



William S. Boyd School of Law

Adjunct Orientation Guide

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I. Introduction

We greatly appreciate your assistance in enriching our curricular offerings. Your students will welcome you for your expertise and your experience. They will also be looking to you for guidance and structure. We hope that this Adjunct Orientation Guide will assist you in planning your semester and understanding your responsibilities. You will also find the BSL Registrar's Office webpage – <http://www.law.unlv.edu/registrar.html> – a resource for information and important documents. For questions that are not answered here or on the webpage, you may wish to consult the Associate Dean for Academic Affairs, Kay Kindred (895-2438), or the Associate Dean for Student Affairs and Administration, Christine Smith (895-1872). In addition, you will be assigned a faculty advisor from our full-time faculty, who should be able to help with many of your questions.

II. A Professor's Responsibilities

Your role as a teacher is very different from your role as a practitioner. As a teacher, you will be creating a structure and a set of expectations for your students, and you will need to evaluate their progress toward achieving those expectations. Therefore, before the semester even starts, you should think about how you are going to communicate your expectations to your students, and how you are going to evaluate (and ultimately grade) their progress.

Teaching as an adjunct is very different from teaching a continuing legal education class, where the speaker/teacher ordinarily does not expect significant preparation or participation from the audience, and is not expected to grade their performance. It is also very different from delivering a guest lecture in a class, or conducting a question-and-answer session for students. In each of these instances, the experience may be very informative for the audience, but the speaker is still doing most of the work, in effect "performing" for an audience, and is not responsible for determining how much they have learned. In contrast, as a professor you are entitled to expect your students to do a great deal more of the work. You will provide the structure and communicate a set of expectations, but the students should be learning actively under your guidance, rather than acting as passive recipients of information. And, of course, you will ultimately be called upon to evaluate their performance. Completing your class successfully will place a student one step closer to becoming a member of the bar; it is important, therefore, to make sure that, in the course of that semester, you have challenged that student to improve his or her analytical skills. No student is *entitled* to pass your course or to receive a high grade. Rather, they are entitled to reasonable notice of your expectations, a fair opportunity to meet those expectations, and an objective evaluation of their performance.

At the very least, you should expect your students to complete their reading assignments on time, to attend class regularly and punctually, and to come to class prepared to demonstrate that they have completed their assignments, whether this takes the form of class discussion, Socratic dialogue, simulations or other interactions, quizzes, or other written work.

The law school catalog and website contain the course description for your class. Deviations from the course content, or from the pre- or co-requisites for the course, must be approved by the Associate Dean for Academic Affairs.

You will need to find a reliable way to evaluate your students' individual performances at the end of the semester. Will a single exam accomplish this? Will you need to keep track of their attendance and/or their class participation? Would a mid-term or other graded exercise (such as one or more papers, quizzes, or class presentations) be useful? If you choose to adopt a lecture format, with little class participation, bear in mind that this sometimes encourages students to fall behind in their readings, and it gives them little opportunity to develop and practice their analytical and problem-solving skills in the course of the semester.

This Adjunct Orientation Guide outlines some of the important aspects of planning and structuring a class, communicating clear expectations, and evaluating student performance. ***Please carefully read the memo from the Provost's office which has New Semester information and provides helpful links to various policies and guidelines which can be incorporated into your syllabi. The link to that memo is here: http://provost.unlv.edu/downloads/SYLLABI_CONTENT_EVPP.doc***

III. Classroom Atmosphere

We have a diverse group of students, in terms of age, experience, religious and political views, educational and economic background, race, ethnicity, disabilities, nationality, gender and sexual orientation. We endeavor to maintain a learning environment in which every student will be challenged to maximize his or her potential. Therefore, the classroom experience for everyone should be respectful but rigorous. You should take care to ensure that you do not yourself inject biased attitudes into class discussions, and that you do not allow the students to do so.

Class Roster: Karen Tygert will give you your class roster at your first class. An updated class roster, reflecting drop/add and late registration, will be given to you by the end of the second week of school.

Attendance: It is extremely important for students to attend class regularly. **All adjunct faculty are required to monitor attendance.** Some professors pass around a sign-in sheet at every class. Others call the roll at the beginning of class. You may wish to consider a student's attendance record when you assign final grades. However, if attendance will affect a student's grade, you should state this clearly on your syllabus, and make sure that you keep an accurate attendance record. Note: If you pass around a sign-in sheet, return the completed form to Karen Tygert and she can track absences for you.

You may reserve the right to disenroll a student whose attendance falls below some minimum standard. If you decide to reserve this right, you should clearly state this on the syllabus, specifying your minimum attendance requirement. (For example, many professors expressly reserve the right to disenroll a student who misses more than 20% of the scheduled classes.) Remember that if you want to exercise your right to disenroll a student under such a policy, you will need to keep a written attendance record in case any dispute should arise. If the student is disenrolled after the university deadline for withdrawals has passed, disenrollment will cause the student to receive a grade of "F." Therefore, if you are reserving the right to disenroll a student, your syllabus should warn them that this could lead to a failing grade.

You may wish to use a seating chart in order to learn your students' names and/or monitor class attendance. We can provide you with a chart for your classroom. You can pass it around the room at the start of the semester, and have your students write their names on it. We can also add photocopied photos to your seating chart or provide picture cards if this would be helpful. Students notice whether or not you know their names; it makes a difference to many of them.

On occasion, certain students may wish to be excused from class for religious observances. We will provide you with the dates of the semester's religious holidays. As a general rule, a student missing a class because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify you of anticipated absences by the last day of late registration, to be assured of this opportunity. It is always the student's responsibility to discuss these observances with the professor in advance of any planned absences.

Punctuality: Students are expected to be on time for class. When students arrive late for class, it can disrupt the classroom atmosphere for others. If lateness may affect a student's grade, the syllabus should so indicate. Even though our evening students may be arriving at school after a full work day, they are nonetheless expected to be punctual, professional, and well prepared. If a student expects to have chronic difficulties in arriving for class on time, he or she should discuss this with you at the start of the semester, and you may wish to discuss the matter with the Associate Dean for Academic Affairs.

It is also important for the professor to start and end class on time. There is often very little time between classes. Students who have back-to-back classes need time to get to their next class, and another teacher may need your classroom right away. Starting and ending on time also helps to remind students that they, too, should be punctual and professional.

Classroom Control: It is essential to maintain a disciplined and respectful classroom atmosphere. Students should not engage in distracting activities (engaging in private "sidebars," taking cell phone calls, surfing the net, coming and going from the room) while class is in session. Such conduct is disrespectful to the teacher as well as the other students. You may want to make your expectations clear in this regard at the beginning of the semester. If a particular student continues to engage in distracting or inappropriate behavior after being warned, feel free to consult with your faculty advisor or one of the Associate Deans.

Another, subtler, element of classroom control involves classroom discussion. Although it is important to encourage student participation, occasionally one or more students will tend to dominate classroom discussions, go off on tangents, and, in effect, "hijack" the class. This tends to discourage others from participating, and can make it difficult to stay on track with the syllabus. The professor's job is to orchestrate a good classroom discussion by keeping the students focused on the relevant issues, making sure that discussions aren't dominated by just a few students, and closing off discussion of a topic when it is time to move on to something else.

You may wish to have a "plan" for class discussions before the semester even starts. Do you want to rely mostly on volunteers? (This is a little risky, since it sometimes leads to discussions dominated by a small number of students, but in a smaller class you can sometimes address this problem by paying extra attention to the quieter students to encourage their participation.) Do you

want to call on people at random off the class list? (This encourages every student to be prepared every day, and often helps shy students to “break the ice,” but some professors may prefer a more relaxed classroom atmosphere.) Do you want to designate, in advance of each class, one or more students who will be the ones primarily responsible for the material on that day? (This can be a good approach, as long as you make clear that you expect some participation from the rest of the class as well, so that they don’t feel they are totally “off the hook” for that day.)

Note on Internet Access in the Classroom: Our facilities make it possible for students to access the university network from their seats in the classroom. This means that they have to ability to access the Internet during class. Merely because this *capability* exists, however, does not mean that the students are *entitled* to access the Internet during class.

Some professors have no particular concerns about students accessing the Internet during class. Others, however, may wish to forbid or constrain network access during class, so that students do not use the network to read and send email, surf the web, or engage in other activities that are inconsistent with a professional learning environment and potentially distracting to other students seated near them. If accessing the Internet is not pedagogically relevant to your teaching methods, there is really no reason why your students should be engaging in such contact. It is entirely up to you as the professor to decide whether students may use laptops at all during class (subject to any special accommodations necessitated by disabilities), and if so, whether they may have their laptops plugged into the network during class. They can plug in their power cords to the power outlets at their seats without plugging in their network connections, so you are free to forbid network access during class if you so choose.

Whatever your policy on network access and/or laptop uses, you should announce that policy to your class at the start of the semester, preferably including it in your written syllabus.

