take students through a civil case from the initial meeting with the client, through case filing, discovery, mediation, motion practice, jury selection, jury trial, and post-trial motions so that students leave this class with the tools, skills and knowledge, which make them practice ready. This course is very hands-on, and it requires students to continually draw upon the information learned in other doctrinal, procedural, and skills courses to solve new problems as the case progresses through litigation. This 3L course lasts the entire academic year, and students taking the course in the Fall semester must continue with the course in the Spring semester. Two hours of academic credit will be awarded each semester. The course will meet weekly in one two- hour classroom session during most weeks in both the Fall and Spring semesters. Enrollment is limited to 20 students. If fewer than 20 students enroll, the professors reserve the right to limit the enrollment to a total number divisible by four to equalize the work load among students. Numerically graded. Grades will be based on written assignments, in-class courtroom performance exercises, and participation. While students will develop and try their cases with a partner, each student will be graded individually. Prerequisites: Evidence; Pretrial Litigation; Trial Advocacy.

LAW 665 ADVISING START UP CLIENTS: FORMATION TO MAJOR TRANSACTIONS - 3 credits.

This course is designed as a one semester, three credit capstone experience for 2L and 3L students who have an interest in practicing corporate law. Through the use of a “hands on” approach to legal research, drafting and counselling, you will track a “Model Company” through various aspects of its life as a legal entity, emphasizing the development of transactional skills through the application of real-world drafting and analytical exercises. The primary purpose of the course is to help students develop the critical skills that will empower them “hit the ground running” when representing startup and emerging growth companies as a first year associate working in a corporate law setting. The class will be conducted in a “law-firm” setting. You will be expected to perform and respond under all circumstances as if you were working with a senior partner at a firm. This course will satisfy student requirements for a Planning

Course. This course is **HIGHLY RECOMMENDED** for students who wish to apply for the Innovate Capital Business Law Clinic. Prerequisites: Business Organizations is a pre-requisite. Business Planning, Intellectual Property, Law Practice Management, Law Practice Technologies, Start Your Own Law Firm (or similar workshops), Professional Responsibility and Securities Regulation are strongly encouraged.

LAW-829 ASYLUM AND REFUGEE LAW - 2 Credits.

This course will provide an in-depth exploration of United States asylum law and comparative refugee law regimes around the globe. In addition to doctrinal lectures, the course will simulate a working law office. Each student will receive a case file and work collaboratively with their colleagues and the professor to formulate a strategy for their client. Individual classes will retain flexibility as needed, but broadly the first half of each class will involve a discussion of substantive law, with the second half devoted to applying the law to the simulated case files. As a planning course, students can be expected to produce the following documents: 1) a completed I-589 Application for Asylum and Withholding of Removal; and 2) a supporting memorandum of points and authorities in support of the application (i.e., a legal brief).

LAW 765 BUSINESS PLANNING - 2 Credits.

A study of the formation, operation and disposition of business enterprises. The course seeks to synthesize contract, tax, securities and corporate law (as well as law governing partnerships and limited liability companies) into an integrated whole as applied to planning problems drawn from real-world businesses. Prerequisite: Business Organizations. Income Taxation is recommended.

LAW 594 COMMERCIAL REAL ESTATE PLANNING - 3 credits.

The purpose of this course is to:

- Discuss the legal and business work in which a developer must engage when developing a commercial project;
- Discuss interaction between governmental bodies and developers in the development of a project, and especially the role of counsel, for both the developer and the governmental entity;
- Discuss the interaction between developers and financing sources, including proforma analysis and exit strategies;
- Discuss the interaction between the developer and designers and land planners in the layout of the project;
- Discuss the steps in locating and acquiring suitable real estate.

The course will work from a mock real estate development project, which is a commercial strip shopping center. We will select a site, work on acquisition documents, work on entitlements, zoning, environmental and

other issues; negotiate with lenders, prepare leases for tenants; and learn the business side of development, including analysis of EBITDA, tax issues, and covenants. The course will be a 3 hour course: at least 1 hour per week will be doctrinal, and the remaining 2 hours will be a combination of doctrinal and experiential work. To the extent possible, real estate professionals will participate in the experiential portion of the class. *Prerequisite: Real Estate Law*

LAW 790 - COMMERCIALIZATION OF INTELLECTUAL PROPERTY - 3 credits.

This business planning course focuses on practical and ethical issues in transactional IP that may be encountered by businesses during their lifespan, ranging from the startup to the mature company. The coverage will pull from the following topics: creation, valuation, and protection of IP; selecting business entities; financing options; fiduciary duties in context of IP management; employer-employee ownership and transfer issues; IP licensing & windup considerations; IP due diligence; IP disclosures in IPOs; leveraging IP; antitrust considerations; and ethical considerations for patents impacting access to food and healthcare. Prerequisite: Prior completion of Intellectual Property (“IP”) is strongly encouraged, but not required. Students who have not taken IP will be required to complete foundational reading and view related Tegrity lectures.

LAW 791 CONTRACT PLANNING - 2 Credits.

Contract Planning concentrates specifically on contract law and drafting. Also included are interviewing and negotiating. The setting for the course is the law office with lawyer and client working together in the present to arrange the client's affairs so that they will turn out reasonably well for the client in the future and so that litigation will hopefully be avoided, but successful if it is unavoidable. In this setting, students should learn how they can use their knowledge of contract rules as tools in drafting a contract to achieve favorable results for their client in the future as the parties perform the contract. At the same time, students should learn how they can avoid potential malpractice claims and gain some experience in recognizing ethical problems that typically arise in the drafting and negotiation of contracts. Finally, students should realize the importance of good communication with clients, senior partner, law partner, and opposing lawyer, as well as the necessity of being able to work with and get along with all of them. Students will participate in solving several short projects designed to teach the contract planning process. Students will work in randomly selected teams of four or five students to complete a required project by planning, negotiating, and drafting a long-term contract. No final examination is given. The grade in this course is based 70% upon participation during class exercises and group

work products and 30% upon the work product portfolio assembled by each student illustrating a series of assigned problems. No prerequisite, but prior Professional Responsibility course will be helpful.

LAW 980 ELDER LAW PLANNING - 2 Credits.

This course will introduce students to: (1) the ethical and practical challenges that are more likely to arise in representing older clients, and (2) the variety of substantive topics covered in the relatively broad area known as elder law. These topics include advance directives, guardianship, Medicaid and Medicare, Social Security and SSI, veterans' benefits, housing and long term care issues, abuse and neglect, diminished capacity and other ethical issues, guardianship, death and dying, grandparent rights, and holistic lawyering. To learn the skills involved in planning for and representing the older client, we will use a simulation problem that requires students to interview the client, draft a follow-up case summary and a case planning document, prepare and lead a case review, prepare and revise a legal memo, advise the client and get authority to negotiate, draft and finalize a letter to opposing counsel, negotiate with opposing counsel in consultation with the client, draft a contract reflecting the negotiated agreement, and draft a closing letter with advice to the client. Prerequisite: Professional Responsibility and Ethics

LAW 731 ENTERTAINMENT LAW - 2 Credits.

This seminar focuses on developing the foundational expertise required for proficiency in handling legal issues specific to the entertainment industry. We will examine principles of contract, tort employment, labor, copyright, and trademark law as applied to the television, film, and music industries. Students will analyze real and hypothetical case scenarios in the context of exploring litigation strategies, advising clients, and drafting pertinent agreements. Course grade will be based upon performance on interim drafting assignments and a comprehensive final project. Prerequisite: Intellectual Property (survey course) OR Copyright Law. Prior completion or concurrent enrollment in Trademark and Unfair Competition Law is recommended, but not required.

LAW 760 ESTATE PLANNING - 2 credits.

This course introduces students to the estate planning process, including nontax aspects of estate planning and the fundamentals of gift, estate, and generation skipping transfer tax planning. With these fundamentals, the course will examine basic and advanced estate planning and wealth transfer techniques, including wills, various types of trusts, titling property, gifts during lifetime, charitable vehicles, handling closely held businesses, and valuation matters. Probate of an estate, durable power of

attorneys, guardianships, and planning for other life situations will be explored. It is designed to provide the student with an understanding of the concepts, techniques, and strategies used in drafting and formulating estate plans. The student is required to demonstrate the ability to integrate, apply, and communicate his or her knowledge of estate planning topics by completing a comprehensive estate planning project.

LAW 751 FAMILY LAW PLANNING - 2 Credits.

This professional skills course focuses on the planning, drafting, interviewing, and negotiating abilities necessary for a successful family law practice. Topics covered include prenuptial agreements, postnuptial agreements, separation agreements, pretrial discovery, divorce pleadings, equitable distribution, custody, child support, alimony, contempt, domestic violence, mediation, arbitration, and ethical issues in family law practice. Assignments are designed to enhance substantive knowledge of family law, as well as to develop practical skills. There is no final examination in the course. Grades are based on work product, participation, and attendance. Enrollment is limited. Prerequisite: Family Law

LAW 771 FEDERAL CRIMINAL LAW PLANNING - 2 Credits.

Federal Criminal Law Planning is designed to assist students with understanding and analyzing the strategies of federal criminal defense practice, attaining concise and persuasive writing skills, and encouraging attention to detail and the ability to meet deadlines. Course assignments and class discussion will go beyond theory and procedure and focus on the intricacies of federal criminal practice, primarily from the defense perspective. The class will examine federal criminal issues related to criminal procedure, evidence, Constitutional law, and the United States Sentencing Guidelines. Students will be required to perform limited research and produce four major writing assignments over the course of the semester, including drafting client correspondence, motions, and a sentencing memorandum. Class time may include smaller, in-class writing assignments, break-out sessions, and revision workshops. There is no final exam. Enrollment is limited to no more than eighteen students. Prerequisites: Criminal Procedure; Evidence

LAW 568 HOMEOWNERS ASSOCIATION LAW AND PLANNING - 2 Credits.

This course will focus on the planning, formation and ongoing operations of homeowners' associations or "common interest communities." Some of the types of CIC developments covered may include planned communities, condominiums, mixed use developments, golf course communities, time shares and marinas. Common fundamental documents - such as declarations, bylaws, articles of incorporation, assignment of declarant rights, amendments, annexations, public offering statements

and corporate documents for the ongoing operation of homeowners' associations - will be reviewed, revised and drafted based on unique client needs. The lawyers' role in advising the developer at the outset, then independent boards as the community matures will be covered. Prerequisite: Property I and II

LAW 556 JUDICIAL WRITING 2 Credits. Planning. This course is designed for students who seek a judicial externship or clerkship; desire to advance their legal research, analytical, and writing skills; and who want to learn more about how judges write judicial opinions. This course will focus on writing styles and formats unique to the judicial process, including the bench memo, the appellate majority opinion, the appellate dissenting opinion, and administrative law opinions. Classes will provide a general overview of the opinion writing function with emphasis on topics such as opinion structure, judicial writing style, the relationship between style and substance, the use of narrative and rhetorical techniques, and ethical considerations in opinion writing. Through a series of in-class exercises and out-of-class writing assignments, students will learn to diagnose and revise difficult and unclear writing; acquire techniques for writing more economically, precisely and unambiguously; and hone their skills in structuring, organizing, and writing persuasively. In analyzing judicial opinions and writing from the perspective of a judge, students will gain a deeper understanding of the judicial process and become better critical readers and users of judicial opinions. Enrollment is limited.

LAW 833 LAND USE REGULATION 2 Credits. Planning course. This course provides an examination of the law relating to, and the lawyer's role in, government land use regulation. It does so by emphasizing both doctrine and practice. Specific doctrinal subjects examined will include zoning and related land use devices, state law challenges to government land use regulation, constitutional issues of land use law (including the Takings Clause, the Due Process Clause, the Equal Protection Clause, and the First Amendment), and other issues related to urban and suburban development. Specific practical skills emphasized will include problem-solving, client communication, legal research, legal drafting, and strategic analysis and evaluation of a client-based legal problem. Prerequisites: Property I and II; Constitutional Law I and II

LAW 505 LAW OF NONPROFIT ORGANIZATIONS 2 Credits. Planning course. This course will consider state-law issues relating to the formation and ongoing governance of nonprofit organizations. It will also consider the Internal Revenue provisions related to obtaining and maintaining federal tax-exempt status. Students will, through a series of assignments, draft the documents necessary for the formation

of a non-profit entity and the initial determination of its federal tax exempt status. In addition, students will develop a business plan and draft bylaws and policy manuals for their new nonprofit entity.

LAW 803 PRETRIAL LITIGATION 3 Credits. This course is recommended to students interested in doing civil litigation or a small firm general practice (which will necessarily involve civil litigation). Students will study litigation planning, client interviewing, witness interviewing, legal investigation and case evaluation, pleadings, discovery, negotiation and settlement, jury focus groups, depositions, motions practice, ADR, Pretrial orders and jury selection. Students will perform some of these skills in simulated exercises and written assignments. Every student will conduct a deposition, argue a motion, prepare a Complaint, an Answer, Interrogatories, Requests for Admission and Request for Production of Documents. No prerequisite, but prior or concurrent Evidence is helpful.

LAW 719 REAL PROPERTY PLANNING 2 Credits. Planning course. A study of the acquisition, leasing, financing, and development of income-producing and investment real property, including tax consequences and advantages. The course includes such concepts as zoning and land use, the roles and ethical duties of the attorney and broker, site acquisition, commercial lease drafting and interpretation, shopping center projects, distress properties, like kind exchange transactions, and the roles of the individuals involved in typical commercial transactions.

LAW 787 REMEDIES – PRACTICAL APPLICATIONS 3 Credits. Planning course. In this course, students will learn about the scope and limitations of damages, punitive damages, injunctive relief, declaratory relief, restitution, and attorneys' fees in the context of analyzing case problems to explore litigation strategies, advise clients, draft agreement provisions, and draft motion pleadings. Students will be required to perform limited research and to produce four major drafting assignments over the course of the semester. Course grade will be based upon performance on the interim drafting assignments, full participation in class exercises, and a final project portfolio. Enrollment is limited.

LAW 646 SUPREME COURT PRACTICE 2 credits. Planning course. This course is an introduction to United States Supreme Court litigation. Its objectives are: (1) to give students a sense of the business of the Court—what kind of cases it hears, how it decides to take cases, what kind of briefs and arguments it considers, and how it drafts opinions; and (2) to give students insight into and practice at the skills necessary to be an effective Supreme Court advocate—convincing the Court to take a case, crafting a persuasive brief, and making a compelling oral argument. Students will survey

representative cases that are pending on the Court's docket. Extensive preparation will be required of class members who will play the roles of lawyers and justices as they simulate oral argument and the justices' conferences and opinion writing. Emphasis will be on refining students' writing skills and oral communication skills, developing appellate advocacy skills, and gaining a better understanding of how the Supreme Court operates and reaches decisions. Enrollment is limited to 12 students.

Prerequisites: Legal Research and Writing I & II; Advanced Legal Writing

LAW 778 TRADEMARK AND UNFAIR COMPETITION LAW—PLANNING 2

Credits. Planning course. This course builds on the introduction to trademark law included in the IP Survey course. We will review common law foundations and statutory frameworks, and delve deeper into trademark prosecution and trademark dilution, before introducing false advertising and other types of unfair competition. Exercises throughout the course will build practice skills touching on various components of trademark and unfair competition law practice, with special attention to remedies (injunctions, damages, and attorneys' fees) and strategies for rights enforcement. Prerequisite: Students desiring to register who have not completed the IP Survey must get permission from Professor Chisolm.

ELECTIVES

LAW 680 ADMINISTRATIVE LAW 2 or 3 credits. This course is a study of the administrative process and of practice before administrative agencies. Considerable attention is devoted to the delegation of powers to administrative agencies, the rulemaking and adjudicative functions of agencies, the appropriate scope and standard of review of the actions of administrative agencies at both the agency and judicial levels, and the Administrative Procedure Act.

LAW 866 ADVANCED CRIMINAL LAW SEMINAR: THE WIRE 2 Credits.

This course will explore the legal and policy issues raised by the HBO series *The Wire*. Among the topics covered will be searches, confessions, police manipulation of crime statistics, race and the criminal justice system, prosecutors' incentives for charging and dismissing cases, honesty and accountability of law enforcement, government power and success in the war on drugs, and the distribution of resources

in the criminal justice system. In addition to class participation, grades will be determined based on a final paper.

LAW 557 ADVANCED LEGAL RESEARCH 3 Credits. The purpose of this course is to teach advanced methods of legal research. It is designed to build upon the legal research training received in the first year, with a focus on the sophisticated use of both primary and secondary sources. The course will focus on the practical research tools and techniques used by attorneys in typical client situations. Significant attention will be paid to the use of specialized legal databases, as well as sources of information that lie outside the Law Library including non-legal information resources and online databases. The course will also examine the utilization of legal research tools such as federal and state regulatory publications, loose-leaf services, journals, and treatises. Research problems requiring use of the Law Library's resources will be assigned. Students will also write a research guide or pathfinder which will be the final work product. The subject of the project will be chosen by the student and may be done in conjunction with other paper courses. Enrollment is limited to twenty students.

LAW 846 ADVANCED NEGOTIATION AND ANALYSIS 2 Credits. This course examines intelligence-based deception detection, analysis, crisis management and negotiation. The course is broken into modules ranging in length from two to four hours per module. Students will have opportunities to apply the techniques that are taught throughout the course and will come away with skills that can be immediately put to use in law, in business, and in everyday life. The modules are: Introduction, Ethical Considerations, and Overview; Detection of Deception; Critical Interviewing and Elicitation; Advanced Negotiation Skills (Analysis); Advanced Negotiation Skills (Persuasion and Advocacy); Credible Testimony; Deposition Analysis Module; Crisis Management; Protective Intelligence (Methodology); and Protective Intelligence and Threat Management (Standard of Care). Upon completion of this course students will be able to: apply noncoercive deception detection, critical interviewing, and persuasion methodologies developed and utilized within the US intelligence, financial, and corporate communities; identify influence and persuasion techniques when they are being applied by others, thereby promoting the search for truth; establish the credibility of witnesses and ethically and effectively prepare witnesses to testify before courts and tribunals; apply practical intelligence and information gathering techniques in the fields of protective intelligence, and threat management to establish best practices for the prevention of workplace and institutional conflict and violence; and distinguish ethical methods of negotiation, and intelligence analysis from those that are not. Grading is descriptive (e.g., pass / fail) and will be based on

student performance on one or more essay questions or exercises, a mid-term exam, and a final exam. Taught partly online.

LAW 542 ADVANCED TORTS 2 Credits. This advanced course builds upon the foundation established by Torts I and Torts II by exploring tortious conduct not covered or covered only briefly in those classes, with a focus on “business torts” and torts likely to arise in a business setting. By way of example, coverage will include such topics as vicarious liability, bailments, injurious falsehood, interference with contract, tortious breach of contract, products liability, nuisance and misrepresentation. The course also introduces liability insurance concepts relevant to a business setting. Prerequisites: Torts I and Torts II

LAW 662 AFRICAN AMERICAN LAWYER, THE 2 Credits. This discussion-based seminar will explore the untold stories of African American lawyers and the role they have played in making America a more just and merciful society and one that is true to its constitutional guarantees. Through fascinating narrative historical non-fiction books, students will engage with the personal lives, courtroom battles and community involvement of African American lawyers, such as Thurgood Marshall, during slavery, Jim Crow and modern-day era of mass incarceration. A few students, subject to the professor’s approval, may take this course to fulfill the Rigorous Writing Experience requirement.

LAW 648 ALTERNATIVE DISPUTE RESOLUTION 3 Credits. This course will be taught entirely online. Students will survey the growing alternative dispute resolution field, giving attention to ADR theory and its application in particular settings. Through a modest amount of role-play and skills exposure, students will experience the nature of particular dispute resolution processes such as negotiation, mediation, and arbitration. Individual student projects will focus upon ADR processes in a particular, real-life setting chosen by the student. With approval, Campbell's Rigorous Writing Experience may be satisfied through ADR.

LAW 608 AMERICAN LEGAL HISTORY 2 Credits. This class is an opportunity to examine law, lawyers, and legal thought through the lens of history. Simply put, history is the study of change over time. Law and legal education and conceptions of law have all changed throughout American history and they have affected the history of this nation in ways both subtle and substantial. This course will examine the broad themes of American legal history but, in addition, it is essential that we take a close look at the particular pieces of that history in order to cultivate a more complex and sophisticated understanding of law in American society. Instead of providing a shallow overview of everything in American legal history, this course will examine a

diverse but necessarily limited number of subjects that illuminate law through historical study. These individual subjects, taken together, will provide a deeper understanding of how legal thought and legal culture affect and are, in turn, affected by the society of which they are a part. By the end of the course, all of us should be better students and scholars of American legal history.

LAW 755 ANTITRUST LAW 2 or 3 Credits. Antitrust law preserves and promotes business competition. It governs interactions between competitors, certain interactions between buyers and sellers, and certain behavior by single companies. Antitrust overlaps with a number of related fields, including consumer protection, intellectual property, and administrative law. This course explores this material, primarily under U.S. federal law, but with comparative discussion of European Union law and U.S. state law. The antitrust statutes and related sources of law are enforced through government civil lawsuits, criminal prosecutions, administrative litigation, and private civil lawsuits. The course discusses the dynamics of antitrust litigation in its many forms.

LAW 899 APPLIED LEGAL ANALYSIS 3 Credits. This course, offered in the Spring semester and available to all third-year students, offers a review of the seven topics tested on the Multistate Bar Exam (civil procedure, criminal law, federal constitutional law, evidence, property, torts, and contracts). The course is directed by a tenured faculty colleague, who is assisted by several colleagues, each of whom will teach one of the seven topics over a two-week period. Final numerical grades are determined based on seven quiz scores (one quiz per topic), plus a score on a 100 MBE-type multiple-choice final exam. Final grades will conform to the law school's mandatory medium for elective courses, but students will also be provided with a (non- transcript) grade that will aim to reflect a more representative MBE score. The descriptive "pass / fail" option is not available in this course.

LAW 766 BANKRUPTCY 2 or 3 Credits (as designated by professor) The course offers a survey of federal bankruptcy law under Title 11 of the U.S. Code. Possible topics to be explored are chapter 7 liquidations, chapter 13 wage earner plans, the role of the trustee in bankruptcy, debt discharge, lien avoidance, fraudulent conveyances, voidable preferences, automatic stay litigation, and North Carolina debtor- creditor law. The 2-credit course focuses primarily on consumer bankruptcy law and is designed to complement the Bankruptcy Reorganizations Seminar without a significant overlap in material. No prerequisite, but previous or concurrent Secured Transactions course is strongly recommended.

