



FACULTY MANUAL

**September 2020 Edition
Office of the Dean**

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I. INTRODUCTION

This manual provides information to assist you in your professional endeavors at Cleveland-Marshall. Please review this material carefully. Feel free to ask Dean's Office personnel or other persons mentioned in the manual for more information on any item. If you have questions about matters we do not cover, please ask.

II. A BRIEF HISTORY OF CLEVELAND-MARSHALL

The Cleveland-Marshall College of Law, founded in 1897 as the Cleveland Law School, was the first law school in Ohio to admit women and one of the first to admit minorities. In 1946 the Cleveland Law School merged with the John Marshall School of Law, founded in 1916, to become the Cleveland-Marshall Law School. In 1969, the Law School joined Cleveland's new public university as its sixth college and was renamed the Cleveland-Marshall College of Law of Cleveland State University.

Because access to opportunity was a motivating principle of the law school's founders, the early school's student population was remarkable for its diversity. Many of the men and women who studied in the new law college were immigrants or the sons and daughters of immigrants; many were older students and minorities; and most worked throughout the day while studying law at night.

A number of the law school's earliest alumni had notable careers, including the Honorable Genevieve Cline '21, the first woman in America appointed to a federal court; the Honorable Mary Grossman '12, the first woman in America elected to a municipal court bench; Cleveland Mayor, the Honorable Carl B. Stokes '56, the first African American mayor of a major American city; the Honorable Louis Stokes '53, Ohio's first African American Congressman; and Cleveland Mayor, five-time Ohio Governor and two-term U.S. Senator, the Honorable Frank Lausche '21, son of Slovenian immigrants. Other graduates left their imprint in large and small ways in the local history books as influential attorneys, judges, public servants and leaders in commerce and industry. Many of the justices of the Ohio Supreme Court have been graduates of the law college. Cleveland-Marshall graduates laid the foundation of the legal profession in Northeast Ohio and shaped the future of

our region as surely as the early explorers who mapped the outlines of the Western Reserve. Today's alumni remain the foundation of the legal profession in Northeast Ohio, serving the judiciary at every level, heading law firms, chairing corporations and contributing to the region's and nation's economic and social wellbeing.

Accredited by the American Bar Association in 1957 and accepted into the Association of American Law Schools in 1969, Cleveland-Marshall College of Law offers the J.D. and the LL.M. degrees, a number of dual degrees—J.D./M.B.A. (Master of Business Administration), J.D./M.P.A. (Master of Public Administration), J.D./M.U.P.D. (Master of Urban Planning and Development), J.D./M.A.E.S. (Master of Arts in Environmental Studies), and J.D./M.S.E.S. (Master of Science in Environmental Science)—and a non-professional Master of Legal Studies (M.L.S.) degree.

Under the supervision of the clinical faculty, students receive experiential training in four legal clinics: the Civil Litigation Clinic, the Transactional Law Clinic, the Community Advocacy Clinic, and the Appellate Practice Clinic.

Students receive onsite legal training in externships in a multitude of settings including federal district and appellate and state appellate courts, the federal immigration and Medicare appeals courts, the U.S. Attorney's Office and Federal Public Defender's Office, county prosecutor and public defender offices, general counsels' offices (Cleveland State University, John Carroll University, and the Cleveland Metropolitan School Board), and the N.L.R.B.

Students edit three journals: the Cleveland State Law Review, the Journal of Law and Health, and the Global Business Law Review. They participate successfully in moot court and trial team competitions throughout the country, such as The Thurgood Marshall Moot Court Competition, the National Moot Court Competition, the National Appellate Advocacy Competition, the Burton D. Wechsler First Amendment Competition, the National Moot Court Competition in Child Welfare and Adoption Law, and the August A. Rendigs National Products Liability Competition. Students serve as leaders in one or more of our twenty student organizations. Students may choose a subject-specific curriculum through the law school's concentrations in Employment and Labor Law, Business Law, Criminal Law, Civil Litigation and Dispute Resolution, and International and Comparative Law. Moreover, through

countless volunteer opportunities in the law school's Pro Bono Program, students learn the lawyer's responsibility to the community.

Finally, C|M|LAW students, graduates, and members of the bench and bar study and research in one of the country's finest law libraries, which houses the state's second largest legal collection and all major online resources.

III. WEBSITE

The C|M|LAW website address is <https://www.law.csuohio.edu/>. This site contains useful information such as course descriptions, schedules, first class assignments, course book assignments, and faculty profiles. For full texts of the law school's Academic Regulations and Honor Code, and also CSU's statement of Student Rights and Responsibilities, please see <https://www.law.csuohio.edu/academics/regulations>. The STUDENT HANDBOOK is revised each summer and is posted online at <https://www.law.csuohio.edu/currentstudents/resources/studenthandbook>. Incoming students are directed to it during Orientation.

The website also contains a calendar of events and other important law school dates, as well as information about admissions, career planning, financial aid, and the law alumni association. For the calendar of events, please see <https://www.law.csuohio.edu/newsevents/calendar>.

This calendar is updated regularly and contains information such as lectures, conferences, important student dates, holidays, and faculty meetings:

Many documents helpful to faculty are also available on the Faculty Resources page at <https://www.law.csuohio.edu/facultystaff/resources>. Although the content of the Faculty Resources page is always changing, currently posted documents and forms include: Beginning of the Semester Memo, Course Preferences Form, Course Release Policy, Class Rosters and Photos, Document Templates, Evening and Afternoon Events, Exam Grade Report Form, Faculty Focus, Faculty Manual, First Assignments Posting, Grade Distribution Form, Grade Due Dates, Guide to Email Lists, Lunchtime Speaker Series, Materials at the Reception Desk, Travel Request Form, Post-Trip Form, Take Home Exams Policy, and ULWR Seminars.

IV. ADMINISTRATIVE OFFICES

Office of the Dean (Law Building, Room 106)

Dean *Lee Fisher (LB 108; 687-2300)* is the chief academic and administrative officer of the law school. His duties include oversight of the hiring of full-time and adjunct faculty, fundraising and development, appointment of committees and special task forces, and alumni and community relations.

- Administrative Secretary *Holli Goodman (LB 107; 687-2300)*.

Associate Dean for Administration *Carolyn Broering-Jacobs (LB 111; 687-2300)* is responsible for the administration of many functions of the law school including course scheduling, curriculum planning, recruiting and working with adjunct and visiting faculty, student advising, clinics, and oversight of the Student Services Center offices of Academic Affairs, Student Life, and Student Records.

Associate Dean for Academic Enrichment *Jonathan Witmer-Rich, (LB 113; 687-2535)* is responsible for cultivating faculty intellectual enrichment and student achievement in the law school. Her duties include coordinating workshops and other faculty-focused teaching and scholarship presentations, advising on internal and external communication strategies that promote faculty development, providing guidance to junior faculty in helping them develop their scholarly agendas, and working with faculty committees to enhance the quality of teaching and scholarship.

Budget Manager *Allison Bolt (LB 112; 687-2306)* manages and integrates all budget functions within the College of Law, serves as HR Liaison for the College with the Department of Human Resources, and coordinates and administers Research and Grant budgets. She also handles all student employment. She is supported in part by administrative assistant *Donna Helfrich (LB 115; 687-4594)*.

- Assistant Dean for Admissions and Financial Aid *Barbara Andelman (LB 137A; 687-4692)*
- Assistant Dean for Student and Career Services *Sarah Beznoksa (LB 143; 687-2260)*

- Assistant Director for Student and Career Services *Jaime Gay (LB 137B; 687-4557)*
- Student Records Administrator *Marcie Rechner (LB 142; 687-2289)*
- Director of Academic Support *Nicholas De Santis (LB 54; 687-2318)*
- Director of Bar Examination Preparation *Mary Jane McGinty (LB 147; 687-2297)*
- Director of Alumni and Donor Relations *Amy L. Miller (LB 113; 687-2537)*
- Development Manager *Ashley Presutto (LB 119; 687-2286)*

Law Library Director *Lauren Collins (LL 110; 687-3547)* is in charge of the library and is responsible for the oversight, development, and coordination of technology.

Administrative Coordinator *Jill Natran (LB 145; 687-2354)* coordinates and facilitates special events. She schedules law building rooms for meetings, conferences and lectures, and serves as the law school's liaison to Conference Services, Food Services, Instructional Media Services, Physical Plant and campus police. She prepares and submits Supreme Court of Ohio CLE applications for upcoming lectures and conferences.

- Administrative Secretary *Donna Helfrich* handles travel arrangements and reimbursements and assists Allison Bolt with other financial matters.

Clerical Services

Clerical services and related administrative support are provided by our staff including *Diane Adams (LB 115; x6884)*, *Layla Davis (LB 144; x2396)*, *Donna Helfrich (LB 115; x4594)*, and *Jean Packard (LB 3947; Legal Clinic Office)*, along with a rotating group of undergraduate work study students.

Faculty may submit requests for clerical tasks in one of two ways:

(1) Email a request to this address: adminhelp@law.csuohio.edu. Please use the email address if your request requires you to send attachments; there is no way to include an attachment on the webform.

(2) On the faculty resources page of our website, click the link that says "Submit an administrative help request" and complete the webform. Here is the link to the webpage:

<https://www.law.csuohio.edu/facultystaff/resources>

Cleveland-Marshall Law Alumni Association

Alicia Perozeni (LB 121; 687-2368) is in charge of alumni activities and alumni special events for the Cleveland-Marshall Law Alumni Association (CMLAA). If you are trying to locate any of our alumni, she can assist you.

V. STUDENT SERVICES CENTER (SSC) (LAW BUILDING, ROOM 138)

1) Hours

When classes are in session in the fall and spring semesters, the SSC hours are M & T 8:00 a.m. to 6:00 p.m., and W, TH, F 8:00 a.m. to 5:00 p.m. For hours at other times, contact the receptionist. For the hours of a specific office within the SSC, contact that office.

Academic Affairs

Student Records Administrator *Marcie Rechner (LB 146; 687-2289)* maintains student records, including those relating to enrollment, grades, and graduation requirements. See her if you need grade report forms or other information relevant to the law school's processing of grades. She also handles matters related to Bar certifications and exam administration.

- Secretary *Layla Davis (x2396)* finalizes teaching contracts for adjuncts. She is the person to notify of any room changes and class cancellations.
Call Ms. Davis if you need to cancel a class, whether or not the

cancellation has been previously announced in class—preferably at least several hours before class time—and she will make sure that the appropriate notices are posted. She can provide you with classroom seating charts and class rosters. Textbook orders are now placed directly through the CSU Bookstore (Viking Outfitters). Ms. Davis will notify you when orders must be placed, which is generally two months before the semester begins.

Academic Support

Mary Jane McGinty (LB 147; 687-2297) is Director of the Bar Examination Preparation. She teaches the Law College's Bar Preparation course and coordinates programs related to the bar admission process and the bar examination.

Nick DeSantis (LL 214(B); 687-2318) is Director of the Office of Academic Support. Nick supervise Cleveland-Marshall's robust academic support programming, including Jump Start, the Academic Excellence, Program, Mindfulness Moment, and the Fall and Spring Skills Workshop Series. Nick also teaches in the Legal Career Opportunities Program.

Michelle Landever Bond (LL 214A; 687-5166) is an Academic Support Specialist in the Office of Academic Support. She provides individualized assistance to our students including performing assessments, developing study plans, strengthening student skills in legal analysis, essay writing and multiple choice, and overall student support.

Admissions and Financial Aid

Assistant Dean *Barbara Andelman (LB 137A; 687-4692)* directs the student admissions process and oversees financial aid.

Student and Career Services

Assistant Dean *Sarah Beznoska (LB 143; 687-2260)* oversees the areas of career planning, student life, and student records. She coordinates on campus interviewing and develops programs to assist students in planning their careers during and after law school, and gathers and reports graduate employment data to the ABA, NALP, and USNWR. She works to maintain a

vibrant, supportive, and healthy environment for students at Cleveland-Marshall College of Law and serves as the students' point of first contact for the law school administration. She provides academic and financial aid counseling to students and oversees programs to enhance the student experience at law school. She oversees our Peer Advisor program, is our student organizations liaison, and oversees the law school's initiatives to promote diversity.

Assistant Director for Student and Career Services *Jaime Gay (LB 137B; 687-4457)*.

Student Records Administrator *Marcie Rechner (LB 142; 687-2289)* maintains student records, including those relating to grades and graduation requirements. See her if you need grade report forms or other information relevant to the law school's processing of grades. She also collects and maintains faculty evaluations.

Leaving Materials for Students

Faculty may leave materials for student pick up at the Student Services Reception Desk under the following conditions:

Please identify the course and professor on the materials and envelope containing the materials. If you want a student to receive the material in an individual envelope, please provide the material to the receptionist in that form with the student identification marked on the outside.

Also, please tell the receptionist:

- a. whether students will identify themselves by name or exam number;
- b. how long the material will be available for students (e.g., a specific length of time or the entire semester); and
- c. terms or conditions under which students may review the material. For example, you should specify whether students can take the material with them or if students should only view the material in the Student Services Center.

A Quiz/Paper/Exam Viewing Form is attached as Appendix 19. You should provide this form to the receptionist when delivering materials for student

review. This form allows you to provide instructions for the receptionist. If you are simply dropping off an envelope for a student to pick up, it is not necessary to complete the form.

At the beginning of each semester, any material that students did not pick up during the prior semester will be returned to the professor.

VI. LAW SCHOOL COMPUTING

Workstations

Each faculty office is equipped with a Microsoft Windows-based workstation and a printer. All faculty workstations are also connected to large volume printers and color printers. They have the following supported software packages: Microsoft Office Suite (Word, PowerPoint, Excel, Access, Publisher, OneNote), Adobe Acrobat Pro, Mozilla Firefox, Google Chrome and Internet Explorer.

Microsoft Office 365 for e-mail is accessed through a web browser such as Firefox or Chrome. Accounts can be accessed at <http://mail.csuohio.edu/>. If you wish to have other programs installed on your office workstation, or have a question about your existing hardware and software, please contact the C|M|LAW IT Department at 523-7555 or newticket@law.csuohio.edu.

The CSU Center for Teaching Excellence provides equipment loans to faculty, including digital cameras, projectors, and iPods. They also offer many training sessions and workshops related to instructional technology. Please visit <http://www.csuohio.edu/offices/teachingexcellence> for more information.

The eLearning Office of the Center for Instructional Technology and Distance Learning provides instructional design support, media development services, program coordination, and student services development for eLearning at Cleveland State University. They also offer Blackboard training and assistance. Their website can be found here:

<http://www.csuohio.edu/elearning/>.

Classroom Technology

Most of the classrooms in the law school feature projectors, document cameras, workstations, DVD/VCR units, as well as inputs for external USB drives and laptops. All classroom presentation workstations have standard Microsoft Office software, including PowerPoint. If you would like an

overview of the classroom technology control systems, please contact a member of the Information Technology staff for assistance.

The seminar rooms (LB 64, 65, and 66 - located across the hallway from the law clinics) are equipped with computers, wireless keyboards, monitors and wall ports for the connection of a laptop. The laptop ports include a VGA and an HDMI port. If you bring in a Macintosh computer, you will need a displayport to VGA/HDMI adapter. To log into the wall mounted computer please use your 7-digit CSU id as your username and your CSU email password as the password. The wireless keyboard is in the bottom drawer of the wall mounted cabinet. The wireless keyboard has an on/off switch on the back.

Information Technology Support

When IT support is needed, users are encouraged to use one of the following three methods:

A. Open a Ticket (*recommended*): For your convenience, filling out the Technology Help Request Form located here will open a new ticket: <https://www.law.csuohio.edu/techhelp>. Once the ticket is successfully created, you will hear back from a tech within 30 minutes during business hours.

B. Send an E-mail: Users that prefer E-mail can send a request to newticket@law.csuohio.edu. Please remember to include your name, a descriptive subject, problem details, your phone number/office extension, and your office room number/location. A support ticket will automatically be created and you will hear back from a tech as soon as possible. Please understand that incomplete requests may be delayed.

C. Call the x7555 “Tech Help” Line: If you have an emergency or need immediate assistance, please call the x7555 Tech Help line. While we strive to have this line covered at all times, leaving a message may be necessary. Any messages left will be returned as soon as possible. Alternatively, if you have an emergency and there is no answer, please visit the reference/circulation desk at the law library and ask for a tech.

If you need assistance with any of these methods, or have any other questions, please feel free to contact an Information Technology staff member:

* Dir, Law Library & Associate Professor, Lauren Collins (LL 122; 687-3547) is responsible for the College’s IT functions, including faculty, staff and student computing, the College's web site, and training and support for

classroom technology. She also supervises the work and services provided by the C|M|LAW IT Staff.

* Unix Systems/Data Administrator Eric Domanski (LL 120A, 523-7391) provides support for enterprise servers and e-mail service. His responsibility also includes database and application development as well as law library staff and student computing.