Cancelled Classes and Make-up Classes: Classes missed need to be made up. You can accomplish all required notifications by asking Karen Tygert to post a notice on the classroom door and send an email directly to your class list. If you have notified students directly via email, please copy Karen on your email so she can notify Christine Smith and Kay Kindred. On the rare occasion that you have to cancel a class meeting, you should schedule a make-up class. Karen can help you with scheduling. Bear in mind, however, that it can be difficult to schedule a make-up class that all, or even most, of your students can attend, because your students may have different class and work schedules, etc. For that reason, make-up classes are particularly difficult to schedule for the evening students. If any of your students advises you in advance of a legitimate reason he or she cannot attend the make-up class (such as a scheduling conflict or other commitment), please arrange to have it videotaped, and place the tape on reserve in the Law Library. Karen Tygert can make these arrangements for you, or you may contact the law school Help Desk at 895-5298.

IV. Student Conduct Code

Cheating, dishonesty, plagiarism, and other forms of academic dishonesty or unprofessional behavior may be violations of the Boyd School of Law Code of Honor and Professional Responsibility. You will find a copy of the Code in the Student Policy Handbook

Although you are not expected to be familiar with the intricacies of the Code, you should be aware that any disruptive, disrespectful, or dishonest conduct by a student is potentially an Honor Code matter. If such conduct occurs, you should promptly bring it to the attention of one of the Associate Deans, who will determine whether an investigation is warranted. Do not hesitate to contact us about an incident simply because it seems minor to you. It is important for us to receive full information about the conduct of our students, because we have an obligation to report on the character and fitness of our students when they seek admission to the bar. By reporting an incident you are not automatically triggering an Honor Code proceeding. You are simply giving us an opportunity to evaluate whether an investigation and/or proceeding might be appropriate.

V. Book Orders

You will receive an email from Karen Tygert requesting your book order. It takes six to eight weeks for books to be delivered, so she will impose a strict deadline for submitting orders to ensure that books will be available for the beginning of classes.

If you would like to request complimentary desk copies of casebooks and/or teacher's manuals, notify Karen Tygert at 895-2421 or karen.tygert@unlv.edu.

Class Photocopied Materials/Handouts: Using the "Request to Duplicate Course Materials Form" (see [Appendix A, page 31](#)) submit your photocopied class materials and handouts to Karen Tygert 30 days prior to the first day of class. All photocopied class materials must be in compliance with copyright policies and laws (see [Appendix A](#)). Note: This is only necessary for text books, not "personally created materials or handouts."

Requiring your own text for class: It is a UNLV policy that faculty requiring their own text must complete an approval form ([Appendix B](#)) and have it signed by the Dean of the Law School. It will be kept on file for three years.

IV. Syllabi and First Assignments

The syllabus for your course is a crucial document. Its importance cannot be overemphasized. Please devote significant attention to preparing your syllabus, and feel free to contact your faculty advisor or the Associate Dean for Academic Affairs if you have questions. We can provide you with sample syllabi for various courses if this would be helpful.

You should think of the syllabus as a contract between you and the students, stating the policies and practices that will be enforced throughout the semester. You are entitled to expect your students to work hard. In return, however, they need adequate advance notice of your expectations.

The syllabus should clearly state your policies on class attendance, punctuality, grading, class participation, quizzes or writing assignments, and anything else that could affect a student's grade or ability to complete the course requirements. It should clearly state how a student's performance will be evaluated – specifically, whether and to what extent the grade will be based on one or more exams or quizzes, a paper, class attendance, class participation, and classroom presentations or

simulations, and how these different components of the grade will be weighted in calculating the final grade. If there will be one or more exams or quizzes, the syllabus should state clearly whether these are "closed" or "open" book. In the case of open book tests, the syllabus should state clearly what materials the students can bring with them to the test, and what materials they CANNOT bring. For example, can they bring their assigned course books? Recommended readings? Class handouts? Their class notes? Group outlines? Notes or outlines which they borrowed, copied, or purchased from other students? Even in open book exams, faculty, rarely if ever, allow students to bring commercial study aids or other published materials that were not part of the assigned readings.

As the teacher, you must adhere to the policies in your syllabus -- for example, class attendance, class participation, and grading. Students rely on the syllabus in deciding whether to stay in the class or drop it during the drop/add period, and they are entitled to plan their semester according to the workload indicated on the syllabus. For example, if the syllabus states that the only written assignment will be an open-book final exam, then you should not decide later in the semester to make it a closed-book exam, or to add a research paper. If you promise a take-home exam, you should adhere to that promise. If you wish to maintain some flexibility about certain matters, make sure that your syllabus reflects that. For example, if you are not sure whether your final exam will be in essay or multiple-choice format, your syllabus should not promise a specific format.

The syllabus should also give students information on how to contact you outside of class. Please provide an email address and/or a telephone number at which you are willing to be reached during normal business hours.

Your syllabus can also contain suggestions on recommended readings, paper topics, or anything else that your students might find helpful.

AT LEAST 7-10 DAYS before the start of the semester, please submit an electronic copy of your syllabus and first assignment to Karen Tygert at karen.tygert@unlv.edu. The first assignment should be sent at least ten days before the first day of class. When we receive your syllabus, we will post it to the law school website to allow students to access the document electronically. You may submit some of your syllabus before the semester begins and submit updates at a later time.

Course objectives: Your syllabus should indicate what the students will be expected to accomplish during the semester. Depending on the nature and subject matter of the course, this could be: learning the black-letter law and public policy underlying estate and gift taxation; developing better research, writing, and analytical skills by completing a substantial research project relating to employment discrimination; or improving trial advocacy skills through simulations and critiques.

Readings & other assignments: When possible, your syllabus should indicate the particular reading assignments that you will give (including page numbers and any relevant statutory or regulatory cites), and the order of those assignments. If you need to change some of those assignments as the semester goes on, try to give the students as much notice as possible, because (1) they may be trying to stay ahead in their reading, in which case "cutting" material out of an assignment at the last minute may leave them feeling that they have wasted their time, and (2) adding additional readings, research, or other work on short notice may make it difficult (especially

in the evening program) for students to complete these assignments or to keep up in their other classes.

Depending on the nature and difficulty of the reading material, students ordinarily can be expected to read 20-30 pages for an 81-minute class period, or 15-20 pages for a class of 60 minutes or less. Some material may warrant shorter readings, depending on the degree of difficulty, but an assignment of substantially more than 30 pages is probably too long for a typical 81-minute class. The longer the reading assignment, the more important it is for the students to have reasonable advance notice of that assignment and any changes therein.

For evening students, bear in mind that many of them can do their reading and research *only* on weekends, because they typically work full-time jobs and carry nine to eleven credits of law courses at night. It is, therefore, extremely important to give them their assignments as far in advance as possible. Also, if you find it necessary to alter or deviate from the syllabus (for example, to add the latest Supreme Court opinion or pending legislation), or to add any kind of substantial additional assignment, please try to give the evening students at least a weekend in which to accomplish this extra task.

Mandatory Disability Statement: Every course syllabus *must* contain the following statement:

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: Voice (702) 895-0866, TTY (702) 895-0652, fax (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

VII. Exams

Although in certain classes students' performance may be evaluated solely on the basis of classroom performance (class discussions or simulations, for example) and/or writing projects (such as research papers, journals, or drafting projects), in other classes one or more exams, tests, or quizzes may be appropriate. It is important to spell out in your syllabus what form these exams, tests, or quizzes will take, and how each of them will be weighted in determining final grades. Once you have described in the syllabus the manner in which students will be tested and graded, you should stick to it. Students rely on this as a promise, and will be understandably distressed if you make significant changes after the semester begins.

For example, your test may be open- or closed-book, open- or closed-notes, take-home or in-class. You should decide in advance whether students may use computers in taking the test. (Special exam software is used by the law school to ensure that a student taking an in-class test on his or her computer cannot consult unauthorized materials that may be stored on that computer.)

Exams must be administered **ONLY** by law school personnel.

You should turn in a hard copy or electronic copy of your exam materials, including exam supplements or handouts and the final exam cover sheet (see [Appendix B](#)), to Karen Tygert at karen.tygert@unlv.edu at least **TWO FULL WORKING DAYS** before your exam is scheduled to be administered. We have provided a sample exam cover sheet for you ([Appendix C](#)) and a final exam instruction page ([Appendix D](#)) which will precede your actual exam. You are responsible for the content of your exam. Please double-check before submitting. Have another set of eyes look over the exam. You should not be in the room while your exam is being administered, but you should be reachable by telephone during that time in case any problems should arise. You can find the final exam schedule on the law school website or Karen can tell you the day and time your final exam is scheduled to be administered.

If you plan to give any tests or exams *prior to* the scheduled final exam (for example, a mid-term), please give the Registrar several weeks' notice of the test date. Because all such tests must be administered anonymously, the Registrar needs advance notice to make the appropriate arrangements for distributing exam numbers to the students, arrange for proctors, procure exam software, assign rooms for computer users, etc.