LAW 799 BANKRUPTCY CLINIC 3 Credits. Working under the supervision of the clinical director in a firm-like environment, students will interview, advise, and advocate for clients in bankruptcy matters. Students will conduct the necessary interviews and information gathering to properly advise clients of their options; determine a recommended course of action and communicate that recommendation to the clients; prepare, explain, and file the documents necessary to initiate and complete a consumer bankruptcy case; and research and write on issues that arise in the course of the case. For those who qualify under the Student Practice Rules (EDNC Local Rule 83.2), it is hoped that opportunities will arise for the student to appear in the United States Bankruptcy Court in an advocacy role. During the course of the semester, each student will represent at least one client to whom the student owes a professional responsibility. Students can expect to spend eight to ten hours – and sometimes more – in the Clinic or working on Clinic matters per week. This time is in addition to the regular 90- minute weekly class session and includes the 3-hour clinic office time. There is no final exam. No prerequisite, but prior or concurrent Bankruptcy or Secured Transactions courses are helpful.

LAW 672 BANKRUPTCY REORGANIZATIONS SEMINAR 2 Credits. This seminar comprehensively covers all of the substantive topics of reorganization under Chapter 11 of the U.S. Bankruptcy Code. Taught in the courtroom and chambers at the U.S. Bankruptcy Court, it combines rigorous discussion with observation of actual court proceedings in Chapter 11 cases. Leading members of the bankruptcy bar are often invited to join Judge Warren as guest presenters. The primary requirements include drafting opinions in actual cases and class discussion. No prerequisite, but prior or concurrent Bankruptcy and Secured Transactions courses will be helpful.

LAW 890

CLIENT COUNSELING 2 Credits. We will explore the attorney client relationship from the initial interview to the end of the case. In class students will take turns playing the role of client for the other students to practice their interviewing and counseling skills. The goals of the course are to provide students with basic proficiency in (1) using an appropriate counseling approach for the particular client and situation, (2) conducting an initial client meeting and interview; (3) counseling the client (orally and in writing) about his her objectives and all appropriate legal and extralegal means for achieving them; and (4) applying all of these skills with the highest standards of professionalism under the Rules of Professional Conduct. The written component of the course will include an initial engagement letter and a

detailed opinion letter. The course is graded descriptively (Pass/Fail). Enrollment is limited to 24 students.

LAW 624 COLLABORATIVE LAW AND PRACTICE 3 credits. A new law came into effect in North Carolina on October 1, 2020: The Uniform Collaborative Law Act. North Carolina thus became the 19th state to formally recognize a way of addressing legal problems that works to preserve the relationship between the parties while avoiding the cost, delay and frustration that often accompany traditional methods of negotiation and litigation. In Collaborative Practice, the parties and their counsel on all sides are working as a team in a cost and time effective manner to achieve a resolution of their common problem that reflects the needs and interests of each party. Other benefits include the complete privacy of the proceeding, with no public record created; and that the parties themselves are in control of the outcome, with no judge, jury or arbitrator setting the schedule or dictating the result. This course will teach the skills necessary to represent clients in a Collaborative Practice. It will provide an understanding of Collaborative Practice and its relationship to other dispute resolution processes, including mediation, litigation, and adversarial negotiation; and offer practice in applying these skills in the context of both dispute resolution as well as business negotiation. The course will use simulation and role play to enable students to practice collaborative negotiation and problem-solving skills.

LAW 934 COMMUNITY LAW CLINIC 3 Credits. The Community Law Clinic furthers Campbell's commitment to bring together the theoretical and practical to produce thoughtful, talented lawyers and to present the practice of law as a way to make a difference by serving others. The clinic is located off-site (but within walking distance) at the beautiful and historic Raleigh landmark, the Horton-Beckham-Bretsch House. The clinic, which was launched in September 2016, has made a tremendous impact in the Raleigh community within a short period. The Clinic receives referrals from local non-profit agencies and students handle cases involving expunctions, family disputes, domestic violence protection orders, landlord/tenant issues, driver's license restoration and many more. Through this experience, students gain important practical legal skills and an appreciation for the challenges faced by citizens living in poverty. This program prepares students to be resourceful and practice-ready upon their entrance into the profession. Importantly, the Clinic also furthers Campbell's distinctiveness of offering a Christian perspective on law and justice by recognizing that all people are created in the image of God and that spiritual and moral issues often underlie legal problems. Students will meet once each week in a classroom

setting at the law school, and they will be expected to hold office hours approximately 4 hours per week at the clinic (during the fall and spring semesters; hours vary during summer school). Enrolling students who want to represent clients in the courtroom are encouraged to leave several mornings of the week free from other classes or obligations. Courtroom appearances typically begin at 9:00 a.m. and could last through the lunch hour. Enrollment is capped at no more than eight students each semester, and preference will be given to third-year law students.

LAW 615 COMPARATIVE CONSTITUTIONAL LAW 3 Credits. This course considers national constitutions in comparative perspectives. The course develops intellectual flexibility and cross-cultural understanding through systematic consideration of different juridical-cultural approaches to establishing just, effective, and stable forms of government. Topics covered include methodologies of comparative studies and the application of these methods to a variety of topics, including: the nature of constitutionalism, the sources of legitimacy of constitutions, the nature of constitutional courts, governmental institutions such as separation of powers, federalism, constitutional adjudication, and particular rights such as religious liberty, free speech, and LBGTQ rights and gender identity. Consideration will be given to the emerging post-secular era, in which the legitimacy of religion is reasserted in political discourse.

LAW 562 COMPARATIVE LAW: JAPAN 2 credits. This course introduces the comparative study of law through the study of Japanese Law. Japan is a leading trading partner with North Carolina. While there are many approaches to comparative legal studies, the approach used in this course compares legal cultures. As Peter de Cruz argues in his influential textbook, *Comparative Law in a Changing World*, there is a normative component to the study—that is, it is concerned not merely with laying two or more legal systems side-by-side and noting the differences, but also with making judgments about which legal system is better and developing criteria for making that assessment. This course will survey the Japanese legal system in comparison to the legal system of the United States. The Course will begin with a historical and cultural introduction to Japan. Particular topics will include Constitutional Law, Family Law, Corporate Law, Criminal Law, and Property. Japan offers many challenges. Its legal system incorporates ancient Chinese law, elements of 19th century German civil code, American law, and Commonwealth common law, particularly through Australia. Its legal system provides many opportunities for developing scholarly approaches to comparative legal studies.

LAW 885 COMPUTATIONAL LAW (PREDICTIVE ANALYTICS AND LEGAL INNOVIATION) 3 Credits. Oliver Wendell Holmes Jr. famously claimed that the task of the lawyer is to make predictions about how a court will rule, since it is characteristic of the work of lawyers to routinely make predictions regarding the prospects of litigation and the cost associated with it. Today, in the era of "Big Data" and ubiquitous computing, this function of the lawyer is being transformed by analytic techniques that make it possible to automate many aspects of legal analysis. This technology allows for the near instantaneous review of an enormous number of documents, including court filings and pleadings. Could analyses of data in "similar" cases improve the predictive abilities of the lawyer? Simply put, the answer is yes. Quantitative predictive analysis already plays a significant role in certain practice areas, and this role is likely to increase as greater access to appropriate legal data becomes available and computational power increases. This class explores the coming age of predictive analytics with the hope that law students will take heed and prepare for survival in the emerging innovative market. Simply put, most lawyers, law schools and law students will need to do more to prepare for the data driven future of this industry. RWE May be available.

LAW 786 CONFLICT OF LAWS 2 Credits. The study of the applicability of the law of a particular state or nation to the resolution of controversies, including the territorial traditional approach to choice of law; modern approaches (significant contacts, governmental interest, etc.), with special emphasis on the Restatement 2nd of Conflict of Laws; consideration of constitutional limitations on choice of law; recognition and enforcement of judgments; and conflicts in the international setting. The course also focuses on the use of conflict issues in planning litigation strategies as well as providing a review of substantive areas such as torts, contracts, property and other courses, depending on coverage in any particular year.

LAW 865 CONSTITUTIONAL LAW: CURRENT ISSUES SEMINAR 2 Credits. This is an advanced constitutional law seminar for students who have completed Constitutional Law I and II. This seminar examines current issues in constitutional law from legal, historical, and cultural perspectives. Topical coverage varies from year to year, but will include issues relating to constitutional interpretation, limited government, free speech, church and state, and the right to keep and bear arms. Reading materials for the first half of the semester will be assigned, and classes will involve discussion of these materials and their implications. Students will write papers on a constitutional topic and present those papers in class during the second half of the semester. Prerequisite: Constitutional Law I and II

LAW 807 CONSTITUTIONAL LITIGATION 3 Credits. This is an advanced constitutional law course focusing on one of the central ways in which constitutional claims are actually litigated—in lawsuits against state and local governments and their public officials. The bulk of the course addresses litigation under 42 U.S.C. § 1983, a Reconstruction-era civil rights statute that authorizes a cause of action against persons who violate constitutional rights “under color of” state law. Litigation under this statute runs the gamut from claims of police brutality and illegal conditions of confinement to suits brought by businesses and property owners challenging state and local regulations. Topics considered may include what it means to act “under of color” of state law, government liability for the acts of individual officials, remedies for constitutional violations, absolute and qualified immunities, procedural defenses, attorney’s fees, and similar issues. Prerequisites: Constitutional Law I & II

LAW 659 CONSTRUCTION LAW 2 Credits. This course focuses on the fundamentals of the construction industry and the common and statutory law that impacts it. It will include the study of contract formation, public and private project procurement, lien and bond claims, OSHA, construction defect claims, arbitration and other ADR, and insurance issues.

LAW 877 CONSUMER PROTECTION – LAW AND POLICY 3 Credits. This course will examine state and federal consumer protection laws and policy. Much of the course will focus on North Carolina law, including the Unfair and Deceptive Trade Practices Act, N.C. Gen. Stat. § 75-1 et seq., and the North Carolina statutes governing debt collection and debt settlement practices. Other topics to be addressed include: elder financial fraud; pyramid schemes; “bait and switch” schemes; payday loans, the Truth In Lending Act and mortgage/lending fraud in general; and constitutional limitations on advertising. At the end of the course, students will discuss and consider the current lay of the land and potential future developments in consumer protection law and policy. For example, we will examine the role of the Consumer Financial Protection Bureau (CFPB) and state attorneys general in bringing consumer protection enforcement actions.

LAW 784 COPYRIGHT LAW 2 Credits. This class examines the fundamentals of copyright law, including: What is copyrightable subject matter? How is ownership determined when employees or contractors or joint authors create works? What exclusive rights do owners retain? How is infringement determined? What are Fair Uses and other defenses? The cases we study will focus on music, movies, photography, art, video games, and the internet. The class meets once a week for two hours. The first 100 minutes is a faculty-led lecture of key lessons from that week's

reading with a focus on how these lessons are applied in day- to-day practice. The last 20 minutes of each class features a guest lecturer, typically a general counsel from one of the local companies who speaks about their experience with copyright issues and their career path. Each week, one or more students are invited to join the professor and guest speaker for dinner and career mentoring. No prerequisite, but the Intellectual Property survey course may be a helpful introduction.

LAW 639 CORPORATE FINANCE 3 Credits. This course is designed to provide students with an understanding of the funding sources and the structure of corporate financial transactions. The course will focus on the tools necessary for a lawyer to render legal opinions in the financial sector; and will help students understand the finances behind negotiating a merger, taking a client private (LBO) or public (IPO) and litigation of complex class actions and derivative suits. Topics covered include: time value of money, workings of capital markets, valuation, basic accounting, and basic corporate securities.

LAW 642 CORPORATE TAXATION 3 credits. This course is designed to address income tax topics that may be encountered by a general practitioner advising a closely held corporation and its investors. Income tax consequences of transfers of property and services to a corporation, distributions to investors, and corporate liquidations will be explored. Introductory coverage will be given to the tax treatment of mergers and acquisitions and of “S Corporations,” an increasingly important choice of entity for small businesses.

LAW 667 CRIMINAL PROCEDURE ADJUDICATION 2 Credits. In this course, we will study the basic rules of criminal procedure, beginning with the institution of formal proceedings. We will cover issues involving right to counsel, prosecutorial discretion, the grand jury, the preliminary hearing, bail, criminal discovery, plea bargaining, guilty pleas, jury selection, double jeopardy, and criminal appeals.

LAW 626 CRIMMIGRATION 1 Credit. Over the past few years, immigration law and criminal law have increasingly merged. This course will introduce students to the many issues at the intersection of immigration law and criminal law. “Crimmigration” is a new and growing area of law. The course will provide students with the knowledge necessary to recognize and analyze the potential immigration consequences of a variety of criminal charges, pleas, and convictions. The course will also put emphasis on the investigation and prosecution of criminal immigration offenses. No prerequisite, but prior or concurrent Immigration Law helpful.

LAW 632 CURRENT APPELLATE ISSUES 2 Credits. Hone appellate advocacy skills with current appellate issues. The goal is for students to become familiar with

various aspects of appellate practice including the methods of properly developing the record at all stages. The course will utilize current issues pending before the North Carolina Supreme Court and Court of Appeals. Assignments will involve oral presentations and short papers (no final exam).

LAW 663 CURRENT TOPICS IN LEGAL ETHICS 2 Credits. Current Topics in Legal Ethics is a seminar-style course that provides students with a rigorous research and writing experience. The course also highlights ways in which lawyers as writers leverage current technologies to advance ideas and projects. The course is designed to allow students to communicate effectively within authentic genres, receive feedback, and revise communications, as well as develop advanced research and writing habits. Genres include blogging, commenting, and presenting with auto-advancing PowerPoint slides. The culminating writing project is a piece of scholarly writing that conforms to the genre of an academic law review article and advances an original thesis. Students will build a collegial writing community through peer reviews and pre-emption checks. Enrollment is limited to fifteen students. No prerequisite, but previous or concurrent Professional Responsibility course is useful.

LAW 929 DESIGN THINKING FOR LAWYERS 3 Credits. This course introduces design thinking to law students. Designers optimize their customer/client experiences by using a process that involves empathizing, visualizing, prototyping, and iterating solutions. Students will learn how to use this process in the context of providing legal services. This course will be built on a project-based learning platform so that students could not only learn the mentality and process of design thinking but also put it into practice in a legal environment.

LAW 628 E-DISCOVERY 2 Credits. The law of E-discovery is growing and changing as rapidly as technology. It is also a key component of nearly every case that enters the discovery phase in State or Federal courts. State Bar Ethics Committees are increasingly requiring attorneys to become and remain knowledgeable about both the law of E-discovery and the technology involved. This course will survey E-discovery law, including preservation duties, retention policies, spoliation, sanctions, document collection, review, production, and authentication. The course will also introduce students to certain emerging technology issues that are impacting E-discovery today, including cloud computing, international privacy laws and problems associated when clients collect, compile and utilize so-called "big data." Although the course will focus on civil cases, it will also deal with important topics arising in criminal cases, such as the proper discovery and use of social media. The course will require students to complete two writing assignments: (1) a letter/ memorandum to their client advising

the client on preservation, document retention and spoliation issues; and (2) a brief in a motion to compel and for sanctions, which will also be orally argued by students.

Prerequisite: Prior or concurrent Trial Advocacy

LAW 752 EDUCATION LAW 2 Credits. This course will examine selected legal issues concerning public education, grades K-12. Topics will include affirmative action, search and seizure in the schools, First Amendment rights of students and teachers, student discipline, teacher tenure, religion and public schools, special education, sexual harassment, disability law, school funding, liability and related topics. The course also examines the multiple sources of law regulating the public school environment, from the United States Constitution to local school board policies. Particular attention will be addressed to cutting edge legal issues that can be high profile and controversial.

LAW 992 EMPLOYMENT DISCRIMINATION 3 Credits. This course will give you a hands-on approach to employment discrimination law from the view of those who litigate claims, as well as those who seek to prevent them. We will focus on Title VII of the 1964 Civil Rights Act (which prohibits discrimination on the basis of race, color, religion, sex, and national origin), the Age Discrimination Employment Act (ADEA), the Americans with Disabilities Act (ADA), the Equal Pay Act, and Section 1981 of the Civil Rights Act of 1866 (race discrimination). The course gives students the opportunity to think creatively and strategically when working on problems within this complex, evolving field of law.

LAW 847 ENGLISH LEGAL SYSTEM AND SECURITY SERVICES 2 Credits. This course, with no pre-requisites, is a required course for all those who wish to pursue the LL.M. degree offered by Nottingham Law School at Nottingham Trent University, United Kingdom. This course is also an optional course for other students. The course will provide you with a practical working knowledge of the legal system of England and Wales and will include a study of the legislative, executive and judicial branches of government, the legal profession, sources of law and law reporting in England and Wales. You will also gain knowledge of the legal systems of some other jurisdictions that are based on English common law and where an English legal qualification can lead to admission to practice. This class also prepares students for admission, without examination, to the Dubai International Financial Centre Courts and the Abu Dhabi Global Markets Courts Taught partly online.

LAW 718 ENVIRONMENTAL LAW 3 Credits. The course provides a survey of major federal environmental programs addressing pollution control and natural resource conservation, including the National Environmental Policy Act, the

Endangered Species Act, the Clean Air Act, the Clean Water Act, and programs relating to the regulation and remediation of hazardous waste. In addition to these substantive areas, the course also introduces some of the various contexts in which environmental law arises in practice, including administrative processes, compliance counseling, litigation, and business transactions.

LAW 891* EXTERNSHIPS I & II LAW 892* 2 Credits. Externship I (two credits) offers students the opportunity to gain real-world experience under the guidance of skilled attorneys and Campbell law faculty. This real- world experience provides context for students' academic training and helps prepare students to be practice-ready upon graduation. Externship I is open to students who have successfully completed 27 credit hours toward the J.D. degree and are in good academic standing. To participate, students must enroll in the class and secure an externship at an approved placement prior to the last day allowed to add/drop a class for the semester. To earn two academic credits, students must complete certain requirements, including: timely submit administrative paperwork; complete 120 hours of field work at the externship site during the academic semester in which they enroll; attend bi-weekly meetings with the Externship Director or designated Campbell Law supervisor; submit biweekly journal entries; submit a final time sheet; and submit a final reflective memo. This course is graded descriptively - Satisfactory Pass, Unsatisfactory Pass, or Unsatisfactory Fail. Externship II (2 credits) is open to students who have successfully completed Externship I and are interested in pursuing a second externship placement of a different type. This course is also graded descriptively. *A designation of "s" added on ("LAW-891S") designates a prior semester (usually summer)

LAW 750 FAMILY LAW 3 Credits. This course will examine the traditional body of law regarding the rights and duties of family members, as well as the legal and ethical questions posed to family relationships by societal change and technological advancement. Emphasis will be placed on both practical and theoretical learning. Students will also study N.C. cases and statutes and will have an opportunity to prepare and discuss practical hypotheticals concerning divorce, equitable distribution, alimony, child custody and child support.

LAW 994 FDA LAW 3 credits. This course examines the unique interface of intellectual property law and regulatory law in the FDA-regulated industries. This includes not only the pharmaceutical industry but also medical devices and food additives. The course will focus on the historical development of food and drug law, as well as on current issues involving, among other things, carcinogens and risk

assessment in food safety; regulation of nutrition; and approval of new drugs, devices, and vaccines for infectious diseases. Primary attention is given to the 1984 HatchWaxman Amendments to the Patent Code and the Federal Food, Drug, and Cosmetic Act, which for the first time injected patent-law considerations into the FDA regulatory process and simultaneously created special patent rules for products subject to an FDA pre-market approval requirement. This course provides students the opportunity to draft specific FDA law documents, and also for students to act as oral advocates for mock clients who wish to go through the FDA drug regulatory process. Prepares students for legal careers that focus or specialize in healthcare law, Food & Drug law, and/or drug law lobbying. A majority of law schools offer courses that go beyond the scope of basic healthcare law requirements to stimulate analytical thinking.

LAW 647 FEDERAL COURTS 2 Credits. Federal Courts focuses on the structure and powers of the federal courts. It is an intense course that covers a broad range of topics, including separation of powers, federalism, justiciability, Congress's authority to define federal jurisdiction, abstention, sovereign immunity, and habeas corpus. This course is highly recommended for students planning to practice or clerk in the federal court system.

LAW 730 FEDERAL CRIMES 2 Credits. This course surveys federal crimes and procedures. Specific crimes that are addressed include conspiracy, fraud, RICO, money laundering, public corruption, firearms, and drugs. Students will also become familiar with the utilization of the United States Sentencing Guidelines and with procedures utilized in federal criminal practice.

LAW 563 FEDERAL INDIAN LAW 3 credits. This course will explore American law as it concerns Indigenous peoples and nations. The course will trace the historical development of the field as well as major contemporary issues. These include, but are not limited to, jurisdiction, gaming, family law issues, tribal law, and more. The course will also explore the relationship between the federal government, states, tribal nations, and individuals. By the end of the course students will have a truly unique perspective on American law, Native America, and exercise of authority in a colonial context.

LAW 858 FINANCIAL ACCOUNTING FOR LAWYERS 2 Credits. A working knowledge of financial information and accounting principles is crucial to an attorney's practice in many areas of law. This course covers basic accounting terminology, interpretation and analysis of financial statements, and distinctions between audited and unaudited statements and their ramifications. A distinct portion

of the course will be devoted to the valuation of ownership interests in family and closely-held businesses and professional practices and the resulting impact in instances of divorce, taxable estates, business sales, and corporate finance. No prerequisite, but students with a certain number of undergraduate credits in accounting may be prohibited from registering for this course.

LAW 588 FIREARMS LAW AND THE SECOND AMENDMENT 2 Credits.

This course covers the origins of the right to arms, the history of firearms regulation, the meaning of the Second Amendment when ratified, the Supreme Court's early interpretation of the Second Amendment, modern federal gun control statutes, and the Supreme Court's affirmation of an individual right to bear arms in *Heller* and *McDonald*. It also examines application of the affirmed right to arms to state and federal laws regulating firearms post-*Heller* and the use of firearms for self-defense under state and federal law. The historical perspective on the right to arms informs both the *Heller* and *McDonald* decisions, as well as current firearms regulation issues left unanswered by *Heller*. Descriptive grading. Prerequisite: Constitutional Law I

LAW 683 FIRST AMENDMENT SEMINAR 2 Credits. This course will take a more thorough look at various First Amendment topics. The specific topics will likely change from year to year. In the fall of 2019, the course will focus on the Religion Clauses of the First Amendment by considering two principal topics. First, the course will explore the major religious, philosophical, and political influences on the relationship of religion and the state in the American experience. Second, the course will consider the constitutional issues that have developed in the intersection of law and religion in America including (1) the use by the state of religious belief and activity to further the interests of the state; and (2) the place for religious liberty as governments pursue goods in conflict with religious belief and practice. Students will be evaluated on the quality of a research paper that addresses an approved topic. Students will also be evaluated on the basis of their preparation for and participation in the classroom discussions. Prerequisites: Constitutional Law I and II

LAW 777 FOUNDATIONS OF CRITICAL LEGAL THOUGHT, RESEARCH AND SCHOLARSHIP 2 Credits. This course is required for students who are interested in earning an LL.M. degree in Legal Practice from Nottingham Law School (Nottingham Trent University, United Kingdom). The course also is open to any other student who has satisfactorily completed the prerequisite courses. The course teaches students the fundamentals of scholarly research and writing, including advanced research strategies, methods of topic selection, organization, outlining, and the other mechanics of planning and writing a publishable article. Additionally, students will be

introduced to a variety of analytical frameworks, including, but not limited to, theories of jurisprudence, sociology, philosophy, and other relevant areas. Students will learn how to use these frameworks to further develop their scholarly work.