* Systems/Web Administrator Rick Zhang (LL 115; 687-4574) provides primary support for web site and application development as well as enterprise networking and domain infrastructure. He is also responsible for law school faculty and staff computing needs.

* Student Assistant Noah Moon (LL 120) provides basic technical support services.

E-Mail.

Email service is maintained centrally by Cleveland State University. The law school IT department maintains faculty, staff and student listservs. The law school IT department has control of the @law.csuohio.edu addresses while the Main CSU IT department controls all @csuohio.edu and @cmlaw.csuohio.edu addresses.

Faculty members are responsible for checking e-mail on a regular basis for announcements and other communications. We have created internal listservs for convenience:

* adjunct.fall@law.csuohio.edu-- adjunct faculty members (to be used during the Fall Semester)

* adjunct.spring@law.csuohio.edu-- adjunct faculty members (to be used during the Spring Semester)

* all@law.csuohio.edu-- all law school personnel (excluding students and adjuncts)

* clinicians@law.csuohio.edu-- staff attorneys/clinical faculty in the law clinics

* deans@law.csuohio.edu-- law dean, associate deans and assistant deans only

* faculty@law.csuohio.edu-- tenured (including emeriti), tenure-track, legal-writing, clinical and visiting professors

* faculty.fullprofessorpac@law.csuohio.edu-- all tenured full professors

* faculty.legalwritingandclinicalpac@law.csuohio.edu-- composed of all current tenured professors, tenure-track professors, and legal writing and clinical professors with five-year appointments

* faculty.tenuredpac@law.csuohio.edu-- tenured professors

- * faculty.tenuredtenuretrack@law.csuohio.edu-- composed of all current tenured and tenure-track professors
- * law.administration@law.csuohio.edu-- law school professional staff, assistant deans, secretaries to the Dean and Associate Deans, Assistant Director for Public Service in the Library, and Director of Technology Services
- * law.staff@law.csuohio.edu-- law school civil service staff
- * legal.writing@law.csuohio.edu-- legal writing faculty *
- library.staff@law.csuohio.edu-- law library professional and civil service staff
- * research.services@law.csuohio.edu-- research services librarians *
- faculty.services@law.csuohio.edu-- faculty services staff
- * students@law.csuohio.edu-- current law students

For the most recent version of our email lists, please go to the Faculty Resources page and click on Guide to Email Lists.

VII. LAW LIBRARY

For a comprehensive index of Law Library services to faculty, see <https://www.law.csuohio.edu/lawlibrary/faculty/>.

1) Personnel

Associate Professor *Lauren Collins (LL 122; 687-3547)* is Director of the Law Library. Her staff includes:

Information Technology Services (IT help 523-7555)

- Systems/Web Administrator *Rick Zhang (LL115; 687-4574)*
- Systems/Data Administrator *Eric Domanski (LL123; 523-7391)*

Access and Technical Services (Access Services 687-2250)

- Head of Access and Technical Services *Beth Farrell (LL119A; 523-7395)*
- Access and Technical Services Coordinator *Jon Elias (LL113; 687-2483)*
- Evening/Weekend Supervisor *Tom Hurray (LL116; 523-7396)*
- Library Media Technical Assistant *Margo Mathis (LL 121; 687-6913)*
- Digital Content/Special Collections Librarian *Lisa Smilnak (LL119B; 523-7394)*

Research and Instructional Services (*Research Services LL109; 687-6877*)

- Head of Research and Instructional Services *Amy Burchfield (LL 110; 687-6885)*
- Student Services Librarian *Brian Cassidy (LL 114; 523-7364)*
- Faculty Services Librarian *Neeri Rao (LL 117; 523-7388)*
- Outreach & Instructional Services Librarian *Laura Ray (LL 118; 687-6880)*.

2) Scholarship Support and Research Services

1. *Book Purchase Requests / Faculty Allowance Titles* In support of teaching and research needs, each full-time law faculty member may request that the Law Library purchase titles (books, e-books, audiobooks, DVDs, periodicals etc.) on his or her behalf. The budget for faculty allowance titles is set annually by the law school and is based on available, sponsored funds. Faculty allowance titles are not barcoded or stamped by Law Library. Faculty receive the items unmarked and may keep them permanently or choose donate them to the Law Library when finished with them. Law faculty may also request that an item not currently owned by the Law Library be added to the collection and that this item be checked out to them when it arrives. These titles must fit within the Law Library's collection development policy (available here: <https://www.law.csuohio.edu/lawlibrary/collectiondevelopment>) Titles can include print, electronic resources or other non-print media. (CONTACT: [Beth Farrell](#), 523-7395).

2. *EngagedScholarship @ Cleveland State University, SelectedWorks Pages and Faculty Publications Collection.*

The College of Law's institutional repository (IR), created and maintained by the law library, is part of the University's IR, [Engaged Scholarship @ Cleveland State University](#). The College of Law's repository is accessible at <https://engagedscholarship.csuohio.edu/law/>. The repository collects all of C|M|LAW's scholarship in one place. The materials are open access, with optimized discoverability on the internet, which heightens the visibility of Law faculty work product and of the school itself. Additionally, we are able to generate a variety of statistics about usage of materials in the IR and authors can automatically receive monthly download reports for their papers.

The Law Library can help faculty members create and edit their own SelectedWorks author pages within EngagedScholarship; for example

http://works.bepress.com/deborah_geier. Library staff are also able to manage the author page entirely for the faculty member, if desired. In addition to published works, the author pages can contain a bio, curriculum vitae, specific disciplines, and an RSS feed tracking new articles posted by the author. (CONTACT: [Lisa Smilnak](#), 523-7394)

The Law Library strives to acquire print copies of all publications by Cleveland-Marshall College of Law faculty. The library asks that faculty inform library staff of new publications; reprint copies/donations are appreciated. Recent faculty publications are added to EngagedScholarship. Publications not cataloged in the regular collection are maintained in a Faculty Publications file in the Library's Special Collections room.

3. Conference and Program Support.

The Research Librarians work with faculty to provide research and bibliographic services supporting programs and conferences. Our services include compiling information on speakers, assisting to identify and/or locate articles for continuing education materials packets, as well as preparing displays to promote and complement the events and highlight additional resources. (CONTACT: [Laura Ray](#) 687-6880)

4. Lexis Advance & Westlaw.

Research Librarians can assist you with Lexis Advance or Westlaw Edge searches, and arrange training or refresher courses. (CONTACT: [Brian Cassidy](#), ext. 523-7364)

5. Research Assistance & Scholarship Support.

Library research assistants (RAs) are available to help Law faculty with short term research and reference projects. The library RAs are second and third year law students who work under the supervision of librarians. Library RAs can also offer faculty assistance with scholarship support needs such as proofreading, copy editing, or footnotes. For long term needs or for ongoing, short term projects, the library can assist you in hiring, training, and supervising your own individual RA. (CONTACT [Neeri Rao](#) 687-7388)

3) Instructional Support Services

1. Course Reserve Materials and Course Web pages.

There are generally two types of online course pages used by Law faculty: course materials pages hosted on the library's website and TWEN pages on Westlaw. Course pages on the library's website are password-protected resource pages for individual classes which remain available throughout the semester in which the course is taught. Library staff will assist you with updates to the page; you are not able to add items yourself. Your course page can contain items such as syllabi, assignments, readings, relevant web links, CALI lessons, PowerPoint presentations, podcasts, videos, and more (CONTACT: [Jon Elias](#) 687-2483).

For TWEN course pages hosted on Westlaw, library staff can assist you in setting up, maintaining, and adding items to your page, or you may manage the page completely by yourself. Access to TWEN pages is linked to your Westlaw Account and can only be accessed by librarians if you list them as "administrators" in your class. (CONTACT: [Brian Cassidy](#) 523-7364 for TWEN pages; note that some support can only be provided directly by Westlaw TWEN Support at 1-800-850-9378).

2. Research Lectures, Guides and Exercises.

Our Research Librarians can present both in-person and online research lectures for your class. We discuss general and subject-specific legal research strategies and resources, highlighting both print and electronic resources, effective and efficient use of Bloomberg Law, Lexis Advance, Westlaw Edge, OhioLINK research databases, and searching the internet. We can tailor a course specific research guide for you to use on your own course page or as a handout for your class. We can also work with you to develop research assignments. (CONTACT: [Amy Burchfield](#), 687-6885).

3. Past Exams.

With the faculty member's permission, we place past [exams online](#), accessible only to Cleveland-Marshall College of Law faculty, staff, and students. If we receive print exams, we put them on reserve for 10 years for law student review. Older exams are shelved in the library's stacks. If you do not wish to have your exams placed on reserve you must let the College of Law's Administrative Office know. (CONTACT: [Jon Elias](#) 687-2483)

4. Recording Lectures.

We can offer assistance with in-house and CSU Instructional Media Services recording of course materials, as well as posting of media files to course pages. Options include audio-only, screencast, and MediaSite. (CONTACT: C|M|LAW IT at 216-523-7555 or information.technology@law.csuohio.edu)

5. Other.

Additional instructional support services include:

- **CALI:**
[Obtain a CALI password.](#) Offers (1) Interactive electronic lessons. Professors set up a [Lessonlink](#) to see students' results, (2) [Lawdibles](#) - 10 minute audio recordings, explaining difficult concepts, (3) [Classcaster](#) - podcasting and blogging platform, (4) [ELangdell](#) and [Legal Education Commons](#) - sites for sharing teaching materials, and more.
- **CSU Center for Teaching Excellence:**
Promotes and encourages a culture of excellence in teaching and learning at Cleveland State University. Resources include [Copyright](#) materials and [Improving Classroom Instruction Workshops](#). See also the [CSU Center for eLearning](#), which provides specialized [Faculty services](#) for online instruction.

4) Circulation and Document Delivery Services

1. Circulation Policies:

Cleveland-Marshall Law faculty may check out circulating materials for one academic semester (15 weeks). Non-circulating materials may be checked out for 7 days. You may renew materials as long as another patron has not placed a hold on an item. All library materials in circulation are subject to recall. (CONTACT: faculty.services@law.csuohio.edu or call the Information Services desk at 687-2250)

2. Document Delivery Services.

The Information Services staff handles Law faculty requests for print and digital items. Staff will retrieve the requested print item and check it out to the Law faculty member, or scan/photocopy the requested document. ***The Law Library complies with copyright law when scanning/photocopying items.*** Print documents will be delivered to the Law faculty mailboxes. You may request materials by sending an email message to: faculty.services@law.csuohio.edu or by calling the Information Services Desk at 687-2250. If the Law Library does not own an item but the University Library does, we will retrieve the material for you and deliver it to your faculty mailbox.

If an item is not available at the Law Library or the University Library, we can make an OhioLINK request in your name. OhioLINK materials may take up to five business days to arrive. If an item is not available via OhioLINK, then the Law Library's Interlibrary Loan Department will handle your request. Items may take two weeks or more to be received. waits may be longer during extended holiday periods.

VIII. FACULTY STATEMENT ON PROFESSIONAL ETHICS AND ACADEMIC RESPONSIBILITIES

The faculty has responsibilities to our students, scholarship, colleagues, the University and the larger community. A statement of these responsibilities and our professional ethics, that the faculty adopted on January 17, 2008, is attached as Appendix 1. In addition, faculty “Academic Rights and Responsibilities” are set forth in Article 11 of the Collective Bargaining Agreement.

IX. FACULTY DEVELOPMENT: SCHOLARSHIP AND TEACHING

We support faculty scholarship and teaching through a variety of programs, some more formal than others. Please take advantage of these programs. If you have questions about any of them, please contact Associate Dean Witmer-Rich (x2535).

1) Faculty Lunch Series.

Throughout the fall and spring semesters, we have lunches where our own faculty and professors from other schools present talks on research in progress. Please consider presenting your work here and plan to join us for the lunches where others present their work. We send out a schedule of lunches at the beginning of each term. The schedule is also available online on the Faculty Resources page.

2) Northeast Ohio Faculty Colloquia.

Akron, Case, and Cleveland-Marshall hold an annual colloquium in which faculty members from all three schools gather to hear presentations from one faculty member from each school. This is a great opportunity to hear about and discuss faculty scholarship, to present your own work and receive valuable feedback, and to build relationships with our colleagues at our neighboring law schools.

3) Faculty Exchanges.

Faculty exchanges help get our faculty out and visible at other schools and give our colleagues the opportunity to vet their writing projects and presentations before outside audiences and gather additional feedback on their work. We have recently sent faculty to speak at (or have hosted speakers from) Wayne State, Duquesne, DePaul, Toledo, and Capital.

4) Faculty Blog.

The C|M|LAW Faculty Blog serves to raise internal and external awareness of faculty news and accomplishments. Please send information on publications, article acceptances, speaking engagements, media appearances, public service engagements, awards, and other important accomplishments to Associate Dean Witmer-Rich. Also, please subscribe to the C|M Faculty Blog at cmlaw.faculty.wordpress.com.

5) Business Cards and Memo Pads.

If you need new business cards or would like to have personalized memo pads, please submit a request to Holli Goodman.

6) ExpressO and Scholastica

We have an institutional account with ExpressO for the electronic submission of articles. The Law School also reimburses faculty members for

submission of articles via Scholastica. Please contact Associate Dean Witmer-Rich for information.

7) Graduate Faculty.

CSU has a separate College of Graduate Studies, which is composed of faculty members throughout the University who have been granted Graduate Faculty status. Each college, including C|M|LAW, has an established set of criteria for admission into the College of Graduate Studies. Ours are attached as Appendix 3. You do not have to be a tenured professor to apply for graduate faculty status. One of the benefits of being on the Graduate College faculty is that you can apply for grants for research and travel as they are announced by the Graduate College. In addition, for those who teach in the Master's degree programs, it helps CSU's accreditation to have faculty with graduate faculty status as instructors. Finally, this may be a good way to break down some of the barriers that exist between the law school and the rest of the university.

Application guidelines are available at:

<https://www.csuohio.edu/graduate-studies/graduate-faculty/graduate-faculty-membership>

Please send your request and supporting materials to College of Graduate Studies, Parker Hannifin Hall, Room 205 (phone ext. 9364). For assistance, please see Associate Dean Witmer-Rich.

8) Library Faculty Services.

The Law Library's Faculty Services offers a wide range of services to support the College's teaching and research needs. See Section VIII for more information or visit <https://www.law.csuohio.edu/lawlibrary/faculty>.

9) Book Purchase Requests / Faculty Allowance Titles.

Each faculty member may request personal copies of titles to be purchased from the Cleveland-Marshall Fund. (See above Law Library, Section VII: Scholarship Support and Research Services. Book Purchase Requests / Faculty Allowance Titles)

10) Reprints.

Please order extra reprints of articles and distribute them broadly. With prior approval, the law school will pay for extra reprints. You must fill out a Reprint Request Form for approval by Associate Dean Witmer-Rich. The Reprint Request Form is also available at <https://www.law.csuohio.edu/facultystaff/resources>. We can also have a card printed for you to insert with your reprints. Please see Associate Dean Witmer-Rich for details.

11) SSRN/Legal Scholarship Network.

C|M|LAW participates in the online SSRN/Legal Scholarship Network, where professors post working, accepted, and published papers. We post when we have at least three papers ready. Please let Associate Dean Witmer-Rich know if you would like to post a working paper or an accepted paper on the SSRN/LSN.

12) Summer Research and Teaching Grants.

Cleveland-Marshall grants provide financial support for full-time faculty members who want to spend the summer conducting research and writing or developing new teaching methods and/or curriculum materials. During the Fall, the Cleveland-Marshall Summer Research Grants Committee and the Teaching Committee will advise faculty of the deadline for applications and provide you with the information that each committee requires. Funding decisions are announced during Spring term. Sample memos inviting research and teaching grant applications are attached as Appendices 10 and 11.

13) Research Assistants.

All full-time faculty are entitled to 320 hours of research assistance per fiscal year (July 1 through June 30). This number may be exceeded, but an explanatory memo must be sent to Associate Dean Witmer-Rich requesting the additional hours. You may distribute your 320 hours among more than one research assistant, if you so desire. If you are interested in having a Teaching Assistant for your classes, please contact Associate Dean Witmer-Rich. Legal Writing Professors are allotted 480 hours total for the year for their research assistants and tutors.

If your Research Assistant or tutor must be a law student, you need to post the opening with our Office of Career Planning, x6871. If you do not require

a law student, you must post the position on the university website for 3-5 days. Once you've selected a research assistant or tutor, send the student to Holli Goodman to take care of the appropriate paperwork. It is imperative that your research assistant completes all necessary paperwork before beginning employment with you.

RAs and tutors must record their time on the University myTime program. You are responsible for training them and approving their time.

Notify the law library of your research assistants so that they can obtain special borrowing privileges and be given a code for copying materials.

14) Teaching Schedules, Variances and Course Releases.

In recognition of the importance of scholarly productivity, the faculty, in May 2008, adopted a set of policies that permit a faculty member to apply for a course release, or a variance to the standard teaching schedule. The policy is attached as Appendix 2.

15) Travel Funds.