At the start of each semester, students are notified of the semester's final exam schedule. Sometimes they even choose a course based on when the exam is going to be administered. Therefore, if you do not wish to give an in-class three hour exam as contemplated by our exam schedule – for example, if you want to give a take-home exam in class, or if you wish to give an exam longer than three hours – please notify the Registrar before the semester begins, and clearly indicate this on the syllabus for the course. Your faculty advisor, or the Associate Deans, can offer you some advice on administering take-home exams.

Make-up exams: If students have an exam conflict, they will be allowed to take the exam on the students' next open date. The BSL Registrar's office will notify you and ask if you would like to have a partial stack of bluebooks delivered or if you want to wait until all students have taken the exam.

Anonymous grading: Final exams (and all other graded tests and exams) are anonymously graded. The Registrar will give each student an exam number *before* the exam is administered. If you give a midterm, quizzes, or other anonymously graded assignments during semester, students will also need to obtain numbers from the Registrar for those assignments. Please give the Registrar as much advance notice as possible, so that he can be prepared to provide these numbers when needed. If you go over those anonymously graded assignments with individual students afterward (a practice which is permitted and strongly encouraged, but not required), remember that the anonymity of the numbering system used on that particular assignment will thereafter be compromised, in which case all of the students will need to get new numbers from the Registrar for their next anonymously

graded assignment. This is not as complicated as it may sound. At the end of the semester, the Registrar can correlate the different numbers that were used by each student throughout the course so that you can calculate that student's final grade.

Papers: If you assign a paper to your students, they may ask if it can fulfill the law school's upper division writing requirement. This will require that a full-time faculty member be assigned to co-supervise the paper. Please refer these requests to the Associate Dean for Academic Affairs.

VIII. Grading

Your course will be a graded class. Grades are ordinarily due three weeks after the last exam of the semester.

The letter grades and their numerical equivalents are listed on the next page. Our highest grade is 4.0.

Letter Grade	Numerical Equivalent	Letter Grade	Numerical Equivalent
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F	0.0

For more detailed grading instructions see Appendices [E](#) and [F](#). Once you have submitted a final grade for a student, you may not change that grade without the approval of the Associate Dean for Academic Affairs.

Mandatory Curve: The law school has a mandatory curve for classes with 20 or more students. The median (not mean) grade for the entire class should be a B-, which is a 2.7. In addition, the grading distribution should fall within the following range:

A & A-	5-15%
B+ & B	25-40%
B- & C+	25-40%
C & below	5-35%

The Registrar can assist you in determining whether your grades meet these requirements. Any deviations must be approved by the Associate Dean for Academic Affairs.

Classes with fewer than 20 students: Although there is no mandatory curve for these smaller classes, we ask that you award high grades only for excellent performance. Please help us prevent grade inflation. If the Associate Dean for Academic Affairs concludes that your grade distribution is inappropriate, even in a smaller class, you will be asked to redo those grades.

Grades for Class Participation: You may wish to count class participation (including discussions, simulations, presentations, and/or attendance and punctuality) in calculating a student's final grade. Note, however, that if you wish to reserve the right to make such an adjustment, you *must* notify your students of your policy within the first *two weeks* of classes. Your syllabus should indicate what counts as class participation, and how it will be factored into the final grade.

Also, when making adjustments for class participation, please make every effort to preserve the anonymity of the anonymously graded portions of the course. The best way to do this is to calculate the anonymous portion of the grade first and submit this information to the Registrar *before* you make any class participation adjustments. You can then submit your class participation adjustments to the Registrar separately. The Registrar (and, if necessary, one of the Associate Deans) can assist you in carrying out the appropriate procedure for finalizing your grades.

A participation adjustment *cannot* be used to *decrease* a grade of (D-).

For classes in which the mandatory curve applies, the curve applies *after* any adjustments for class participation have been made.

Late, Incomplete, or Missing Assignments: If you assign written work during the semester, students should be expected to turn in these assignments on time. The law school does not dictate particular policies on granting extensions, or penalizing students for lateness. Absent exceptional circumstances (for example, medical emergencies), however, the degree of lateness should be reflected in the student's grade. You are strongly encouraged to consult with the Associate Dean for Academic Affairs when determining how to respond when a student submits a late or incomplete assignment, asks for an extension, or fails to submit an assignment.

Ordinarily, if a student has done poorly on an assignment, he or she should not be allowed to "redo" that assignment for a higher grade unless this policy has been clearly stated in your syllabus. If you think that extraordinary circumstances warrant an exception to this policy in a particular case, please consult with the Associate Dean for Academic Affairs *before* granting such an exception.

If a student fails to complete one or more of the course requirements, you have several options, and their relative appropriateness depends in large part on the significance of the assignment which was not completed: (1) You may assign a final grade of F for the course; (2) you may assign a failing grade to the particular assignment that was not completed, and factor that into the final grade for the course, or (3) if the student arranges with you in advance, you may give the student an Incomplete. See [Appendix G](#) for the Incomplete Grade Contract form. Ordinarily, an Incomplete should not be awarded unless the student has a strong justification (such as a serious illness or family emergency). Your faculty advisor or the Associate Dean for Academic Affairs can advise you on which course of action is most appropriate under the particular circumstances.

Submission of Grades: Three weeks after the last day of finals, grades are due to the BSL Registrar's Office. We must post grades 30 days from the last day of finals. We do not release grades as they come in, we post all received grades 30 days from the last day of finals. After that, we post grades as we receive them.

When you have finished grading your exams/papers you should submit the following to the BSL Registrar:

- 1) Grade spreadsheet ([Appendix H, page 1](#))
- 2) Signed CALI sheet ([Appendix H, page 2](#))
- 3) Bluebooks in numerical order

IX. Course Evaluations

Toward the end of the semester, a member of the support staff will contact you to arrange administration of your course evaluations. These will be handed out to the students at the beginning or end (day classes only) of one of your classes, and the students will have 10-15 minutes to complete and return the evaluations. A member of the support staff will hand out and collect the evaluations while the instructor remains outside of the classroom.

X. CLE Credits

Also at the end of the semester, we will provide you with a CLE Credit form from the Nevada Board of Continuing Legal Education. Your faculty assistant can complete items 1-5 (of 12 items) of this form if you'd like. See [Appendix K](#) for a copy of this form.

XI. Adjunct Listserve

Your email address has been added to the adjunct faculty listserv, which includes all adjuncts who are teaching during the current semester, plus the Associate Dean for Academic Affairs. If you change your email address, please let us know so that we can update the listserv. The listserv will be used to send important reminders and announcements to adjunct faculty, including invitations to special events that may be of interest.

XII. Extranet Access and Information Available

Instructions on logging on the Law School Extranet:

1. Go to the main law school website: www.law.unlv.edu and click on the "Extranet" link located in the left hand menu.
2. Click on the button next to Adjunct Faculty title "bubble."
3. Enter your user name and password. Your user name is your first and last name (lower case and no spaces, i.e., johnsmith) and your password is **boydlaw**.
4. The next page will have a welcome screen which will describe the scope of the Extranet and have a links to the following: directories, Career Services, the Law School calendar, news and events, student information (Student Handbook, Student Conduct Code, Student Honor Code), library resources and access to the copyright permission guidelines.

If you have trouble logging on, please contact Karen Tygert.

XIII. Lexis and Westlaw Access

You will receive Lexis and Westlaw passwords which you may use for any research that is appropriate to your class preparation. Please note that these passwords *may not* be used for matters that are unrelated to teaching your class at Boyd.

XIV. Law Library

The Wiener-Rogers Law Library at UNLV, founded in 1998, is the largest law library in the state of Nevada, providing access to basic primary sources of American law for all jurisdictions, as well as treatises, loose-leaf services, periodicals, and finding tools of interest to the academic community, the practicing bar, and the public at large.

For your reference we have included as Appendices [I](#) and [J](#), information on how to put items on temporary reserve and a Reserve Request Form.

Main Number: (702) 895-2400

Reference: (702) 895-2420

Fax: (702) 895-2410

Hours: Monday - Thursday: 7:30 a.m. - 11:00 p.m.; Friday: 7:30 a.m. - 9:00 p.m.; Saturday: 9:00 a.m. - 9:00 p.m. and Sunday: 10:00 a.m. - 11:00 p.m.

XV. Parking

You will receive a parking map showing the location of the law school and nearby parking areas.

Parking after 7PM: You do not need a parking permit to park in unreserved student or staff parking spaces after 7:00PM. Also, the alumni lot in front of Tam Hall, at Harmon Avenue, just off Maryland Parkway, is free and unattended after 7PM.

Parking before 7:00PM: Parking permits or daily passes are required prior to 7:00PM. We will supply you with some combination of one-day staff and student parking passes, depending on what we are able to obtain from the university. Each of these is good for one day only. You must scratch off the appropriate squares to indicate the correct date. A *staff parking pass* permits you to park in either a staff or student space. A *student parking pass* permits you to park in a student space only. We will purchase as many staff passes as possible, but we may still have to give you some student passes if we run short.