LAW 782 GLOBAL CORPORATE COMPLIANCE 2 Credits. This course introduces compliance. It covers stakeholder identification and compliance in the areas of corporations, securities, banking, insurance, crossborder contracting, employment and labor, harassment, social responsibility, lawsuits in general, antitrust, commercial and IT from a compliance perspective. It also briefly treats compliance issues related to tax, environmental, healthcare, and products liability. As applicable, US laws will be compared and contrasted with the laws of other nations and any international treaties or legal regimes. Prerequisite: Business Organizations

LAW 838 HEALTH LAW 2 Credits. Health Law is a course devoted to examining the law and policies governing the transactional aspects of the delivery of health care in the United States. We will discuss and explore federal and state laws, rules, and policies addressing the financing of public health care, regulation of private health insurance, structure and governance of health care enterprises, measures to prevent fraud and abuse, and anti-competitive activity.

LAW 986 IMMIGRATION LAW 3 Credits. This course involves an overview of immigration law, including an examination of the history of the field as well as an exploration of immigration policy in the United States. The course will examine the federal agencies that administer immigration laws, how the U.S. Constitution affects the federal government's decisions and the effect of the different states and municipalities in immigration-related matters. This course will have a very practical focus with an emphasis on what happens in practice every day, how a practitioner analyzes those issues, and how the practitioner can best represent their client.

LAW 788 INSURANCE LAW 2 Credits. This course combines a theoretical and a practical examination of the current legal issues in insurance law, from the regulation of the business of insurance to the interpretation of the insurance contract. The course covers the basic issues that arise in all forms of insurance coverage, as well as unique issues relevant to property and life insurance. A significant portion of the course is devoted to liability insurance and its substantive and procedural application to tort litigation. The course assumes a satisfactory knowledge of contracts, torts and civil procedure.

LAW 754 INSURANCE LAW AND ADVANCED TORTS 3 Credits. This course combines the study of insurance law, from the regulation of the insurance industry to the interpretation of insurance contracts, with the study of advanced torts. The course

begins with the study of the basic principles applicable to all forms of insurance coverage. It then moves to a thorough examination of principles unique to particular types of first-party coverage such as property, fire, life and disability insurance. This portion of the course then concludes with the study of various types of liability insurance, including general, auto, commercial and professional malpractice insurance, which serves as a bridge to the advanced torts portion of the course. The advanced torts portion of the course builds upon the foundation established in Torts I and II with a focus on "business torts" and torts likely to arise in a business setting. These torts include, by way of example, professional malpractice, vicarious liability, bailments, injurious falsehood, interference with contract, tortious breach of contract, products liability, nuisance and misrepresentation.

LAW 820 LAW 821 INDEPENDENT STUDY 1 or 2 credits. Students may obtain credit for work completed for independent study under the supervision of a member of the Campbell Law faculty. To register for Independent Study, a student must submit a proposal approved by the faculty member and the Associate Dean for Academic Affairs no later than the last day to add a course for the relevant semester. An independent study form is available in the Registrar's suite. Students may receive a maximum of three credit hours of independent study over the course of their study at Campbell Law School. Credit hours can be reflected on the transcript with either a numerical or descriptive grade. A student may receive a numerical grade for no more than two credits of independent study, unless the third credit is for an independent study that qualifies as the student's initial rigorous writing experience.

LAW 935 INNOVATIVE CAPITAL BUSINESS LAW CLINIC 3 Credits. This clinic provides local start-up and emerging growth businesses with the specialized legal services they need to scale and grow. Students will spearhead the clinic's client projects and work directly with clients under the supervision and guidance of experienced corporate attorneys. An application and interview is required for enrollment in the clinic. Prerequisite: Business Organizations. Recommended previous or co-enrolled courses: Securities Regulation, Mergers & Acquisitions, Corporate Finance, Corporate Taxation.

LAW 789 INTRODUCTION TO INTELLECTUAL PROPERTY 3 Credits. This course (a prerequisite to some other IP courses) introduces students to United States intellectual property laws: patent, copyright, trademark, and trade secret. The course is designed to be easily accessible to students with no background in technology or intellectual property law.

LAW 780 INTERNATIONAL BUSINESS LITIGATION AND ARBITRATION 2 Credits. As our state's and nation's economies become increasingly global, so also does the scope of commercial litigation. This seminar seeks to equip lawyers engaged in civil and commercial litigation with the tools necessary to recognize, research and respond to international legal issues and to effectively pursue litigation and disputes across national borders. In this course, we examine treaties, statutes, rules and case law relevant to topics such as international jurisdiction, venue, service of process, transnational discovery, enforcement of judgments abroad, trial strategies and arbitration. Grading for this seminar is based upon class participation and a research paper.

LAW 845 INTERNATIONAL BUSINESS TRANSACTIONS 2 Credits. This course focuses on the private law of international business transactions. It emphasizes the "documentary sale," which involves the exchange of letters of credit for bills of lading. It also considers various forms of doing business internationally - through agencies and distributorships, licensing agreements, franchising, joint ventures, and the establishment of branches or subsidiaries.

LAW 848 INTERNATIONAL TRADE LAW 2 Credits. This course considers the public law regulating how nations treat the cross border movements of goods, services, and capital (with emphasis on the rules established by the World Trade Organization and the federal legislation implementing those rules). It seeks to develop in the student a basic knowledge of these laws and some sophistication in understanding the economic policy norms that underwrite the system, and the major critiques of them.

LAW 853 INTRODUCTION TO CLASS ACTIONS AND MULTI-DISTRICT LITIGATION 2 Credits. This course will focus on the practical application of complex class action and mass tort issues that arise in modern litigation. The overall focus of the course is on multi-party, multi-jurisdictional civil cases and how Courts and litigants deal with them. The course will focus on class actions, including the requirements for class certification, judicial review of class settlements, the impact of the Class Action Fairness Act on class action practice (CAFA), and recent appellate and Supreme Court decisions involving class actions and contracts for arbitration of disputes. Considerable time will also be spent on multi-district litigation (MDL) practice including, federal multi-district transfer and consolidation, the modern development of bellwether trials, the strategic choices available to lawyers handling complex cases, and the ethical issues and economic dynamics of settlement. Course objectives include (1) learning the basic principles of complex litigation, including

class actions and multi-district litigation practice; (2) begin learning to identify the issues in the complex legal scenarios that you will confront as a lawyer; (3) begin to understand how the procedural posture and other practical factors affect the Courts' decisions; (4) develop a better understanding of national and international litigation.

LAW 970 INTRODUCTION TO PUBLIC INTERNATIONAL LAW 2 Credits.

Public International Law is the law between sovereign nations. It is composed of the laws, rules, and principles that deal with the conduct of nations. Public International Law is sometimes called the "law of nations" or just simply International Law.

Nations have developed through treaties a system of international non-governmental organizations that facilitate relationships between nations at the regional and global level. These entities have administrative, judicial, and regulatory functions. Public International Law should not be confused with Private International Law, which is primarily concerned with the resolution of conflict of laws in the international setting, determining the law of which country is applicable to specific situations. This course provides an introduction to concepts that are useful in International Business Transactions and National Security Law.

LAW 933 JUDICIAL PROCESS 2 Credits. This course considers nature and dimensions of law, scope of judicial lawmaking function under various theories about law, constraints on judicial lawmaking imposed by systemic policies or values, methods of judicial decision making, behavioral and empirical approaches to judicial process, psychological and cultural influences on decision making, the role of statutory construction, and justice function of courts. We briefly examine the structure of the North Carolina judicial system, methods of judicial selection, judicial ethics, and practical aspects of appellate advocacy. Reading assignments include writings of judges, scholars, and court opinions. Enrollment is limited.

LAW 607 JURY SELECTION 1 Credit. Many trial lawyers believe jury selection is the most important function of a trial. The class will discuss how to prepare for jury selection, demonstrations and participation. The course is graded pass/fail and enrollment is limited to 25 students (with preference given to third-year students).

LAW 567 JUVENILE ABUSE, NEGLECT AND DEPENDENCY LAW 2 Credits. This course is designed to be an introductory overview of juvenile abuse, neglect, and dependency law in North Carolina, including proceedings to terminate parental rights. The course will be taught with a focus on the practical knowledge needed to competently represent clients in this field. Students will not only be exposed to relevant statutory and appellate requirements, but will also learn how Indigent

Defense Services, Department of Health and Human Services, Title IV-E, and other entities and laws apply to this complex area of law.

LAW 855 LAW AND PUBLIC POLICY 2 Credits. It has been observed that “the judicialization of politics – the reliance on courts and judicial means for addressing core moral predicaments, public policy questions, and political controversies – is arguably one of the most significant phenomena of late 20th and early 21st century government.” This seminar examines North Carolina and Federal court cases which have shaped public policy and considers not only the policy issues presented by such cases, but also how judicial decision-making is impacted by public opinion, ideology, independence and judicial philosophy. Students have a voice in selecting the public policy topics to be studied, and the class benefits from lectures from guest experts. The seminar is one where debate and discourse are encouraged. The course grade is based primarily upon a research paper on a law and public policy topic chosen by the student.

LAW 995 LAW & SCIENCE 2 credits. This course will touch on issues such as bioethics, reproductive rights, family law and how these issues interact with property rights. Additionally, we will examine issues related to the rationing, rendering, harvesting, supply, demand and destruction of genetic components. The seminar broadly engages genetics from the narrow study of gene patenting to the broader questions of altruism versus markets for organs and reproductive materials. We will study whether human behaviors can be determined by genetics and investigate whether studies that pursue questions of behavior determinant genes overstate what the research can uncover.

LAW 720 LAW PRACTICE MANAGEMENT 2 Credits. Law Practice Management is a limited enrollment seminar (enrollment is limited to 3L students) that focuses on the profession and the “business of law.” The course is designed to assist students in making the transition from law student to member of the firm. Topics covered in this seminar include, but are not limited to, the following: pursuit of a job as an associate; making wise initial decisions about your career; tips from established lawyers and lay persons about establishing good relationships within your firm and at the courthouse; obtaining and maintaining good clients; client intake and interviewing; client relations; marketing your services; establishing a good reputation in the legal and civic community; acquiring and maintaining good support personnel; team building, training and mentoring expectations; internal law office operations and management; computer technology; setting, charging and collecting fees; time keeping and billing; the billable hour; contingency fees; managing trust accounts;

gender and diversity issues in firms; quality of life and risk management (avoiding malpractice claims). Classes are generally a combination of lectures and open forum discussions. Guest speakers include active practitioners from firms of all sizes, recognized experts in related fields, insurance carriers, etc. Final grades are determined by a combination of completion of the assigned project and classroom participation.

LAW 768 LAW PRACTICE TECHNOLOGIES 1 Credit. This is a one-credit hour seminar course with a different weekly topic relating to legal technology. The goal of this course is to give a practical overview of the use of technology in the legal field. Students will be introduced to common legal tech tools such as case management software, e-discovery, and common courtroom technology; taught advanced online legal research strategies; shown efficient use of commonly used software such as Microsoft Word & Excel from the perspective of a practicing attorney; and introduced to data-security and ethical social media use, among other topics. Descriptive grading.

LAW 950 LAW REVIEW 1 credit. Students may receive 1 credit for each semester of satisfactory work performed for the Campbell Law Review.

LAW 742 LOCAL GOVERNMENT LAW 3 Credits. This course provides an introduction to the organization and powers of local governments, the interaction between such governments and other governmental units in our federal system, and the relationships that local governments have with residents and outsiders. With over 89,000 local governments in the United States, almost 1,000 of which are located in North Carolina, this level of government plays an extensive and direct role in the lives of citizens and in the practice of many lawyers. Specific topics will include theories of governmental power and its proper allocation, federalism issues, municipal formation, state-local relations, local service provision, public finance, and inter-local relations.

LAW 649 MEDIATION ADVOCACY 2 Credits. This course covers the settlement of legal disputes through negotiation and mediation, which is how most legal disputes are resolved. Students will learn how attorneys depart from the advocacy practices of the courtroom and employ practices suitable for the settlement room. Students will examine the theoretical foundations for effective representation and then practice and develop relevant skills. Students will first consider how to fashion appropriate negotiation approaches, and then how to enlist assistance from mediators and develop and implement tailor-made mediation representation plans. This course gives special attention to the choices attorneys weigh when representing clients throughout the negotiation and mediation processes. Students will participate in negotiations, present opening statements, and take part in mock mediations. Written assignments may

include the preparation of a position statement to provide to a mediator, a settlement agreement, a mediation representation plan, and a negotiation representation plan. Guest lecturers may include a plaintiff's attorney and a defense attorney, who will discuss the process of mediation advocacy from their perspectives—from first receiving a case through completion of a mediation conference. This class is graded descriptively (Pass/Fail) with your grade based on participation and written assignments. There is no final exam.

LAW 565 MEDICAL MALPRACTICE LITIGATION 2 Credits. This class is a survey of medical malpractice law. Students will be provided with a broad context of medical malpractice litigation, policy and problems. They will be introduced, through lecture and group discussion formats, to how the tort of medical malpractice operates in the American health, legal and insurance systems. Additionally, students will be introduced to various aspects of the relationship between patients and healthcare providers (i.e. the treatment relationship) including but not limited to: informed consent, duty of confidentiality, duty to treat, duty of care, breach of duty, standard of care, proximate cause and damages. There will be a midterm examination that will count for 40% of the student's class grade. The final examination will count for 60% of the student's class grade.

LAW 590 MERGERS & ACQUISITIONS 2 Credits. Mergers & Acquisitions is designed to be a practical approach on how to effect a corporate transaction, be it a public or privately owned entity. While concentrating on the legal aspects of a merger, a share exchange, an asset purchase, a recapitalization and a tender offer, the course is designed to look at the constituent documents of each type of transaction, understanding the process recommended to successfully effect each method of acquisition and reading the key court cases surrounding major issues on the subject of corporate takeovers. A transaction's deal protection measures as well as strategies available to a corporate entity to avert a takeover will be reviewed. Students should come away with a basic understanding of how to effect both private and public company transactions. The role of legal counsel and interaction with the various parties involved in a transaction such as boards of directors and, when appropriate, investment bankers and advisors, will be explained and explored. Classroom participation will be expected based upon the assigned readings.

LAW 625 MORALITY OF INTELLECTUAL PROPERTY AND OTHER INTANGIBLE RIGHTS 2 Credits. RWE option. In this seminar, we will delve into the philosophical underpinnings of intellectual property law and examine moral conflicts and questions that arise in the context of granting, enforcing, and disallowing

intellectual property rights. Topics will include: patents on discoveries that impact access to healthcare or affect farming and food supply; privacy issues and ownership of rights relating to medical innovations derived from patient tissues; and the scope of moral rights granted under the Copyright Act. Other topics selected by students for their required scholarly paper will be incorporated into the seminar by student-led discussions. Readings will be drawn from selected cases, articles, and essays, in addition to the required text on scholarly writing for law students. Prior IP courses are not required.

LAW 955 MOTOR VEHICLE LAW 2 Credits. This course is crucial for any student planning to prosecute or represent clients in North Carolina District Court in N.C. and before the Division of Motor Vehicles. The topics covered include the effect of convictions on regular and commercial driver's licenses, plea bargaining, and Prayers for Judgment Continued. This class also covers offenses involving impaired driving, breath and blood tests, limited driving privileges, and sentencing.

LAW 571 LAW 572 NORTH CAROLINA CRIMINAL DEFENSE ADVOCACY I, II 2 credits (Part I, fall semester) 2 credits (Part II, spring semester) 2 Credits each part. This course is a two-semester course designed to: introduce law students to the criminal justice system; learn how to interact with opposing advocates; and prepare them for a career in criminal defense. Through weekly class sessions, practical exercises, and possible placements in public defender districts, students will be exposed to all aspects of the defense function, to include interaction with the client, the investigation, arraignment, plea bargaining, discovery, motions, defenses, trial, and appeal. The first semester (Part I) will be comprised of different topics addressing the function and role of the defense attorney in the criminal justice system, as well as the practical application of criminal defense. Course instruction will be conducted by individuals with extensive experience in the criminal justice system. Coursework will be a combination of lecture, class participation, discussion, case law review, and practical application. In addition, course requirements will include regular readings, written submissions, discussion forum participation, and mock hearing performance. The second semester (Part II) will be a combination of class work, practical exercises and possible clinical work. The semester will be comprised of different topics addressing the practical application of criminal defense. Coursework will track the first semester's structure and requirements with a possible additional clinical element. Taking either or both parts of this course in no way promises or guarantees the placement of students, as an intern, extern or any other type of position in a public

defender's office or private law firm. Enrollment is limited. Prerequisite: Part I (Criminal Procedure and Evidence highly recommended); Part II (Part I)

LAW 840 LAW 841 NORTH CAROLINA PROSECUTION ADVOCACY I, II 2 credits (Part I, fall semester) 2 credits (Part II, spring semester) 2 Credits each part.

This course is designed for students interested in practicing criminal law, either as a prosecutor or as a defense attorney. The course will serve as an introduction for students to the criminal justice system, the professional interface with opposing advocates and to prosecutors and their work. As the complexity of criminal litigation increases, it is paramount that new attorneys become familiar with systematic approaches to criminal practice before their first day of practice. This course will look at the role of District Attorneys and will focus on practice through practical experience and the development of strong ethical standards. The course is part of a two-semester curriculum. This first course will be taught in conjunction with the North Carolina Conference of District Attorneys from various criminal trial attorneys. Each week, students will be exposed to various aspects of the prosecution function in criminal trial practice, from investigation and charging decisions, through arraignment, plea bargaining, discovery, motions, trial and appeal. The class work will be comprised of different topics addressing the function and role of the prosecutor in the criminal justice system and the practical application of criminal prosecution. Coursework will be a combination of lecture, class participation and discussion, case review and practical application. In addition, course requirements will include regular readings, written submissions, discussion forum participation and mock hearing performance. First semester coursework is equivalent to two credit hours that will be graded on a descriptive grading scale of pass/fail. The second semester course (offered in the spring semester) will be a 2credit course that will encompass both a weekly class as well as a clinical placement in prosecutorial districts. Students may elect to take the first semester course only but preference is given to students desiring to take both semester courses. (The first semester course is a prerequisite to the second semester course.) Enrollment is limited. Prerequisite: Part I (Criminal Procedure and Evidence highly recommended); Part II (Part I)

LAW 923 OLD KIVETT APPELLATE ADVOCACY 1 Credit. This course teaches the nuts and bolts of writing an appellate brief and making an oral argument on appeal. The course is mandatory for anyone who wants to receive credit for participating in the Rick Lord Intramural Moot Court Competition.

LAW 915 PANAMA STUDY AND SERVICE 1 Credit. The course is broken up into two components: (1) a classroom portion conducted primarily here at Campbell

Law School, and (2) a travel portion in Panama during spring break (early march). The classroom portion will take place primarily before spring break once a week (two-hour blocks). Topics to be covered during the classroom portion include: Introduction to International law and Civil Law, Panamanian Law, History, and Political Structure, Adoption Law and Policy (national and international), Foster Care Law and Policy (national and international), Orphan Care Law and Policy (national and international), and Human Rights. The travel will take place during spring break. Campbell University will purchase tickets for the group, and the group will travel together in Panama in a rented van. We will work closely with a Christian non-profit group advocating for orphan's rights, and we will likely visit orphanages, work on a construction site of a new orphanage, meet with the Panamanian government office responsible for orphans and adoptions, and tour the Panama Canal. The cost of the program is approximately \$1,500, with non-refundable deposits of \$250 due toward the end of November. Students will need a valid passport that expires no sooner than three months AFTER the trip (i.e., expires after June of the year of the trip). Students often describe the experience as "life-changing."

LAW 655 PATENT LAW 3 Credits. Patent Law provides students a generous evaluation of substantive patent law, including patent eligibility, conditions for ownership, infringement, litigation, and remedies. The course also introduces the concepts of patent prosecution and licensing. Prerequisite: Intellectual Property

LAW 656 PATENT PREPARATION AND PROSECUTION 2 Credits. Planning course. This course trains students in the practical procedure and related law involved in drafting and prosecuting a patent application before the U.S. Patent & Trademark Office (USPTO). Topics include: (a) conducting inventor interviews and other preparatory fact investigations; (b) drafting patent claims and their supporting disclosure; (c) responding to common rejections in office actions from the USPTO; and (d) a sampling of advanced topics such as appeals, patent-related opinion work, and international patent practice issues. The course prepares students to be ready to prepare and prosecute patent applications upon graduation. Although not intended as an equivalent to, or substitute for, a commercial patent bar preparation course, this course will greatly assist students planning to take the patent bar examination.

Prerequisite: Intellectual Property

LAW 713 PERSONAL INCOME TAX 3 Credits. A study of the fundamentals of federal income taxation, primarily as it relates to individuals. Offered online through iLawVentures.

LAW 516 PLEA BARGAINING 2 Credits. This course covers the techniques of plea bargaining and legal and ethical considerations pertinent to the practice, including the law of sentencing (federal and state) and constitutional issues in connection with the prosecutor's charging decision, effective assistance of counsel, and due process requirements in entering a plea and in sentencing. The course aims to provide practical tutelage in plea bargaining, while at the same time giving students the opportunity to consider broader public-policy issues about the disposition of criminal cases through a plea.

LAW 595 PRACTICAL SKILLS FOR LAWYERS 1 Credit in Spring and 2 Credits in Fall. This course is one credit offered on a compressed schedule the latter half of the spring semester (seven weeks). PSL is designed to provide practical skills in basic performance tasks and focuses on the skills tested on the Multistate Performance Test which is 20% of the Uniform Bar Exam. The course is taught on a pass/fail basis. Students are required to complete seven MPTs during the course. No final exam.