The Cleveland-Marshall fund supports faculty travel for research purposes and attendance at seminars and conferences relevant to your teaching or scholarly interests. With budget constraints and the rising cost of travel, we must be more selective about these expenditures so that we have sufficient funds for the entire year. Please contact Associate Dean Witmer-Rich for information regarding the current travel policy.

You must receive approval from Associate Dean Witmer-Rich and Dean Fisher well in advance of your planned trip. Please submit your request no less than 3 weeks in advance of your planned travel. Please fill out a travel request form, which you can obtain from and return to Donna Helfrich. The form requires you to provide an estimate of expenses and information about the reason for the travel. Please consult the CSU Travel Policy and other related documents (e.g., per diem charts) at www.csuohio.edu/offices/controllers (under Policies-Travel). A copy of the CSU Travel Policy is available at <https://www.csuohio.edu/compliance/travel-policy>. Ms. Helfrich will contact you once Associate Dean Witmer-Rich and Dean Fisher have approved your request. Upon return from your travels, you will need to complete a green reimbursement form and submit it to Ms. Helfrich with your receipts and boarding passes if you traveled by plane.

16) Professional Leave (Sabbatical).

After seven years of service at CSU, or after seven years from completing a prior Professional Leave at CSU, Tenured faculty may apply for a one- or two-semester period of professional leave (sabbatical) to pursue an individual program of professional development. Each fall the Provost notifies the faculty of the criteria process and timeline for professional leave applications. The standards and procedures and standards for professional leave are set forth in Article 20 of the Collective Bargaining Agreement. The Dean consults with the Deans Advisory Committee regarding which applications to approve.

17) Bar Association Memberships.

The law school has an ABA group membership that covers basic dues for all faculty. If you want to join a particular section or committee, you are responsible for those membership fees. The law school will also pay for one additional bar association membership for each faculty member—e.g., Cleveland Metropolitan Bar Association or Ohio State Bar Association. In the alternative, we will pay for a comparable professional law-related association individual membership.

X. TEACHING AND COURSE RELATED MATTERS

A. PRELIMINARY MATTERS

1. Your Teaching Schedule. We begin planning for the courses offered each academic year one year in advance. Specific course offerings for each summer, fall, and spring term must be finalized three or four months prior to the beginning of each term.

In late fall, Associate Dean Broering-Jacobs solicits faculty teaching preferences for the following summer and academic year. Please complete the online form that he emails to faculty. Requests for course releases or variances must be submitted in writing at the same time as the teaching preferences form. See Appendix 2, Cleveland-Marshall College of Law Policies on Standard Teaching Schedules, Variances, and Course Releases § 7. After reviewing your form, Associate Dean Broering-Jacobs will be available to meet with you. Tentative course schedules are circulated during the spring semester. Review carefully any tentative course schedules you receive and contact Associate Dean Broering-Jacobs or Records Administrator Marcie Rechner with your comments and concerns. When you submit your

preferences, you should also indicate if you need, or prefer, a technology room for your classes.

The law school administration works to accommodate faculty preferences regarding requests to teach particular classes, limitations on class size, times and days that courses are offered, and other matters. However, please keep in mind that your course is one of many courses scheduled each semester, and specific curricular needs will control what and when you teach.

Once you have tenure, you may want to consider teaching in the Summer. Our Summer term is short (7 weeks), so each course meets twice as often as Fall or Spring. Please speak to Associate Dean Broering-Jacobs if you are interested.

2. *Seminars and Upper Level Courses that Satisfy the Upper Level Writing Requirement (ULWR).* In a seminar or upper level course (other than L860: Independent Legal Research, in which students write a paper to satisfy the ULWR), faculty have the option of holding class meetings for the hours required for a two-credit-hour course while offering the course for three credit hours. This recognizes the substantial amount of time and effort students and faculty are expected to spend on papers that satisfy the upper level writing requirement, as stated in the guidelines for supervising ULWR papers. See Appendix 6. A faculty member may offer the option to students of taking the seminar or upper level course for *either* two credit hours if a student elects not to write a paper to satisfy the ULWR *or* three credit hours if a student elects to write a paper to satisfy the ULWR.

Alternatively, a professor in a three-hour upper level course may offer the students the option of writing a paper in lieu of taking the final exam. That paper may satisfy the ULWR.

3. *Proposing New Courses.* Faculty can propose new courses by submitting a proposal to the Curriculum Committee. Proposals for new courses must be submitted at least three months before the course will be offered. For courses to be offered in the fall, proposals must be submitted no later than March 1 of the spring semester, as the Committee does not work over the summer.

The proposal should include a course description, specify the credit hours sought, explain how the course will satisfy ABA Standard 310 (amount of work per credit hour), and include other relevant matters. See Appendix 4,

New Course Proposals. In deciding the parameters of the course, you may want to consider whether the course fits our criteria for a seminar courses or an experiential course, or satisfies the upper level writing requirement (see attachments to New Course Proposal Memo).

4. *New Concentrations.* We have five concentrations that enable students to focus their upper level studies in particular areas: Business Law, Civil Litigation and Dispute Resolution, Criminal Law, Employment and Labor Law, and International and Comparative Law.

Faculty may create new concentrations by submitting a proposal to the Curriculum Committee for approval by it and the faculty. The requirements for Concentrations are set forth in Appendix 7.

B. COURSE PLANNING AND PREPARATION

1. *Selecting and Ordering Course Materials.* You are responsible for selecting your own course materials. Upon request, legal publishers will normally furnish you with complementary copies of the casebooks and related materials that they publish on the subject that you are teaching. You may also want to consult with other faculty members who teach the same course regarding the materials available. The phone numbers and Cleveland-Marshall's account representatives for the major legal publishers are:

Carolina Academic Press

Charlsey Rutan
919-489-7486 ext. 131
crutan@cap-press.com

Foundation Press (West)/Gilbert

Paul Hellickson
612-845-0735
800-313-9378
paul.hellickson@westacademic.com

LexisNexis

Sean M. Caldwell
Law School Publishing Midwest Region Representative
513-721-2506 (office)
513-378-9472 (cell)
sean.m.caldwell@lexisnexis.com

Warren Gorham & Lamont/Thomson-Reuters

Jimmy Hicks
800-517-0788
734-302-3540 (fax)
jimmyhicks@thomsonreuters.com

Wolters Kluwer/Aspen Publishing

Brooke Goerman
781-663-7417
800-950-5259 ext 411
800-915-3450 (fax)
800-950-5259
brooke.goerman@wolterskluwer.com

Faculty place their own orders electronically with the CSU Bookstore (Viking Outfitters). You may also choose to use materials you have compiled as a supplement to (or even in lieu of) a commercially available casebook or other course materials. If you use your own materials, please notify the CSU Bookstore on the book ordering webpage. See the section below on photocopying for more information on this option.

2. *Preparation of Course Syllabi.* The University requires that you provide students with a written syllabus at the beginning of your course, outlining the topics you will cover and the assignments related to each. The written syllabus must also contain information regarding your expectations of the class, the factors you will take into consideration in determining final course grades, attendance policies, and your availability to students outside of the classroom—including office hours, office room number, telephone number and e-mail address. Two examples of course syllabi are attached to this manual for your convenience (Appendices 5A and 5B). You are required to provide a copy of your syllabus for each course to Associate Dean Broering-Jacobs by the end of the first week of the semester. Course syllabi from recently past years are available at the library circulation desk, and earlier years are archived in Special Collections, LL 209.

3. *Course Materials Webpages.* Library staff will assist you in setting up, maintaining, and adding items to Course Materials webpages for any classes you teach. Course Materials webpages are password-protected resource pages for individual classes, and are accessible throughout the semester in which the course is taught. Any items a faculty member places on Course Reserve, whether print or electronic, will be placed on a Course Reserve page. Electronic Course Reserve items will be linked from the page; print Course Reserve items will be represented by a link to their Scholar records. All

Course Reserve items that appear on Course Materials webpages will be listed under the heading “Library Materials.” (CONTACT: Jon Elias, ext. 2250). Course Materials webpages can be used for much more than just gathering your Course Reserve materials into one place. Course Materials webpages can be used as a complete online resource for your class. You can add items such as syllabi, assignments, readings, relevant web links, CALI lessons, PowerPoint presentations, podcasts, videos, and more to your Course Materials page. For more ideas on creating a customized online resource page for your class, see Course Webpage Options on the library webpage under Faculty Services. (CONTACT: Neeri Rao ext. 7388).

4. *Posting of First Class Assignments.* Post your first class assignments on the law school website:

http://www.law.csuohio.edu/first_assignments/create_firstassignment.php3

First class student assignments can be read at:

http://www.law.csuohio.edu/first_assignments/view_firstassignment.php3

5. *Photocopying.* Administrative staff handle printing and photocopying needs. Please submit your course syllabus and any other materials you want duplicated for your classes as far in advance as possible to avoid being caught in the last minute rush. (You can locate the approximate number of students in your class by going to your CampusNet account under Instructor/Class Roster. See Class Roster *infra* at XI.C.1.) The logistics of the system are greatly simplified by having a set of handouts prepared prior to the first class, but it is not always possible to anticipate all the materials you will use throughout a course.

For smaller photocopying jobs that you might want to do on your own, photocopiers are available for your use in the Office of the Dean, LB 114, and behind the Student Services Center reception desk.

Each class is allowed fifty (50) pages of free photocopies per semester to ensure students are provided with a syllabus and initial handouts. After the fifty-page limit, students will be charged .05 cents per page.

If you anticipate having a substantial amount of material reproduced as class handouts, talk to an Associate Dean or an administrative staff member about having the materials copied as a set and packaged for sale to students by the copy center.

6. *Posting of Office Hours.* University regulations require that all full-time faculty post office hours indicating the times you will be available each week to meet with students. You must also note your office hours on your syllabus. Please make every effort to meet with all students even if that means setting up additional meeting times.

7. *Placing Course Materials on Reserve.* If there are resources such as specific treatises or articles that will provide helpful optional reading for your students, contact the law library (687-2250) to arrange to have the materials put on reserve in the law library for easy access by your students.

8. *Student Pictures.* Shortly after the start of the term, the C|M|LAW IT Department distributes picture rosters of students enrolled in each class. You may also see photos of students in your class on Campus Net. See Class Roster, *infra* at XI.C.1. To view photos of all currently enrolled students, see <https://intra.law.csuohio.edu/roster/roster.php>. If you have questions, contact C|M|LAW IT at newticket@law.csuohio.edu or 523-7555.

9. *Technology in Classroom.* All of the classrooms in the law school are equipped with presentation technology. These classrooms feature LCD projectors, document cameras, computers, DVD/VCR units, as well as inputs for external USB drives and laptop computers. All classroom presentation computers have standard office software, including PowerPoint, and are connected to the Internet. The classrooms in the main law school building make use of a standardized control system. If you would like an overview of the technology control systems, please contact a member of the C|M|LAW IT staff for assistance. Smart Podium Instructions are also available online on the Faculty Resources page.

The seminar rooms (LB 64, 65, and 66—located across the hallway from the law clinics) are equipped with LCD monitors and wall ports for the connection of laptop computers. If you would like to use the technology in these rooms but do not own a laptop, please contact the C|M|LAW IT Department for assistance.

C. COURSE PROCEDURAL MATTERS

1. *Class Roster.* You can download your class roster on Campus Net. (See Campus Net, *infra* at XII.F for how to access this site). It will be under the Instructor tab. You may access contact information for every student in your class: Once you have the class roster on the screen, click on the word “details” next to the student’s name. You may also download the pictures of

students in your class by clicking on Roster with Pictures, which is on the left hand side directly above the light brown bar that identifies the semester and course number of your class.

2. *E-mail Class Lists.* You can communicate with students via individual e-mail or class ListSers. To obtain a class ListServ, contact the C|M|LAW IT Department at newticket@law.csuohio.edu or 523-7555.

3. *Monitoring Class Attendance.* ABA Standard 304(d) states, "A law school shall require regular and punctual class attendance." C|M|LAW Academic Regulation 1 states, "Students are required to attend classes with substantial regularity. Unsatisfactory attendance in any course, unless otherwise defined by the course faculty member with reasonable notice to students enrolled, shall be absence from more than two weeks of classes in a single semester (or, in the case of Summer term, absence from more than one week of classes) and shall be cause for lowering the final grade entered, involuntarily withdrawing a student from the course or entering the grade of 'F,' in the sole discretion of the course faculty member." See Student Handbook 2010-11, Academic Regulation 1. Some professors meet this requirement by taking attendance at the beginning of each class or by circulating a copy of the class roster during each class so that students can document their attendance by initialing the roster next to their names. You should state the class attendance requirement in your course syllabus. Students may be administratively withdrawn from a course due to excessive absenteeism. See Records Administrator Rechner for details on this process.

4. *Excused Absences for Election Work.* In order to foster student engagement and participation in the civic sphere, Cleveland State University has encouraged students to serve as poll workers and in polling support positions for the last several national and statewide elections. In Spring 2008 the Faculty Senate of Cleveland State University adopted a policy pertaining to student absences arising because of such service in these elections. See Appendix 8, C.S.U. Poll Worker Excused Absence Policy.

5. *Class Time.* Our hour is 50 minutes. We are expected to teach that length of time for each hour whether we teach a 2-, 3-, or 4-credit-hour course. If we give a break in a class, we must make up that time. For example, if you teach a 4-credit-hour course in two 100-minute sessions with a 10-minute break, you need to make up that 10 minutes.

6. *Class Cancellations.* Class cancellations should be avoided, and missed classes must be made up before reading week begins. **If you have to cancel a**

class for any reason, even if you have given your students prior notice, please inform Marcie Rechner, Student Records Administrator at 687-2289 or Layla Davis, at x7308. You may also contact them by email if there is sufficient lead-time. They will post a notice of the cancellation and e-mail your class (with copy to Associate Dean Broering-Jacobs). Please provide as much advance notice as possible. If you are cancelling a class by telephonic notice, please make sure you speak with a live person. Do not rely on voice mail. When cancelling a class, please send Marcie Rechner and Layla Davis a confirming e-mail containing the following information:

1. Class Title
2. Reason for the cancellation
3. Method for making up the cancelled class

If your absence will be prolonged, please contact Associate Dean Broering-Jacobs to discuss arrangements for covering missed classes.

7. *Make-up Classes.* ABA Standard 304 requires that classes meet for a specific total number of minutes per academic credit hour during the semester, and our courses are scheduled to meet those requirements. Accordingly, make-up classes must be scheduled if you cancel a class. Depending on your students' schedules, you may also be able to make up lost time by starting classes earlier or extending classes. Check with Jill Natran to determine classroom availability if you are planning extended or make-up sessions.

Other options for making up classes include bringing in a guest speaker (in lieu of cancelling class), having an online discussion if you use TWEN (or some other comparable website for your class), or videotaping a lecture. To videotape a class lecture, contact C|M|LAW IT at newticket@law.csuohio.edu or 523-7555 at least one week in advance of the date you intend students to watch the video.

Make-up classes cannot be scheduled during the designated reading period (nor during the exam period) because that time is reserved for students to prepare for exams.

8. *Student Evaluations.* Student evaluations are required for all courses. Student evaluations are handled by the university's online system. Near the end of the semester, your students will receive an e-mail asking them to fill out an online course evaluation. To improve student response rates, you may want to set aside 10-15 minutes of class time to have students complete the

evaluations. You must not be in the room while students complete the evaluations.

You will not receive copies of your evaluations until you have submitted final grades for the course.

D. INDEPENDENT LEGAL RESEARCH AND UPPER LEVEL WRITING REQUIREMENT

Students must complete the upper level writing requirement in order to graduate. The purpose of the writing requirement is “to have each student undertake at least one rigorous writing experience” other than those provided in the first-year legal writing course or the third semester of legal writing. Appendix 6 contains the complete policy regarding Upper Level Writing Requirement and Independent Legal Research Standards. A significant number of students do this as independent study, especially those writing notes for Law Review or the Journal of Law and Health. Students ask faculty members to supervise their projects. If you agree to do so, our standards urge regular contact with the student and significant review and discussion of drafts. You may agree to supervise any project you choose; it does not have to be in your area of scholarly expertise. Every faculty member is requested to supervise three notes for L860. You may not, however, supervise more than six students per year without approval from the Dean or Dean’s designate.

In addition, pursuant to guidelines adopted by the faculty in November 2006, faculty supervising notes for L860 credit are asked to coordinate submission dates with the appropriate law review and/or journal.

Papers completed for Independent Legal Research and/or Upper Level Writing Requirement must be retained for two years.

E. EXAMINATIONS AND GRADING

1. Introduction. This section provides information regarding midterm and final exams. Over the past few years, we have changed many of our procedures regarding exams: Most exams are now taken on computer, we have new grading guidelines and proctoring procedures, and we require advanced notice for both take home exams and midterms. If you have a question about exams or grading that is not answered here, or the information here is not clear, please ask Associate Dean Broering-Jacobs or Student Records Administrator Rechner.