The staff and student lots on the Maryland Parkway side of the campus tend to be full between 9:30AM and 5PM Mondays through Thursdays. At those times, you may need to use the parking garage, which can be entered via side streets from Maryland Parkway or Flamingo.

**Please remember to use your parking passes if you are parking before 7:00PM
Unfortunately, the law school cannot "fix" parking tickets!**

If you need additional parking passes, please let Karen know.

XVI. Disclaimer

This orientation statement is solely for the use of the law school's faculty and administration. Students may not rely on this document for any purpose.

XVII. Assistance from Faculty and Administration

We are currently looking at ways to increase the level of interaction between adjuncts and full-time faculty. Please feel free to share your suggestions with us. The full-time faculty who have expertise or teaching experience in the subject matter of your class can be a valuable resource for you both before and during the semester, to discuss either the substantive material or such topics as course structure and coverage, teaching methods, and designing and grading exams.

At least once during the semester, a full-time faculty member will observe your class. You will be contacted in advance to schedule these visits. The purpose of the visit is to evaluate your teaching technique and offer assistance where appropriate. You may arrange additional visits if you like.

Office Space & Administrative Support: You will have access to a faculty office behind the Library reference desk if you would like a place to prepare for class, meet with students, etc., while on campus. Administrative assistance is available from 7AM to 6PM Monday through Thursday and 7AM to 5PM on Friday. Please contact Karen Tygert at 895-2476 for assistance. Note that our support staff is not available after 6PM, so if you are teaching in a late evening slot you should make your requests at least one day in advance.

XVIII. Contact Information

Stacy Shiroma (BSL Registrar)

Phone: 702-895-2072 Email: stacy.shiroma@unlv.edu

Nettie Mann (Faculty Secretary Supervisor)*

Phone: 702-895-2088 Email: annette.mann@unlv.edu

Karen Tygert (Administrative Assistant)*

Phone: 702-895-2421 Email: karen.tygert@unlv.edu

Christine Smith (Associate Dean for Administration and Student Affairs)

Phone: 702-895-1872 Email: christine.smith@unlv.edu

Kay Kindred (Associate Dean for Academic Affairs)

Phone: 702-895-2438 Email: kay.kindred@unlv.edu

John Valery White (Dean)

Phone: (702) 895-1876 Email: john.white@unlv.edu

Dianne Fouret (Executive Assistant to the Dean)

Phone: (702) 895-1875 Email: dianne.fouret@unlv.edu

*Administrative assistance is available from 7AM to 6PM Monday through Thursday and 7AM to 5PM on Friday.

MEMORANDUM

To: Adjunct Faculty
From: Joan Howarth
Subject: Copyright Compliance

Instead of permitting the University Reprographics Department to make our copyright determinations for us, each of us will make our own copyright determinations. Thus our first obligation is to familiarize ourselves with the basics of the relevant copyright law. The chief compliance mechanism is that each of us will submit a cover sheet with any request to duplicate course materials. That cover sheet will contain our signature under the language, “I am the professor teaching this course, and I have determined that the requested copying does not infringe any copyrights.” The faculty support center will keep those cover pages on file.

I understand that nobody relishes an additional administrative step, but I can earnestly assure you that the alternative to this method would be much worse. It would require our Reprographic Department to determine the need to obtain permissions for copying, seeking those permissions, and then copying course materials once those permissions have been obtained. Dean Smith can tell you about the paralysis that resulted when the University Reprographics Department performed these functions in the past.

You will find in this packet a Copyright Permission Guide, a Fair Use Worksheet, a copy of the 17 U.S.C. § 107 with relevant legislative history, a sample letter to request permission, and a form to Request Duplicated Course Materials. The materials are also located on our website in the Extranet, the instructions to access the Extranet is attached to this packet.

Thanks in advance for your cooperation.

Boyd School of Law Copyright Permissions Guide

(adapted with permission from copyright materials of Libraries of the State University of
North Carolina)

1. Does the proposed use require permission from the copyright holder?

First Question: Is the work subject to copyright? Is it-

- An original work of authorship
- Fixed in a tangible medium of expression
- Not a “idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied” in a copyrighted work
- Not a work produced by a U.S. government employee in the scope of employment
- Not a work the author has expressly made available for unrestricted copying, distribution, etc. effectively dedicated to the public domain
- And copyright has not expired

Second Question: Is there a legal basis for use without permission?

- Is it a fair use? See BSL Fair Use Worksheet. To enhance the fair use argument: especially for course packs and web-based teaching materials: Use excerpts that are short and qualitatively insubstantial Limit access to students enrolled in the course; end access after course Do not use the material repeatedly for a course Include the copyright notice and appropriate attributions Best to obtain permission if easy to do so (cost and timing perspective)
- Is it a performance and/or display of a work in face-to-face teaching setting?
- Is it a transmission of a performance and/or display of limited works to a classroom setting for teaching purposes? See “Educational Transmissions of Copyrighted Works.”

2. Obtaining permission to use copyrighted works

- Identify the copyright holder
 - Best to confirm by phone or email before seeking permission
- Send written request for permission to use
 - Give yourself several weeks lead time
 - Decide if you can pay a licensing fee/royalty
- If license fee is too much or there is no response, be prepared to use a limited amount that qualifies for fair use, or use alternative material
- Use the Sample Request for Permission for Classroom Use



William S. Boyd School of Law

FAIR USE WORKSHEET

In determining whether people may use portions of copyrighted works in their teaching and scholarship, the law permits some uses for nonprofit educational purposes, including fair uses. The following worksheet is to guide faculty in making fair use determinations. A fair use analysis should be done each time a fair use of a work is contemplated. The fair use doctrine, as codified in § 17 U.S.C. 107, sets forth four general factors to be considered when evaluating whether a proposed use of a copyrighted work is a fair use and thus, does not require permission from the copyright holder. The legislative history of this section and court decisions have provided further insight into the application of these factors to particular situations. The following areas should be carefully considered and balanced in making a reasonable, good faith fair use determination, whether for teaching, research, or other purposes. Reliance upon fair use should be limited to those cases that meet the fair use balancing test in favor of the intended use, and are carefully documented to support that conclusion.

This document should be read in conjunction with § 17 U.S.C. 107 and any questions should be addressed the Associate Dean of Academic Affairs.

Circle all the categories that apply below.

The Four Factors

1. What is the purpose of the proposed use?

Nonprofit Teaching Scholarship/Research Personal

Criticism / Commentary Parody / Restricted Access News Reporting Otherwise “transformative” Use
--

Commercial Entertainment / Profit Bad Faith Behavior Lack of Attribution

Uses on the left tend to tip the balance in favor of fair use. Uses on the right tend to tip the balance in favor of seeking permission from the copyright holder. The uses in the middle, if they apply, are favorable to fair use: they add weight to the tipping force of uses on the left.

TALLY: Favors Fair Use _____ Does Not Favor Fair Use _____

2. What is the nature of the copyright work to be used?

Factual Published

A Mixture of Factual and Imaginative Unpublished (right of 1 st publication)

Creative / Entertainment Consumable Materials (workbooks, answer sheets)
--

Again, uses on the left tend to tip the balance in favor of fair use while uses on the right favor seeking permission. In this case, uses in the middle have little effect on the balance.

TALLY: Favors Fair Use _____ Does Not Favor Fair Use _____

3. *How much of the copyrighted work will be used?*

Small Amount
Amount is Appropriate for a Favored Educational Use

Large Portion or Whole Work
Portion Used is Qualitatively Substantial

The amount of material should be measured both quantitatively and qualitatively. Quantity should be evaluated relative to the length of the entire work and the amount needed. The reproduction of an entire work weighs against fair use. A reproduction that is relatively small, but still uses the “heart” of the work will weigh against fair use.

TALLY: Favors Fair Use _____ Does Not Favor Fair Use _____

4. *What is the effect on the market or potential market for the copyrighted work?*

- After an Evaluation of First Three Factors, Proposed Use is Tipping Towards Fair Use
- User Owns Lawfully Acquired Copy
- No Significant Effect on the Market or Potential Market for the Work
- No Similar Product Marketed by the Copyright Holder
- Copyright Holder Unidentifiable

- Replaces Sale of Copyrighted Work
- Significantly Impairs Market or Potential Market for the Work
- Numerous Copies Made
- Use Makes it Publicly Accessible on the Web

Reproduction that substitutes for purchase of the original weighs heavily against fair use. This factor is closely linked to the other factors.

TALLY: Favors Fair Use _____ Does Not Favor Fair Use _____

Determination

Based on the fair use analysis completed above, I have determined that my use of the materials falls within the fair use exception.

Based on the fair use analysis completed above, I have determined that my use of the materials does not fit within the fair use exception. I will obtain permission before using the material.