LAW 911 PRACTICING BEFORE THE NORTH CAROLINA CLERKS OF SUPERIOR COURT 2 Credits. This course introduces students to civil and estate actions that are heard by Clerks of Superior Court. Topics will include: the history of the office of the North Carolina Clerks of Superior Court; the type of proceedings conducted by the Clerk; preparing for hearings before a Clerk; when the Clerk is acting as a judge; appeals from a Clerk's order/judgment; and public records law, ethics, and ex parte communications. The ultimate goal is for the students to learn the legal and practical skills to properly represent their clients in matters that are exclusively or primarily heard by the Clerk, recognizing and respecting the Office and authority of the Clerk. Enrollment is limited to third-year law students. Prerequisites: Evidence; Wills and Trusts

LAW 901 PROGRAMMING FOR LAWYERS 1 Credit. This descriptively-graded course introduces law students to the basics of computer programming with an overview of current coding practices and computer languages, such as Java Script. Students will engage in hand-on projects and create applications that they can use either on their own computers or on the web. Students will become acquainted with current tools and methodologies. They will use Github, cloud computing, project management, software testing and language-based development tools while learning underlying computer science concepts and the theory behind these tools. Students will need a laptop in class. Students with significant programming experience may not take this course.

LAW 868 PUBLIC SCHOOL LAW LITIGATION SEMINAR 2 Credits. This seminar explores the development of the most significant public school law opinions of the century by examining the litigation process leading to those decisions. It focuses on understanding the complex means through which significant school litigation is born, evolves, gets resolved, and takes shape over time. Topics covered include: equality of opportunity, affirmative integration in public schools, gender in schools, freedom of expression (for both students and teachers), the constitutionally-permissible role of religion in public schools, and constitutional limits on searches of public school students, among other topics in litigation before the Supreme Court.

LAW 883 RACE, JUSTICE AND AMERICAN LAW 2 Credits. Vast disparities with respect to race pervade every aspect of American society. This course will conduct an examination of the role race and discrimination against African Americans have played in the landscape of American law and history. The course will also analyze the criminal justice system, focusing on the current legal crisis of mass incarceration. No prerequisite, but prior or concurrent Criminal Procedure and Constitutional Law II are highly recommended.

LAW 798 REAL ESTATE TRANSACTIONS AND FINANCE 2 Credits. Real Estate Transactions and Finance is a course about transactions involving real property and security interests in real property. This course offers students the opportunity to learn practical skills in the buying, selling and investing of real estate and representing clients involved in such transactions. The course is being taught by a current North Carolina Court of Appeals judge, who also holds a real estate broker's license and has worked as a real estate loan officer and has been personally involved in real estate transactions. There will be no final exam in the class. Rather, grading will be based on papers and one or more in class tests. The subject matter is principally focused upon residential and simple commercial real estate dealings, with an emphasis on North Carolina law. The course considers the roles and responsibilities of professionals in the typical real estate transaction, including brokers, lenders and lawyers, whose conduct may be regulated by statute as well as by rules of professional responsibility, and also examines the conduct and legal obligations of buyers and sellers. Among the substantive topics which may be covered are the contractual and statutory requirements of listing agreements, purchase contracts, transfers of encumbered real property, deeds of trust, promissory notes and guaranty agreements; with particular emphasis upon remedies of secured creditors, including foreclosure and deficiency judgments.

LAW 787 REMEDIES 3 Credits. The remedy is the ultimate objective of any lawsuit. In this course, students will delve into the legal, equitable, procedural, and practical considerations that help determine 1- what a claimant is entitled to, from whom, when, and why, and 2- how to develop litigation strategies to achieve specific client objectives in the context of private disputes, as well as disputes involving governmental entities and social justice issues. Topics covered will include: general principles governing the various types of damages and the measure of damages; the different forms of injunctive relief; unjust enrichment and restitution; and punitive damages and attorneys' fees.

LAW 623 RESTORATIVE JUSTICE CLINIC 3 Credits. Enrollment limited to 18 students. The Restorative Justice Clinic will expose students to the emerging theory of Restorative Justice by asking and answering one basic question. When someone offends against another person, what does justice require? Students will approach these questions in two basic learning environments, classroom and clinic. Classroom learning will be largely experiential and will include visits to juvenile court, meetings with criminal justice professionals, classroom speakers who have been effected by crime, out of class field trips to youth facilities, use of Restorative methods in the classroom and academic exercises designed to teach about the current criminal legal system and the theory of Restorative Justice. Throughout the semester, you will serve as facilitators in live cases which are referred from juvenile court and local schools. Students will work with the professor in live cases using the theory of Restorative Justice and the models of victim/offender dialogue and circles until they become competent to begin working in teams of two without direct supervision of the professor. Students will always preview and review cases with the professor and with each other throughout the semester. Because most of the work load for the clinic comes from local schools and these cases are most effectively facilitated in the morning, students should have at least one free morning in their overall schedules. Students will become competent in all aspects of restorative justice including; intake, interviewing, issue spotting, probative questioning, identification of harm, resolution and agreement drafting. As opportunity arises, some students will have the opportunity to work with the professor in cases of severe violence which will include inmate visits and visits with victims and survivors of violent crime and will have the opportunity to participate with the professor in circles within the North Carolina and Federal prison systems. This course will be graded using the descriptive grading system. Activities you will be expected to complete include the following: • Regular in-class and out-of-class attendance and participation, • Completion of reading and

other written and oral assignments, • Participation in several off-campus field trips, and • Observation and participation in live mediation meetings and circles. Please contact Professor Powell with any questions pertaining to signing up for this clinical opportunity.

LAW 781 SECURITIES REGULATION 2 Credits. This course is an introductory, practical survey of the regulation of securities distributions and public companies. Topics covered include the definition of "security," public company and transactional disclosure obligations, and securities fraud prohibitions. We'll examine the practical and real-world handling of the disclosure and registration obligations governing public offerings of securities and trading in the capital markets. We will also identify, examine and understand the most commonly used exemptions from registration for private placements of securities and other offerings. This course includes case law, balanced with practical sessions during which students will review and discuss (in a mock-law firm setting) actual disclosure documents and will engage in problem-solving exercises. No prerequisite, but Business Organizations highly recommended.

LAW 550 SELECTED TOPICS IN CONTRACTS 2 Credits. This course will begin with a brief review of foundational contract doctrines and then delve deeply into topics that are significant to the legal practitioner including remedies, performance, conditions, breach, mistake, impracticability, frustration of purpose, and third-party rights. The primary textbook will be Farnsworth, with additional materials supplied by the instructor. The course will emphasize problem-solving and include drafting and collaborative exercises; there will be a final exam.

LAW 980L SENIOR LAW CLINIC 3 Credits. Working under the supervision of the clinical director, students provide consultative, transactional and advocacy legal services on matters of importance to senior citizens with modest incomes in the Raleigh area. Students enrolled in the clinic learn how to practice law by dividing their time between group meetings (i.e., classes), scheduled hours staffing the clinic office and related activities outside of the office. Time spent staffing the clinic office is devoted to meeting with clients, case planning, investigation, legal research, document preparation, preparing for negotiations or hearings (in some cases), case management, meeting with the clinic director and similar work. Students learn how to develop and maintain an effective attorney-client relationship and how to plan and manage their cases. Skills and judgment are taught in the clinic which operates to a large extent like a law firm. Group meetings will cover individual case reviews, lawyer processes/skills/ethics, some substantive law, et al. This course will be graded

using descriptive grading. There is no final exam. For additional information, see the description of the Senior Law Clinic under Academics and Clinical Programs and the clinic's brochure.

LAW 664 SPECIAL EDUCATION LAW 2 Credits. This seminar examines the law impacting the education of children with disabilities. It begins with a consideration of the history of education for children with disabilities and the purposes underlying the Individuals with Disabilities Education Act. It focuses on the statutory and regulatory framework established in the IDEA with some consideration of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Topics covered include: the process for identifying and evaluating students with disabilities, the scope of special education services, the concept of appropriate education, the right to the "least restrictive environment," placement issues, discipline of students with disabilities, and current topics in Supreme Court litigation impacting children with disabilities.

LAW 910 START YOUR OWN LAW FIRM 2 Credits. This seminar (limited to twenty third-year students in good academic standing) focuses on the profession and the "business of law" for start-up law firms. The course is designed to assist students in making the transition from law student to legal professional and small business owner of a solo or small law firm. Topics covered in this seminar include, but are not limited to, the following: attracting and maintaining good clients; client intake and interviewing; client relations; marketing your legal services; establishing a good reputation in the legal and civic community; acquiring and maintaining good support personnel; team building, training and mentoring expectations; internal law office operations and management; computer technology; social media protocol; setting, charging and collecting fees; time keeping and billing; the billable hour; contingency fees; managing trust accounts; and quality of life and risk management (avoiding malpractice claims). Students will develop a business plan suitable for obtaining financing, setting goals, providing direction, and integrating their personal, professional, and institutional philosophy into their practices. Students will be exposed to a variety of practice decisions, approaches, and resources through reading assignments, instructor and guest lectures, class participation, small group collaboration, and written assignments. Classes are generally a combination of lectures and open forum discussions. Guest speakers include active solo practitioners, business professionals, and recognized experts in related fields. Final grades are determined by a combination of completion of a business plan, class participation, and written assignments.

LAW 637 STATE CONSTITUTIONAL LAW 2 Credits. This course is a study of the nature and role of state constitutions in our system of jurisprudence. Primarily through the lens of the North Carolina Constitution, we will examine the state constitution from its origin to its latest interpretation, how it interacts with federal law, and the recent proliferation of state constitutional litigation. Students will complete four short papers (five pages or less) and engage in oral arguments. There will be no final exam.

LAW 778 TRADEMARK AND UNFAIR COMPETITION LAW 3 Credits. This course provides an in-depth look at U.S. trademark law and introduces students to unfair competition law. We will explore common law foundations and the federal statutory framework for establishing, enforcing, and maintaining trademark rights in the context of both trademark prosecution and trademark and unfair competition litigation. The course also introduces the concepts of rights of publicity and false advertising. Prerequisite: None; however, students will benefit from having taken Intellectual Property and enrollees who have not done so may be required to complete a brief pre- semester reading for foundational grounding.

LAW 769 TRADITIONAL AND SOCIAL MEDIA LAW PROBLEMS AND SOLUTIONS 2 Credits. This course provides students with an in-depth look at the law as it relates to both traditional and new media, with an emphasis on problem-solving skills. Coverage includes counseling clients on first amendment and intellectual property issues, privacy and defamation issues, terms of use and other digital contracting issues.

LAW 859 WORKERS' COMPENSATION LAW AND PRACTICE 2 Credits. Workers' Compensation Law and Practice is a one-semester, two-credithour class. After successfully completing the course, students will (i) understand the purposes and law of Workers' Compensation systems generally; (ii) focus their understanding of Workers' Compensation Law through examination of North Carolina Workers' Compensation statutes and cases interpreting them; (iii) learn how to analyze Workers' Compensation cases for ways to advise clients on their rights and to represent them at mediation and hearings before the Industrial Commission; (iv) apply their knowledge through practical in-class exercises dealing with Workers' Compensation scenarios; and (v) learn about and appreciate the role of a practicing attorney in providing excellent customer service for developing and retaining clients.

LAW 940 WORKPLACE LAW 3 Credits. Workplace Law is survey course that covers a wide variety of topics related to the relationship between employees and their employers. This rapidly growing area of the law includes legal regulation of the hiring

and firing of employees, tort and contract erosions of the at-will doctrine, privacy issues, the use of social media, covenants not to compete, wage and hour laws, workers compensation, and other related topics. This course is problem based and designed to prepare graduates to serve in a variety of employment law positions. Employment law specialists work in plaintiff firms, defense firms, as government attorneys, and as in-house counsel. This course also is appropriate for those interested in serving in personnel or HR departments in companies and government agencies

Admissions Information

About Applying

While the Campbell Law School application process is a highly competitive one, we recognize the intrinsic worth of every person as a result of our belief that we are created in the image of God. We therefore seek to maintain an application process where every applicant is considered and treated with respect. The members of the Admissions Committee evaluate applicants holistically, considering LSAT score, undergraduate GPA, writing ability, and breadth of work, life, and leadership experience.

Getting Started

We understand that the law school application process can at first seem overwhelming. We have created a guide to help get you pointed in the right direction! Our [Initial Steps in the Application Process](#)

DOWNLOAD THE APPLICATION PROCESS DOCUMENT

Application Timeline

DATE	EVENT
October 1	Applications available on www.lsac.org

November 15	Early Decision Application Deadline
December 1	Visiting Student Application Deadline for Spring Semester
March 22	Competitive Scholarship Application Deadline
May 1	Regular and Advanced JD Application Deadline
July 15	FLEX, Transfer/Visitor, Patent Law Certificate Application Deadline

Requirements

LSAT

All applicants must take the Law School Admission Test (LSAT) no later than March of the year in which they intend to enter Campbell Law. However, you are encouraged to take the LSAT in the summer or fall of the previous year to ensure timely consideration of your application.

There is no minimum score for entry into Campbell Law. In the event of multiple LSAT scores, the admissions committee will consider the highest of all scores reported. The admissions committee will not consider an LSAT score if more than five years have passed since the date the test was taken.

Bachelor's Degree

A bachelor's degree from an approved and accredited college or university is required. A transcript from each college or university attended must be sent to the Law School Admission Council's Credential Assembly Service (CAS). All work completed in summer school, at another university, at an unaccredited institution or any other situation in which you might have earned academic credit must be acknowledged on your CAS report.

Prior Law School Attendees

Applicants who have attended another ABA-accredited law school must submit a written statement about their attendance, a complete transcript, and a statement from their dean indicating class rank and certifying good standing and eligibility to return to the home institution as a continuing student. Those not in good standing should include a complete transcript and addendum regarding prior law school attendance. Credit is not given for correspondence courses or other work not completed in residence at an ABA-accredited law school.

Academic Standards and Regulations

Good Academic Standing

Students in good academic standing are those students eligible to continue the study of law and who are not on academic probation.

Residence Requirement

A student must complete at least two-thirds (2/3) of the course work required for the Juris Doctor degree at Campbell Law School to receive a degree from Campbell Law School. All degree requirements must be satisfied within 84 months from the commencement of study.

Attendance Policy

ABA Standard 308 requires the law school to “adopt, publish, and adhere to sound academic standards, including those for regular class attendance ...”

The law school believes that regular class attendance (i) is an essential component of academic success and (ii) fosters the development of punctuality, dependability, commitment, and other sound professional character traits.

Students must adhere to the attendance policy published by the professor.

Graduation Requirements

The curriculum that follows is required of all law students. All students must complete a total of 90 hours for graduation and have earned a final cumulative average of at least 75.

First year required curriculum:

FALL SEMESTER		SPRING SEMESTER	
Course	Credit Hrs.	Course	Credit Hrs.
Civil Procedure	5	Criminal Law	3
Contracts	5	Constitutional Law I	3
Legal Research/Writing I	2	Legal Research/Writing II	3
Property	5	Torts	5

Upper level required curriculum:

Course	Credit Hours
Advanced Legal Writing*	3

Business Organizations	3
Constitutional Law II	3
Criminal Procedure	3
Evidence	3
Professional Responsibility and Ethics	2 or 3
Sales and Leases	3
Secured Transactions	3
Trial Advocacy	4
Wills and Trusts	3
Jurisprudence Course Requirement**	typically 2
Planning Course Requirement	typically 2
Electives**	approximately 25

* For students who began their legal education in Fall 2016, this is a required course that does not satisfy the RWE requirement.

**Depending on the professor, can be taken to satisfy the RWE requirement

In addition, each student must complete a “rigorous writing experience” or “RWE” prior to graduation. The RWE is not a separate course requirement. It is a *process* that can be incorporated into an existing course or satisfied through other means, such as an independent study. The RWE guidelines are available *infra* Section X.

Second year students must take the following six required courses during their second year:

Fall Semester	Spring Semester	Either Semester
Con. Law II	Bus. Organizations	Advanced Legal Writing
Wills and Trusts	Crim. Procedure	Evidence

All other required courses can be taken in any semester after the first year.

To be enrolled as a full-time student, a student must register for at least ten credits and no more than 17 credits. Credits to be earned during a semester for the following are included in calculating compliance: externships, independent studies, law review service, advocacy competitions (e.g., moot court, mock trial, and Old Kivett), and any dual degree credits to be earned during that same semester, provided that the credits are from courses the law school has previously agreed to count against its 90-credits graduation requirement.

Candidates who are lacking no more than 3 credit hours of meeting all requirements may file a “Request to Participate in Commencement” form in addition to an “Application for Graduation.” Forms for these purposes are available in the law school’s Registrar’s Office. If approved, the candidate will be allowed to participate in only one Commencement program for the degree in question. Furthermore, if the

candidate is approved for participation in a May Commencement, the candidate will not be eligible to participate in any subsequent semester when the candidate would have been eligible after having met all graduation requirements. Candidates participating in May graduation exercises under the “three-hour rule” will not be ranked with students graduating at that time, but instead will be ranked with all other students who graduate thereafter through the following May (if all graduation requirements have been met).

Independent Study

Campbell Law School students may obtain credit for work completed for independent study under the supervision of a member of the Campbell Law faculty. To be eligible for independent study, a student must have a faculty sponsor who, together with the Associate Dean for Academic Affairs, must approve the student’s proposal prior to the beginning of the independent study and no later than the last day to add a course for the relevant semester. An independent study form is available in the Registrar’s suite.

Students may receive a maximum of three credit hours of independent study over the course of their study at Campbell Law School. Students and faculty sponsors shall address in the proposal whether any credit hours will be reflected on the transcript with either a numerical grade or the “pass/fail” designation. A student may receive a numerical grade for no more than two credits of independent study, unless the third credit is for an independent study that qualifies as the student’s initial rigorous writing experience.

Grading Information

Campbell Law School has a numerical grading system for most courses and a descriptive grading system for some courses.

A. Numerical Grading System

93 to 100: Demonstrates a superior level of competence.

84 to 92: Demonstrates an above average level of competence.

75 to 83: Demonstrates the level of competence expected within the profession.

65 to 74: Demonstrates an unsatisfactory level of performance but sufficient potential to provide a foundation for competence.

55 to 64: Requires repetition of the course for receipt of academic credit.

The numerical grades described above do not represent percentages of correct answers to examination questions; rather, they are designed to allow professors to reflect differences of achievement within levels of competence. Unless otherwise announced by a professor, a written examination will be given at the end of each course.

B. Descriptive Grading System

Honors: Demonstrates a superior level of competence and distinctively superior level of achievement.

Satisfactory: Demonstrates a good to an above-average level of competence.

Unsatisfactory/Passing: Demonstrates an unsatisfactory level of performance in the course, but demonstrates sufficient potential to provide a foundation for competence. Academic credit is awarded for the course.

Unsatisfactory/Failing: Demonstrates an unsatisfactory level of performance in the course and requires repetition of the course for receipt of academic credit.

The above-listed descriptive grades will be posted on each student's transcript. They are not used for the calculation of semester or cumulative grade point averages; rather, grade point average and class rank are based solely on the cumulative average of numerically graded courses.

The grade of "Honors" will be earned only when, in the professional opinion of the faculty member, a student's performance has met the standard set forth above. It is therefore possible for there to be no "Honors" grades in some courses in some years. In no event shall an "Honors" grade be given to any student who does not rank in the top 1/3 of students taking the course. This rule is intended to preserve the integrity and meaningfulness of the "Honors" designation.

Students may elect to take a maximum of two numerically-graded classes for a descriptive grade rather than for a numerical grade. To exercise this option, the student must receive timely approval from the professor teaching the course and the Associate Dean for Academic Affairs, using the form available in the Registrar's

suite. The student must get approval no later than the last day to add a course for the relevant semester.

C. Grading Policy and Mandatory Medians

The median grade range for required courses is 81-83. The median grade range for elective courses is 83-85.

If a class has an enrollment of 12 or fewer students, a faculty member may deviate from the median range. If a class has an enrollment of more than 12 students, a faculty member may deviate from the median range with written justification and the explicit approval of the Associate Dean of Academic Affairs.

A professor is not bound by the foregoing mandated median ranges in a course in which a final exam (including, without limitation, a take-home exam) is not administered. The preceding sentence is not applicable to any first-year course.

Academic Probation and Exclusion

1. Academic Probation

Any student, who has not been excluded pursuant to the Academic Exclusion provision set forth below, whose semester GPA is below 75, or whose cumulative GPA is below 75, will be placed on academic probation for the next semester. During this probationary period, the student will be subject to the supervision of the Associate Dean for Academic Affairs, is required to work with the law school's Director of Academic Support, and may not participate in any externships, or hold any office or leadership position in any law school student organization. Any participation in moot court or mock trial competitions, law review membership, SBA activities, Admissions Office receptions and activities, and sports activities organized in whole or in part by the law school must be approved by the Associate Dean for Academic Affairs.

Any student whose grades require probation or exclusion shall be placed in such a status as of the first day of the semester following the semester for which the unsatisfactory grades were earned, regardless of when the grades were actually reported.

Summer school course offerings shall not constitute a separate “semester” for the purposes of these Academic Standards. Therefore, academic probation based on “semester GPA” standards shall not apply to grades earned in summer session courses. Grades earned in summer session courses shall not be calculated into any prior or prospective semester to raise or lower a student’s “semester GPA.” Summer session course grades do affect cumulative academic progress and are calculated into a student’s cumulative grade point average for the purposes of these Academic Standards. Consequently, grades earned in summer school session courses apply to probation and exclusion standards related to cumulative academic progress including, but not limited to, required cumulative grade point averages after the completion of prior semesters and the total number of grades that may be earned below 65. Unless otherwise excluded by the following rules for Academic Exclusion, a student whose cumulative grade point average after the summer session is below 75 shall be placed on academic probation for the next semester. Similarly, a student may be excluded after a summer session pursuant to the following rules on Academic Exclusion that are based on cumulative academic progress.

2. Academic Exclusion

Any student will be excluded from further study in the School of Law if:

The student has received two grades below 65 in the first semester of law school;

The student’s GPA for the first semester of law school is below 70.0;

The student’s cumulative GPA is below 73.5 after the completion of two (2) semesters in law school;

The student’s cumulative GPA is below 74.25 after the completion of three (3) semesters in law school;

The student’s cumulative GPA is below 75 at any time after the completion of four (4) semesters in the School of Law;

The student has received three or more grades below 65 (a grade of UF is below 65 for purposes of this rule).