2. Midterm Exams. Midterm Exams are an increasingly popular option used in many classes, both first year and upper level.

a. Scheduling. Students may take midterm exams on computer, as they do final in class exams. You must give C|M|LAW IT two weeks advance notice so that the exam software can be made available to your class. You must also give Marcie Rechner (2289) two weeks advance notice. See Proctoring infra.

b. Anonymity. If you give a midterm that is worth 10% or more of the final grade in the course, students must obtain exam numbers so that your grading is anonymous. See Academic Regulation 3.9.

c. Proctoring. If your midterm is worth 10% or more of the final grade in the course, you cannot proctor your own midterm. Please contact Marcie Rechner two weeks before your midterm so that she can arrange for a staff member to proctor your exam. As with the final exam protocol, you need to fill out the Exam Instruction sheet so that the proctor knows the procedural details for administering the exam. See Appendix 15.

If your midterm is not worth 10% or more of the final grade, you can proctor your own exam.

d. Materials for your Exam. If you proctor your exam, you are responsible for bringing bluebooks, scantron sheets, and pencils to the exam. Bluebooks and scantron sheets are available from the Copy Room. Pencils are available from Ms. Rechner in the Records Office.

e. Provisions for Students with Disabilities. If a student has received accommodations for taking exams pursuant to Academic Regulation 3.7, they will take the midterm exam under those same conditions. The CSU Office of Disability Services will notify you of any such students in your class.

f. Rescheduling an Individual Student's Exam. If a student is unable to take the midterm at the scheduled time, s/he must make arrangements with Ms. Rechner to reschedule the exam. No student may take the exam prior to the scheduled time: All rescheduled times will be after

the regular exam time. This is consistent with our policy regarding final exams. See Academic Regulation 3.6.

- g. Word Counts on In-Class Exams.* Please see Word Counts under Final Examinations, *infra*.
- h. Take-Home Exams.* Please see Take-Home Exams under Final Examinations, *infra*. Unlike in the case of a Final Exam, no notice need be provided to Ms. Rechner.

3. Final Exams.

- a. Reading Period.* Students are afforded a relatively short reading period between the last day of classes and first day of final exams. Therefore, this period cannot be used to make-up classes or to give in-class or take-home exams. The reading period for each term is indicated on the master Course Schedule available in the Student Services Center and on our website at www.law.csuohio.edu/current_students/academic_calendar.html.
- b. Scheduling of Final Exams.* Associate Dean Broering-Jacobs circulates a tentative schedule of Fall term exams along with the tentative course schedules in the Spring of the prior year. She circulates a tentative schedule for the Spring term exams during the Fall semester. Please review these immediately and let her know if you identify any problems or conflicts with the exam schedules.

If you plan to give a take-home exam, you must notify Ms. Rechner by the ninth week of the term with the information identified under Take-Home Exams, *infra*.

- c. Preparation of Final Exams.* If you need help typing your exam, please allow at least five working days for typing and duplication. On the first page of the exam, please indicate the course name, number, section, instructor name, and semester; leave a blank for the student exam number—all of this will facilitate collecting exams at the end of the exam. Please number the pages of your exam so as to ensure each student has all pages of the exam.

You must complete the Exam Instruction Form for each exam you administer. See Appendix 16. Please make sure your instructions are

complete because the proctor will rely on this document when proctoring your exam. If your exam is broken down into parts, please explain exactly how the exam is to be administered. If your exam has multiple choice questions, you must specify whether students must use the blue (up to 5 choices for the answers) or green (up to 10 choices) scantron sheet. Also, please indicate whether copies of your exam should be given to the library (after the exam period) for inclusion in the online Past Exams (see *infra* at XI.E.6). If there are any questions about your instructions, someone will contact you before your exam.

So that we can be sure that we have all exams and complete instructions for the proctor before the start of the exam, we will need to have copies of your exam with instructions for the proctor at least 24 hours before the scheduled beginning time of the exam. This means that you cannot bring the exam in with you on the day of the exam. You must have the exam and instruction form copied in time for it to be delivered to Marcie Rechner at least 24 hours before the scheduled start time. For example, if your exam is scheduled for Monday at 9 a.m., Marcie Rechner must have the exam by Friday at 9 a.m. (As you can tell, we are not counting weekends in the timeframe.) You will need to give the exam to the clerical staff sufficiently prior to that for her to have the exam copied. The exams are copied and secured so that no students have access to them prior to the exam.

- d. Exams Taken on Computer.* Use of the exam software is available for both in-class and take-home exams but we do need to know which type of exam you are planning to give and, if take-home, what the parameters will be so that the exam software can be set up appropriately. This information will be requested approximately 2/3 of the way through the term.

In either case, after the exam is completed, the computerized exams are printed by the law school's technology department and are then delivered to Marcie Rechner for distribution along with any exams taken in blue books. If you want your exams printed in large font or printed every other line, please tell the Information Technology Department prior to your exam date.

Students who can provide their own laptop computers are strongly encouraged to do so. However, students who do not have their own laptop computers may request the use of one of the law school owned

laptops, subject to availability. Laptops are available on a first come first serve basis. Instructions for downloading exam software and reserving laptops are sent to students prior to the designated midterm or final exam period.

- e. ***Proctoring In-Class Final Exams.*** Please see the Exam Procedures Memo attached as Appendix 15, which explains the specifics of our proctoring system. During the proctoring of your exam, you must be available to answer any questions that may arise during or immediately after your exam is administered. You must either be in your office or provide Marcie Rechner with a telephone number so that she is able to contact you immediately during your exam, if necessary.

You will be notified once your exams are ready for pickup by Marcie Rechner or Layla Davis. See the Section D of the Exam Procedures Memo (Appendix 15) for further information regarding picking up your exams.

- f. ***Rescheduling Exams.*** The exam schedule is available to students before they register for classes each term and can be obtained online at www.law.csuohio.edu/currentstudents/course_and_examsschedule/current_year_schedule. Students with two exams in close proximity may be able to reschedule one of the exams to a later date. See Academic Regulation 3.6(b). In such cases, Marcie Rechner will request copies of exams to administer. Full instructions as to timing, permitted resources, etc. must accompany all such exams. Occasionally students experience exceptional situations (personal illness, death in the family, and the like) preventing them from taking the exam at the scheduled time. If this occurs, Marcie Rechner should be informed immediately; thereafter, the student will work directly with her to schedule a make-up date. In addition, a few of your students may take the exam separately from the rest of the class due to accommodations we make for students with documented disabilities. Students seeking special arrangements must formally submit documentation to Marcie Rechner at least one month before the last day of classes to schedule their exams. She will notify you if we need exams for rescheduling purposes.

- g. ***Take-Home Exams.*** Professors may utilize take-home exams to measure the students' comprehension of the course materials. Certain caveats accompany this type of exam. You must tell Marcie Rechner by

week nine of the semester (1) that you will give a take-home exam and (2) who will distribute and collect the exams. You must give students very specific directions as to when the exams will be available, what resources they can consult in preparing their answers, and the date (including a specific time) their answers are due. Take-home exams may not be distributed or administered during the reading period. The reading period is set aside for students to study; giving exams during this time defeats this purpose. Take-home exams may be given only during the exam period, and the final due date for any take-home exam must be not later than the last day of the exam period.

Layla Davis may distribute and collect take-home exams. You must contact her well in advance to make appropriate arrangements and must provide her with any exam materials and a completed Take-Home Exam Form (provided in Appendix 18 and available online on the Faculty Resources page). The library will not assist in the administration of take-home exams.

4. Grades

- a. **Grading Guidelines.** You will receive memoranda each term covering the grading procedures at Cleveland-Marshall. We have an anonymous grading system and an academic policy that states all courses "shall be graded in a responsible and professional manner." Faculty meeting minutes, April 28, 1988. The policy also states:

“[I]t is expected that all first-year core courses, all Perspective courses with twenty or more students, and all upper-class courses which are either required for graduation or recommended for the bar examination, shall be graded on the basis of a reasonable distribution of grades across the various grade categories. The advisory guidelines currently in effect shall serve as prima facie evidence of what constitutes a reasonable distribution, respectively, in the first year and at the upper levels; the upper-level advisory guidelines shall apply to Perspective courses. As heretofore, the Dean will have discretion to disallow any course grades which do not reflect a responsible and professional system of grading.”

The grading guidelines are as follows:

GRADE	REQUIRED CORE CURRICULUM GUIDELINES FOR CONTRACTS, CIVIL PROCEDURE, CRIMINAL LAW, PROPERTY, TORTS & LEGISLATION AND THE REG. STATE		GENERAL GRADING GUIDELINES FOR OTHER LAW COURSES	
	STANDARD %	RANGE PERMITTED %	STANDARD %	RANGE PERMITTED %
A	10	8-12	14	11-17
A-	10	8-12	12	9-15
B+	11	9-13	18	15-21
B	16	14-18	19	16-22
B-	10	8-12	11	8-14
C+	13	11-15	11	8-14
C	12	10-14	9	6-12
C-	5	3-7	2	0-6
D+	5	2-10	2	0-7
D	5	2-8	2	0-7
F	3	0-6	0	0-5

The Advisory Grade Distribution guidelines set forth the range, in terms of percentages, for each grade for each course. Grades fitting within the ranges are prima facie evidence of the reasonable grade distribution required by our academic grading policy. The ranges provide a certain amount of flexibility to the professor while also establishing uniform standards that prevent, for example, one professor from routinely awarding no grade lower than a B and another professor teaching the same course from refusing to give any grade higher than a C+. The Grade Distribution Form is available online on the Faculty Resources page.

After you have completed your grading, you must fill out and turn in to Marcie Rechner, our Records Administrator, for every course, the Advisory Grade Distribution form on which you calculate the number and percentage of grades in each grade category. A copy of the Advisory Grade Distribution Form is attached as Appendix 18. (This form is provided to you with the grading memo at the end of each term.) The completed form must be reviewed and approved by Associate Dean Broering-Jacobs before the grades can be accepted by the school. Please indicate the high "A" in each class when you submit your grades as many honors and awards are based on these designations.

- b. Anonymity.* Student exams are graded anonymously. All precautions should be taken to protect anonymity. Students should be warned not to place their names or any other identifying marks on their exams. The anonymity of the grading process is facilitated through the use of exam numbers. Students fill out exam number cards at Student Records in the Student Services Center and deposit them in a box. The cards are compiled into a list matching students with exam numbers. Students use the same number for each exam they take at the end of a particular term. Students must, however, use a different number for midterm and final exams.
- c. Upper Level Writing Requirement and Courses Requiring Papers.* Obviously, no anonymity exists in courses where students write a paper rather than take an exam, since you work closely with individual students as they select their topics, prepare outlines, and submit various drafts to you for approval throughout the course. Cleveland-Marshall has specific criteria for student papers which satisfy the Upper Level Writing Requirement. See Appendix 6.
- d. Other Factors Affecting Final Grades.* Many professors base course grades solely on student performance on the midterm and/or final exam. Although an accepted practice, this should not be viewed as a limitation on the methods used to assess a student's performance in a class. For example, you can give more frequent exams or quizzes, require formal class presentations on particular subjects, assign writing and research projects, or base part of the grade on general class participation. Three caveats are warranted. First, as previously noted, ABA accreditation standards require class attendance, so a student's grade should not be adjusted upward for merely showing up for class. However, the grade may be adjusted downward for poor attendance, and you have the right to withdraw a student administratively from class if absenteeism becomes extreme. Second, you must state in your written syllabus provided to students at the start of the course the factors that will affect their final grades. Finally, you are highly encouraged to provide written feedback to students on their exams and other assignments explaining the reason for the grade you assign.
- e. Turning in Grades.* Your grades are due approximately 21 days from the Friday of the week your exam is given. We will notify you well in advance as to the exact date.

It is imperative that you turn your grades in on time. Late grades have a number of serious consequences apart from student anxiety about their grades. We cannot determine who keeps or loses their scholarships; we cannot determine who will be academically dismissed; we cannot determine who has satisfied their graduation requirements; we cannot provide the Ohio Supreme Court with the final law school certification of completion required for students to take the Bar; we cannot determine Dean's List or class rankings, the latter of which affects the Law Review and Journal—knowing who has qualified for membership and who may participate in the write-on competition.

After you have graded your exams, give the list of exam numbers and corresponding grades to the Records Administrator; she will return the list to you with the students' names matched with their exam numbers. You can then make adjustments in the final grade for each student based on other criteria that you made known to your class in your syllabus, such as class participation. You then return the list of exam numbers, names and final course grades to the Records Administrator for processing. Our Records Administrator, Marcie Rechner, enters grades for each course into CampusNet. Due to security concerns, the Records Administrator is able to post grades only at certain limited times. This means the grades you submitted might not be posted for several days.

- f. Grade Changes.* After you have finalized your grades, you may not change a student's grade unless you have made a computational error in the test score or final grade. In accordance with the Academic Regulations, you must submit a request to change a grade to the Academic Standards Committee, and you must provide an explanation of the computational error. See Academic Regulation 2.4(c). A student may also petition the Academic Standards Committee for a grade change. See *Id* at 2.4(d). The Student Records Administrator supervises the petitioning process and will provide additional information to students or professors upon request.
- g. Incompletes.* A faculty member may give a student a grade of Incomplete (I) if the student's work has been satisfactory but the student, through no fault of her own, has not been able to complete the course work. See Academic Regulation 2.2. The course work must be completed, and a final grade submitted, no later than the last day of classes of the subsequent semester. This includes the summer term; so,

if you give an I in the Spring term, you must submit a letter grade by the last day of classes in the Summer term. If the course work is not completed, a grade of F will be recorded. A student may seek an extension by petitioning the Academic Standards Committee.

- h. The Honor Code.* C|M|LAW has an Honor Code governing student conduct during examinations, while researching and writing papers, and in performing other school-related assignments. The Honor Code and the procedures for adjudicating possible violations are provided in the Student Handbook. It is advisable to direct your students' attention to parts of the Code that are relevant to any assignment or exam you give. It is also important that you become familiar with the procedures for handling potential violations of the Code. The current version of the Student Handbook can be found at <https://www.law.csuohio.edu/currentstudents/resources/studenthandbook>.

5. Maintaining and Reviewing Student Exams and Papers. After your grades are finalized, please follow the instructions from Associate Dean Broering-Jacobs about where and how to submit your exams and papers. If you prefer students contact you directly to review their exam, please tell her so that she can inform inquiring students from your class. Obviously, exam reviews are much more valuable to students if you have provided comments on the exams as to strengths and weaknesses.

If you wish to review an exam personally with a student, you may retrieve your exam from the Student Services area. Please return the exam promptly.

You must retain exams and papers for two years. You may elect to retain your own exams and papers security in your own office, or you may provide them to one of the Associate Deans to be placed in storage.

6. Past Exams Online. The library maintains a secure webpage for posting past exams. See <https://www.law.csuohio.edu/lawlibrary/instruct#exams>. Please consider placing your past exams online. When you submit your exam for copying, please indicate on the exam instruction form whether you want your exam given to the library for this purpose. In addition, please consider putting the top A answer, or answer grid, online.

XI. FACULTY PERSONNEL POLICIES

The faculty personnel policies are found in the Collective Bargaining Agreement (CBA) and the CSU "Green Book." The CBA includes the standards for promotion and tenure, leaves of absence (including Family Medical Leave Act), and sabbaticals.

The most up-to-date version of the CBA is at <https://cehs.csuohio.edu/unions> (click on AAUP and then select the CBA listed under "Cleveland-Marshall College of Law").

The most up-to-date version of the Green Book is at <http://www.csuohio.edu/organizations/facultysenate> (on right side of webpage, click on *8.0: Personnel Policies and Bylaws*).

If you have questions about the terms and conditions of your employment, please consult Budget Manager Allison Bolt or Dean Fisher.

XII. OPERATIONS AND OTHER MATTERS

1) **Bylaws.**

In May 2009, the law faculty adopted Bylaws that govern membership and voting rights, faculty meetings, committees, and other related matters.

A copy of the current Faculty Bylaws is available at:

https://www.law.csuohio.edu/sites/default/files/facultystaff/manuals/cmlaw_faculty_bylaws_2020.pdf

2) **Committees.**

Committees are an integral part of faculty governance, and the tasks they perform are critical to the law school operation. As part of the annual review, the Dean will solicit faculty committee preferences. Three standing committees are the Dean's Faculty Advisory Committee (Faculty Senators), Faculty Affairs Committee (elected), and Personnel Action Committee. Other committees include:

Academic Standards
Admissions

Art
Awards Selection
Bar and Academic Support
Budget
Cleveland-Marshall Fund
Curriculum
Diversity Council
Faculty Appointments
Faculty Scholarship
Honor Council
International Programs and Partnership
LCOP/Character & Fitness/3+3 Programs
Summer Research Grants
Teaching/Summer Teaching Grants
Women's Committee

Each fall the Dean provides each committee with a charge setting forth certain work that the committee should engage in. Faculty committees are free to set their own agendas and pursue activities that the committee believes are within their purview. Each committee is expected to provide the Dean with a written progress report in December and May.