17 USCS § 107 (2004)

§ 107. Limitations on exclusive rights: Fair use

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

The fact that a work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

HISTORY:

(Oct. 19, 1976, P.L. 94-553, Title I, § 101, 90 Stat. 2546; Dec. 1, 1990, P.L. 101-650, Title VI, § 607, 104 Stat. 5132; Oct. 24, 1992, P.L. 102-492, 106 Stat. 3145.)

HISTORY; ANCILLARY LAWS AND DIRECTIVES

Prior law and revision:

House Report No. 94-1476

General background of the problem. The judicial doctrine of fair use, one of the most important and well-established limitations on the exclusive right of copyright owners, would be given express statutory recognition for the first time in section 107. The claim that a defendant's acts constituted a fair use rather than an infringement has been raised as a defense in innumerable copyright actions over the years, and there is ample case law recognizing the existence of the doctrine and applying it. The examples enumerated at page 24 of the Register's 1961 Report, while by no means exhaustive, give some idea of the sort of activities the courts might regard as fair use under the circumstances: "quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental

and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported.”

Although the courts have considered and ruled upon the fair use doctrine over and over again, no real definition of the concept has ever emerged. Indeed, since the doctrine is an equitable rule of reason, no generally applicable definition is possible, and each case raising the question must be decided on its own facts. On the other hand, the courts have evolved a set of criteria which, though in no case definitive or determinative, provide some gauge for balancing the equities. These criteria have been stated in various ways, but essentially they can all be reduced to the four standards which have been adopted in section 107: “(1) the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work.”

These criteria are relevant in determining whether the basic doctrine of fair use, as stated in the first sentence of section 107, applies in a particular case: “Notwithstanding the provisions of section 106, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright.”

The specific wording of section 107 as it now stands is the result of a process of accretion, resulting from the long controversy over the related problems of fair use and the reproduction (mostly by photocopying) of copyrighted material for educational and scholarly purposes. For example, the reference to fair use “by reproduction in copies or phonorecords or by any other means” is mainly intended to make clear that the doctrine has as much application to photocopying and taping as to older forms of use; it is not intended to give these kinds of reproduction any special status under the fair use provision or to sanction any reproduction beyond the normal and reasonable limits of fair use. Similarly, the newly-added reference to “multiple copies for classroom use” is a recognition that, under the proper circumstances of fairness, the doctrine can be applied to reproductions of multiple copies for the members of a class.

The Committee has amended the first of the criteria to be considered – “the purpose and character of the use” – to state explicitly that this factor includes a consideration of “whether such use is of a commercial nature or is for non-profit educational purposes.” This amendment is not intended to be interpreted as any sort of not-for-profit limitation on educational uses of copyrighted works. It is an express recognition that, as under the present law, the commercial or non-profit character of an activity, while not conclusive with respect to fair use, can and should be weighed along with other factors in fair use decisions.

General intention behind the provision. The statement of the fair use doctrine in section 107 offers some guidance to users in determining when the principles of the doctrine apply. However, the endless variety of situations and combinations of circumstances that can rise in particular cases precludes the formulation of exact rules in the statute. The bill endorses the purpose and general scope of the judicial doctrine of fair use, but there is no disposition to freeze the doctrine in the

statute, especially during a period of rapid technological change. Beyond a very broad statutory explanation of what fair use is and some of the criteria applicable to it, the courts must be free to adapt the doctrine to particular situations on a case-by-case basis. Section 107 is intended to restate the present judicial doctrine of fair use, not to change, narrow, or enlarge it in any way. Intention as to classroom reproduction. Although the works and uses to which the doctrine of fair use is applicable are as broad as the copyright law itself, most of the discussion of section 107 has centered around questions of classroom reproduction, particularly photocopying. The arguments on the question are summarized at pp. 30-31 of this Committee's 1967 report (H.R. Rep. No. 83, 90th Cong., 1st Sess.), and have not changed materially in the intervening years.

The Committee also adheres to its earlier conclusion, that “a specific exemption freeing certain reproductions of copyrighted works for educational and scholarly purposes from copyright control is not justified.” At the same time the Committee recognizes, as it did in 1967, that there is a “need for greater certainty and protection for teachers.” In an effort to meet this need the Committee has not only adopted further amendments to section 107, but has also amended section 504(c) to provide innocent teachers and other non-profit users of copyrighted material with broad insulation against unwarranted liability for infringement. The latter amendments are discussed below in connection with Chapter 5 of the bill.

In 1967 the Committee also sought to approach this problem by including, in its report, a very thorough discussion of “the considerations lying behind the four criteria listed in the amended section 107, in the context of typical classroom situations arising today.” This discussion appeared on pp. 32-35 of the 1967 report, and with some changes has been retained in the Senate report on S. 22 (S. Rep. No. 94-473, pp. 63-65). The Committee has reviewed this discussion, and considers that it still has value as an analysis of various aspects of the problem.

At the Judiciary Subcommittee hearings in June 1975, Chairman Kastenmeier and other members urged the parties to meet together independently in an effort to achieve a meeting of the minds as to permissible educational uses of copyrighted material. The response to these suggestions was positive, and a number of meetings of three groups, dealing respectively with classroom reproduction of printed material, music, and audio visual material, were held beginning in September 1975. In a joint letter to Chairman Kastenmeier, dated March 19, 1976, the representatives of the Ad Hoc Committee of Educational Institutions and Organizations on Copyright Law Revision, and of the Authors League of America, Inc., and the Association of American Publishers, Inc., stated:

‘You may remember that in our letter of March 8, 1976 we told you that the negotiating teams representing authors and publishers and the Ad Hoc Group had reached tentative agreement on guidelines to insert in the Committee Report covering educational copying from books and periodicals under Section 107 of H.R. 2223 and S. 22, and that as part of that tentative agreement each side would accept the amendments to Sections 107 and 504 which were adopted by your Subcommittee on March 3, 1976.

‘We are now happy to tell you that the agreement has been approved by the principals and we enclose a copy herewith. We had originally intended to translate the agreement into language

suitable for inclusion in the legislative report dealing with Section 107, but we have since been advised by committee staff that this will not be necessary.

‘As stated above, the agreement refers only to copying from books and periodicals, and it is not intended to apply to musical or audiovisual works.’

The full text of the agreement is as follows: Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions.

With respect to books and periodicals. The purpose of the following guidelines is to state the minimum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

Guidelines.

I. Single Copying for Teachers.

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. Multiple Copies for Classroom Use.

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; if and,
- C. Each copy includes a notice of copyright.

Definitions.

Brevity.

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. [of the numerical limits stated in “i” and “ii” above may be

expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity.

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect.

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.[limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. Prohibitions as to I and II Above.

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.

(B) There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

(C) Copying shall not: (a) substitute for the purchase of books, publishers’ reprints or periodicals; (b) be directed by higher authority; (c) be repeated with respect to the same item by the same teacher from term to term.

(D) No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed March 19, 1976.

Ad Hoc Committee on Copyright Law Revision: By Sheldon Elliott Steinbach.

Author-Publisher Group: Authors League of America

By Irwin Karp, Counsel.

Association of American Publishers, Inc.:

By Alexander C. Hoffman,

Chairman, Copyright Committee.

In a joint letter dated April 30, 1976, representatives of the Music Publishers' Association of the United States, Inc., the National Music Publishers' Association, Inc., the Music Teachers National Association, the Music Educators National Conference, the National Association of Schools of Music, and the Ad Hoc Committee on Copyright Law Revision, wrote to Chairman Kastenmeier as follows:

'During the hearings on H.R. 2223 in June 1975, you and several of your subcommittee members suggested that concerned groups should work together in developing guidelines which would be helpful to clarify Section 107 of the bill.

'Representatives of music educators and music publishers delayed their meetings until guidelines had been developed relative to books and periodicals. Shortly after that work was completed and those guidelines were forwarded to your subcommittee, representatives of the undersigned music organizations met together with representatives of the Ad Hoc Committee on Copyright Law Revision to draft guidelines relative to music.

'We are very pleased to inform you that the discussions thus have been fruitful on the guidelines which have been developed. Since private music teachers are an important factor in music education, due consideration has been given to the concerns of that group.

'We trust that this will be helpful in the report on the bill to clarify Fair Use as it applies to music.'

The text of the guidelines accompanying this letter is as follows:

Guidelines for educational uses of music. The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of HR 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future, and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There [may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

(A) Permissible Uses.

(1) Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

(2) (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than (10% of the whole work. The number of copies shall not exceed one copy per pupil. (b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is, (1) confirmed by the copyright proprietor to be out of print or (2) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.

(3) Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

(4) A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

(5) A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

(B) Prohibitions

(1) Copying to create or replace or substitute for anthologies, compilations or collective works.

(2) Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

(3) Copying for the purpose of performance, except as in A(1) above.

(4) Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.

(5) Copying without inclusion of the copyright notice which appears on the printed copy.