3. Appeals from Academic Exclusion from the Study of Law

Except as provided in paragraph B. immediately following, there is no right to appeal an exclusion from further study in the School of Law.¹

Anyone excluded after earning more than seventy hours of academic credit in the School of Law shall have the right to appeal once to the faculty Academic Appeals Committee for a waiver of the exclusion rule(s) applicable to that person's exclusion. Appeals shall be governed by the rules set forth in paragraph C. immediately following.

Anyone permitted to petition the faculty Academic Appeals Committee for a waiver of the exclusion rule under paragraph B must present a written petition requesting a waiver of the exclusion rules. The petition must be delivered to the Associate Dean for Academic Affairs at least 72 hours before the scheduled meeting of the Committee. It is presumed that the Petitioner's unsatisfactory academic performance in the School of Law's academic program is the best indication of how the Petitioner would perform in the future. The Petitioner has the burden of overcoming this presumption by clear and convincing evidence. This clear and convincing evidence shall include evidence as to why the Petitioner's future studies will be successful. The petition for a waiver of the exclusion rule shall be denied unless the burden of proof is clearly met. While there is no right to appear in person before the Committee, a student may file a request to appear with reasons therefore stated in the petition. The decision of the Committee shall be final.

4. Flex Time Program Academic Exclusion Rules

¹ *This provision refers to the student's grade point average only for the semester in question. This semester average is independent of the student's cumulative grade point average which is addressed in Academic Exclusion point 3) above. Illustrations of the application of this provision follow:*

A has a 77.2 cumulative grade point average (GPA) at the end of the first year of law school. A's GPA for the Fall Semester of A's second year of law school is 74.8 which produces a cumulative GPA of 76.43. Because A's GPA for the Fall Semester of A's second year of law school was less than 75.00, A is placed on academic probation. A then earns a 74.7 GPA for the Spring Semester of A's second year of law school which produces a cumulative GPA of 76.01. A is automatically excluded under this provision because A was on probation when A earned a semester GPA of less than 75.00 in the Spring Semester of A's second year.

B earns a semester grade point average (GPA) of 74.2 in the Spring Semester of B's first year of law school which produces a cumulative GPA of 79.00 for B's first year of law school. B is placed on academic probation because B's GPA for the Spring Semester of B's first year of law school was below 75.00. In the Fall Semester of B's second year of law school, B earns a GPA of 74.6 which produces a cumulative GPA of 77.59. B is excluded under this provision because B was on probation when B earned a semester GPA of less than 75.00 in the Fall Semester of B's second year.

A student enrolled in the Flex Time Program is subject to the same rules set forth above under the heading of “Academic Exclusion” except that a “semester” (as reference above) for a student enrolled in the Flex Time Program is the completion of two semesters in the Flex Time Program.

5. Reapplication Rules for Students Academically Excluded from Further Study in the School of Law

A student excluded at the end of that student’s first year of law school may petition only one time for a waiver of the exclusion rule. If the petition is denied by the Committee, the Petitioner may apply for admission as a first year law student through the normal application process established by the School of Law’s Office of Admissions.

6. Repetition of Courses and Re-Examination

A grade below 65 is a failing grade and requires repetition of the course for receipt of academic credit. Re-examinations are not offered or permitted.

The faculty may decide that a student with a grade of 65 to 74 in a course needs to repeat that course or take a specified elective or group of electives to ensure a sufficient foundation for competence. A student with a pattern of grades in the 65 to 74 range may be required at the discretion of the faculty to repeat an entire semester or academic year in order to ensure competence in core courses. In the event the faculty decides that repetition of courses is necessary, the student will be notified in advance and will be entitled to be heard before the Academic Appeals Committee on the matter. To the extent courses are repeated, both grades will be included in the calculation of the student’s cumulative average.

7. Academic Appeals (all other academic matters)²

Academic appeals are handled within Campbell Law School. Any grievance of a student relating to an academic matter shall first be discussed with the appropriate faculty member. Every effort should be made to resolve the matter at this level. If the grievance cannot be resolved with the faculty member, the student shall discuss the

² *This paragraph does not apply to academic exclusions.*

matter with the Associate Dean for Academic Affairs. If the grievance cannot be resolved with the Associate Dean, the student shall discuss the matter with the Dean. The decision of the Dean in such academic matters is final.

Flex Time Program

A. OBJECTIVE

The objective of the Flex Time program is to enable entering law students to earn a Juris Doctor degree by taking fewer hours each semester than required by the full-time program. The program is most ideally suited for students who have some degree of flexibility in the scheduling of their outside obligations.

B. ADMISSION

The admissions standards applicable to students applying to study under the Flex Time program shall be the same as the admissions standards applicable to students applying for full time study.

A student who chooses to enroll in the Flex Time program shall communicate that choice to the Admissions Committee in a manner to be determined by the Assistant Dean for Admissions and Financial Aid.

The Flex Time program of study is available to applicants who have not previously enrolled as full-time students at Campbell Law School or at any other law school, absent consent of the Dean.

C. CURRICULUM

During the first two years of study, students enrolled in the Flex Time program shall complete the courses listed in subsection C.1. and C.2. below. It is highly recommended that students complete the courses in the order provided. However, upon approval by the Associate Dean for Academic Affairs, a student may alter the recommended schedule provided that sequential courses are taken in consecutive semesters. By way of example, a student may opt, with approval, to take Property I rather than Civil Procedure I in the fall semester of the first year. The student must then take Property II in the spring semester of the first year. The same requirement for taking sequential courses in consecutive semesters applies to Civil Procedure I and II, Contracts I and II and Torts I and II. However, both Legal Research and Writing courses must be taken during the first year, and (unless (i) previously taken as a

summer course or (ii) deferred for the reason stated in Section C.1. below) Criminal Law must be taken during the first semester of the second year and Constitutional Law I must be taken during the second semester of the second year.

The curriculum subsequent to the first two years of study is addressed at subsection 3 below.

1. FIRST-YEAR CURRICULUM

FALL SEMESTER		SPRING SEMESTER	
Course	Credit Hrs.	Course	Credit Hrs.
Civil Procedure	5	Torts	5
Legal Research/Writing I	2	Legal Research/Writing II	3
Criminal Law	3	Constitutional Law I	3
Contracts	5	Property	5

A student who receives a grade lower than 65 in Civil Procedure I, Contracts I, or Legal Research and Writing I (i) must retake that course during the student's second Fall semester and (ii) may not take Criminal Law during the student's second Fall semester. Instead, the student must take Criminal Law during the student's third Fall semester (unless the student has taken Criminal Law during a previous summer term).

A student who receives a grade lower than 65 in Civil Procedure II, Contracts II, or Legal Research and Writing II (i) must retake that course during the student's second Spring semester and (ii) may not take Constitutional Law I during the student's second Spring semester. Instead, the student must take Constitutional Law I during the student's third Spring semester (unless the student has taken Constitutional Law I during a previous summer term).

2. SUBSEQUENT CURRICULUM

Upon the completion of the first two years of study, students enrolled in the Flex Time program must complete the same course work required of full-time students. While it is recommended that Flex Time students complete their studies by the end of the spring semester of the fifth year of study, students may extend their studies beyond the fifth year in order to complete the requirements for the Juris Doctor degree. However, a Flex Time student must complete all degree requirements within 84 months of the commencement of study.

Students must take at least five credit hours in each fall and spring semester and may take no more than nine credit hours in each fall and spring semester to maintain Flex Time status. A student may at any time, subsequent to the first two years of study, elect to become a full-time student by enrolling in more than nine credit hours of study in a single semester. Such a student will be subject to the academic regulations and standards applicable to full time students and will be assessed full time tuition. A Flex Time student who chooses to become a full-time student in a given semester may again return to Flex Time status in any subsequent semester by taking nine or fewer credit hours in that semester.

The graduation requirements for all students are stated *supra* Section IV.

Courses in the Flex Time program are subject to the same prerequisites applicable to the full-time program. Course prerequisites and a description of courses are available at the law school's intranet website under the Academic Affairs tab.

3. TUITION

During the first two years of study, a student enrolled in the Flex Time program shall pay one-half the tuition assessed full time students. Thereafter, a student taking nine or fewer credit hours in a single semester shall pay a prorated "per hour" tuition. If a student enrolled in the Flex Time program becomes a full-time student by taking more than nine hours in a fall or spring semester, the student will be assessed full time tuition.

4. SUMMER SESSION

Most, if not all, courses offered during summer sessions are upper level required and elective courses. Since the first two years of Flex Time study are intended to provide students with the proper foundation for upper level courses, students enrolled in the Flex Time program are not eligible to attend the summer session between their first and second years of study (with the exception of taking Criminal Law or Constitutional Law I, if either or both are offered as summer courses). Upon completion of the first two years of study, students enrolled in the Flex Time program may attend summer sessions.

The minimum credit hours (five) and maximum credit hours (nine) applicable to the Flex Time program do not apply to summer session. Subject to law school restrictions, students enrolled in summer session may take as few or as many hours as convenient to complete their studies. Summer session tuition for Flex Time students will be assessed on the same per-hour basis as applicable to full time students.

5. GRADE POINT AVERAGE AND CLASS RANK

The semester and cumulative grade point averages for Flex Time students shall be calculated at the end of each semester in the same manner applicable to full time students.

Flex Time students will be ranked upon the completion of thirty, sixty and ninety hours of study, and will be ranked with the “then current” first year, second year and third year classes respectively. At interim periods, the law school Registrar may provide a Flex Time student with his or her class rank stated as consistent with a ranking in the top 5%, 10%, 25%, 33%, or 50% of the comparative class of full time students at such time.

6. STUDENT ACTIVITIES

Upon the completion of the first two years of study (or, if earlier, as otherwise provided in the bylaws of the Campbell Law Review), Flex Time students will be eligible to participate in all student activities, organizations, offices and competitions to the same extent as full time students.

7. EMPLOYMENT

Students enrolled in the Flex Time program and taking nine or fewer credit hours in any given semester may engage in outside employment as they deem necessary and prudent. However, any Flex Time student who elects to become a full time student by enrolling in more than nine credit hours in a given semester, other than summer session, shall be limited to twenty hours per week of outside employment.

8. SCHOLARSHIP AND FINANCIAL AID

Flex Time students are eligible for scholarships, on a pro rata basis, to the same extent and under the same conditions applicable to full time students.

Subject to applicable financial aid regulations, Flex Time students may be eligible for financial aid.

9. ACADEMIC STANDARDS – FLEX TIME STUDENTS

Current Flex Time students who started in or after August 2015 are subject to the academic standards stated *supra* section VII.

10. ACADEMIC REGULATIONS – FLEX TIME STUDENTS

A. GRADUATION REQUIREMENTS

Degree Awarded: The degree awarded by the School of Law is the Juris Doctor (JD) degree.

Course Requirements: The School of Law requires the successful completion of 90 credit hours of work for awarding of the JD degree.

B. RESIDENCE REQUIREMENTS

To earn the Juris Doctor degree, it is highly recommended that a Flex Time student complete the required 90 credit hours of course work by the spring semester of the fifth year of study. However, if necessary to complete the work required for the Juris Doctor degree, Flex Time students may extend their time of study provided that all degree requirements are satisfied within 84 months from the commencement of study. It is recommended that Flex Time students extend their studies beyond the spring semester of the fifth year only after consultation with the Associate Dean for Academic Affairs.

C. MINIMUM CUMULATIVE GRADE POINT AVERAGE

Candidates for the Juris Doctor degree must have earned a minimum cumulative grade point average of at least 75 at the time of graduation.

D. GOOD STANDING

Students in good standing are those students eligible to continue the study of law and who are not on academic probation.

E. GRADING SYSTEM

The grading system described *supra* Section VI applies to all Flex Time students.

Distance Education Policy

A student may earn no more than six credits in distance education (“online”) courses, whether or not taught by a full-time Campbell Law professor. Courses must be

pre-approved by the Curriculum Committee and cannot be a course required by the law school.

All eligible distance education credits will be posted to the student's law school transcript bearing a descriptive grade of "S" (for "Satisfactory") and will have no impact on the student's semester or cumulative grade point average. If the credits are graded numerically, or if a letter grade is assigned to the credits, then a student must earn at least a 75 (or at least a straight "C") for the credits to be posted to the student's law school transcript. If the credits are graded descriptively, a student must earn at least an "S" (for "Satisfactory") or its equivalent for the credits to be posted to the student's law school transcript. A distance education course taught by a full-time Campbell law professor is not subject to the grading rules of this paragraph.

Unless the student timely elects to take a distance education course for a descriptive grade (when a numerical or letter grade is expected to be awarded by the professor), the course itself does not impact the student's ability to elect to take two eligible, non-distance education, courses for a descriptive grade.

Rigorous Writing Experience (RWE) Guidelines[1]

Pursuant to ABA Standard 303(a)(2), all Campbell law students are required to complete one rigorous writing experience (RWE) during their second or third year of study.[2]

The RWE is intended to engage the student in the *process* of writing and therefore requires completion of one or more properly attributed written work products, individually or collectively of substantial length[3], which entail significant and thorough independent research. The written work product may be traditional scholarly writing or practice-related documents.

Different faculty may have different expectations for supervising an RWE. At a minimum, however, an RWE requires:

(a) The student to submit for faculty review and comment *at least* one preliminary draft of written work product of significant length;

(b) The professor to provide detailed written and oral feedback on the draft to the student in an individual conference; and

(c) The student to incorporate written and oral feedback from the professor into subsequent versions of the written work product.

At the conclusion of the semester, the professor supervising an RWE will certify on the Rigorous Writing Experience Form[4] that the student's written work product satisfies the RWE guidelines. Within thirty days after the professor's execution date, the student shall submit the Rigorous Writing Experience Form and a physical or digital copy of the final paper or papers to the Registrar's Office for placement into that student's file. The law school shall maintain a copy of the final work product, certified as an RWE, for two years from the date of certification.

Any full-time faculty member may designate his or her elective course[5] (or independent study[6]) as an RWE. Any adjunct faculty member may designate his or her elective course as an RWE only after obtaining permission of the Associate Dean for Academic Affairs (such permission to be obtained prior to the end of the drop-add period of the relevant semester or term).

A professor may offer RWE credit to no more than 15 students in a course, even if more than 15 students are enrolled in the course. Students not receiving RWE credit may take a final exam, write a paper for non-RWE credit, or otherwise perform as directed by the professor. A professor is not bound to adhere to any institutional grading curve or policy when awarding RWE credit. The number of students taking a course for RWE credit shall be subtracted from the total number of students enrolled in the course to determine the applicability of any institutional grading curve or policy to the students not earning RWE credit.

A student on the *Campbell Law Review* may write his or her "comment" as an RWE if the writing process is overseen *from the beginning* by a full-time faculty member and all requirements of these guidelines are met. A student cannot receive RWE credit for a comment unless the student has consulted with a full-time faculty member on topic selection, research, outlining, and drafting the comment.

Transfer students

A student from another ABA-approved law school may be admitted to advanced standing as a candidate for a Campbell Law degree. A transfer student must complete two-thirds (2/3) of the course work required for the Juris Doctor degree at Campbell Law school. Credit for work done at other law schools is given at the discretion of the Associate Dean for Academic Affairs, and must have been completed with at least a grade of “C” or its equivalent.

Students seeking to transfer must have completed most of the following first-year classes before they will be allowed to transfer: Civil Procedure, Contracts, Criminal Law, Property, Torts, and Legal Research and Writing.

In addition to the Campbell Law application, transfer students are required to provide a \$50 application fee, a Credential Assembly Service (CAS) report, a letter of good standing from your current law school, your most recent transcript showing completion of the required first-year courses, and law school class rank. Applications should be timely submitted to the Director of Admissions.

Tuition is by semester, NOT by credit hour. A minimum of 10 credit hours per semester is required, even by transfer and visiting students. The Campbell FLEX program is only available to entering 1L students who intend to complete their entire JD program at Campbell Law.

Visiting students

With the approval of the Admissions Committee, it is possible for students from other law schools to matriculate at Campbell Law for up to one year as visiting students. Visiting students must have the permission of their home law school and be in good academic standing. They will receive their law degrees from their home law school and will not be eligible for a Campbell Law School degree.

Visiting applicants must complete an application to Campbell Law School. In addition, a \$50 application fee is required along with a Credential Assembly Service (CAS) report, a letter of good standing from the visitor’s current law school, a law

school transcript, and law school class rank. Applications should be timely submitted to the Director of Admissions.

Tuition is by semester, NOT by credit hour. A minimum of 10 credit hours per semester is required, even by transfer and visiting students. The Campbell FLEX program is only available to entering 1L students who intend to complete their entire JD program at Campbell Law.

Transfer of Law Credits

Campbell law students may transfer law credits earned elsewhere, for example in summer programs. The credits must be awarded by another ABA-accredited law school. Students should contact either the Registrar or the Associate Dean for Academic Affairs for any letter of “good standing” requested by the host law school.

A student cannot receive credit towards his or her Campbell JD degree for a course involving significant overlap with a course already taken (or to be taken) for credit at Campbell Law School.

No more than six aggregate credits from the other law school(s) will transfer to a student’s Campbell JD transcript.

Courses taken at another law school do not satisfy any specific Campbell JD requirements (e.g., particular course requirements, or planning/jurisprudence/RWE/track requirements), other than counting toward Campbell Law School’s 90-credit graduation requirement to earn the JD degree.

A student must obtain pre-approval from Campbell Law School’s externship director if any of the course credits are in the nature of externship coursework.

Grades for eligible credits are posted to the Campbell JD transcript as descriptive (sometimes referred to as “pass/fail”), rather than numerical. A student must earn the equivalent of at least a straight “C” (not a C- or lower) in the course to receive credit posted to the Campbell JD transcript. The host law school must provide a written statement to this effect, before Campbell will post any transfer credits to the JD transcript. A student is responsible for timely obtaining an official transcript from the host school and then timely delivering it to the Registrar for the posting of course credits to the student’s Campbell JD transcript.

A student should direct inquiries concerning financial aid to the law school’s financial aid officer.

A. Transfer of credits earned by a student in a dual degree program.

Campbell Law School has agreed to count against its 90-credits graduation requirement the following credits from its dual degree programs. The student must earn a 3.0 (or “B” equivalent) in the course in order for the credits to transfer to the JD transcript. A student is responsible for timely obtaining an official transcript from the host institution and then timely delivering it to the Registrar for the posting of course credits to the student’s Campbell JD transcript.

- Campbell MBA: Maximum of six credits, from the following:
 - BADM 710 Accounting for Decision Making
 - BADM 720 Applied Economics for Business Leaders
 - BADM 730 Finance and Capital Management
 - BADM 732 Management of Financial Institutions
 - BADM 750 Organizational Culture in a Changing Environment
 - BADM 790 Strategic Management “Live Case” Seminar
- Campbell MSPH:
 - Statistical Methods I
 - Health Policy and Management
- Campbell MDiv: Maximum of nine credits, from the following:
 - Theology and Culture
 - Introduction to Urban and Social Ministry
 - Any two of the following:

- Christian Ethics
 - Special Topics in Ethics – Virtues and Vices
 - Ethics, Spirituality, and Religion in the Helping Professions
- Any two of the following:
 - Counseling and Christian Ministry
 - Counseling Theories and Techniques
 - Marriage and Family Counseling
 - Advanced Theology elective (subject to prior written approval of law school’s Associate Dean for Academic Affairs)
 - Directed Readings (subject to prior written approval of law school’s Associate Dean for Academic Affairs)
- Campbell MTWM: Maximum of six credits, from the following:
 - TRST 620 Financial Planning Seminar
 - TRST 630 Investment Analysis
 - TRST 631 Advanced Investment Analysis
 - TRST 750 Advanced Retirement Planning
 - TRST 780 Legal/Regulatory Issues
- North Carolina State Univ. MBA: Maximum of nine credits (no specific courses)
- North Carolina State Univ. MPA: Maximum of nine credits (no specific courses)
- North Carolina State Univ. MAcc: Maximum of six credits (no specific courses)

B. Transfer of credits earned by a Campbell law student who is a “visiting” student at another ABA-accredited law school.

A Campbell law student who seeks to be a “visiting” student at another ABA-accredited law school for an academic semester (or academic year) must timely inform the Associate Dean for Academic Affairs of this desire well in advance of the desired visit. Decisions regarding which courses the student must (or may) take at the host law school, and the conditions under which credits for those courses will transfer to the Campbell JD transcript, are made on a case-by-case basis.

Employment During Law School

Campbell Law full-time students are not permitted to work during the first year of school. Students are permitted to work during winter break and summer breaks. During the second and third years of law school, ABA standards dictate that students enrolled full-time may not work more than 20 hours per week.

There are no employment restrictions placed on students enrolled in the Campbell FLEX program.

Disability Policy

Please refer to the policy at this [link](#):

These are the current estimated costs for attending one year at Campbell Law School. While tuition and fees are the same for every student, other costs, such as room and board, can vary between students.

The Campbell Law estimated cost of attendance is used to determine eligibility for federal student aid and does not represent actual student expenses.

Financial Information

2025–26 Tuition and Fees

EXPENSE	AMOUNT
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Tuition	\$51,840
---------	----------

Required Fees	\$930
---------------	-------

Other Expenses

EXPENSE	AMOUNT
Books	\$2,300

Loan Fees	\$1,624
-----------	---------

Housing	\$13,050
---------	----------

Meals	\$4,600
-------	---------

Expenses	\$7,800
----------	---------

Transportation	\$3,000
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Supplies & Course Materials	\$1,340
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Financial Resources

Payment options

If you will not be paying your tuition with student loans, the general rule is that tuition is due on the first day of class. However, if you are unable to pay in full on the first day, you may pay half of the balance on that day and the rest of the balance by midterms. Tuition and fees for the 2025-26 academic year total \$51,840 plus \$930 in fees. Third-year students sitting for the North Carolina Bar Exam are also required to pay a \$975 bar application fee. Note: Bar applications costs can vary by state. Parking, which is optional, is \$550 for the academic year.

Funding Your Dreams

No door should be closed to anyone who has opened their heart to serving others through law. Through the generosity of our donors and Campbell University, we are able to award over \$1 million in scholarships each year to incoming first-year law students. Campbell Law considers each applicant for one of its generous Dean's Excellence Merit Scholarships, Campbell Undergraduate Scholarships, and Honoratos Emeritus Scholarships. All successful applicants for the Advanced J.D. Program for Non-U.S. Lawyers receive the Global Engagement Scholarship.

Campbell Law also invites competitive applications for its full-tuition Cheshire Schneider Advocacy Scholarship, Leadership Scholar Award, Janette Soles Nelson Public Service Scholarship, and the Ben & Patrice Thompson Achievement Scholarship.

Federal Loans

Below is a comparison of the most common sources of education funding for our students.