3) Consulting and Other Extramural Employment.

The policies and procedure regarding Consulting and Other Extramural Employment are contained in Article 22 of the Collective Bargaining Agreement.

4) Counseling Center.

The University Counseling Center assists faculty, staff and students who want to seek psychological counseling. It is advisable to schedule appointments in advance by calling extension 2277. Interviews are confidential.

5) E-Mail.

Most law school communication is conducted by e-mail. You are responsible for checking e-mail on a regular basis for announcements and other communications. We have created internal listservs for convenience:

- adjunct.fall@law.csuohio.edu
adjunct faculty members (to be used during the Fall Semester)

- adjunct.spring@law.csuohio.edu
adjunct faculty members (to be used during the Spring Semester)
- all@law.csuohio.edu
all law school personnel (excluding students and adjuncts)
- clinicians@law.csuohio.edu
staff attorneys/clinical faculty in the law clinics
- deans@law.csuohio.edu
law dean, associate deans and assistant deans only
- faculty@law.csuohio.edu
tenured (not including emeriti), tenure-track, legal-writing, clinical and visiting professors
- faculty.fullprofessorpac@law.csuohio.edu
all tenured full professors
- faculty.legalwritingandclinicalpac@law.csuohio.edu
composed of all current tenured professors, tenure-track professors, and legal writing and clinical professors with five-year appointments
- faculty.tenuredpac@law.csuohio.edu
tenured professors
- faculty.tenuredtenuretrack@law.csuohio.edu
composed of all current tenured and tenure-track professors
- law.administration@law.csuohio.edu
law school professional staff, assistant deans, secretaries to the Dean and Associate Deans, Assistant Director for Public Service in the Library, and Director of Technology Services
- law.staff@law.csuohio.edu
law school civil service staff
- legal.writing@law.csuohio.edu
legal writing faculty
- library.staff@law.csuohio.edu
law library professional and civil service staff
- research.services@law.csuohio.edu
research services librarians
- faculty.services@law.csuohio.edu
faculty services staff
- students@law.csuohio.edu
current law students

For the most recent version of our email lists, please go to the Faculty Resources page and click on Guide to Email Lists.

6) Campus Net.

Campus Net is the CSU online site on which you can access information about yourself and your students. The site is easily accessible from bottom of the law school home page by clicking on Campus Net. Follow the instructions on Campus Net for how to log on. For information about students in your class, look under the Instructor tab. See Class Roster *supra* at XI.C.1. for details.

Campus Net also contains your personal contact information (address, phone numbers, emergency contact numbers) that CSU uses to send you information. You can change that information online once you have accessed your Campus Net account.

7) Fax.

The fax machine (216-687-6881) is located behind the Student Services Center reception workstation. Incoming faxes will be placed in your mailbox. Cover sheets for outgoing faxes are available next to the fax machine.

8) Faculty Meetings.

Regular faculty meetings are scheduled once a month, usually on Thursday at 4:00 p.m. in the Faculty Presentation Room, LB 60. Additional meetings are called as needed. Faculty attendance is expected, so you must inform Holli Goodman (x2300) if you are unable to attend. We welcome attendance and participation by adjunct faculty. With the exception of executive sessions, faculty meetings are open to the public.

9) Health Services.

The Health and Wellness Services Department is located in the Center for Innovations in Medical Professions, 2112 Euclid Avenue, Room 205. Hours of operation: M-F 8:00-5:00. To make an appointment, please call 687-3649. For more information, see <https://www.csuohio.edu/health/health> .

10) Identification Cards.

CSU Faculty ID cards can be obtained at the CSU Vikingcard Office, located in Room 112 of Main Classroom. You do not need an appointment to get your card issued, but you should take another piece of photo identification and

a copy of your teaching contract. You need your identification card for entrance into the secure entrances of the law building and for the automated parking garages. The CSU Faculty ID card entitles you to discount tickets to athletic events and other benefits such as free use of CSU's recreational facilities, and allows you to check books out of the law and university libraries. For more information, call extension 9888 or see <http://www.csuohio.edu/services/vcard/>.

11) myTime/myPay.

The University uses an online program for recording and reporting compensation and sick and vacation days (myTime). Faculty are expected to record sick days on their myTime tables. See <http://mycsu.csuohio.edu> and click on Employee Self Service on the right margin to access myTime.

12) Parking.

The 17th-18th Garage (Lot WG) is located between Chester and Euclid with the entrance on East 17th Street; it directly connects to the law school via an elevated, enclosed walkway through the business school. There is a slightly closer garage south of Chester (Lot PF) with entrances on East 19th and East 21st Streets. Appropriate parking passes are required to park in certain garages on campus. For more information, please contact Parking Operations at ext. 2023 or see <http://www.csuohio.edu/services/parking/>.

13) Receiving Mail at the Law School.

Mail can be sent to you at the university's mailing address: Cleveland State University, 2121 Euclid Avenue, LB 138, Cleveland, Ohio 44115-2214. However, in order to receive overnight or other express mail, you must use the physical street address of the law school: 1801 Euclid Avenue, LB 138, Cleveland OH 44115. Mail addressed to faculty as well as memos and other items distributed by C|M|LAW personnel will be placed in a mailbox assigned to you in the Student Services Center behind the reception desk.

14) Secretarial Services.

Full-time faculty have secretarial support from the clerical staff, assisted by student workers. Requests for copying, printing, and other clerical support should be sent to adminhelp@law.csuohio.edu.

Alternatively, you may go to the Faculty Resources webpage, click the link that says "Submit an administrative help request" and complete the webform. Here is the link to the webpage:
<https://www.law.csuohio.edu/facultystaff/resources>

15) Security.

You should always be alert to possible security problems. Always keep your valuable belongings out of sight in your office, and do not leave your office door open or unlocked when you are not in your office. Be careful walking around campus in the evenings. You can request an escort to walk you to your car by calling ext. 2020 on a campus phone. Please note that your phone is equipped with a quick-dial "911" button.

16) Supplies.

You may obtain office supplies by requesting items from one of our administrative support staff.

17) Building Issues and Facilities and Safety Team (FAST) Coordination Center.

When a problem occurs in the building and requires immediate attention, you can call the FAST Coordination Center at x2500 to report the problem during daytime business hours (M-F, 8-5) or e-mail fastrequest.csuohio.edu. Outside daytime business hours, please contact CSU Police at x2020, and they will contact the proper department on campus to address your problem. There is someone on duty in each department during the evening hours, and the Police Department will contact them for you. During daytime working hours, you can also call Jill Natran with your building problems. She will contact the FAST Coordination Center for you or initiate a service request form if your request requires specific attention by a certain department (e.g., painting an office, carpentry work, or moving items).

APPENDICES

APPENDIX 1

Cleveland-Marshall College of Law Statement on Professional Ethics and Academic Responsibility¹

The basic functions of the University are the advancement and dissemination of knowledge, the development of critical intelligence in the young, and the education of citizens and professional workers for the society of which the University is a part.

The indispensable condition for the successful discharge of these functions is an atmosphere of intellectual freedom. Unless he or she is free to pursue the quest for knowledge and understanding, wherever it may lead, and to report and discuss the findings, whatever they may be, the University faculty member cannot properly perform his or her work. It is imperative, therefore, that the University maintain an atmosphere of intellectual freedom and that faculty members uphold that freedom by their own actions. To make that freedom operational, it is equally imperative that the University establish democratic mechanisms for meaningful faculty participation in the governance of the institution.

Freedom entails responsibilities. It is incumbent upon the faculty member to accept the responsibilities which are concomitant with the freedom he or she needs and, for the most part, enjoys. Those responsibilities are: (1) to students, (2) to scholarship, (3) to colleagues, (4) to the University, and (5) to the larger community which the University serves.

A) *Responsibilities to Students*

As teachers, faculty members have the responsibility for creating in the classroom or laboratory and in relations with students a climate that stimulates and encourages the students' endeavors to learn. To the best of their ability, exemplify high scholarly standards, and respect and foster the students' freedom to choose and pursue their own goals.

Regardless of rank or position, the instructor of record is required to file with the department and to provide each student with a course syllabus specifying at a minimum:

- a) the instructor's office and phone number
- b) the instructor's office hours
- c) the basis for determining the student's grade

Adequate supporting documentation regarding student performance should be continually maintained. Any changes to items a) through c) should be provided to the student in writing. Documentation shall be maintained for one semester.

¹ Adopted by the faculty on January 17, 2008. This Statement is derived primarily from Cleveland State University's Greenbook § 8.1.14 (Attachment C to 8.1).

Refusal to fulfill this responsibility after reasonable warnings and an opportunity to rectify the condition is cause for the Dean to recommend that the Chief Academic Officer initiate the procedure for sanctions.

- 1) The faculty member has the obligation to make clear the objectives of the course or program, to establish requirements, to set standards of achievement, and to evaluate the student's performance.
- 2) The faculty member has the responsibility to meet classes as scheduled and, when circumstances prevent this, to arrange equivalent alternate instruction.
- 3) The faculty member has the responsibility to teach courses in a manner that is consistent with the course description and credit published in the catalogue and with the announced objectives of the course.
- 4) The faculty member owes to the student and the University a fair and impartial evaluation of the student's work. Such evaluation should be consistent with recognized standards and must not be influenced by irrelevancies such as religion, race, sex, or political view, or be based on the student's agreement with the teacher's opinions pertaining to matters of controversy within the discipline.
- 5) Every student is entitled to the same intellectual freedom that the faculty member enjoys. The faculty member must respect that freedom. He or she may not impose restraints upon the student's search for or consideration of diverse or contrary opinion. More positively, the faculty member has an obligation to protect the student's freedom to learn, especially when that freedom is threatened by repressive or disruptive action.
- 6) The faculty member has obligations as intellectual guide and counselor to students. He or she has a responsibility to be available to students without undue delay. In advising students, he or she should make every reasonable effort to see that information given to them is as accurate as possible. The progress of students in achieving their academic goals should not be thwarted or unduly retarded because a faculty member has neglected obligations as advisor and counselor.
- 7) Faculty members should conduct themselves at all times so as to demonstrate respect for the student. They should always respect the confidences deriving from the faculty-student relationship.
- 8) The faculty member must avoid exploitation of students for personal advantage. For example, in writing and oral presentations, he or she makes due acknowledgement of their contributions to the work.

B) Responsibilities to Scholarship

The faculty member's responsibilities to scholarship derive from the University's commitment to truth and the advancement of knowledge. Furthermore, society has a vital state in maintaining the university as an institution where knowledge can be sought and communicated regardless of its popularity, its political implications, or even its immediate usefulness. The faculty member has an ethical responsibility both to make full appropriate use of that freedom in teaching and research and to guard it from abuse.

More specifically:

- 1) Faculty members are committed to a lifetime of study. Although no one can know everything, even about a limited subject, they must constantly strive to keep abreast of progress in their field, to develop and improve scholarly and teaching skills, and to devote part of their energies to the extension of knowledge in their area of competence.
- 2) The faculty member has the responsibility of being unfailingly honest in research and teaching, refraining from deliberate distortion or misrepresentation and taking regular precautions against the common causes of error.
- 3) In order to maintain or increase their effectiveness as a scholar, faculty members may find it advantageous to assume certain obligations outside the university, such as consulting for government or industry, or holding office in scholarly or professional societies. Such activities are appropriate in so far as they contribute to their development as a scholar in the field, or at the very least, do not interfere with that development. On the other hand, acceptance of such obligations primarily for financial gain, especially when such activities may be incompatible with the faculty member's primary dedication as a scholar, cannot be condoned.

C) Responsibilities to Colleagues

As a colleague, the faculty member has obligations that derive from common membership in the community of scholars. He or she respects and defends the free inquiry of associates and avoids interference with their work. In the exchange of criticism and ideas he or she shows due respect for the rights of others to their opinions, refraining from personal vilification. He or she acknowledges contributions of others to the work. When asked to evaluate the professional performance of a colleague, the faculty member strives to be objective.

D) Responsibilities to the Institution

The faculty member's primary responsibility to his or her institution is to seek to realize maximum potential as an effective scholar and teacher. In addition, the faculty member has a responsibility to participate in the day-to-day operation of the University. Among the faculty member's general

responsibilities to the University the following may be particularly noted:

- 1) When acting or speaking as a private person, the faculty member should make clear that the actions and utterances are entirely his or her own and not those of the University.
- 2) The faculty member must never attempt to exploit his standing within the University for private or personal gain. He or she may, on appropriate occasions, cite his connection with the University, but only for purposes of identification not permitting the impression to prevail that the University in any way sponsors any of his private activities.
- 3) University facilities, equipment, supplies, etc., must never be used for personal or private business.
- 4) A faculty member has the duty to ensure that the regulations of the University are designed to achieve the University's goals as well as being in accord with the principles of academic freedom. Recognizing the importance of order within the institution, the faculty member observes the regulations of the University, but in no way abdicates the right to attempt to reform those regulations by any appropriate orderly means.
- 5) Effective faculty participation in the governance of the University promotes academic freedom and the goals of the institution. Each faculty member should take part in the institution's decision-making processes to the best of his or her ability and should accept a fair share of the faculty's responsibilities for its day-to-day operation.
- 6) During periods of disturbance or high tension on campus, a faculty member should do everything possible to prevent acts of violence and to reduce tension.
- 7) A faculty member determines the amount and character of the work and other activities he pursues outside his responsibilities within the University and his primary loyalties to it.

E) Responsibilities to the Community

As a member of the community, the faculty member has the rights and obligations of any citizen. These include the right to organize and join political or other associations, convene and conduct public meetings, and publicize an opinion on political and social issues. However, in exercising these rights, the faculty member must make it clear that he or she does not speak for the University, but simply as an individual. The faculty member does not use the classroom to solicit support for his or her personal views and opinions.

Because academic freedom has traditionally included the faculty member's full

freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience, on the one hand, and the claims and expectations of their students, colleagues, and institutions on the other. If such conflicts become acute, and the faculty member's attention to obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, he or she cannot escape the responsibility of that choice, but should either request a leave of absence or resign the academic position.

F) Service to the Legal Profession

Faculty members are encouraged to work with the practicing bar and judiciary to improve the profession.

G) Service to the Public

Faculty members are encouraged to engage in pro bono and other public service activities.

H) Annual Evaluation Process

The law school will evaluate, on an annual basis, the extent to which faculty meet the criteria specified in (A)-(G) above through the annual reports that faculty members complete and submit to the Dean. The Dean will review these annual reports and discuss them at individual conferences with each faculty member. Pursuant to ABA Standard 404(a), faculty members need not meet these criteria uniformly.

APPENDIX 2

Cleveland-Marshall College of Law, Cleveland State University Policies on Standard Teaching Schedules, Variances, and Course Releases²

1. Standard Teaching Schedule. The standard teaching requirement for legal writing, tenured and tenure track faculty is two courses in the fall semester and two courses in the spring semester, typically totaling 11 to 13 credit hours.

The teaching load for a faculty member who teaches four courses totaling 14 or more credit hours in one academic year (exclusive of summer teaching for which additional compensation is received) may be set, at the discretion of the Dean, at three courses the following year, provided that the three courses total 10 or more credit hours.

Rationale: CSU Personnel Policies and Bylaws, also known as the Greenbook, do not set a standard teaching load for non-bargaining unit tenured or tenure-track or for legal writing professors. Cleveland-Marshall's two course per semester, 11-13 credit hours standard is consistent with other schools. For example, Toledo, Capital, Ohio Northern and Cincinnati require four courses per year. Case and Ohio State each require three courses a year. Harvard requires 10 hours a year with "generous release time." Other CSU faculty generally teach 16-24 credit hours per AY.

Cleveland-Marshall classes taught by tenured, tenure track and legal writing faculty generally range from 2 to 4 credit hours.³ In some instances (such as seminar courses) faculty can choose to teach a course for either 2 or 3 hours. In other courses the credit hours are set (for instance first year courses that are 3 credits in the fall and 2 in the spring).⁴

Due to the wide range of credit hours per course, a professor's usual four course schedule might exceed the typical credit hour standard of 11-13 credit hours on a regular basis. In other instances a professor may be asked to pick up an additional course due to the unavailability of the faculty member originally scheduled to teach that course. If either scenario results in a professor teaching 14 or more hours in a particular year, exclusive of any credit hours for which additional compensation is received, the dean and the faculty member teaching the overload may negotiate a downward adjustment from the standard four course schedule the following academic year. This adjustment does not require a formal application as provided in §6. The name of any faculty member who negotiates such an

² Adopted by the faculty May 8, 2008. Except where otherwise noted, the proposed standards apply to legal writing and clinical professors as well as tenured and tenure track faculty. "Academic year" (AY) as used in these proposals excludes the summer term.

³ Students participating in a clinic can register for 2 to 5 credit hours per semester; externs can register for 4 to 6 credit hours.