The problem of off-the-air taping for nonprofit classroom use of copyrighted audiovisual works incorporated in radio and television broadcasts has proved to be difficult to resolve. The Committee believes that the fair use doctrine has some limited application in this area, but it appears that the development of detailed guidelines will require a more thorough exploration than has so far been possible of the needs and problems of a number of different interests affected, and of the various legal problems presented. Nothing in section 107 or elsewhere in the bill is intended to change or prejudice the law on the point. On the other hand, the Committee is sensitive to the importance of the problem, and urges the representatives of the various interests, if possible under the leadership of the Register of Copyrights, to continue their discussions actively and in a constructive spirit. If it would be helpful to a solution, the Committee is receptive to undertaking further consideration of the problem in a future Congress. The Committee appreciates and commends the efforts and the

cooperative and reasonable spirit of the parties who achieved the agreed guidelines on books and periodicals and on music. Representatives of the American Association of University Professors and of the Association of American Law Schools have written to the Committee strongly criticizing the guidelines, particularly with respect to multiple copying, as being too restrictive with respect to classroom situations at the university and graduate level. However, the Committee notes that the Ad Hoc group did include representatives of higher education, that the stated “purpose of the . . . guidelines is to state the minimum and not the maximum standards of educational fair use” and that the agreement acknowledges “there may be instances in which copying which does not fall within the guidelines. . . may nonetheless be permitted under the criteria of fair use.”

The Committee believes the guidelines are a reasonable interpretation of the minimum standards of fair use. Teachers will know that copying within the guidelines is fair use. Thus, the guidelines serve the purpose of fulfilling the need for greater certainty and protection for teachers. The Committee expresses the hope that if there are areas where standards other than these guidelines may be appropriate, the parties will continue their efforts to provide additional specific guidelines in the same spirit of good will and give and take that has marked the discussion of this subject in recent months.

Reproduction and uses for other purposes. The concentrated attention given the fair use provision in the context of classroom teaching activities should not obscure its application in other areas. It must be emphasized again that the same general standards of fair use are applicable to all kinds of uses of copyrighted material, although the relative weight to be given them will differ from case to case.

The fair use doctrine would be relevant to the use of excerpts from copyrighted works in educational broadcasting activities not exempted under section 110(2) or 112, and not covered by the licensing provisions of section 118. In these cases the factors to be weighed in applying the criteria of this section would include whether the performers, producers, directors, and others responsible for the broadcast were paid, the size and nature of the audience, the size and number of excerpts taken and, in the case of recordings made for broadcast, the number of copies reproduced and the extent of their reuse or exchange. The availability of the fair use doctrine to educational broadcasters would be narrowly circumscribed in the case of motion pictures and other audiovisual works, but under appropriate circumstances it could apply to the non-sequential showing of an individual still or slide, or to the performance of a short excerpt from a motion picture for criticism or comment.

Another special instance illustrating the application of the fair use doctrine pertains to the making of copies or phonorecords of works in the special forms needed for the use of blind persons. These special forms, such as copies in Braille and phonorecords of oral readings (talking books), are not usually made by the publishers for commercial distribution. For the most part, such copies and phonorecords are made by the Library of Congress’ Division for the Blind and Physically Handicapped with permission obtained from the copyright owners, and are circulated to blind persons through regional libraries covering the nation. In addition, such copies and phonorecords are made locally by individual volunteers for the use of blind persons in their communities, and the Library of Congress conducts a program for training such volunteers. While the making of multiple

copies or phonorecords of a work for general circulation requires the permission of the copyright owner, a problem addressed in section 70 of the bill, the making of a single copy or phonorecord by an individual as a free service for a blind persons would properly be considered a fair use under section 107.

A problem of particular urgency is that of preserving for posterity prints of motion pictures made before 1942. Aside from the deplorable fact that in a great many cases the only existing copy of a film has been deliberately destroyed, those that remain are in immediate danger of disintegration; they were printed on film stock with a nitrate base that will inevitably decompose in time. The efforts of the Library of Congress, the American Film Institute, and other organizations to rescue and preserve this irreplaceable contribution to our cultural life are to be applauded, and the making of duplicate copies for purposes of archival preservation certainly falls within the scope of “fair use.”

When a copyrighted work contains unfair, inaccurate, or derogatory information concerning an individual or institution, the individual or institution may copy and reproduce such parts of the work as are necessary to permit understandable comment on the statements made in the work.

The Committee has considered the question of publication, in Congressional hearings and documents, of copyrighted material. Where the length of the work or excerpt published and the number of copies authorized are reasonable under the circumstances, and the work itself is directly relevant to a matter of legitimate legislative concern, the Committee believes that the publication would constitute fair use.

During the consideration of the revision bill in the 94th Congress it was proposed that independent newsletters, as distinguished from house organs and publicity or advertising publications, be given separate treatment. It is argued that newsletters are particularly vulnerable to mass photocopying, and that most newsletters have fairly modest circulations. Whether the copying of portions of a newsletter is an act of infringement or a fair use will necessarily turn on the facts of the individual case. However, as a general principle, it seems clear that the scope of the fair use doctrine should be considerably narrower in the case of newsletters than in that of either mass-circulation periodicals or scientific journals. The commercial nature of the user is a significant factor in such cases:

Copying by a profit-making user of even a small portion of a newsletter may have a significant impact on the commercial market for the work.

The Committee has examined the use of excerpts from copyrighted works in the art work of calligraphers. The committee believes that a single copy reproduction of an excerpt from a copyrighted work by a calligrapher for a single client does not represent an infringement of copyright. Likewise, a single reproduction of excerpts from a copyrighted work by a student calligrapher or teacher in a learning situation would be a fair use of the copyrighted work.

The Register of Copyrights has recommended that the committee report describe the relationship between this section and the provisions of section 108 relating to reproduction by libraries and archives. The doctrine of fair use applies to library photocopying, and nothing contained in section 108 “in any way affects the right of fair use.” No provision of section 108 is intended to take away

any rights existing under the fair use doctrine. To the contrary, section 108 authorizes certain photocopying practices which may not qualify as a fair use.

The criteria of fair use are necessarily set forth in general terms. In the application of the criteria of fair use to specific photocopying practices of libraries, it is the intent of this legislation to provide an appropriate balancing of the rights of creators, and the needs of users.

Effective date of section:

Act ct. 19, 1976, P.L. 94-553, § 102, 90 Stat. 2598, provided that this section “becomes effective on January 1, 1978”.

Amendments:

1990. Act Dec. 1, 1990 (effective 6 months after enactment as provided by § 610 of such Act, which appears as 17 USCS § 106A note), in the introductory matter, substituted “sections 106 and 106A” for “section 106”.

1992. Act Oct. 24, 1992 added the concluding matter.

Sample Request for Permission for Classroom Use

(adapted with permission from materials developed by the Scholarly Communication Department of the Libraries of North Carolina State University)

[UNIVERSITY LETTERHEAD]

[and address of copyright owner indicated in copyright notice]

Dear _____

I am a professor at the Boyd School of Law, University of Nevada, Las Vegas. I would like to reproduce and distribute the following material to students and auditors in University courses:

Title of Work: _____

Edition or Date: _____

Author: _____

Portion(s) of work to be used: _____ [specifically by pages, sections, chapters, etc...]

This material will be used for [purpose]. I anticipate that classes will use this material _____ times per academic year and that each class will have approximately _____ students. I intend to have this material copied using [describe copying process, e.g. photocopies, offset, etc.]

Copies of this material will be made and distributed only (1) to students and auditors in University classes, (2) on a nonprofit basis, (3) when, for pedagogical or other reasons, it is not practical to assign the entire work from which this material is taken. We will include your copyright notice in our copies of this material.

While I believe that copying and distribution of this material as described above is “fair use,” in the interest of greater certainty I would appreciate your consent. [Delete this sentence if untrue.]

Please indicate your consent by signing the enclosed copy of this letter and returning it to me in the enclosed envelope.

Also, please use the appropriate spaces at the end of this letter to indicate the name and address of any other person whose consent might be required.

Very truly yours,

[Name of professor]

Enclosure

Consent granted to:

[Legal name of copyright holder]

By:

Name: _____ [Print]

Title: _____

Date: _____

Other persons to contact for consent:

Name(s): _____

Address(es): _____

Telephone No(s): _____

Boyd School of Law Request to Duplicate Course Materials

Date: _____

Name: _____

Course: _____

Single-sided or Double-sided (check one)

Special instructions: _____

Date needed: _____



I am the professor teaching this course, and I have determined that the requested copying does not infringe any copyrights.

Signature

Date

Submit completed form to Karen Tygert via fax at 895-2428 or electronically at karen.tygert@unlv.edu.

(Signed form to be kept on file in Faculty Support Center for three years from date signed.)