**DIRECT UNSUBSIDIZED
LOANS**

GRADUATE PLUS LOANS

MAXIMUM ANNUAL LOAN AMOUNT	Up to \$20,500 based on eligibility	Annual cost of attendance minus any other financial aid
HOW IT WORKS	The loans accrues interest while the student is in school, but the borrower is not required to make payments until six months after graduation or dropping below half-time status.	The loan accrues interest while the student is in school, but the borrower is not required to make payments until six months after graduation or dropping below half-time status.
INTEREST RATE	7.94% fixed rate	8.94% fixed rate
ORIGINATI ON FEE	1.057%, deducted from loan proceeds	4.228%, deducted from loan proceeds

For information about loan repayment, please visit the [Federal Student Aid](#) website.

Private Loans

Students may apply for loans issued through private-sector banks and lending institutions at varying rates and payment schedules.

Rewarding Excellence

Dean's Excellence Scholarship

Campbell Law dedicates considerable scholarship support for highly credentialed first-year students. Scholarship assistance is awarded to entering students primarily

based on the strength of their undergraduate GPAs and LSAT scores. These scholarships are renewable in each of the three years the recipient attends Campbell Law, so long as the recipient remains in good academic standing.

You need not apply for these scholarships. We award them automatically to qualifying students.

Campbell Undergraduate Scholars

Campbell Law values the connection to the University brought by Campbell's undergraduate students who continue their studies with us. Campbell Undergraduate Scholarships are thus available to Campbell University graduates who matriculate as first-year incoming law students at Campbell Law. These \$10,000 scholarships are renewable in each of the three years the Scholar attends Campbell Law, so long as the Scholar remains in good academic standing.

You need not apply for these scholarships. We award them automatically to qualifying students.

Honoratos Emeritus Scholarship

Campbell Law appreciates the service of the members of our Armed Forces. This \$15,000 annual scholarship serves those who have served. The *Honoratos Emeritus* Scholarship is a three-year scholarship guaranteed for Veterans who have served honorably and matriculate as first-year incoming law students at Campbell Law. It is renewable in each of the three years the Veteran attends Campbell Law, so long as the Veteran remains in good academic standing.

You need not apply for these scholarships. We award them automatically to qualifying students.

Recognizing Your Talents

In addition to the Dean's Excellence, Campbell Undergraduate, and Honoratos Emeritus Scholarships awarded automatically to qualified applicants, Campbell Law offers four *highly prestigious, competitive, full-tuition* awards for exceptional

applicants who show great promise in advocacy, leadership, public service, and achievement. Highly qualified applicants are encouraged to apply.

The deadline for submission of a complete scholarship application is March 31 of the year in which the applicant seeks to begin his or her legal education at Campbell Law.

Cheshire Schneider Advocacy Scholarship

In keeping with Campbell Law's mission to educate and develop vigorous advocates for championing and defending individual liberties and justice for all persons in the trial and appellate courtrooms of our nation, Campbell Law offers one prestigious Cheshire Schneider Advocacy Scholarship to an incoming law student who has achieved demonstrable success in advocacy programs such as debate or mock trial during high school and/or college experiences.

The Cheshire Schneider Advocacy Scholarship is a full-tuition scholarship renewable in each of the three years the Scholar attends Campbell Law, so long as the Scholar remains in good academic standing. This scholarship requires a separate application.

APPLY FOR THE CHESHIRE SCHNEIDER ADVOCACY SCHOLARSHIP

Leary & Joy Davis Leadership Scholarship

In keeping with Campbell Law's mission to educate graduates who will become effective advocates and leaders for legal and social justice, both in their local communities and in other parts of the world, the Leary & Joy Davis Leadership Scholarship will be annually awarded to one highly-qualified applicant with demonstrated leadership skills and the potential to become a leader in the law. Leaders in law and policy make decisions that impact thousands of individuals. Society's need for leaders with vision, values, and technical competence has never been greater.

The Leary & Joy Davis Leadership Scholarship is a full-tuition scholarship renewable in each of the three years the scholar attends Campbell Law, so long as they remain in good academic standing. This scholarship requires a separate application.

APPLY FOR THE LEARY & JOY DAVIS LEADERSHIP SCHOLARSHIP

Janette Soles Nelson Public Service Scholarship

In keeping with Campbell Law's mission to educate highly competent, deeply compassionate lawyers who see the practice of law as a calling to serve others, the full-tuition Janette Soles Nelson Public Service Scholarship will be annually awarded to one exceptionally-qualified applicant with plans to practice law in service to the public. The Scholar will be selected based upon a commitment to public service, academic excellence, and leadership potential.

Campbell Law views public service broadly. In the legal profession, it may encompass legal or policy positions in, for example, government, a non-profit organization, community development, or law firms whose primary mission is serving the public interest. This scholarship renews automatically in each of the three years the Scholar attends Campbell Law, so long as the Scholar remains in good academic standing. This scholarship requires a separate application.

**APPLY FOR THE JANETTE SOLES NELSON PUBLIC SERVICE
SCHOLARSHIP**

Ben & Patrice Thompson Achievement Scholarship

In keeping with Campbell Law's mission to maintain an inclusive community where we believe the profession is ultimately enriched through diverse perspectives from a variety of backgrounds, we offer annually one full-tuition scholarship to an academically talented, high-achieving applicant, who has overcome significant

obstacles in life, such as socioeconomic or educational hardships, disabilities or other major challenges.

The Ben & Patrice Thompson Achievement Scholarship renews automatically in each of the three years the Scholar attends Campbell Law, so long as the Scholar remains in good academic standing. This scholarship requires a separate application.

APPLY FOR THE BEN & PATRICE THOMPSON ACHIEVEMENT SCHOLARSHIP

Critical Scholarship Application Deadlines

DATE	ACTIVITY
March 14, 2025	Competitive Scholarship Application Deadline
March 29, 2025	Invitation to finalists to participate in an interview
April 4-5, 2025	Competitive Scholarship Finalist Interviews

Housing and Food Services Information Information

Housing Guide link: <https://www.veryapt.com/guides/housing/304-campbell-law/>

Java City Coffee Shop: Offers beverages and light food daily.

Administration

Campbell Law's administrative staff is driven to serve the educational and professional needs of our students and alumni with the utmost care and concern. Whether it's helping a student identify a specific calling within law or helping a recent graduate build their network, our staff uses their own practical experience to the benefit of all in our community.

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Faculty

Each professor on the Campbell Law faculty is focused on making you a great lawyer.

Campbell Law's faculty members bring a rich array of experiences and perspectives to their expert instruction on the law. Knowledgeable, practiced, and always approachable, these are the teachers, leaders, and mentors who will shape your legal education and professional career.

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Influential and accomplished judges, state legislators, and seasoned litigators form an incredibly deep and diverse adjunct faculty at Campbell Law. Their real-world

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Academic Calendar

[Academic Calendar - Law | Campbell University](#)

Fall 2025 Semester Calendar

DATE	EVENT
Aug. 8	1L Orientation Begins
Aug. 11-15	Campbell Advantage (Mandatory for 1Ls)
Aug. 18	Classes begin.
Aug. 22	<p>Last day (4 p.m. deadline) to withdraw from law school and receive any tuition refund.</p> <p>The withdrawal form must be completed by the law student, law school financial aid officer and the Associate Dean for Academic Affairs. Students who withdraw from law school after 4 p.m. today will receive no tuition refund and will receive a grade of “W” [for “Withdrew”] for each course on his or her transcript.</p> <p>Last day (4 p.m. deadline) to <i>add a course</i>. Student must submit to the Registrar a “<i>drop / add</i>” form (required to add a course on or after Aug. 13, 2018) fully completed and executed by the student and the relevant professor (the Associate Dean for Academic Affairs may sign on behalf of an adjunct professor).</p> <p>Last day (4 p.m. deadline) to submit to the Registrar a <i>descriptive grading form</i> (fully completed and executed by the student, the</p>

		<p>relevant faculty member, and the Associate Dean for Academic Affairs).</p> <p>Last day (4 p.m. deadline) to submit to the Registrar an “<i>Independent Study</i>” form” (fully completed and executed by the student, the supervising faculty member, and the Associate Dean for Academic Affairs).</p>
Sept. 1		Labor Day (No Classes)
Sept. 2		Deadline to submit character and fitness reports and dual degree updates.
Sept. 9		Last day (4 p.m. deadline) to drop a course.
Oct. 8-10		Fall Break (No Classes)
Oct. 27		Withdrawal from a course after today, unless permitted by both the relevant professor and the Associate Dean for Academic Affairs, will trigger a failing grade on the transcript.
Nov. 25		Last Day of Classes
Nov. 27		Thanksgiving Holiday
Nov. 28 - 30		Reading Days
Dec. 1		Exam period begins.

Dec. 6		Exam Saturday
Dec. 12		Exam period ends
Dec. 17		Last day to submit grades for December graduates (Noon).
Jan. 1, 2026		Last day to submit finalized fall semester grades to registrar.

Spring 2026 Semester Calendar

DATE	EVENT
Jan. 5	Classes begin.
Jan. 9	Last day (4 p.m. deadline) to withdraw from law school and receive any tuition refund. The withdrawal form must be completed by the law student, law school financial aid officer (currently Lisa Clark), and Associate Dean for Academic Affairs. Students who withdraw from law school after 4 p.m. today will receive no tuition refund and will receive a grade of “W” [for “Withdrew”] for each course on his or her transcript.
Jan. 9	Last day (4 p.m. deadline) to add a course. Student must submit to the Registrar a “drop / add” form (required to add a course on or after January 3, 2019) fully completed and executed by the student and the relevant professor (the Associate Dean for Academic Affairs may sign on behalf of an adjunct professor).
Jan. 9	Last day (4 p.m. deadline) to submit to the Registrar a descriptive grading form (fully completed and executed by the student, the

		<p>relevant faculty member, and the Associate Dean for Academic Affairs.</p> <p>Last day (4 p.m. deadline) to submit to the Registrar an “Independent Study” form” (fully completed and executed by the student, the supervising faculty member, and the Associate Dean for Academic Affairs.</p>
Jan. 19		Martin Luther King Holiday (No classes).
Jan. 27		<p>Last day (4 p.m. deadline) to drop a course. Student must submit to the Registrar a “drop/add” form (required to drop a course on or after January 3, 2019) fully completed and executed by the student and the relevant professor (the Associate Dean for Academic Affairs may sign on behalf of an adjunct professor).</p> <p>Withdrawing from a course after today, if permitted by both the relevant professor and the Associate Dean for Academic Affairs will trigger the reflection of a grade of “W” [for “Withdraw”] on the transcript.</p>
March 9-13		Spring Break (No classes)
March 16		Withdrawal from a course after today, if permitted by both the relevant professor and the Associate Dean for Academic Affairs will trigger a failing grade on the transcript.
April 3		Good Friday/EASTER HOLIDAY (No classes).

April 15		Last day of class.
April 16-19		Reading Days
April 20		Exam period begins.
April 25		Exam Saturday
May 1		Exam period ends.
May 4		All 3L grades due (noon).
May 8		Law School Graduation.
May 15		Last day to submit finalized spring semester grades to registrar (noon).

Summer 2026 Semester Schedule

DATE		EVENT
May 20		Classes begin.
July 22		All final exams will conclude no later than July 22. * Subject to change.

Law School & Course Withdrawal

Withdrawing From a Course

A student who wishes to withdraw from a law school course after the semester begins should contact the law school's Registrar during normal business hours (weekdays, 9:00 a.m. – 5:00 p.m.), and request, complete, and return to her the appropriate form (also [available online](#)).

Contact:

Dr. Connie Shipman Newsome, Registrar

Campbell Law School

225 Hillsborough, Office #406C

Raleigh, NC 27603

919-865-4660

shipman@campbell.edu

As a general rule (but subject to University policies and federal law), dropping a course has no adverse financial impact (nor triggers any tuition refund) if the student remains registered for credits sufficient to remain a full-time student.

A student is encouraged to consult with the law school's registrar, or its Associate Dean for Academic Affairs, to discuss any possible adverse academic impact (including, without limitation, transcript notation) triggered by dropping a course.

Withdrawing From Law School

A student who wishes to withdraw from the law school (whether temporarily or permanently) should contact the law school's Associate Dean for Academic Affairs during normal business hours (weekdays, 9:00 a.m. – 5:00 p.m.) and schedule an appointment. The student also should review and complete the appropriate form, available online [here](#)

Contact:

John Destefano

Associate Dean for Academic Affairs

Campbell Law School

225 Hillsborough, Office #401C

Raleigh, NC 27603
919-865-4682
jdestefano@campbell.edu

Tuition Refund Policy

Withdrawing from law school may have an adverse financial impact (including, without limitation, accelerating student loan repayments). A student who wishes to withdraw from the law school is strongly encouraged to review the [University's tuition refund policy](#) and schedule an appointment, during normal business hours (weekdays, 9:00 a.m. – 5:00 p.m.) with the law school's Assistant Director of Financial Aid.

Contact:

[Lisa Clark](#)

Associate Director of Financial Aid
Campbell Law School
225 Hillsborough, Office #102C
Raleigh, NC 27603
919-865-5990
clarkl@campbell.edu

Exceptions

Any student seeking to withdraw from the law school who believes that medical, military or other circumstances warrant an exception from the University's tuition refund policy must appeal to the following contact:

[Sandy P. Connolly](#)

Vice President for Business and Chief Financial Officer
Campbell University
910-893-1241
sconnolly@campbell.edu

Academic Impact

A student is encouraged to consult with the law school's Registrar, or its Associate Dean for Academic Affairs, to discuss any possible adverse academic impact

(including, without limitation, transcript notation) triggered by withdrawing from law school.

Policies Documents

The following policy documents are available for download (.pdf) to review and/or print.

- [Cash Management Policy](#)  EditSign
- [Cash Receipts and Payment Refund Policy](#)  EditSign
- [Escheats Policy](#)  EditSign
- [Red Flag Rules Policy](#)  EditSign
- [Student Financial Responsibility Agreement](#)  EditSign
- [Student Withdrawal Refund/Repayment Policy](#)  EditSign
- [Student Federal Educational Assistance Policy](#)  EditSign

Tuition & Fees Adjustment Policies and Charts

- [Tuition & Fees Adjustment Policy](#)  EditSign

Full University Withdrawal Tuition & Fees Adjustment Charts

- [Main Campus Undergraduate](#)  EditSign
- [Adult & Online Education \(AOE\)](#)  EditSign
- [Graduate & First Professional Programs](#)  EditSign

Course Drop w/D Status Tuition & Fees Adjustment Chart

- [Main Campus Undergraduate](#)

Contact Information

We would love to hear from you. Please stop by for a visit or give us a call at one of the numbers listed below.

Office Location

225 Hillsborough Street
Raleigh, NC 27603

Mailing Address

225 Hillsborough Street
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Financial Aid Office: 919-865-5990

Office of the Registrar: 919-865-4660

Office of the Dean: 919-865-5878

Law Library Circulation Desk: 919-865-5869

Campbell Law Review: 919-865-5860

Campbell Law Observer: 919-865-5864

Moot Court Office: 919-865-5861

Student Bar Association: 919-865-5863

Career & Professional Development Center: 919-865-5894

Alumni Relations: 919-865-5875

Communications & Marketing Office: 919-865-5978

Development Office: 919-865-5977

Faculty Offices: 919-865-4656

Information Technology: 919-865-4681

Security: 919-865-5998

Fax Numbers

General: 919-865-5886

Office of Admissions: 919-865-5992
Law Library Circulation Desk: 919-865-5994
Registrar: 919-865-5887

Title 38 United States Code Section 3679(e) School Compliance Form

Guidance and Instructions

- As part of the Veterans Benefits and Transition Act of 2018, section 3679 of Title 38, U.S. Code was amended, and educational institutions will be required to sign this compliance form to confirm compliance with the requirements as outlined.
- There is not currently a waiver process for schools not wishing to confirm compliance
- The form must be signed by the Approving Official (or higher)
- Completed forms must be returned to your NC SAA Program Specialist **NLT July 15, 2019**.

Effective August 1, 2019, NC SAA, or the Secretary of the Department of Veterans Affairs, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent the areas below:

NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.

- Your policy must permit any covered individual to attend or participate in the course of education during the period beginning on the date the individual provides to the educational institution a VA certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:
 1. The date on which payment from VA is made to the institution.
 2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Your policy must ensure that your educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Your signature on this document attests that your facility currently complies with the requirements of 38 USC 3679(e), or will comply by the effective date of August 1, 2019. Please ensure that policies in the next publication of your catalog/bulletin/addendum align with all of the above requirements.

School Name: Campbell University, Incorporated

John T. Robinson, Executive VP
Print Name and Title of Official

[Signature] 7.11.19
Signature and Date

- In addition, the statute allows your policy to require the covered individual to take the following additional actions:
1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
 2. Submit a written request to use such entitlement.
 3. Provide additional information necessary to the proper certification of enrollment by the educational institution.
 4. Your policy may also require additional payment or impose a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

If your educational institution will be requiring any of these additional actions by students, please submit your policy update to the NC SAA by July 31, 2019. You should also ensure that these policies are part of the next publication of your catalog, bulletin, or addendum.

Financial Assistance for Students Using Veterans Benefits

Code of Honor and Professional Responsibility

Campbell University Norman Adrian Wiggins School of Law

Revised: April 20, 2010

Code of Honor and Professional Responsibility

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Article I. Preamble, Statement of Purpose, and Adoption of the Code of Honor and Professional Responsibility

WHEREAS, the legal profession is among the most noble and honorable callings to which one may aspire, demanding of its members the highest degree of professional competence, ethics and morality, and requiring continuous educational development, constant personal and professional self examination, and an ever-present awareness of and sensitivity to human problems; and

WHEREAS, those members of the legal profession associated with law schools, and especially those associated with law schools steeped in the Judeo-Christian tradition, have a special responsibility to seek to discover and disseminate knowledge of the law through continuous research, learning and teaching, a responsibility that is at the foundation of this law school community; and

WHEREAS, honesty and integrity, which are at the heart of the legal profession, are an integral and foundational part of this law school, whose mission is rooted in the Judeo-Christian tradition, so that dishonesty in any form, or any compromise of integrity, however small, strikes at the very essence of this law school community; and

WHEREAS, law students, from the day they begin their professional education and training, are members of the legal profession, subject to the same professional standards and responsibilities as attorneys at law, judges, law professors and other members of the profession; and,

WHEREAS, law students, as members of the legal profession, are obligated, from the day they begin their professional education and training, to aspire to the most noble goals of the legal profession, exhibiting honor and integrity in all that they do, and seeking always to do justice and to use their education and special skills for the betterment of humankind, acting at all times in a manner calculated to instill public confidence in the profession; NOW,

THEREFORE, we, the students of the Campbell University School of Law, do hereby adopt this Code of Honor and Professional Responsibility (hereinafter referred to as "the Code"), which shall apply to all students enrolled in or otherwise attending the Campbell University School of Law, as well as all chartered student organizations, and all recognized student groups.

Article II. General Provisions

1 - Informing Students of the Code; Officers; Binding Effect of the Code

Each student, upon matriculating at the School of Law, shall be given a copy of the Code. Additional copies of the Code may be downloaded from the School of Law

website or obtained from Student Bar Association or Honor Court officers, or from the Office of the Dean of the School of Law.

At orientation each year, the officers of the Honor Court shall meet with new and returning students and inform them of the terms and provisions of the Code, and will provide them with the names of the current officers of the Honor Court.

All students enrolled in or otherwise attending the School of Law are charged with notice of, and are bound by, the terms and provisions set forth in the Code. Any failure to comply with any rule set forth in the Code, or any affirmative violation of any rule set forth in the Code, shall be a basis for discipline as set forth in the Code.

2 - Discretion in Determining Whether to Impose Sanctions and Scope of Sanctions

Many of the rules set forth in the Code deal with specific forms of prohibited conduct, where a violation depends primarily upon whether the student engaged in a particular act or acts. Some of these rules, however, and many other rules set forth in the Code, also depend upon the specific or general intent of the student who has engaged in the prohibited conduct. In some cases, the student's intent will be clear, or clearly inferable, from the fact that he or she engaged in the specified, prohibited conduct, while in other cases, an inquiry into the surrounding circumstances will be necessary or that a violation of the rules has occurred and in assessing the appropriate sanction or discipline to be meted out. Because of this, the Honor Court must be vested with in deciding whether a rule has been violated and in determining the appropriate discipline.

The determination of whether there has been a failure to comply with any rule set forth in the Code, or whether there has been a violation of any rule set forth in the Code, and the determination of whether discipline should be imposed for such a failure or violation, and the severity of any discipline imposed, depends upon all relevant surrounding circumstances, including, but not limited to: the willfulness of the student found to have failed to comply with or to have violated the rule; the seriousness of any failure or violation; the degree to which the student cooperates with any investigation; the extent to which the student demonstrates contrition or remorse; the likelihood of a repetition of the misconduct; the presence or absence of any extenuating factors; and whether the student has previously failed to comply with or has violated the Code.

3 - Amendments to the Code; Informing Students of Amendments

From time to time the Code may need to be amended. Amendments to the Code may only occur in the following ways.

Amendments to Article III, Article IV, Article V, Appendix B – Plagiarism, and Appendix C - Sanctions may be proposed in two ways: (1) by a majority vote of the Student Bar Association Legislative Council; or (2) by a written petition signed by twenty (20) percent of the membership of the Student Bar Association. Any amendment so proposed must be ratified by an affirmative vote of two-thirds of the membership of the Student Bar Association voting.

Amendments to Article I, Article II, Appendix A - Definitions, and Appendix D - Allegation Report Form may be proposed and enacted by a majority vote of the Student Bar Association Legislative Council.

Amendments to the Special Rules of Evidence and Procedure may be proposed to the Student Bar Association Legislative Council by the majority vote of a properly constituted Honor Code Revision Committee, appointed by the President of the Student Bar Association pursuant to the authority granted in the Student Bar Association Constitution. Any proposed amendments may be enacted by a majority vote of the Student Bar Association Legislative Council.

Any amendments to the Code that have been properly adopted by these procedures will be published and distributed to students, in accordance with the procedures set forth under Article II, Section 1, above. Any changes, alterations or amendments not adhering to the procedure set forth above shall not be recognized and considered void.

4 - Original and Appellate Jurisdiction

The Honor Court shall have original jurisdiction to hear all cases brought forward by the Office of the Attorney General under the substantive rules and procedures set forth herein, and to determine responsibility for any alleged Honor Code violation.

The Dean of the School of Law shall have appellate jurisdiction following any determination made by the Honor Court, in accordance with the procedures set forth herein for obtaining appellate review of Honor Court proceedings and determinations.