⁴ Legal Writing and Civil Procedure are 6 hour courses (divided into two, 3-hours courses taught by the same instructor). Property, Torts and Contracts are 5 hours (divided into a 3 hour fall course and 2 hour spring course taught by the same instructor). Evidence, Estates & Trusts, Corporations, Tax I, Tax II, and Land Use Control (for JD/MUPDD students) are 4 hour courses. Many classes are offered for 3 credit hours, although most third-semester writing classes are 2 credits, and professors often elect to teach seminar courses for two rather than three hours. Some courses including First Amendment and Legal Profession are offered for 3 credits during the AY and for 2 credits in the summer. [Note: The nature of first-year courses has changed upon semesterization of these courses pursuant to curricular reform implemented in 2012.]

adjustment is not included in the list of faculty receiving a course release or variance published by the Dean pursuant to §7.

This standard is not applicable to Cleveland-Marshall clinical professors. Clinicians contract to teach a particular clinical course each year (e.g. Civil Litigation Clinic) which involves a seminar component and significant work with students, but the contract does not describe these professors' obligations in terms of credit hours.

2. Variance to Standard Teaching Schedule. A faculty member may request a variance from the standard two-courses per semester teaching schedule. For example, Professor A could apply to teach three courses in the fall semester and one course in the spring semester. Professor B could apply to teach two courses in the fall, one in the spring and one in the summer term, provided that no additional compensation is received for teaching the summer course.

The request for a variance is subject to application process set forth in §7 below and to the limitations in §6 below.

Rationale: This type of schedule flexibility has been individually negotiated by certain faculty members but has never been identified as an option available to all faculty members. It is beneficial to individual professors and to the law school to allow flexibility in scheduling. In addition, this system might encourage more people to teach in the summer.

3. Course Release. A faculty member may apply for a one-semester, one-course release if other substantial professional commitments, such as chairing a major university or law school committee, working on a significant publication, assuming a particularly burdensome teaching load, or a combination of these or similar professional commitments place significant demands on the faculty member's time and the Dean determines that a course release is in the law school's best interests. See §7 below for application process.

Rationale: Teaching releases have been awarded in the past for a variety of reasons on an ad hoc basis. There has been no formal application procedure and no clear criteria for such releases. While not limiting the discretion of law school administrators to grant or deny course releases in any particular case, this standard is intended to make all faculty aware that course releases are available and to identify some of the situations that have justified past releases. This negotiated process also appears consistent with that used in other CSU colleges governed by the CBA. See FN 2 for details.

In considering whether a "particularly burdensome teaching load" justifies a release, the Dean will generally consider a number of factors. These include the number of students in the professor's classes, the nature and quantity of feedback mechanisms and assignments the professor incorporates into his or her courses, the level of preparation required for the courses and other relevant factors.

4. Tenure-Track Faculty. Untenured tenure-track faculty who commence their teaching careers at Cleveland-Marshall are usually allowed two course releases prior to the semester in which they are reviewed for tenure. Generally a new faculty

member takes the first course release during the first two years and the second release in the year before being reviewed for promotion and tenure. This release time is negotiated by the faculty member and Dean and does not involve the formal application procedure set forth at §7 below. A faculty member should, however, include this request in the teaching preference form submitted by faculty each year.

Untenured lateral hires are not governed by this provision, but may negotiate pre-tenure course release(s) with the Dean.

Rationale: This is a codification of current practice. The release time allows new faculty time to work on teaching and scholarship and generally become acclimated to academia. This standard does not apply to clinical or legal writing faculty. It does not automatically apply to tenure-track lateral hires who are untenured, but those individuals may negotiate with the Dean for one or more course releases as a condition of employment.

5. Professorships. Faculty members who hold a named professorship may apply for a one-course release each academic year in exchange for a reduced financial stipend. The faculty member should include this request in the teaching preference form submitted by faculty each year. The form must be submitted by the identified due date and is not subject to the application process set forth in §7 below. [Note: The Dean’s policy regarding course releases for named professors may have changed. Please check with the Dean.]

Rationale: This is a codification of the professorships standards.

6. Relationship to CSU Professional Leave Policies. Absent extraordinary circumstances, a faculty member may not use any of the mechanisms described above, either alone or in combination, to obtain a complete teaching release for either a fall or spring semester. Such releases must be generally obtained pursuant to university policy and procedures for professional leaves (i.e. sabbaticals) set forth in §8.1.8.A.3 of CSU’s Personnel Policies and Bylaws (i.e. the “Greenbook”).

Rationale: Our obligations as Cleveland-Marshall law professors are not limited to teaching and scholarship. Service to and involvement in the law school and university communities are core components of our professional responsibility throughout the academic year.⁵ Faculty with no teaching responsibilities during either the fall or spring may be tempted to disassociate from the law school and university during that semester, thereby unilaterally transforming teaching release time into a professional leave. This transformation arguably usurps university professional leave policies governing “Leaves with Pay” (i.e. sabbaticals) under §8.1.8.A.3. which must be obtained through the application process set forth at §8.1.8 C.⁶

An exception for “extraordinary circumstances” is included to allow reconsideration of the application of this general policy in a compelling case. For example, a professor who

⁵ See Greenbook, §8.1.2.A.1.c

⁶ Under CSU by-laws that govern law school operations, all “Extended leaves [that] last more than five weeks ... must be approved in accordance with Section 8.1.8(C)” of the Greenbook.

receives a Fullbright or similar grant or other unique opportunity for professional development that provides no significant financial remuneration may be able to obtain a release from teaching and perhaps all other law school responsibilities without meeting all the university requirements for a professional leave.

7. Application Process for Course Release or Variance. A faculty member seeking a variance from the usual two-course per semester schedule under §2 or a course release based on substantial professional commitments explained in §3 should submit a written application to the Dean and the Associate Dean in charge of course scheduling. The application is due when the Associate Dean solicits faculty teaching preferences for the upcoming academic year. The application should explain the reason for the request and not exceed two typed pages. If a course release is sought based on substantial professional commitments, the application should also identify and briefly explain all course releases and professional leaves the applicant has received during the preceding five years.

At the completion of a semester in which a faculty member has received a course release due to substantial professional commitments, the recipient shall submit a brief report to the Dean reporting on the faculty member's activities during that semester.

Rationale: In past years, some faculty members have submitted formal written applications for course releases while others have secured releases through informal discussions with the Associate Dean in charge of scheduling or the Dean. Some faculty members submitted requests well in advance of the affected semester and some asked to be released long after the course schedule has been finalized. This proposed application process is modeled after that used for summer research and teaching grants. It is designed to impose a minimal burden on the applicant, while also providing timely notice to the Associate Dean and Dean of the faculty member's request and sufficient information on which to evaluate the request.

The requirement that a faculty member who receives a teaching release because of other substantial professional commitments report on his/her activities at the end of the semester ensure accountability similar to that required when other law school benefits are received, such as an official professional leave or a summer teaching or writing grant. This report is not required of a faculty member who holds a professorship or a faculty member who has obtained a teaching release by redeeming banked hours.

8. Decisions on Applications. The Dean shall make the final decision on all applications for course releases and adjustments to standard teaching schedules based on the recommendation of the Associate Dean in charge of course scheduling. Decisions on course scheduling are not subject to faculty review.

The Dean shall publish a list at the beginning of each AY of faculty members who have been granted a teaching release or variance for that year. The Dean may exercise discretion to omit a faculty member from the list if the release was granted for personal rather than professional reasons.

Rationale: Creating a course schedule that satisfies students, faculty, and our accrediting agencies is a daunting task. The Dean and the Associate Dean in charge of scheduling are in the best position to evaluate the individual requests of faculty members in light of larger institutional concerns such as course coverage and equitable workload distribution.

Moreover, principles of faculty governance empower the faculty to establish and revise the curriculum and approve the content of specific courses. The task of assembling a comprehensive course schedule each academic year does not fall within faculty governance powers, but is relegated to law school administration.

The requirement that the Dean publish a list of faculty members whose applications were approved is intended to increase the transparency of the system. The Dean does not have to provide the rationale for the decision.

APPENDIX 3

COLLEGE OF LAW CRITERIA FOR GRADUATE FACULTY MEMBERSHIP⁷

I. A faculty member of the College of Law applying for Graduate Faculty membership must have demonstrated scholarship through publication within the preceding five years of:

A. two works from the following categories:

- (1) an article or a substantial and substantive book review essay published in a law review, or
- (2) a law-related article published in a scholarly journal of other disciplines or as a chapter in a book, or
- (3) a Uniform Law, Model Statute, Restatement, or American Law Institute Reporter's Study or equivalent work of which the candidate was a principal;

or,

B. a substantive book or monograph, treatise, or textbook or casebook containing significant original substantive material.

II. A faculty member of the College of Law applying for a renewed term on the Graduate Faculty must have demonstrated scholarship as defined in Section I (above) accomplished since the beginning of the member's last term of membership on the Graduate Faculty."

The Graduate Faculty application Guidelines and our college Criteria can also be found on the university's web page at:

http://www.csuohio.edu/gradcollege/faculty/membership/application_guidelines.pdf

⁷ College of Law Criteria for Membership on the Graduate Faculty (as enacted by Graduate Council on December 12, 2005)

APPENDIX 4
MEMORANDUM

To: Law Faculty

From: Curriculum Committee

Date: May 1, 2018⁸

Re: New Course Proposals and Transitioning Classroom Courses to be Taught Online⁹

The purpose of this memorandum is to update the process for proposing a new course at Cleveland-Marshall College of Law and transitioning an established course to be taught online or in a blended format. An update to the process is necessary because of a variety of new ABA standards which the Curriculum Committee must apply to course proposals.

New Courses

Individuals interested in teaching a new course must present a proposal to the Curriculum Committee for its approval. Proposals should be submitted as early as possible in the semester prior to the one in which you wish to teach the course. A failure to submit a timely proposal may impact the course's inclusion on the schedule for the next semester and enrollment in the course.

A course proposal must include the following:

- 1) a substantially complete syllabus¹⁰ that includes a list of 3-5 learning objectives for the course that are consistent with the learning outcomes set forth in ABA Standard 302 and the law school's learning outcomes (examples are provided in Attachment A),¹¹
- 2) the number of credits sought and a description of how the course will meet ABA Standard 310 (Attachment B),
- 3) the textbook or reading materials that will be used,
- 4) the basis for assigning a grade in the course (letter or pass/fail),
- 5) the type of assessments that will be used in the course – formative, summative or both,
- 6) whether the course will be a traditional classroom course or a distance learning course,¹²
- 7) whether the course will be offered to JD, MLS, or, LLM students,
- 8) whether the course meets the designation of a seminar, upper level writing course, third semester legal writing course, or experiential course (please attach the experiential checklist), and,
- 9) a course description for the catalog.

Course proposals to teach distance learning courses must evidence how the faculty member and the course will meet C|J Law's Distance Learning Policy (Attachment D).

⁸ This memo was updated to include our current distance learning policy that was adopted by the faculty on April 16, 2020.

⁹ This memo is based on and replaces a November 11, 2008 memo from Phyllis Crocker that is contained in the current Faculty Manual.

¹⁰ Please see suggested language regarding reasonable accommodations and Title IX from the Offices of Disability Services and Institutional Equity in Attachment C for our syllabi.

¹¹ Please note that new courses that are limited to MLS students must be approved through the Law School Curriculum Committee, the Dean's Office, and the Graduate Council or Graduate College Dean. Course proposals for those courses must be accompanied by a complete syllabus and submitted to the Graduate Council or Graduate College Dean through the University's Curriculog System.

¹² A distance learning course is defined by the ABA as a course in which "students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology to support regular and substantive interaction..."

In deciding the number of credit hours, consider the scope of the course, the amount of class preparation time that you expect students to spend and the class meeting times. In deciding the number of credit hours in a distance learning course, consider the length of recorded lectures or presentations, the assigned student readings, the amount of online discussions, as well as other assignments.

For traditional classroom courses, ABA Standard 310 defines one credit hour “as an amount of work that reasonably approximates” not less than 50 minutes of classroom or direct faculty instruction and two hours of out-of-work class student work per week for 15 weeks, or the equivalent amount of work over a different amount of time.” During the fall or spring semester, a 3-credit course would have to meet 150 minutes per week and assign 6 hours of student work each week. During the summer semester (seven weeks), a 3-credit course would have to meet 320 minutes per week and assign 12 hours and 52 minutes of student work each week. A seminar or other upper level course that requires preparation of a ULWR paper (see Attachment G) may meet for the hours required for a two-credit course while offering the course for three credits.¹³

For courses that meet outside of the classroom, such as clinics, externships and distance learning courses, Standard 310 requires “at least an equivalent amount of work required” as a traditional classroom course.

Depending on the type of course, you may also want to consider whether it satisfies our criteria for designation as a seminar (see Attachment E), a third semester legal writing course, or an experiential course (see Attachment F, Experiential Checklist). If you decide that you want students to submit a paper, you may consider whether you want the paper to count toward satisfying the Upper Level Writing Requirement (see Attachment G). Each student must complete the ULWR in order to graduate. Typically, students satisfy the ULWR through independent study with a faculty member or a seminar. If you want the course paper to satisfy the ULWR you must explain how you will accomplish that.

In deciding the basis for assigning a grade in the course you have a number of options to consider: a final examination (in-class or take-home), a final paper, a series of small papers or quizzes, group or individual presentations, or a combination. In addition, you might want to count class participation as part of the final grade, or, if students will participate in group exercises, you will want to decide how to grade those. You must identify your basis for assessing students in the course proposal or syllabus.

Finally, your course proposal should contain a proposed course description for the course catalog that identifies the following: 1) prerequisites or co-requisites, 2) the number of credits available, 3) whether the course will be offered online, 4) if the course is offered online, whether the course is asynchronous, synchronous, or blended, 5) how the course will be graded (letter or pass/fail), 6) list any graduation requirement that the course fulfills, 7) whether permission from the instructor is required before registration, 8) whether the course may be repeated, and, 9) the CIP code for the course (CIP codes may be found at <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>)

Transitioning Classroom Courses to an Online Format

Faculty wishing to transition a classroom course to an online format should submit a substantially complete syllabus for the online course, a statement of how the course will meet Standard 310, and an explanation of how the course will comply with C|M Law’s current Distance Learning Policy (Attachment D).

¹³ A professor may also permit students to take a seminar or upper level course for two credits if a student does not write a paper satisfying the ULWR and for three credits if a student writes a paper satisfying the requirement.

ATTACHMENT A

EXAMPLES OF LEARNING OBJECTIVES

Course learning objectives may include one or more of our faculty-approved learning outcomes for our program of legal education (attached). Learning objectives may also be more course specific than our learning outcomes. Examples of learning objectives from currently offered courses are below.

Land Use Planning (LAW 608)

Learning Objectives

This survey course is designed with two broad objectives. First, it is intended to guide students through the major legal and policy issues confronting local governments when they seek to plan for and regulate the use and development of land. Second, the course is also designed to introduce students to the practical aspects of “day-to-day” administration of the fundamental tools for land-use regulation: zoning, subdivision regulation, Planned Unit Development, and the various “flexibility devices” (such as variances and conditional uses) that can be used to tailor these tools to particular circumstances. In more concrete terms, students should acquire an understanding of and ability to critically evaluate:

- the different approaches local governments have taken to plan for the use and development of land, with a particular focus on current approaches in Ohio
- the relationship between legal doctrines and the goals of land-use planning
- the federal constitutional and statutory constraints on how local governments have taken to control the use and development of land
- the most common tools used by local governments to control the use and development of land
- the “nuts and bolts” of the zoning and subdivision regulation processes

PROPERTY (LAW 514)

LEARNING OBJECTIVES

This course is designed with two broad objectives. First, it is intended to introduce students to the major legal and policy issues societies and legal systems grapple with in dealing with tangible and intangible “things” grouped under the concept of “property.” Second, the course is also designed to introduce students to the practical aspects of how our legal system conceives of, creates rights in, and allows for the disposition of “property” in various forms. In more concrete terms, students should acquire an understanding of and ability to evaluate:

- Whether a “property interest” is at issue in any given set of facts?
- If a “property interest” is at issue, what type of property interest is it?
- How are different types of property interests created or acquired?
- Who “owns” any given property interest and how are competing ownership claims decided?
- What “property rights” does ownership in any given property interest entail, and with what limits/scope and duties?
- What is required to make a valid transfer of any given property interest

TRANSACTIONAL LAW CLINIC (LAW 826)

LEARNING OBJECTIVES

In this course, you will learn to:

- Identify client issues,
- Understand client goals,
- Identify and learn the relevant law,
- Identify and analyze potential solutions and approaches to client problems and goals,
- Counsel clients about potential solutions,
- Execute or carry out appropriate solutions, and,
- Engage in self-assessment of your skills and abilities.

Cleveland Marshall College of Law
Learning Outcomes
(adopted November 12, 2015)

I. Knowledge and understanding of substantive and procedural law.

A. Understand and apply identified core legal concepts in all required courses.

B. Understand the processes by which the law develops and changes.

C. Understand the processes by which legal rights and duties are enforced.

II. Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context.