DATE: August 31, 2001 (*minor revisions January 19, 2005*)

TO: UNLV Faculty

FROM: Raymond W. Alden III, *Executive Vice President and Provost* (original signed by Dr. Alden)

RE: Requiring your own text for class

Occasionally I am asked whether UNLV has a policy regarding faculty requiring students to purchase textbooks that the faculty member has written. Faculty, quite rightly, are concerned about possible conflict of interest in making money from their students in this way, or even the appearance of conflict. At the same time, we encourage faculty to use their expertise to write books, including textbooks. After the question was raised recently, I asked UCCSN attorneys for a legal position. It is described below. One requirement that they recommend to protect both faculty and students, is that the use of the text be approved by the Dean. In order to implement this advice, I have consulted the Deans who suggest that having the faculty member complete a form requesting approval would speed the process. That form is attached. ~~Please be sure to get the requisite signatures prior to submitting book orders for each semester. The Deans' Offices are being asked to keep the approval forms for three years, so it will not be necessary to complete a form for the same book/class more often than that.~~

Requirements specified by the attorneys:

1. The published books must be properly copyrighted by the authors;
2. The published books are available for open sale;
3. UNLV faculty do not make sales directly to students; and
4. The published books being assigned as texts in a course are approved for such use by the Dean concerned.

At other universities, faculty often donate their royalties from textbook sales at their home institution to their department. While I am certainly not suggesting that this option be required, it does remove any potential issues of conflict of interest with required reading materials.

The above does not apply to course packets that go through Reprographics/*Design Services* and the UNLV Bookstore. They are covered by another policy.

RWA/bc:bjwr

Attachment (updated January 19, 2005)

Office of the Executive Vice President and Provost
 4505 Maryland Parkway • Box 451002
 Las Vegas, Nevada 89154-1002
 (702) 895-3301 • FAX (702) 895-4054
www.unlv.edu/Provost

REQUEST TO ASSIGN MY OWN TEXTBOOK IN MY CLASS

Faculty Member's
Name _____ Date _____

Class _____
Prefix Number Section Course Title

Semester _____

Book Title _____

Please affirm:

_____ This book is properly copyrighted by me or the publisher.

_____ This book is available for open sale.

_____ I will not sell this book directly to students.

Signature _____
Date _____

Approved _____
Department Chair Date

Approved _____
Dean Date

If permission is refused, reasons must be provided below:

Fall 2007 Final Exam Cover Sheet

Instructions:

- 1) Fill in information (either Professor or Secretary)
- 2) Print hard copy
- 3) Sign at bottom of form to acknowledge that all pertinent sections have been filled in.
- 4) Attach to Final Exam and deliver to Stacy Shiroma.

Course: Law Number & Section: Professor's Name: Date form was completed: Phone number where you can be reached during the exam:	Term & Year: Date & Time of Exam: Time Allotted for Exam: Name of Administrative Assistant:
--	--

To be filled out by the Registrar only: Exam Soft Password:
--

The following checklist will help to explain the testing procedures and will assist the Registrar's office with the administration of your final examination. Please complete the checklist below and turn in with your final exam.

All final exams must be turned in to the Registrar's office at least 2 full working days prior to the scheduled date and time of your examination. This is absolutely crucial to allow sufficient time to prepare the examination. During the examination itself, it is easiest for staff if you are present to answer any questions that arise during the administration of your exam. If it is impossible for you to be present during your exam, please write the number where you can be reached on this form. Make sure and have a copy of your exam with you during the time of the examination.

Following the administration of your exam, all typed exams must be printed, sorted and prepared for your review. This process generally takes between 24-48 hours. Exams will then be returned to your assistant. The assistant will be asked to verify the number of bluebooks received.

As we did last semester, we will continue using the grades spreadsheet. Once you get your grades calculated, please enter your grades on the grades spreadsheet and make sure that the breakdown conforms to the BSL policy (more details on where to find the form and instructions will be included when bluebooks are returned to you). At the conclusion of the grading process, please return all bluebooks (in numerical order), exams and grades, to the Registrar's Office.

Bluebooks:

One question per bluebook(s): Yes No

Page limits on answers: Typists: Writers:

Special Answer format (i.e., every other line, one side of page):

Answers may be written in: Pen Pencil Either

Desired Color of Ink: Desired Font for Printed Exams:

Format of Supplement and Exam:

Number of Supplement Pages (if applicable):

Number of Exam Pages (including exam instructions):

Multiple Choice: Yes No Scantron Needed: Yes No

Are outside materials permitted: Yes No

If yes, what materials are permitted?

Type here please:

List students who are writing papers in lieu of final exam:

Type here please:

Take Home Exams:

Time Allotted for Exams:

Time and Date Due:

Are students permitted to start at anytime: Yes No

If yes: Start time range:

Are students required to start the exam at the same time? Yes No

Answers must be typed: Yes No

Can answers be handwritten: Yes No

If yes, fill out bluebook section below:

One question per bluebook(s): Yes No

Page limits on answers: Typists: Writers:

Special Answer format (i.e., every other line, one side of page):

Answers may be written in: Pen Pencil Either

Color Ink:

Bluebook Storage:

(Please indicate preference on your bluebooks storage) Registrar's Office Faculty's Office

Please make sure that all of the pertinent information on this checklist is included in your written instructions to the students.

Signature: _____ (Professor or Assistant) **Date:** _____

Exam Number _____

William S. Boyd School of Law, University of Nevada Las Vegas**FINAL EXAMINATION
Administrative Law**

Professor Birdsong

Fall 2007**Total Time: 3 hours****General Instructions**

1. This is an open book examination. "Open book" for the purpose of this examination means that you may use: your casebook, a copy of the Administrative Procedure Act, your notes, any materials that I have handed out in class, and any commercial outline that you personally prepared or prepared in a study group. You may *not* bring any other materials into the examination.

2. Please write your student examination number in the space provided above. You may *not* remove this examination paper from the examination room. *You may write on this paper, but you must return it with your bluebooks. If your examination packet is unaccounted for at the end of the examination, you will receive no credit for the examination.*

3. This examination consists of 7 pages, including this instruction page and an 18 page supplement. Make sure you have all 7 pages of instructions and 18 pages of the supplement.

4. There are three parts to this exam. *Answer each part of this exam in a separate bluebook or set of bluebooks.* Put your examination number on each bluebook and clearly mark which part you are answering on the cover of that bluebook. *If you are using more than one bluebook for an answer, indicate clearly that you have done so* (e.g., Part I, Book 1 of 2).

5. If you are writing in bluebooks, please (i) write legibly; (ii) begin each new question in a new bluebook; (iii) write only on one side of the page; and (iv) use black or blue ink.

6. If you believe that there is a factual ambiguity in any question, *state clearly what you think is the ambiguity.* Similarly, if you are making factual assumptions, *state clearly what assumptions you are making.*

7. Point values and suggested times for each question are indicated. Use your time wisely.

Good Luck!

**End of Instructions
DO NOT TURN TO PAGE 2 UNTIL THE PROCTOR TELLS YOU TO BEGIN**

GRADES SPREADSHEET INSTRUCTIONS (8/16/05)
Classes w/at least 20 Students

Please use the attached Grade Spreadsheet to ensure that you are in compliance with the established grading parameters. Here are the instructions:

- To open the attachment, hit "OPEN".
- Click on SHEET 2 to find the Grades Spreadsheet.
- Enter your grades into the spreadsheet. The students are listed by ID number. The spreadsheet will automatically calculate your median and grade distributions.
- Make sure that your grade distributions fall within the mandatory curve:

A & A-	5-15%
B+ & B	25-40%
B- & C+	25-40%
C & Below	5-35%
Median	2.70

- If your grades are not within the guidelines, the spreadsheet will say in red that you are too high or too low. Make the adjustments accordingly.
- Then, go to the right-side of SHEET 2 and assign your CALI recipient (the CALI goes to the outstanding student in your class).
- Print Sheet 2. Make sure that you sign on the Faculty Signature line authorizing release of your grades. When you are done, please submit the following to either the BSL Registrar's Office or to your faculty administrative assistant:
 - 1) Hard Copies of Sheet 2 (Grades Spreadsheet and a signed CALI Recipient form)
 - 2) Bluebooks (if you choose to have them stored at the BSL Registrar's office)AND
 - 3) Email Sheet 2 (Grades Spreadsheet) as an attachment to stacy.shiroma@unlv.edu. This will help us copy your grades into our electronic database.

- If you are having any trouble, please contact your faculty administrative assistant.
- Once the BSL Registrar's office verifies that your grades fall within the established parameters, an email will be sent to the Faculty Support Supervisor authorizing her to release your Faculty Evaluations.

OR

If you need assistance with entering the grades on the spreadsheet, manually write your grades on the spreadsheet that was furnished to you when we delivered your bluebooks. Give the grade sheet to your faculty administrative assistant and she will enter the grades on the spreadsheet.

Thanks!