5 - Inherent Authority; Violations of Law and Hearings Under the Code

Campbell University and the School of Law reserve the right to take necessary and appropriate action required to protect the safety and well-being of the campus community. Such action may include, but is not limited to, the interim suspension of any student accused of a crime involving violence or which otherwise poses a threat to the campus community pending the outcome of a criminal trial.

Students may be held accountable to both the proper civil authorities and to the Campbell University School of Law Honor Court for acts that constitute violations of law and of the Code. Such concurrent jurisdiction will not be considered a violation of due process and Honor Court hearings will proceed normally during the pendency of any criminal or civil proceedings. Any findings or actions taken by the Honor Court will not be subject to challenge on the ground of any outcome in a criminal or civil proceeding. The Code seeks to preserve different interests from those advanced by the civil or criminal authorities, and the findings of such authorities are therefore not dispositive with respect to similar issues raised in any Honor Court proceedings.

Final authority in any disciplinary matter is vested in the Board of Trustees of Campbell University and in the Dean of the School of Law.

6 - Standards of Due Process

Any student or organization charged with a violation of the Code is entitled to a hearing before the Honor Court. The Honor Court shall make written findings of fact and conclusions of law regarding the alleged violation, and, upon a finding of responsible,” shall recommend an appropriate sanction to the Dean of the School of Law.

Any hearing before the Honor Court shall comply, to the extent that they are applicable, with the procedural guidelines set forth in the “Special Rules of Evidence and Procedure” in the Code. In all other respects the Honor Court shall comply as nearly as is practicable, to the extent that they are applicable, with the current version of the North Carolina Rules of Civil Procedure, Rules of Criminal Procedure and Rules of Evidence.

7 - Interpretation of the Code

The substantive rules set forth in this Code regarding prohibited conduct express the minimum standards of honor, integrity and professionalism expected within the law school community. Because of this, these provisions are not intended to

be all-inclusive of every type of violative behavior, and shall be interpreted and applied broadly. The commentary sections of the Code offer illustrations and examples of prohibited and permissible conduct under the substantive rules of the Code.

The commentary sections are intended as guides to interpretation, but the text of each rule is authoritative, and if the rule and the commentary conflict, the rule shall control. The commentary is not intended to and shall not restrict the rule or define or provide specific elements of any prohibited conduct in exhaustive terms.

Article III. Academic Offenses

1 - General Orientation

In continuation with the foundation of the Code set forth in the Preamble and Statement of Purpose, this Article regarding Academic Offenses will likewise set forth the minimum expectations of a student at the Campbell University School of Law.

Unless otherwise noted, the substantive text of each rule is authoritative and defines the basis for an allegation of improper conduct. The accompanying commentary of each rule is offered for illustration and explanation as a guide to interpretation.

2 - Prohibited Activity With Respect to Academic Matters

Rule 1: collaboration or the use of any materials not expressly authorized by the instructor during an examination, where the student knew or should have known the collaboration or use of materials was not expressly authorized.

Commentary: this rule covers the entire examination period including any time a student might need to leave the examination location, such as for a bathroom break, a smoking break outside, or a break to obtain food or beverage. The instructor giving an exam should clearly identify what collaboration and what materials, if any, are allowed for use on an exam. However, an instructor not doing so does not relieve a student from his or her affirmative duty to ascertain what collaboration and what materials, if any, are allowed, simply by asking the instructor.

Rule 2: engaging in any form of plagiarism. The attached Appendix B discussing plagiarism should be referred to in regards to violations of this rule, and the text of Appendix B is authoritative.

Rule 3: any discussion of an examination by a student who is taking or has completed an examination, with or in the proximity of a person whom the student knows or should have known has not completed the examination or will take the examination at a later date. It would also be a violation of this rule for the student who has not completed or taken the exam to participate in such activity.

Commentary: this rule covers the entire examination period and encompasses discussions during the entire examination schedule at the School of Law. As exams may be given at different times to different students for different reasons, it is imperative that students be extremely cautious in discussing any examination or its contents during this time of the academic semester.

Rule 4: intentionally misappropriate another student's books, notes, outlines, papers, or other personal materials without that student's express permission.

Rule 5: collaboration or the use of any materials not expressly authorized by the instructor on any other academic matter, where the student knew or should have known the collaboration or use of materials was not expressly authorized.

Commentary: the instructor giving such assignments should clearly identify what collaboration or materials, if any, are allowed. However, an instructor not doing so does not relieve a student from his or her affirmative duty to ascertain what collaboration or materials, if any, are allowed, simply by asking the instructor.

Rule 6: intentionally represent any fraudulent academic work product or otherwise give any false or misleading information, whether or not for the purpose of gaining an advantage over other law students, or to otherwise influence a decision on an academic matter.

Commentary: this rule covers, but is not limited to, the falsification of an attendance record in a class or academic activity; providing a false or misleading statement in request for a change in the exam schedule; providing false or misleading information on a resume or application for employment, clerkship or externship in regards to grades, class rank, or any other information; knowingly making false statements about another student to a prospective employer or professor; or

counterfeiting, forging or altering any official Campbell University document, record, registration or identification.

Rule 7: intentionally breach the anonymous grading system at any time before the School of Law officially releases grades.

Commentary: examples of violating this rule include, but are not limited to, placing one's name on an examination or accompanying blue book, intentionally communicating with a professor in person or in writing concerning personal performance on an examination, placing any other type of personally identifying information on an exam or accompanying blue book. This rule is not intended to cover instances of inadvertence, accidents or mistakes leading to a breach of anonymity.

Rule 8: submitting academic work product previously offered for credit or recognition in another course without securing the prior instructor's permission to offer and the present instructor's permission to receive the academic work product.

Commentary: this rule places a dual responsibility on the student wishing to offer substantially the same academic work product for credit in two classes, so that either professor will be unaware of the submission of the academic work product in question. This rule is not intended to cover academic work product used for any other non-academic purpose (i.e.; submission to a writing scholarship competition or submission to a CLE forum).

Rule 9: intentionally sequester, misshelve, destroy, damage, deface, or remove without authorization any source or material from the School of Law library, any faculty or staff office, Career Services office, or any other academic facility on or off the campus of Campbell University.

Commentary: this rule is designed to ensure equal access and opportunity for all students to all resources in the School of Law facilities. This rule is designed to cover prohibited behavior at other facilities on the Campbell University campus, as well as activity at any other college or university related to academic matters in connection with a Campbell University School of Law endeavor. This rule is not intended to cover instances of inadvertence, accidents or mistakes.

Rule 10: intentionally misuse or abuse any computer privilege provided by the School of Law as defined by the current "Computer and Network Use Policy."

Commentary: in the modern age of advancing computer usage and technology, no rule could ever include every possible type of misuse or abuse of a computer system. This rule is designed to recognize that use of computers provided by the University is a privilege and to protect the integrity and use of University computers for the primary purpose of academic endeavors and in a manner that is appropriate for a professional law school environment. This rule encompasses the abuse or misuse of the Westlaw and Lexis-Nexis privileges as described in the license agreements between the School of Law and these or any other companies. Such a violation in regards to these services would include, but is not limited to, use of the services under a School of Law provided identification and password for an outside employer, whether for academic credit or for compensation. The "Computer and Network Use Policy" can be found in the current Law Library Handbook.

Rule 11-15: reserved for future codification.

3 - Student's Standard for Reporting Offenses

Students who have direct knowledge of, have witnessed or reasonably believe that they have witnessed an Honor Code violation have the duty to take action in one of the following ways (the flagrancy and/or certainty of the violation determines the choice):

1. Report the questionable occurrence to the Attorney General's Office or to the Executive Associate Dean for Administrative and Academic Affairs within a reasonable time, not to exceed ten (10) business days; or
2. Offer the accused student (hereafter, the Respondent) the opportunity to report himself to the Attorney General's Office. If the Respondent does not report himself to the Attorney General's Office within ten (10) business days, the accuser must report the offense to either the Attorney General's Office or to the Executive Associate Dean for Administrative and Academic Affairs (The Attorney General's Office will inform the student who witnessed the alleged offense that the Respondent reported him/herself; if the student has not heard from the Attorney General's Office after ten (10) business days from approaching the Respondent, he/she should assume the Respondent did not come forward, and the student shall report the offense to the Attorney General's Office or to the Executive Associate Dean for Administrative and Academic Affairs within a reasonable time, not to exceed five (5) business days after

the expiration of the ten (10) day period in which the Respondent was supposed to report himself/herself).

If the events and circumstances surrounding an event witnessed by a student are ambiguous, to the extent he/she is not certain whether they have witnessed a violation of the Code, a student should take the following action:

1. Approach the individual in question for clarification of the circumstances. If, after speaking with the individual in question, the student who witnessed the event reasonably believes that no violation of the Code occurred, he/she has no further duty with regard to that particular event. If, however, after approaching the individual in question for clarification, the student who witnessed the event reasonably believes a violation of the Code occurred, notwithstanding any explanation provided by the individual in question, then he/she has a duty to take one of the aforementioned actions required for s prementioned actions required for students who have direct knowledge of, have witnessed or reasonably believe that they have witnessed an Honor Code violation.

2. Report the event and circumstances to Attorney General's Office or to the Executive Associate Dean for Administrative and Academic Affairs. The Attorney General or the Associate Dean will consider the circumstances as presented and determine whether the student who witnessed the event has any further duty under the Code.

The ten-day requirement does not apply during examination periods. Instead, any report which arises during an examination period must be made within ten (10) business days from the end examination period.

The student shall report any offense via email, phone, or directly to the Attorney General, Deputy Attorney General, or the Executive Associate Dean for Administrative and Academic Affairs. Upon receiving and considering the allegation, the Attorney General's office or the Associate Dean will inform the reporting student of any further duties under the code (including but not limited to testifying as a witness to the offense and filing a formal allegation).

The willful failure of any student to comply with these affirmative duties shall be considered offensive to the spirit and letter of the Code and a violation of the Code. Failure or refusal to testify before the Honor Court, after being properly subpoenaed to appear, shall be considered an obstruction to Honor Court proceedings and a violation of the Code under Article V. However, no person shall be compelled to bear witness against him or herself, testify against

his or her spouse, or violate any other Constitutional or statutory privilege. Notwithstanding a person's right not to testify, all statements made at a Preliminary Hearing may be used for impeachment purposes at the Hearing. Furthermore, any admission made at the Preliminary Hearing is admissible into evidence at the Hearing.

This affirmative duty in no way replaces or interferes with any affirmative duty to report violations to the proper Bar examiners board or Bar authorities of any particular jurisdiction.

Article IV. Non-Academic Offenses

1 - General Orientation

In continuation with the foundation of the Code set forth in the Preamble and Statement of Purpose, this article regarding Non-Academic Offenses will likewise set forth the minimum expectations of a student, recognized student group, or chartered student organization at the Campbell University School of Law.

Unless otherwise noted, the substantive text of each rule is authoritative and defines the basis for proper conduct. The accompanying commentary of each rule is offered for illustration and explanation as a guide to interpretation.

Student groups and organizations may be charged with violations of the Code. A recognized student group or chartered student organization and its officers may be held collectively and individually responsible for violations of the Code by students that are members or otherwise associated with the recognized student group or chartered student organization.

This Code does not cover violations of the Campbell University Residence Life Regulations. Any alleged violations of said Regulations by students of the School of Law residing in campus housing shall be subject to the general Campbell University Residence Life Regulations.

Any other alleged non-academic violation of general Campbell University policies will come under the jurisdiction of the Dean of the School of Law or other appropriate authority, pursuant to the applicable general Campbell University policies.

2 - Prohibited Activity With Respect to Non-Academic Matters

Rule 16: possessing, using or consuming alcoholic beverages on the campus of Campbell University; or possessing, using or consuming alcoholic beverages at an official law school function obtained or purchased with any law school funds, any funds from the law school Student Bar Association activity fee, or funds from the student organization's membership dues.

Commentary: the threshold question regarding the presence of alcoholic beverages at a law school function is whether any funds described above were used in obtaining the alcoholic beverages. This rule is not intended to cover any type of gathering at a student's private, off-campus dwelling, regardless of any affiliations of any students present or involved in the gathering.

Rule 17: intentionally violating the current Sexual Harassment Policy of the School of Law.

Commentary: the current Sexual Harassment Policy is posted throughout the School of Law and is available from the Office of the Dean of the School of Law.

Rule 18: intentionally violating any of the current By-Laws of the Constitution of the Student Bar Association of the School of Law.

Commentary: the purpose of this rule is to: (1) protect the integrity of the election process by prohibiting substantive violations, rather than technical violations of the nomination, voting procedures, or campaign rules; (2) protect the integrity of the budget process undertaken annually by the Student Bar Association; and (3) protect the integrity of any future By-Laws adopted by the Student Bar Association.

Rule 19: failing to conform to the ethical and moral standards of the legal profession as articulated in Title 27 of the North Carolina Administrative Code, Chapter 2, The Revised Rules of Professional Conduct of The North Carolina State Bar.

Commentary: the scope of this rule is primarily intended to encompass the standards for professional responsibility set forth in the current version of Rule 0.1; Preamble; Rule 8.1: Bar Admission and Disciplinary Matters; and Rule 8.4: Misconduct; but is not limited to these specific rules.

Rule 20-22: reserved for future codification

3 - Student's Standard for Reporting Non-Academic Offenses

Students who have direct knowledge of, have witnessed, or reasonably believe they have witnessed a non-academic violation of the Code have a professional duty to report this knowledge or belief in the same manner described under Article III 83 (Student's Standard for Reporting Offenses).

The willful failure of any student to comply with these affirmative duties shall be considered offensive to the spirit and letter of the Code and a violation of the Code. Failure or refusal to testify before the Honor Court, after being properly subpoenaed to appear, shall be considered an obstruction to Honor proceedings and a violation of the Code under Article V. However, no person shall be compelled to bear witness against him or herself, testify against his or her spouse, or violate any other Constitutional or statutory privilege. Notwithstanding a person's right not to testify, all statements made at a Preliminary Hearing may be used for impeachment purposes at the Hearing. Furthermore, any admission made at the Preliminary Hearing is admissible into evidence at the Hearing.

This professional duty in no way replaces or interferes with any affirmative duty to report violations to the proper Bar examiners board or Bar authorities of any particular jurisdiction.

Article V. Obstruction of Honor Court Proceedings

1 - General Orientation

The effectiveness of the Code is dependent on the personal integrity, honor and cooperation of each student, and emphasizes that the primary obligation of implementing and enforcing such a Code rests with the students.

2 - Prohibited Activity With Respect to Honor Court Proceedings

Rule 23: No student shall knowingly give false or misleading information, refuse to give relevant information, or otherwise refuse to cooperate in an investigation or testify at a hearing involving an alleged violation under the Code. However, no person shall be compelled to bear witness against him or herself, testify against his or her spouse, or violate any other Constitutional or statutory privilege.

Rule 24: No student shall attempt to intimidate, harass or unduly influence a potential complainant or witness of an Honor Court investigation or hearing. Failing to abide by and complete any sanction levied by the Dean of the School of Law as a result of an Honor Court hearing will be considered an obstruction of Honor Court proceedings.

Rule 25: reserved for future codification.

Special Rules of Evidence and Procedure

A. Receipt of Allegation by the Office of the Attorney General.

1. All students at Campbell University School of Law have an affirmative duty to report violations of the Code of Honor and Professional Responsibility ("Code") to the Office of the Attorney General. Students shall fulfill their obligations in conformity with Article III, § 3 and Article IV, § 3 of the Code.

2. The Office of the Attorney General shall have a reasonable time within which to investigate the accusation. It is within the full discretion of the Office of the Attorney General to determine whether an accusation is actionable. In exercising this discretion, the Office of the Attorney General should consult with the Associate Dean for Academic Affairs.

B. Probable Cause.

1. If the Office of the Attorney General finds the accusation actionable, the Office of the Attorney General shall notify the Chief Justice, who shall assemble a Probable Cause Hearing Panel. The Probable Cause Hearing Panel shall consist of one Justice from each class, selected at random by the Chief Justice. If extenuating circumstances exist such that one Justice from each class cannot be empaneled, the Chief Justice shall have the ability and discretion to use more than one Justice from the same class in order to proceed with the Probable Cause Hearing in a timely manner.

2. The Probable Cause Hearing shall be conducted ex parte. The Chief Justice shall preside but does not vote. At the Probable Cause Hearing, the Office of the Attorney General shall present such evidence as he deems necessary. The decision

that probable cause exists shall be found by a unanimous vote of all three Justices at the Probable Cause Hearing.

3. A finding of probable cause means that the accusation made against the student is within the jurisdiction of the Honor Court, has a reasonable basis in fact, and warrants a full hearing before the Honor Court.

4. The record of the Probable Cause Hearing shall be preserved by an audio recording. Upon a finding of probable cause, the Defendant shall be entitled to a copy of the recording and any documents presented by the Office of the Attorney General at the Probable Cause Hearing.

5. The Defendant shall not be given notice of the Probable Cause Hearing. In the event that no probable cause is found, the Defendant shall not be informed of the action of the Office of the Attorney General and the Honor Court, and the record of the Probable Cause Hearing shall be sealed within the files of the Honor Court.

C. Notification to Defendant.

1. Upon a finding of probable cause, the Office of the Attorney General shall prepare a complaint that contains a short and plain statement of the offense(s) for which probable cause was found sufficiently particular to give the Defendant and the Honor Court notice of the transaction(s), occurrence(s), or series of transactions or occurrences, intended to be proved showing that the Code has been violated.

2. The Office of the Attorney General shall serve the complaint on the Defendant and file a copy with the Dean of the School of Law and the Honor Court.

3. Upon notification of service of the complaint on the Defendant by the Office of the Attorney General, the Chief Justice shall forward a memorandum to the Defendant explaining his rights under the Constitution of the Student Bar Association and the Code and the procedures to be followed under the Code.

D. Pretrial Procedure.

1. A pretrial conference shall be held within five business days following service of the complaint on the Defendant. At the pretrial conference:

- a. each party shall submit a witness list of the names of all persons having information pertinent to the accusations made in the complaint;

- b. the Defendant shall notify the Chief Justice and the Office of the Attorney General on his choice of representation as provided for in the Constitution of the Student Bar Association;
- c. the parties shall set a tentative trial date; and,
- d. if the Defendant elects to have his trial open to the members of the Student Bar Association, the Defendant shall notify, in writing, the Chief Justice of this election.

2. The discovery of information between the Office of the Attorney General and the Defendant shall proceed and will be guided by the spirit of the current version of the North Carolina Rules of Civil Procedure, where not inconsistent with these rules. In addition, where not inconsistent with these rules, the Office of the Attorney General shall have the duty to disclose exculpatory and impeaching evidence that is material either to the responsibility or lack of responsibility of the Defendant and/or to Defendant's punishment.

3. The Chief Justice shall issue and personally serve a subpoena on each witness requested to testify at the Honor Court hearing no less than three business days prior to the scheduled trial date.

4. The Office of the Attorney General and the Defendant have the right to file pre-trial motions within the spirit of the North Carolina Rules of Criminal Procedure. The Chief Justice shall preside over any motion hearings but shall not vote. Five Justices must be present for a quorum and the motion must be supported by a majority of the Justices present to be granted. Unless fairness to the parties dictates otherwise, the pre-trial motions shall be heard immediately prior to the trial on the merits.

E. Trial

1. The trial on the merits shall occur no less than ten business days, nor more than fifteen business days, following service of the complaint on the Defendant. Each party shall be entitled to one three-business day continuance of right. Such other continuances may be granted by the Chief Justice upon a showing of good cause.

2. At a trial on the merits, the Chief Justice shall preside but shall not vote. Five Justices of the Honor Court must be present for a quorum. Any Honor Court Justice empanelled to determine probable cause shall not preside at a hearing regarding that same matter.

3. The trial will be closed to the public unless the Defendant has elected to have his trial open to members of the Student Bar Association. No other outside parties are allowed to attend any Honor Court proceedings.

4. The presentation of evidence shall proceed and will be guided by the spirit of the current version of the North Carolina Rules of Evidence, where not inconsistent with the Code or these rules.

5. The Honor Court shall make written findings of fact and conclusions of law to support a determination of "responsible" or "not responsible." The Defendant will be found "not responsible" if more than one of the Justices finds the accused "not responsible." The Honor Court must find by clear, cogent, and convincing evidence that the Defendant has violated the Code in order to find the defendant "responsible."

6. Upon the Defendant being found "responsible," the Honor Court shall determine a recommendation for sanction(s), as described in Appendix D of this Code, to be made to the Dean of the Law School. The Honor Court shall consider any evidence relevant to the sanction recommendation, including the record of any previous misconduct for which the Defendant has disciplined in the past at this, or any other, School of Law. The Honor Court shall also consider any evidence in aggravation or mitigation of the offense. Both parties may offer a sanction recommendation to the Honor Court for consideration.

7. The Chief Justice shall forward a copy of the Honor Court's Findings of Fact, Conclusions of Law, and Recommendation to the Dean of the School of Law, the Office of the Attorney General, and the Defendant.

F. Plea.

1. Nothing in these rules should be read to preclude the Office of the Attorney General and the Defendant from entering into a plea agreement at any time prior to

the Honor Court's rendition of its Findings of Fact, Conclusions of Law, and Recommendation.

2. The plea agreement shall include: a. the charge(s) to which the Defendant is pleading; b. statement of facts that support the charge(s); c. statement of aggravating and/or mitigating circumstances; d. statement of recommended punishment(s); and, e. statement that said recommendation may be changed by the Honor Court in accordance with the sentencing guidelines as outlined in Appendix D of the Code.

3. Upon the reaching of a plea agreement, the parties shall notify the Chief Justice, who shall assemble a Plea Agreement Acceptance Hearing. At the Plea Agreement Acceptance Hearing, the Chief Justice shall preside but shall not vote. Five Justices of the Honor Court must be present for a quorum.

4. At the Approval Hearing, both the Office of the Attorney General and the Defendant may make a presentation regarding pertinent facts, aggravating and/or mitigating circumstances, and the appropriate sanction.

5. The Honor Court, after hearing the presentations, may approve the recommended sanction(s) as set forth in the plea agreement or may alter the recommended sanction(s) as provided for in Appendix D.

Appeals.

1. The Defendant shall have five business days within which to file a Notice of Appeal. The Notice of Appeal shall be filed with the Dean of the School of Law and the Chief Justice.

2. An audio copy of any Honor Court hearings in the matter will be provided to the Dean of the School of Law for his use during the appeals process. At the request of the Dean of the School of Law, the Honor Court may offer a memorandum further explaining the decision of the Honor Court.

3. The Dean of the School of Law shall decide what, if any, further proceedings or time restrictions shall be placed on the Defendant and the Office of the Attorney General in completing the appeals process. Any matter remanded to the Honor Court by the Dean of the School of Law will proceed in accordance with the Code and these rules.