A. Legal Analysis

1. Apply all relevant legal rules to specific factual situations and appropriately predict legal outcomes by identifying legal issues and assessing the validity of legal arguments.

2. Connect legal concepts across the curriculum.

3. Identify, articulate and explain legal rules.

B. Legal Research

1. Understand the similarities, differences and interrelationships among and between United States federal, state, and local legal systems.

2. Find, categorize, evaluate, and distinguish sources of legal authority.

3. Construct and implement efficient, cost effective research strategies, including demonstrating an understanding of the importance of confirming and validating the information obtained.

4. Critically evaluate the quality of the legal information consulted and apply information effectively and ethically to

resolve a specific issue or need.

C. Problem Solving

1. Develop a reasoned analytical framework for identifying and resolving problems.
2. Solve problems by and through collaboration with colleagues in a professional setting.
3. Recognize client goals and relevant facts, including ethical and societal issues that affect problem solving, and financial, commercial, and personal constraints on clients.
4. Use relevant facts, client goals, and law to identify solutions to client problems and advise clients on the merits and risks of each potential solution.
5. Prioritize tasks and assess time requirements to solve client and professional problems within time and financial restraints.

D. Written and Oral Communication in a Professional Context

1. Demonstrate written communication at a professional level, appropriate to the context.
2. Demonstrate oral communication at a professional level, appropriate to the context.
3. Communicate legal analysis to different audiences for different purposes.
4. Draft objective, persuasive and transactional documents.

III. Exercise of proper professional and ethical responsibilities to clients and the legal system

- A. Identify, analyze and resolve ethical dilemmas in clinical or simulated practice settings.
- B. Demonstrate professionalism in all aspects of legal work.
- C. Understand the role of the lawyer in civil society.

IV. Other professional skills needed for competent and ethical participation as a member of the legal profession

- A. Plan and implement strategies to move cases, transactions, and client matters forward.
- B. Seek and receive professional feedback.
- C. Recognize personal and professional strengths and weaknesses based upon self-reflection.
- D. Interact effectively and sensitively with clients, colleagues and others from varied backgrounds.
- E. Transfer lessons and skills learned in one context to another.
- F. Understand the need to strategically build professional networks to help meet personal, client, and professional challenges.
- G. Promote improvement of the law and legal institutions.

ATTACHMENT B

ABA STANDARD 310

MEMORANDUM

To: The Faculty
From: The Curriculum Committee
Date: April 11, 2016
Re: ABA Standard 310 re Credit Hours

The ABA Standards Committee has revised standards as well as introduced new standards governing our program of legal education over the last two years. One of the new standards is Standard 310.

Standard 310. DETERMINATION OF CREDIT HOURS FOR COURSEWORK

(a) A law school shall adopt, publish, and adhere to written policies and procedures for determining the credit hours that it awards for coursework.

(b) A "credit hour" is an amount of work that reasonably approximates¹⁴:

(1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time; or

(2) at least an equivalent amount of work as required in subparagraph (1) of this definition for other academic activities as established by the institution, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours.

Given that the law school does not have the policy required by 310(a), the Curriculum Committee recommends that the faculty adopt the standard set forth in 310(b) as our written policy that determines the number of credits that are awarded for coursework.

The Committee also recommends that the faculty adopt as its written policy, two recent interpretations regarding Standard 310. The interpretations are:

Interpretation 310-1

For purposes of this Standard, fifty minutes suffices for one hour of classroom or direct faculty instruction. An "hour" for out-of-class student work is sixty minutes. The fifteen-week period may include one week for a final examination.

Interpretation 310-2

A school may award credit hours for coursework that extends over any period of time, if the coursework entails no less than the minimum total amounts of classroom or direct faculty instruction and of out-of-class student work specified in Standard 310(b).

If the faculty adopts the Curriculum Committee's proposal, the Curriculum Committee will require all future course proposals to address the standard.¹⁵

¹⁴ The standard uses the U.S. Department of Education's definition of a credit hour.

Please note that Revised Standard 311(b) replaces “58,000 minutes of instruction time” found in prior Standard 304(a) with “83 credit hours,” 64 of which must be in courses that require attendance in regularly scheduled classroom sessions or direct faculty instruction.

¹⁵ The faculty adopted the Curriculum Committee’s proposal on April 14, 2016.

ATTACHMENT C

Suggested Language from Office of Disability Services re Accommodations

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in Room 210, Rhodes Tower West. Accommodations need to be requested in advance and will not be granted retroactively.

Suggested Language from Office of Institutional Equity re: Title IX

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. The Office for Institutional Equity (OIE) provides information, identifies resources, and issues academic and other accommodations. Any student affected by discrimination, harassment and/or sexual violence and seeking assistance should contact OIE at 216-687-2223 or OIE@csuohio.edu or visiting AC 236.

Faculty members are Responsible Employees who have a duty to report to OIE when students disclose experiences with discrimination, harassment and/or sexual violence. Faculty members' duty to report to OIE includes disclosures made by students in class or in autobiographical and/or nonfiction writing assignments.

ATTACHMENT D

C|M|LAW DISTANCE LEARNING POLICY

This policy is designed to guide the law school in the development, approval, and administration of Distance Learning Courses for the J.D., L.L.M., and M.L.S. programs in accordance with the requirements of American Bar Association's Standard 306 and Cleveland State University policies. Distance education is an educational process characterized by the separation, in time or place, between instructor and student.

Distance learning courses may be conducted completely online or partially on-line. A fully online course meets online for 100% of the class meetings while a blended course contains a mixture of face-to-face classes and sessions conducted online. This policy applies to both fully online and blended courses ("Distance Courses") as defined by ABA Standard 306 and CSU policies. ABA Standard 306 defines a distance learning course as one in which "students are separated from the faculty member or each other for more than one-third of the instruction and the instruction involves the use of technology..."

CSU policy defines a blended course as a course that contains a mixture of face-to-face classes and sessions conducted online, with no more than 40% of class meetings held in assigned on-campus classroom locations and 60% of class sessions are held online. In other words, a blended class is held 60% or more online.

1. Administration

1.1 J.D. students may not count more than 30 credits earned in Distance Courses toward the J.D. degree.¹⁶ No J.D. student may begin taking a Distance Course until that student has completed 29 credit hours toward the J.D. degree. Students who are pursuing L.L.M. or M.L.S. degrees may take an unlimited number of Distance Courses at any time during their matriculation.

1.2 All Distance Courses must be approved in accordance with the school's normal approval process, even if the course is already offered as a face to face (F2F) course.

1.3 For purposes of teaching loads, a Distance Course will be treated the same as a comparable F2F course.

1.4 All law school and university policies will apply to all Distance Courses unless stated otherwise herein.

2. Technology

2.1 Each Distance Course will be designed to utilize the technological resources available at the institution, supportable by the institution, and reasonably available to

¹⁶ During Emergencies or Disasters, please see Section 8.0 on page 4.

students.

2.2 Each Distance Course will include sufficient interactive tools and course design elements that allow faculty and students interactive opportunities that equal or exceed the interaction found in a traditional classroom setting. Each Distance Course must meet ABA Standard 310

which determines how many credit hours can be offered for coursework.

2.3 Each Distance Course utilizing a learning management system such as Blackboard or TWEN, must require students to have, at minimum, a unique login and password when accessing the Distance Course website.

2.4 Student identity during Distance Course participation and the taking of examinations must be verified by the use of technological tools (such as unique login and password) or the use of proctored examinations by appropriate personnel.

3. Faculty

3.1 Faculty members who propose the creation of a new Distance Course or to convert an existing F2F course to a Distance Course must complete the Faculty Online Teaching and Design Course offered by the University's Center for eLearning or provide proof of completion of a similar course at another university or college prior to submitting their proposal to the Curriculum Committee.

3.2 Faculty members who teach a Distance Course must complete the Faculty Online Teaching and Design Course offered by the University's Center for eLearning or provide proof of completion of a similar course at another university or college prior to teaching a Distance Course.

3.3 Faculty members teaching Distance Courses must provide a syllabus containing the information identified in 4.4 to students registered for the Distance Course at least 24 hours prior to the deadline for adding classes during the semester.

3.4 Faculty members who teach a Distance Course will be present online, will monitor and, as appropriate, participate in class delivery, for the activities stated in the syllabus.

3.5 While teaching a Distance Course, the faculty member will answer student questions and concerns promptly during the semester.

3.6 While teaching a Distance Course, the faculty member will regularly monitor student participation and accomplishment.

3.7 If a faculty member anticipates being absent from a Distance Course for more than 4 consecutive business days during a semester, the faculty member shall state the dates of their unavailability in the syllabus. If a faculty member is absent from a Distance Course because of illness or another unanticipated reason for more than 4 consecutive business days, the faculty member shall alert students and the Associate Dean for Administration

of the date that the faculty member will return.

3.8 When scheduling a Distance Course, the faculty member must inform the Associate Dean for Administration if the Distance Course will be conducted during a shorter time period than the length of the semester.

4. Content of Proposals and Approval

4.1 Proposals to convert a current F2F course to a Distance Learning Course or to create a new Distance Learning Course are made to the Curriculum Committee.

4.2 Proposals to convert a current F2F course to a Distance Course must contain the following items:

- a substantially complete syllabus,
- a detailed explanation of how the Distance Course meets Standard 310, and,
- information identifying the Distance Learning training taken by the faculty member.

4.3 Proposals to create a new Distance Learning Course must contain the items listed in 4.2 above and the additional items identified in the current New Course Proposal Memo published by the Curriculum Committee.

4.4 A substantially complete syllabus includes the following:

- when the faculty member will maintain office hours and the format/location of the office hours (online, telephone, chat, or in person),
- a list of 3-5 learning objectives for the course that are consistent with the learning outcomes set forth in ABA Standard 302 and the law school's learning outcomes,
- an explanation of how students will be assessed and graded during the Distance Course including how each type of assignment or particular assignments contribute to or influence the student's overall grade,
- a statement explaining the course's attendance policy including if students are permitted to turn in assignments late and any penalties associated with failure to attend or turn in assignments on time,
- if course participation (through discussion posts and other means) counts for more than 10% of the student's overall grade, a rubric or a detailed explanation of how course participation will be graded,
- a description of each learning module or unit in the course that includes: (i) a list of assignments for the module or unit, (ii) how student learning for the module or unit will be assessed, and (iii) due dates for the module,

and,

- a description of the types of technology used to deliver instruction and assist students with learning in the course.

5. Student Privacy & FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires universities to give students access to their education records and to keep personally identifiable education records confidential with respect to third parties. Because Distance Learning Courses, unlike verbal exchanges in a traditional F2F class, may create records of student activities, faculty teaching Distance Learning Courses should be aware of the following activities which may implicate FERPA: a) if information submitted by students online is available to anyone other than University employees; and, b) providing information about the student to anyone other than the student or University employees who need to know the information. Examples of activities which may violate FERPA include but are not limited to: a) posting a reply to a student's discussion post which contains their grade or points awarded for the post that is available to all students in the course; b) requiring a student to post an answer to an academic assignment to a non-university blog or social media site; c) using an app or learning management system that has not been approved by the University; or, d) permitting a student to use an educational or consumer application or program for academic work which is not approved or vetted by the University. Please contact one of the Associate Deans for further assistance with issues involving FERPA.

6. Periodic Review of Distance Courses

To ensure that credits awarded for Distance Learning Courses may be counted toward the 64 credit hours of regularly scheduled classroom sessions or direct faculty instruction required by Standard 311(a), the Law School's Associate Dean for Administration shall undertake a periodic review of Distance Learning Courses. The review shall determine if the courses satisfy Standard 306(d)(1)-(3).

7. Students

7.1 Each faculty member teaching a Distance Learning Course shall make students aware of the training and support offered by the University's Center for eLearning. Faculty members should encourage students to take the self-paced Blackboard orientation course offered by the Center for eLearning.

7.2 All students will abide by the Law School's Honor Code and the Center for eLearning's policies in all Distance Courses.

8. Distance Learning During an Emergency or Disaster

In recognition of the Guidance Memo issued by the Managing Director of the Section of Legal Education and Admissions to the Bar in February 2020, titled *Emergencies and Disasters*, during periods when the State of Ohio or the University closes the law school building or requires or recommends social distancing which makes a F2F class impractical or unlawful, the policies set forth in this Section 8 shall operate.

8.1 Any F2F course which the University requires to be conducted remotely, does not count toward the 30-credit limit set forth in Section 1.1.

8.2 If the University requires a first-year course to be conducted remotely, the language prohibiting students from taking a Distance Learning Course before earning 29 credits in Section 1.1 does not apply.

8.3 For any course that the University requires to be conducted remotely, the instructor does not need to follow the procedures set forth in Sections 4.1 and 4.2 to obtain Curriculum Committee approval in advance.¹⁷

8.4 The requirement to take the Faculty Online Teaching and Design Course offered by the University's Center for eLearning set forth in Sections 3.1 and 3.2 may be waived or fulfilled by completing other training as determined by the Administration.

8.5 The law faculty may, as stated in the Guidance Memo, determine that it is appropriate to exceed the number of Distance Learning Course credits permitted by the ABA standards.

¹⁷ If the course is scheduled as a Distance Learning Course in a later semester when there is no Emergency or Disaster, the procedures set forth in Sections 4.1 and 4.2 will apply.

ATTACHMENT E

CRITERIA FOR DESIGNATION OF A COURSE AS A SEMINAR*

1. A seminar is a small class, enrollment in which should normally not exceed fifteen students, that is designed to examine intensively a single topic or a limited range of topics within a general area of law. A seminar is not designed to offer a comprehensive survey of a field of law.
2. A seminar is designed to foster maximum interchange in discussion between students and instructor and among students.
3. A seminar shall require a substantial paper or equivalent written product.
4. A grade in a seminar may be based entirely on the paper, or on some combination of a paper, class participation, final examination, or other relevant factors.
5. A seminar may be given for two or three credits.

ATTACHMENT F

CHECKLIST FOR EXPERIENTIAL COURSES

This checklist was created to assist the Curriculum Committee and faculty with identifying which courses will fulfill the ABA’s requirement that each student take 6 credits of experiential education. The checklist was created from a review of ABA Standards 303 and 304 as well as a guidance issued by and information obtained from the ABA’s Section of Legal Education.

Our law school requires that each student take a 3-credit clinic or externship and take an additional 3 credits in courses which meet the ABA’s standard for experiential courses.¹⁸

The guiding principles for identifying an experiential course are found in Standards 303 and 304 which require an experiential course to be:

1. A Law Clinic,
2. A Field Experience, or,
3. A Simulation Course

Those types of courses are defined in Standard 304 which requires:

1. A Simulation Course to:

- A. Provides a substantial lawyering experience
- B. Not involving an actual client
- C. That is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member, that includes all of the following:
 - direct supervision of the student’s performance by the faculty member
 - opportunities for performance
 - opportunities for feedback from a faculty member
 - opportunities for self-evaluation
 - a classroom instructional component (a series of faculty supervised practices in a moot court competition will not meet the standard)¹⁹

2. A Law Clinic to:

- A. Provides a substantial lawyering experience
- B. That includes advising or representing one or more clients or serving as a third-party neutral, and,

¹⁸ This standard applies to students who began law school in the fall of 2016 and later. Students who began law school in 2013, 2014 or 2015 are required to take one three-credit externship or clinic.

¹⁹ Managing Director’s Guidance Memo, ABA Section of Legal Education and Admissions to the Bar, p.4. https://www.americanbar.org/content/dam/aba/administrative/legal_education_and_admissions_to_the_bar/governancedocuments/2015_standards_303_304_experiential_course_requirement_authcheckdam.pdf

- _____ C. That includes all of the following:
 - _____ direct supervision of the student’s performance by the faculty
 - _____ opportunities for performance
 - _____ opportunities for feedback from a faculty member
 - _____ opportunities for self-evaluation
 - _____ a classroom instructional component
3. A Field Experience (includes externships) to:
- _____ A. Provide a substantial lawyering experience
 - _____ B. That is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks
 - _____ C. In a setting outside a law clinic under the supervision of a licensed attorney or otherwise qualified individual
 - _____ D. That includes all of the following:
 - _____ direct supervision of the student’s performance by a faculty member or site supervisor
 - _____ opportunities for performance
 - _____ opportunities for feedback (from a faculty member or site supervisor)
 - _____ opportunities for self-evaluation
 - _____ A written understanding among the student, faculty member and a person in authority
 - _____ A method for selecting, training, evaluating and communicating with site supervisors including regular contact between faculty and site supervisors
 - _____ A classroom component, regularly scheduled tutorials, or other means of ongoing, contemporaneous, faculty-guided reflection
 - _____ Evaluation of each student’s educational achievement by a faculty member
 - _____ Sufficient control over the student’s experience to ensure that the requirements of the standards are met

Once a course meets the requirements set forth above and is determined to be a simulation course, a law clinic or an externship, Standard 303 requires the simulation, law clinic or externship to:

- _____ 1. Be primarily experiential in nature (primarily means the main purpose of the course must be experiential and the experiential nature of the course should be its

organizing principal). Simulation courses should provide experiences similar to those of a clinic or externship.²⁰

- _____ 2. Integrate doctrine, theory, skills, and legal ethics
- _____ 3. Engage students in performance of one or more of the following professional skills:
 - _____ knowledge and understanding of substantive and procedural law
 - _____ legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context
 - _____ exercise of proper professional and ethical responsibilities to clients and the legal system
 - _____ other professional skills needed for competent and ethical participation as a member of the legal profession
- _____ 4. Develop the concepts underlying the professional skills being taught
- _____ 5. Provide multiple opportunities for performance
- _____ 6. Provide opportunities for self-evaluation
- _____ 7. Credit granted for the course shall be commensurate with the time and effort required and comply with Standard 310
- _____ 8. Assess performance of professional skills versus knowledge of legal subject matter.