GRADES SPREADSHEET INSTRUCTIONS
Classes Under 20 Students (4/05/05)

If you have a class under 20 students, you are not bound to follow the established grading curve. Here are your instructions:

- To open the attachment, hit "OPEN".
- Click on SHEET 1 to find the grade sheet. Use this sheet to enter your grades. The students are listed by ID number.
- Click on SHEET 2 and assign your CALI recipient (the CALI goes to the outstanding student in your class).
- Print Sheet 2. Make sure that you sign on the Faculty Signature line authorizing release of your grades. When you are done, please submit the following to either the BSL Registrar's Office or to your faculty administrative assistant:
 - 1) Signed hard copy of Sheet 2 (CALI Recipient form)
 - 2) Bluebooks (if you choose to have them stored at the BSL Registrar's office)AND
 - 3) Email Sheet 1 (Grade sheet) as an attachment to stacy.shiroma@unlv.edu. This will help us in copying your grades into our electronic database.
- If you are having any trouble, please contact your faculty administrative assistant.
- Once the BSL Registrar's office verifies receipt of grades, an email will be sent to the Faculty Support Supervisor authorizing her to release your Faculty Evaluations.

OR

If you need assistance with entering the grades on the spreadsheet, manually write your grades on the spreadsheet that was furnished to you when we delivered your bluebooks. Give the grade sheet to your faculty administrative assistant and she will enter the grades on the spreadsheet.

Thanks!

INCOMPLETE GRADE CONTRACT

Student Policy Handbook: 8.08 Incomplete Grades

Any student who receives an incomplete grade must complete the course requirements within one year from the date of the grade report on which the incomplete is recorded or the student's graduation, whichever comes first. Incomplete grades not removed within one year will be changed to a grade of "F". The Associate Dean for Student Affairs may make an exception for a student who voluntarily withdraws from school.

Note: The instructor reserves the right to give you less than one year to complete an "I" grade.

Students and faculty must complete this form to record an incomplete grade for a course and to document the date all course requirements must be completed. Please submit completed/signed form to the BSL Registrar's Office.

Student Name

LNumber

Telephone Number

E-Mail Address

Semester

Course Instructor

Incomplete Deadline Date

(If granted the full year, the deadline date is 21 days after the last day of scheduled finals.)

Student Signature

Date

Faculty Signature

Date

FINAL GRADE SUBMISSION FORM

Admin Law (Law 604)(001)(Birdsong)

EXAM ID	FINAL GRADE	Grade Point Equivalent	Grade Distribution			Grade Points
1	B-	2.70	A	3.00	A	4.00
2	C	2.00	A-	0.00	A-	3.70
3	C+	2.30	B+	2.00	B+	3.30
4	B-	2.70	B	4.00	B	3.00
5	C-	1.70	B-	5.00	B-	2.70
6	C-	1.70	C+	3.00	C+	2.30
7	C+	2.30	C	1.00	C	2.00
8	B	3.00	C-	4.00	C-	1.70
9	B+	3.30	D+	0.00	D+	1.30
10	A	4.00	D	1.00	D	1.00
11	B-	2.70	D-	0.00	D-	0.70
12	B-	2.70	F	0.00	F	0.00
13	B	3.00				
14	B	3.00			Median	2.70
15	C+	2.30				
16	D	1.00				
17	A	4.00			Percentages	
18	B-	2.70			A/A-	13
19	B	3.00			B+/B	26
20	A	4.00			B-/C+	35
21	C-	1.70			C/Below	26
22	B+	3.30				
23	C-	1.70		Required Number	Minimum	Maximum
				A/A-	1	3
				B+/B	6	9
				B-/C+	6	9
				C/Below	1	8

Admin Law (Law 604)(001)(Birdsong)

Grades			
CALI Award Winner:	#20		
Faculty Signature: Bret Birdsong	Date:		
Associate Dean Signature:	Date:		
(If a waiver of the Median or Percentages is necessary, signature of the Associate Dean is required verifying receipt of the explanatory memorandum by the faculty member.)			
Registrar Received Signature:	Date:		
The established Median is 2.7. Established percentages are as follows:			
Signature of the Associate Dean is required for deviations of this policy.			
No signature is necessary if grades fall within the established guidelines.		A/A-	5-15%
		B+/B	25-40%
		B-/C+	25-40%
		C/Below	5-35%

PROCEDURES FOR PLACING ITEMS ON TEMPORARY RESERVE

U.S.C. Title 17, the Copyright Act of 1976, governs library reserve operations. The Copyright Act provides for no general exemption for photocopying materials for educational use. Photocopies of copyrighted materials placed on temporary or course reserve in the UNLV Law Library ordinarily must meet tests for fair use, such as the classroom Guidelines for Fair Use (see 17 U.S.C.A. §107, Historical and Statutory Notes), unless permission for use has been obtained or the materials are copyrighted by UNLV or the person submitting the materials or are in the public domain. To bring the library into compliance with these requirements and the UNLV photocopying guidelines, all materials submitted by Law School faculty or staff for placement on reserve must be accompanied by a completed and signed Reserve Request Form (see Appendix J).

If the materials are for a course, please indicate on the Reserve Request Form the course name we should use on the course record and the title you wish us to assign to the item when we add it to the course record in the library system. If the materials are not related to a course, we can file them under a course record entitled Law School Materials; however, you should speak to one of the Circulation staff to determine what title the library will place on the record. You must also certify that the item either meets Fair Use standards or is otherwise exempt. All materials should be submitted to Chad Schatzle, Beverly Galloway, or Claire Hand. Adherence to these procedures will help ensure that library personnel will be able to retrieve the item when it is requested.

The library will return reserve materials to the submitter at the end of each semester unless the release form indicates that the materials should be discarded. If the materials are later returned to us for placement on reserve for additional periods of time, the faculty or staff member must submit a new Reserve Request form along with the materials.

Adherence to these procedures will ensure that materials are promptly placed on reserve for students to use. If you have any questions, please speak with Chad Schatzle at 895-2317, Beverly Galloway at 895-2369 or Claire Hand at 895-2465.

LAW LIBRARY RESERVE REQUEST FORM

Date of Request: _____

Name of Person Submitting Request: _____

Course Name: _____

(if not related to a course, the record will indicate "Law School Materials.")

Name You Wish Assigned to Item: (The name that students will use to request the item or to find it in the library catalog)

Loan Period (Please circle one):

2 Hours (In-Library Use) 24 Hours 3 Days 7 Days

Disposition at End of Semester (Please circle one):

Discard Return to Submitter

(If you wish items to be removed from Reserve prior to the end of the semester, please indicate a date for removal below. For sample exams ONLY, please indicate if you wish to have them retained permanently.)

SUBMITTER'S SIGNATURE IS REQUIRED BEFORE ITEMS WILL BE PLACED ON RESERVE. YOUR SIGNATURE CERTIFIES THAT THE ITEM(S) BEING SUBMITTED FOR PLACEMENT ON LAW LIBRARY RESERVE MEET AT LEAST ONE OF THE CRITERIA LISTED BELOW.

- (1) The copy/copies I am placing on reserve meet(s) the tests of brevity, spontaneity, and cumulative effect and other fair use provisions as defined in the Classroom Guidelines, or are otherwise entitled to exemption under the Fair Use provisions of the Copyright Act.
- (2) Permission to copy has been obtained from the copyright owner or Copyright Clearance Center and any assessed royalties have been paid.
- (3) I am the copyright owner.
- (4) UNLV is the copyright owner.
- (5) The item is not copyrighted or is in the public domain.

Signature

Date

NEVADA BOARD OF CONTINUING LEGAL EDUCATION
605 FOREST STREET
RENO, NEVADA 89509
TEL (775) 329-4443/FAX (775) 329-4291
E-MAIL nevadacleboard@sbcglobal.net

**APPLICATION FOR CREDIT FOR INSTRUCTION
AT AN APPROVED COURSE**

1. Name, address and telephone number of applicant: _____

2. Name, address and telephone number of course sponsor: _____

3. Title of course or activity: _____
4. Date and place (city) of each presentation of course (application must be made within 60 days following the presentation): _____
5. Subject matter taught: _____
6. Type of instruction (lecture, leading of discussion, panel presentation, etc.): _____

7. Number of clock hours spent **TEACHING** (at a single presentation of the course): Number of **GENERAL CREDITS** taught _____, number of **ETHICS CREDITS** taught _____.
8. Number of clock hours spent in **ATTENDANCE** at portions of the course taught by others (at a single presentation of the course): Number of **GENERAL CREDITS** attended _____, number of **ETHICS CREDITS** attended _____.
9. Number of clock hours spent directly in preparation for teaching (at a single presentation of the course). No more than 5.0 credits may be allocated to preparation for each hour of actual instruction: _____
10. Description of the content of all written material prepared for the course. A sample of such material may be submitted in lieu of a description: _____
11. Is this an updated presentation of previously presented material: _____
If yes, describe the extent to which the material was updated: _____

12. Number of credits requested: _____ (The Board allows 1.0 credit for each 60 minutes of actual instruction at a single presentation of the course).

DATE

SIGNATURE

BAR NUMBER

APPROVED/DISAPPROVED Date: _____ Credits: _____

Signature

Revised 02/01/06