4. Upon notice from the Dean of the School of Law, the Chief Justice shall inform the Defendant and the Office of the Attorney General of the Final Judgment and Order of the Dean of the School of Law.

5. If no Notice of Appeal is filed, the Honor Court's Findings of Fact, Conclusions of Law, and Recommendation shall be final and binding on the Defendant. ----

H. Conflicts of Interest.

1. A conflict of interest is any conflict between the Defendant and the Office of the Attorney General or the Defendant and any Justice that might prevent the Defendant from receiving a fair and impartial hearing.

2. Any member of the Office of the Attorney General or any Justice who has a conflict of interest with the Defendant shall recuse himself from participation in any Honor Court proceedings regarding the Defendant.

3. Any party may petition the Honor Court if he believes that any member of the Office of the Attorney General or any Justice should recuse himself. The movant shall set forth in the petition the facts underlying the alleged conflict of interest. For good cause shown, the Honor Court may, by majority vote of a quorum present, excuse the Attorney General, Deputy Attorney General, or any Justice from participation in any Honor Court proceeding regarding the Defendant. Absent special circumstances, any motion for a recusal should be filed at least two business days prior to the Honor Court proceeding to allow the Chief Justice adequate time to find an alternate Justice, should the motion be granted, without causing delay to the proceeding.

4. If the Attorney General recuses himself, is excused by the Honor Court, or is otherwise unable to proceed, then the Deputy Attorney General shall handle all investigations of, and proceedings against, the Defendant. If the entire Office of the Attorney General recuses itself, is excused by the Honor Court, or is otherwise unable to proceed, the President of the Student Bar Association shall appoint, pursuant to the Student Bar Association Constitution, an interim Attorney General and/or Deputy Attorney General to handle all investigations of, and proceedings against, the Defendant.

5. If so many of the Justices recuse themselves, are excused by the Honor Court, or are otherwise unable to proceed such that a quorum cannot exist, then the President of the Student Bar Association shall appoint, pursuant to the Student Bar Association Constitution, such number of interim Justices needed to fill the vacated position(s) during the pending Honor Court matter involving the Defendant.

6. In the event that the Associate Dean for Academic Affairs is the complainant or otherwise feels that he cannot offer impartial advise to the Office of the Attorney General, the Dean of the School nt another Dean or member of the faculty or administration to advise the Office of the Attorney General,

General Provisions.

1. At all times following service of the complaint on the Defendant, the Defendant shall be entitled to

- (1) defend himself at any hearing before the Honor Court,
- (2) be represented by either of the two appointed Defense Counselors at any hearing before the Honor Court, or
- (3) be represented by any member of the Student Bar Association at any hearing before the Honor Court. The Defendant may not be represented by any outside counsel or professor. All references in these rules to Defendant shall include the Defendant's Counsel.

2. For the purposes of these rules and the Code, “business days” shall mean Monday – Friday, regardless of whether school is actually in session. In computing

any period of time prescribed or allowed by the Code, these rules, or by an order of the Chief Justice or the Honor Court, the day of the act, event, or order after which the designated period of time begins to run is not to be included. The last day of the period so computed is to be included.

3. Any time period requirements may be shortened by consent of both the Office of the Attorney General and the Defendant. The Chief Justice may grant extensions of time for either party upon a showing of good cause. The Chief Justice may also grant any other appropriate leave to either party in adherence to the spirit of the Code, these rules, and the Constitution of the Student Bar Association,

4. Any ruling or order set forth by the Chief Justice is interlocutory and is not appealable to the Dean of the School of Law until a final determination has been made by the full Honor Court and set forth in the Findings of Fact, Conclusions of Law, and Recommendation for Sanctions to the Dean of the School of Law.

5. All actions and proceedings by the Honor Court will remain confidential unless the Defendant requests in writing that the actions of the Honor Court be made public. Any request by the Defendant to allow any member of the Student Bar Association to be present at the hearing will make all actions taken by the Honor Court public. All proceedings, except for the ex parte Probable Cause Hearing and the Initial Pretrial Conference, shall be held outside of the School of Law unless (1) the Defendant waives this right, (2) the Defendant requests a public trial, or (3) the Dean of the School of Law grants the Honor Court leave to conduct the proceeding inside the School of Law.

6. Following the swearing-in of the new President of the Bar Association and the Chief Justice, the President of the Student Bar Association and the Chief Justice shall jointly appoint three members of the Student Bar Association to serve as interim Justices of the Honor Court. Two members shall come from the rising 3L class and one member shall come from the rising 2L class. These interim Justices shall serve until the next academic year's 1L class elects its Justices and that election is certified.

Appendix A: Definitions

- “academic matter”: denotes any activity which results in a numeric or pass/fail grade in a course offered within the curriculum of the School of Law. Also included in this definition are activities as part of a co-curricular event, whether for academic credit or no academic credit. Such a co-curricular activity includes, but is not limited to, participation in the Campbell Law Review, participation in the Campbell Law Observer, any Moot Court competition, any Trial Advocacy competition, any Client Counseling competition, any Negotiations or Arbitration competition, any participation in an Externship or any other academic research project or publication
- "belief" or "believes”: denotes that a person involved actually held the act in question to be true; a person's belief may be inferred from the surrounding circumstances
- “collaboration” or “collaborate”: denotes to work jointly with, cooperate with or willingly assist another
- "clear, cogent, and convincing evidence”: denotes an evidentiary standard that is more than a preponderance of the evidence but less than proof beyond a reasonable doubt
- "defendant”: denotes a student, recognized student group, or chartered student organization against whom a finding of probable cause has been made and a formal complaint has been filed against
- "fraud" or "fraudulent”: denotes conduct having a purpose to deceive
- “intent" or "intentional”: denotes willingness to bring about something that one plans or foresees to occur, intent is a question of fact to be determined by the processes inherent in the Honor Court procedures and proceedings
- “knowingly," "knows" or "known"; denotes actual knowledge of the fact in question, a person's knowledge may be inferred from the surrounding circumstances
- "misuse”: denotes intentionally impairing the integrity of an item or using the item in an improper, unintended or unforeseeable manner
- "probable cause”: denotes a reasonable ground to suspect that an offense has occurred
- “reasonable” or “reasonably”: denotes the conduct of a prudent and competent law student
- "reasonable belief or “reasonably believes”: denotes that a law student believes the matter in question and that circumstances are such that the belief is reasonable

- “reasonably should know”: denotes that a law student of reasonable prudence and competence would recognize and ascertain the matter in question
- "reckless," "recklessness" or "recklessly": denotes conscious indifference to the consequences of an action; any use of this term does not require a showing of malice
- “respondent” : denotes a student, recognized student group, or chartered student organization that has been accused of misconduct or whose conduct is under investigation, but as to which conduct there has not yet been a determination of whether probable cause exists to support a formal complaint
- "official law school function”: denotes any activity on or off campus that is funded, authorized or supervised by the Campbell University School of Law, or any other recognized student group or chartered student organization of the School of Law
- “student”: denotes any person enrolled in the School of Law or attending courses at the School of Law
- “willful” or “willfulness”: denotes voluntary and intentional action

Appendix B: Rights of the Respondent

A right to have the charges against her reduced to writing and served on her by the Attorney General's Office before the Attorney General begins her investigation.

A right to select between the Honor Court Defense Counsel and any currently enrolled Campbell Law student to represent her.

A right to summon witnesses and to testify on her own behalf, but the number of character witnesses, if any, may be reasonably limited by the Chief Justice.

A right not to be compelled to testify against herself.

A right to know the nature of the evidence and, when practicable, to examine the evidence before the hearing, but not the identity of witnesses.

A right to make a closing statement to the empanelled Honor Court Justices at a Hearing.

A right to separate hearings where two or more students are accused of a joint violation. If none of those accused jointly of an alleged joint offense request separate hearings, they may have joint or separate hearings as the Honor Court determines.

A right to present evidence of extenuating circumstances.

A right, upon the determination of innocence, to have the minutes and recordings of each Hearing sealed promptly after the acquittal.

Appendix C Plagiarism

The academic offense of plagiarism is addressed in Article III, Rule 10 of the Code. This appendix is to serve as authoritative text in regards to definitions and methods of proof of plagiarism. Any text not considered authoritative will be clearly marked as "commentary."

Definition: "plagiarism" is the process of taking the writings or ideas of another and knowingly, recklessly or negligently representing that work or idea as one's own, either expressly or by implication.

There are three ways in which one may engage in plagiarism:

- 1- quoting the words of another without proper attribution
- 2- paraphrasing the words of another without proper attribution
- 3- using the ideas of another without proper attribution

Commentary:

Avoiding plagiarism is simple; give credit where credit is due. The following guidelines should assist in ethically completing academic works and avoiding plagiarism.

1 - use of quotations: when you quote a source, give a cite to the source. Use quotations, ellipses and brackets to clearly indicate what words are yours and what words are from the source.

2 - use of paraphrasing: if you take a sentence of another and only change a few words, you must provide a citation. There are no clear bright-line rules regarding the limits of paraphrasing; however, one should err on the side of caution and provide a citation. This is especially true in that the idea of the sentence surely came from the source, if not the sentence itself.

3 – use of structure and substance: closely following the form of structure or substance of a written work [i.e.; law review article] is also a form of plagiarism. Again, there is no clear bright-line rule regarding the limits of following structure and substance; however, one should err on the side of caution and provide a citation.

4 – cite, cite, cite: there is no penalty and certainly no risk in providing too many citations in an academic work product. If one is not sure what to do, provide a citation to alleviate any concerns. Very little work in law school is expected to be of original thought; the key is analysis and application of the law, not necessarily creativity.

Note: the above appendix is adapted from “Law Students Guide to Plagiarism,” from the Chicago-Kent College of Law

Appendix D: Sanctions

The following sanctions constitute the recommendations the Honor Court can make to the Dean of the School of Law upon a finding of “responsible” against an individual student, recognized student group, or chartered student organization. The Honor Court may offer a recommendation of any combination of a sanction from section C to accompany an “individual” sanction from section A, or a “group” sanction from section B.

A. Individual Sanction Recommendations

1. Expulsion: permanent separation of the student from the School of Law. Notification of expulsion will appear on the student's academic record.

2. Suspension: separation of the student from the School of Law for no less than one academic semester, and no longer than one academic year. Notification of

suspension will appear on the student's academic record. A student may petition the Dean of the School of Law for re admission pursuant to the current policy of the School of Law for re-admission.

3. Indefinite Probation: a status remaining with the student during the remainder of his or her attendance at the School of Law, during which time any further violations of the Code will likely result in a recommendation for suspension or expulsion. Notification of indefinite probation will appear on the student's academic record.

4. Definite Probation: a designated period of time, no less than the remainder of the current academic semester, and no longer than one academic year, during which time any further violations of the Code will likely result in a recommendation for suspension or expulsion. Notification of definite probation will appear on the student's academic record.

5. Academic Penalty: recommendation of a failing grade for an assignment or examination or recommendation for repetition of an academic assignment or course in order to receive academic credit. Notification of an academic penalty will appear on the student's academic record.

6. Censure: a notice to the student that continued misconduct or future violations of the Code may result in a more serious disciplinary recommendation. Notification of a censure will appear on the student's academic record.

B. Group Sanction Recommendations

1. Charter Revocation: the permanent removal of School of Law recognition of a chartered organization.

2. Recognition Revocation: the permanent removal of School of Law recognition of an organized, but unchartered student group.

3. Charter Probation: a designated period of time, no less than the remainder of the current academic semester, and no longer than one academic year, during which

time any further violations of the Code will likely result in a recommendation for Charter Revocation.

4. Recognition Probation: a designated period of time, no less than the remainder of the current academic semester, and no longer than one academic year, during which time any further violations of the Code will likely result in a recommendation for Recognition Revocation.

5. Social Probation: a designated period of time, no less than the remainder of the current academic semester and no longer than one academic year, during which time the recognized group or chartered organization cannot sponsor, organize, or conduct any social activity, party or function. This includes, but is not limited to, any recruiting or “rush” activities. Any further violations of the Code during the probationary period will likely result in a recommendation for Charter or Recognition Revocation.

6. Reprimand: an official notice of censure that continued misconduct or future violations of the Code might result in a more serious disciplinary recommendation.

C. Additional Sanctions

1. Restitution: a recommendation that the individual or group found “responsible” be required to compensate or reimburse any actual damages incurred by a victim or injured party proximately caused by the violation of the Code.

2. Community Service: a recommendation that the individual or group found “responsible” perform a specified number of Community Service volunteer hours at an activity satisfying the Dean of the School of Law as an appropriate Community Service activity.

3. Participation in Education Programs: a recommendation that the individual or group found “responsible” participate in an appropriate education program relevant to the violation of the Code. Such a program may include, but is not limited to, PALS, Alcoholics nous, or similar community educational program. Approval by the Dean of the 210 Law School must be obtained before participating in any such program.

Satisfactory completion of any such program is left to the discretion of the Dean of the School of Law.

D. Failure to Comply With Sanctions

Failure to complete or comply with a sanction imposed by the Dean of the School of Law shall be considered a separate violation of the Code as stated in Article V, Rule 24.

E. Sentencing Guidelines

The following guidelines describe the presumptive range of sanctions for the ten (10) academic offenses that can be violated by any student as described in Article 3, Section 2 of the Code of Honor and Professional Responsibility. These guidelines do not include any aggravating and/or mitigating factors and serve only as a presumptive range for a standard violation. The presumptive range of sanctions for each offense can be raised or lowered depending on the aggravating and mitigating factors of each case. For all violations the sanction can rise to the level of expulsion depending on the severity of the action and the aggravating factors to be determined by the Honor Court Panel. The lesser the infraction the greater the need for aggravating factors and severity of the violation. The presumptive range of sanctions are outlined in Appendix C of this code. These aggravating and mitigating factors are outlined in Article 2, Section 2, Paragraph 2 of this Code. The presumptive range of sanctions is as follows:

1. Article 3, Section 2, Rule 1 a. SANCTION: 2-3
2. Article 3, Section 2, Rule 2 a. SANCTION: 2-3
3. Article 3, Section 2, Rule 3 a. SANCTION: 3-4
4. Article 3, Section 2, Rule 4 a. SANCTION: 3-4
5. Article 3, Section 2, Rule 5 a. SANCTION: 3-4
6. Article 3, Section 2, Rule 6 a. SANCTION: 4
7. Article 3, Section 2, Rule 7 a. SANCTION: 4
8. Article 3, Section 2, Rule 8 a. SANCTION: 4 211
9. Article 3, Section 2, Rule 9 a. SANCTION: 4
10. Article 3, Section 2, Rule 10 a. SANCTION: 6

All of these presumptive guidelines include Sanction 5, except Rule 10.

See Article III § 2 for full comment on Prohibited Academic Activity.

Appendix E: Organization and Duties of the Honor Court

Section 1. Membership and Election

The election of the Chief Justice, class Justices, and Attorney General shall be determined pursuant to Article 6 of the SBA Constitution.

The Deputy Attorney General shall be appointed by the Attorney General upon the advice and unanimous consent of the SBA President and the Honor Court Chief Justice. The Attorney General shall take no longer than two (2) weeks after their swearing in to fill the position of Deputy Attorney General.

Two (2) Defense Counsel shall be nominated by the SBA President pursuant to Article 3, Section 2(A)(7) of the SBA Constitution.

Section 2. Duties

Chief Justice

The Chief Justice of the Honor Court shall preside over all Honor Court matters pursuant to the duties and responsibilities set forth in the SBA Constitution and the Code of Honor and Professional Responsibility which include, but are not limited to, the following: the power and duty to empanel a three (3) justice probable cause panel consisting of one (1) justice from each class, the duty to inform a defendant of their rights under the Honor Code and SBA Constitution after a finding of probable cause, the duty to conduct pre-hearing conferences as well as create pre-hearing schedules, the duty to issue and personally serve subpoenas on all witnesses, the duty to secure a location off-campus for any full hearing, the duty to maintain an audio-tape record of all hearings, and the ability to grant extensions of time after a showing of good cause. The Chief Justice may be present at all Honor Court hearings, but shall not vote.

Attorney General

The Attorney General shall uphold the integrity of the Code of Honor by representing the Dean and the SBA regarding all alleged violations of the Code. The duties of the Attorney General include, but are not limited to, the following: receive

and consider and investigate any alleged violation of the Code, perform any investigations and inquiries in a swift manner so as to protect the interests of all individuals affected by an allegation, present witnesses and evidence sufficient to prove violation of the Code during any hearing against an accused individual, maintain the confidentiality of any accuser and the accused throughout any procedure under the Code, and work with the Associate Dean for Administrative and Academic Affairs to ensure allegations are not brought against individuals in bad faith or for other improper purposes.

Deputy Attorney General

The Deputy Attorney General shall uphold the integrity of the Code of Honor by representing the Dean and the SBA regarding all alleged violations of the Code. The Deputy Attorney General will assist the Attorney General in the completion of his/her duties listed above. Defense Counsel The role of the Defense Counsel is to advise and assist any student who has been accused of violating the Code of Honor and Professional Responsibility should that student elect to retain the services of the

Defense Counsel.

The duties of Defense Counsel include, but are not limited to, advising the accused regarding the Code of Honor and Professional Responsibility, assisting the accused with the drafting of any documents during the Honor Court proceedings, and appearing on behalf of the accused in any hearings, negotiations, motions, or appeals.

Class Justices

The Justices from each of the three classes shall convene when required by the Chief Justice to sit on panels and constitute the "Jury" at all hearings. One Justice from each class shall be chosen at randomly the Chief Justice to sit on a Probable Cause Hearing panel. No Justice shall sit on a full hearing panel for a case in which she also sat on the Probable Cause Hearing panel. If any conflicts of interest arise between a Justice and the accused, the Justice must recuse herself from her panel duties and will be replaced.

Section 3. Maintaining Readiness

Honor Code Education

All Honor Court Justices, Chief Justice, Attorney General's Office, and Defense Counsel accept the duty of developing and maintaining their understanding of the Honor Code. The Chief Justice, Attorney General's Office, and Defense Counsel shall conduct a 213 presentation and explanation of the Honor Code to the incoming first-year students as well as a refresher presentation to the second and third year students during Fall Orientation.

Duties of the Honor Court during Vacation Periods

Should any allegations or investigations arise, all members of the Honor Court are required to abide by the procedural rules of the Honor Code during all school vacation periods including, but not limited to, Christmas and Summer vacation.

Section 4. Miscellaneous

At the beginning of each academic semester, the Chief Justice of the Honor Court shall publish on the SBA web course and/or SBA bulletin board a Notice that explains the number of Hearings that occurred in the academic semester just past and the disposition of those Hearings (excluding Probable Cause and Motion Hearings). The Notice is to be published for the information of the students and should not contain the names of any Respondent unless the Respondent requested a Public Hearing. The Notice shall also include the Article and Section numbers (if applicable) of the Honor Code under which the Respondent was charged. In the event that no particular Section number is directly applicable, then the Notice shall include a summary description of the offense.

In no event shall this generic description serve to identify the Respondent. Specifically, the generic description may not contain information about membership in a specific organization or the Respondent's year in school.

Any appeals for a Hearing must have concluded prior to the Notice's publication.

Prior to publication, the Notice must be approved by the Dean of the School of Law.

Appendix F: Allegation Report Form

**TO: THE OFFICE OF THE ATTORNEY GENERAL CAMPBELL
UNIVERSITY NORMAN ADRIAN WIGGINS SCHOOL OF LAW**

HONOR COURT USE ONLY**FILE NUMBER**

I, the undersigned hereby allege a violation of the Code of Honor and Professional Responsibility against (Name of Student) _____, a student at the Campbell University Norman Adrian Wiggins School of Law. I agree to cooperate by furnishing to the officers of the School of Law Honor Court all pertinent information and records in my possession concerning the alleged misconduct of said student. I further agree that if a hearing is ordered concerning the alleged misconduct of said student, then I will furnish evidence concerning the facts by personal attendance at the hearing of the Honor Court. I hereby indicate that this information is provided and transmitted by me to the Office of the Attorney General for the purpose of investigating the alleged misconduct of the above-named student, in compliance with my affirmative duty to report academic violations of the Code, or my professional duty to report non-academic violations of the Code.

I also understand that the Office of the Attorney General may reveal this information to the accused student for his or her response to a formal inquiry or hearing.

(Type or print legibly)

Signature of Complainant **Name of Complainant**

Address

City **State** **Zip**

Home Telephone

Other Telephone

DESCRIPTION OF YOUR ALLEGATION

NOTE: In the space below, tell us what your complaint is about. Be sure to include all facts that you want the Honor Court to consider, including names, dates, and places. Use additional sheets if necessary. Attach copies (not originals) of any papers that support your allegation. (adapted from the North Carolina State Bar Grievance form)

Appendix G - Notice of Charge(s)

 Name of student charged

 Date

This shall serve as notice to you, the above-named student, that a complaint, alleging the following charge(s) has/have been filed against you, pursuant to the Code of Honor and Professional Responsibility (Code)*:

In addition, the Honor Court of Campbell Law School has determined that probable cause exists and has notified the Attorney General's Office of the same. This notice is sent to you by the Attorney General's Office, to whom you are required to respond within ten (10) business days with a decision as to whether you wish to plead "not responsible" and proceed to trial (as outlined in sections D and E of the Code), or plead "responsible" and begin the plea process (as outlined in F of the Code).

Please be aware that you may proceed without the assistance of counsel or you may seek the assistance of either Honor Court Defense Counsel or any other member of the Student Bar Association if you desire Defense Counsel. Contact information for Honor Court Defense Counsel is as follows:

Name _____ Phone _____ Box _____
 Name _____ Phone _____ Box _____

You should also be aware that this situation may have implications if/when you apply for admission to the Bar. The information here references the Application for Admission to the North Carolina Bar ("Application"). If you plan on applying for admission to the Bar in another jurisdiction, you should check with the Board of Law Examiners in that jurisdiction. Also note that the Application may change from time to time and that the information contained in this Notice is only meant to serve as a guide to you in your duty to report information to the Bar.

The Application asks a number of questions about your character including whether you have ever been subjected to discipline by any educational institution, and if you have ever violated or been formally charged with a violation of the honor code of any educational facility. How you will have to answer questions of this type depends on the particular facts of your situation. However, full disclosure is vitally important as your honesty in answering questions on the Application is itself an indication of the strength of your character. In most situations, you have a duty to report. Your failure to do so could cause further inquiry by the Board of Law Examiners or a denial of your application for admission. Remember that you may contact the Bar with specific questions and should if you are not sure of your duty to report.

*Note: Copy of Code of Honor and Professional Responsibility should be attached to this Notice