²⁰ Guidance Memo, pp. 3, 5

ATTACHMENT G

UPPER LEVEL WRITING REQUIREMENT*

The purpose of the Upper Level Writing Requirement is to have each student undertake at least one rigorous writing experience prior to graduation, in addition to Legal Writing, Research and Advocacy (L504) and the third semester of legal writing. Although the focus of this requirement is writing skills, effective legal writing requires application of the broad spectrum of skills essential to effective lawyering generally. Thus, research, analysis, and organization are important components in the preparation of any quality product of legal writing. For this reason, the goal of the Upper Level Writing Requirement is to require each student to demonstrate his or her ability to apply each of these skills in producing one substantial, cohesive piece of legal writing prior to graduating from law school.

1. Students may satisfy this requirement by completion of any one of the following:
 - a. A seminar for which a paper is required;
 - b. A specially designated upper level course for which a paper is required or offered for writing credit; or
 - c. An appropriate two or three semester-hour Independent Legal Research (L860) project.

2. The Upper Level Writing Requirement is satisfied by the completion of a paper, brief, casenote, or other piece of legal writing that combines writing, research, analytical and organizational skills into one substantial written product under the direction of a faculty supervisor. As a general rule, “faculty supervisor” means full-time tenured or tenure-track faculty member, full-time legal writing professor, or full-time clinical professor.

3. What constitutes a “substantial” written product is left to the discretion of the instructor, subject to review by the Curriculum Committee at the time the course is submitted for approval.²¹

²¹ Please note the following as a point of comparison for courses other than Independent Research in which a student may satisfy the ULWR:

The text page minimum for Independent Legal Research (L860) projects completed to satisfy the Upper Level Writing Requirement should ordinarily be 12 to 15 double-spaced pages, exclusive of footnotes or endnotes, per credit hour, but in no case less than 10 pages, exclusive of footnotes or endnotes, per credit hour. Faculty may, in their discretion, define a “page” in terms of font size, margins, approximate number of words, etc. Independent Legal Research (L860) Standards B 2.

4. To complete the Upper Level Writing Requirement, it is assumed that the student will undertake exhaustive library or other approved investigation under the supervision of a faculty member. In order to insure a meaningful one-on-one consultation and critique between the student and instructor, it is strongly urged that the instructor:
 - a. Require the student to meet regularly with the faculty sponsor during the course of the project;
 - b. Require the student doing an Independent Legal Research (L860) project to obtain the faculty sponsor's written approval of a proposal prior to signing up for credit;
 - c. Require the student to submit and discuss an outline of the writing project prior to commencing the first draft;
 - d. Provide written comments concerning submitted drafts and discuss those comments in a meeting with the student;
 - e. Require the student to submit a detailed research path of one or two pages with the rough draft, indicating the full extent of the student's research and sources used and showing unproductive investigation as well as that which produces materials bearing on the problem;
 - f. Require the student to familiarize himself or herself with the concept of plagiarism;
 - g. Make clear to the student that the Upper Level Writing Requirement is unrelated to, and independent of, any non-curricular requirements, such as those needed for acceptance of the paper by a student journal.
5. Any instructor wishing to designate a course as satisfying the Upper Level Writing Requirement must first obtain authorization from the Curriculum Committee.
6. Faculty have discretion, while awarding a passing grade to a student enrolled in a course to determine that nonetheless the student has not satisfied the Upper Level Writing Requirement. Students should be advised of this faculty option.
7. Copies of papers submitted in satisfaction of the Upper Level Writing Requirement shall be retained by the administration in the same manner as final examinations.

* The Upper Level Writing Requirements were approved by the faculty in November 1997 and amended in May 1999.

APPENDIX 5A

Syllabus Sample: Conflict of Laws (Assistant Professor Brian Ray)

CONFLICT OF LAWS SYLLABUS I

Professor Brian Ray
L 632, sec. 1
MW 2:45-4:10
LB 66

Required course materials

Currie, Kay, Kramer, Roosevelt Conflict of Laws 7th ed. 2007)
Occasional supplements

My availability

My office is located on the first floor: Room 153. My phone number is: 687-2528 and my e-mail is: brian.ray@law.csuohio.edu. My office hours are MW 4:15-5:15. These hours are not exclusive. You should feel free to make an appointment at any time or just stop in whenever my light is on.

Course Overview

Conflict of laws deals principally with three questions: Which state's courts have jurisdiction over a dispute? Which state's laws apply to a dispute? Can judgments by the courts of one state be enforced in another state? These questions can arise between states of the United States, between federal and state courts and between foreign states

This course will focus on the development of choice-of-law rules in the United States and cover, to a lesser extent, other areas of conflict of laws, including jurisdiction and recognition/enforcement of judgments. We will deal with choice of law both in interstate and international settings and include some comparisons with European legal systems.

Class attendance and preparation

Attendance at and preparation for class are required. I understand that there are times when because of illness or personal matters you may be unable to attend class or you may not be prepared for class. To account for these times, each student can miss class or "pass" when called on four times over the course of each semester. If you miss class and/or "pass" more than four times, I reserve the right to lower your grade or withdraw you from the course. If you cannot prepare for class on a particular day, please e-mail me before class. I will not call on you, but that will count as one of the four absence/pass days.

Absences to observe religious holidays do not count as missed classes if you inform me in advance that you will be absent.

Grades

An 8-hour, open-book, take-home exam will constitute 80% of your final grade. Participation in class will make up the remaining 20% of your grade.

I may also distribute practice exercises at certain points in the semester. I will provide feedback on these exercises, but they will not be part of your grade

Assignments

The assignments listed here are somewhat tentative and may change depending on how quickly we move through the material for each day. To account for that, I have only listed specific assignments through February 15. I will distribute the second installment of the syllabus later in the semester.

- | | |
|-----------------|---|
| January 12-21: | The Traditional Model
<i>Jurisdiction Selecting Rules</i>
CB: 1-39 |
| February 2-4: | The Traditional Model
<i>Escape Devices — Characterization & Substance/Procedure</i>
CB: 39-61 |
| February 9-11: | The Traditional Model
<i>Escape Devices — Renvoi, Public Policy, Penal Laws & Tax</i>
CB: 61-84 |
| February 16: | Modern Approaches
<i>Statutory Solutions & Party Autonomy</i>
CB: 891-118 |
| February 18-23: | Modern Approaches
<i>Interest Analysis — Introduction & False Conflicts</i>
CB: 118-67 |
| February 25: | Modern Approaches
<i>Interest Analysis — Unprovided-For Case & True Conflicts</i>
CB: 167-204 |
| March 9: | European Conflicts
Guest Lecture by Professor Milena Sterio
Assignment TBA |

APPENDIX 5B

Syllabus Sample: Evidence (Adjunct Professor David Neel)

SYLLABUS

Spring 2009 Evidence — LB 207

David W. Neel, Esq., Lecturer

dwneel.law@gmail.com

216-522-0011

Tuesdays & Thursdays 7:30 - 9:10 p.m.

Course Materials:

The required book for this course is:

Waltz, Park & Friedman's *Evidence, Cases and Materials* (Foundation, 11th ed., 2008) ("WP")

The following book is recommended but not required:

Graham C. Lilly, *Principles of Evidence* - This book will give you sensible and fairly straightforward information about black letter rules of evidence and some useful information about the policies underlying those rules. (Other excellent hornbooks are available. Use the hornbook that suits you best.)

Office Hours:

Please call me directly at 216-522-0011 to schedule an appointment.

Course Goals:

When you complete this class, you should possess a fairly sophisticated understanding of the Rules of Evidence. More than any other course (in my humble opinion), the study of evidence law trains you to think more like a lawyer. If you study, participate, practice, interact with your peers and reflect throughout the term, then by the end of the course you will be thinking more like a lawyer. That, primarily, is the goal I set before you, in addition, of course, to learning the rules of evidence.

Class Attendance Policy:

Class attendance is mandatory; however, if you have another important commitment that a reasonable person would say should take precedence over this class, then you may miss a class. You do not have to advise me beforehand or tell me the reason. You are allowed four such absences. Passing when called upon counts as an absence. (See also following section.) If you miss more than four classes for any reason, I reserve the

right to administratively withdraw you from the course or to impose lesser sanctions including, but not limited to, lowering your final grade in this class, in my sole discretion.

Class Participation:

I expect you to be prepared for each class. Unsatisfactory preparation, as determined in my sole discretion, counts as an absence. Each of you will be called upon at least once to present an assigned case to the class and to discuss assigned problems from the casebook.

- Your case presentations should be no more than 5 minutes in length. A guideline for your presentation is as follows:
- Basic facts leading to litigation - E.g., In *Old Chief v. United States*, the defendant was arrested after a fight involving a gun. He had a prior conviction.
- Proceedings below — E.g., The government charged Old Chief with, among other things, a violation of 18 U.S.C. §922(g)(1), which makes it unlawful for anyone to Old Chief objected to admission of evidence that The government responded that The court ruled that On appeal, the U.S. Court of Appeals for the Ninth Circuit held that the district court did not abuse its discretion by The U.S. Supreme Court granted certiorari.
- Specific issue(s) before the court ruling on the case — E.g., At issue was evidence pertaining to one element required to prove a violation of 18 U.S.C. §922(g)(1)
- The court's ruling on each issue — E.g., The S. Ct. reversed the court of appeals' decision.
- The court's reasoning for its decision.
- Doctrine, black letter law or analysis that the case establishes, stands for or approves.

Grading:

A total of 200 points is possible in this class based upon the following distribution:

- 80% (160 possible points) of your grade is based on the final exam.
- 20% (40 possible points) is based on your class participation.

Assignments:

For every, assignment, read the applicable Federal Rule(s) of Evidence ("FRE") in Appendix A of WP and the corresponding Advisory Committee Note(s) in Appendix B.

Relevance

1. 1/13/2009 WP 1-70
2. 1/15 WP 72-107; FRE 401-03
- 1/20 No Class
3. 1/22 WP 384-418; FRE 403-06
4. 1/27 WP 418-38; FRE 403-06, 104(a)-(b)
5. 1/29 WP 439-63; FRE 412-15
6. 2/3 WP 463-84; FRE 407-11

The Hearsay Rule and Its Exceptions

7. 2/5 WP 100-03, 106-12; FRE 801(a)-(c). Skim FRE 803(3)
8. 2/10 WP 112-25; FRE 801(a)-(c)
9. 2/12 WP 125-32, 137-45; FRE 801(a)-(c), 602, 104(a); Questions 1-2, p. 145; FRE 804(b)(2), 104; Skim FRE 803(3) and 807
10. 2/17 WP 146-60; FRE 803(1), 803(2), 803(3), 805; Questions p. 159
11. 2/19 WP 160-72; FRE 801(d)(2), 805
12. 2/24 WP 173-88; FRE 801(d)(2), 104 (Note: The final sentence of the present FRE 801(d)(2) was added in 1997, after the *Bourjaily* decision)
13. 2/26 WP 188-201; 98-100, 202-10; FRE 804(a), 804(b)(1), 804(b)(3)
14. 3/3 WP 210-22; FRE 803(3), 105. Prepare the answer hypotheticals on pp. 221-22 before class
15. 3/5 WP 222-37; FRE 803(4). Questions, pp. 227-28
16. 3/10 WP 237-53; FRE 801(d)(1), 803(5)-(6), 611, 612
17. 3/12 WP 254-67; Questions, pp.260-61; FRE 106, 803(5)-(7), 805, 806

- 18. 3/17 Spring Recess —No class
- 19. 3/19 Spring Recess —No class
- 20. 3/24 WP 267-92; FRE 803(6)-(10); Hypothetical, p.289; Questions 1-3, 7, pp. 290-92
- 21. 3/26 WP 304-15, Questions 1-3, p. 315; FRE 804(b)(6), 807; WP 97-98, 315-20; 359-66; Handouts, Crawford case and state case(s)

Witnesses — Competency, Impeachment and Expert Witnesses

- 22. 3/31 WP 486-506; FRE 607, 611, 615; WP 506-19; FRE 608 Questions 1-5, pp. 515-16
- 23. 4/2 WP 519-41; Hypos, pp. 536-37; FRE 608-09, 806
- 24. 4/7 WP 541-65; FRE 608-609, 610, 613, 801(c) WP 566-71; Review pp. 62-70 (trial objections); preview 795-812;
- 25. 4/9 WP 795-827; FRE 701-06
- 26. 4/14 WP 827-61
- 27. 4/16 WP 862-86

Documents — Authentication and Best Evidence Rule

- 28. 4/21 WP 686-99; FRE 1001-1008 and 901-03
- 29. 4/23 Review for Final
- 30. 4/28 Review for Final
- 31. 4/29 Reading Period Begins
- 32. 5/3 Reading Period Ends
- 33. TBD Exam

APPENDIX 6

Guidelines and Requirements for Concentrations at Cleveland-Marshall College of Law

Faculty must present proposals for new concentrations to the Curriculum Committee for approval. The Curriculum Committee will then submit the proposal to the faculty for approval.

I. Guidelines¹

A. For a discipline to become a Concentration at Cleveland-Marshall College of Law:

1. There shall be at least eight courses available in the discipline, beyond foundational courses, at least four of which are offered at least annually. [Foundational courses include, for example, bar courses, courses required for graduation, and basic courses within the Concentration as determined by the faculty in that discipline.]
2. Faculty within a discipline seeking to create a Concentration shall, where appropriate, survey practitioners within the discipline to determine the needs of the practice. The purpose of this survey is to ensure that our Concentration requirements will create well-prepared graduates within the discipline.

B. For a student to satisfy the requirements of a Concentration:

1. The student shall take at least six courses in the area, no more than two of which are foundational courses.
2. The student shall complete a major project in the Concentration area. (This project might include a major writing project, such as an upper level writing requirement or its equivalent, an appropriate clinic experience, or an externship, as determined by the faculty within the discipline. This project shall be in addition to the six courses required in #1 above.)

A student who satisfies the requirements of a Concentration shall have that fact noted on his or her transcript and may indicate completion of the Concentration on a resume. In addition, the faculty may decide to provide a "Certificate of Concentration."

¹ Adopted by the faculty on February 22, 2001.

II. Requirements for all Concentrations

- A. A student shall attain a minimum cumulative GPA of 3.0 in Concentration courses.²
- B. A student must maintain a 3.0 GPA in all concentration courses.³
- C. A student may take no more than one course on a pass/fail basis toward completion of a Concentration, whether a substantive course for which a grade is normally given or an externship or other course that is mandatorily graded on a pass/fail basis.⁴

² Adopted by the faculty on May 11, 2001.

³ Adopted by the faculty on April 14, 2011.

⁴ Adopted by the faculty on October 11, 2001.

APPENDIX 7

CSU Poll Worker Excused Absence Policy

In order to foster student engagement and participation in the civic sphere, Cleveland State University has encouraged students to serve as poll workers and in polling support positions for the last several national and statewide elections. In Spring 2008 the Faculty Senate of Cleveland State University adopted a policy pertaining to student absences arising because of such service in these elections.

- I.** CSU faculty members are required to
 - a.** excuse all students from class attendance and from any assignments, quizzes, and other coursework otherwise due during the period beginning at 6:00 p.m. on the evening before any statewide election and ending at 12:00 midnight on election day who **(i)** serve in any of the official poll worker and polling support positions, including the Center for Election Integrity official observer or monitor positions (which can include, for example, polling place translators and technical support workers with respect to the voting machines)⁵, and **(ii)** satisfy their notification obligations described in paragraph II, below; and
 - b.** allow such students to make up any assignments, quizzes, and other coursework otherwise due during this period, as described in paragraph II, below.
- II.** Any CSU student who desires to exercise the excused poll worker service option must
 - a.** have officially applied and been selected to serve;
 - b.** be scheduled for training that will be completed at least two days prior to the election;
 - c.** inform the faculty members whose classes are affected in writing (electronically or in whatever manner the particular faculty member requests) no later than the second Friday before the election;
 - d.** arrange with each affected faculty member to make up any coursework or quizzes that were missed due to the absence; and
 - e.** provide official documentation to each affected faculty member at a later appropriate point that confirms the student's service as a poll worker or in a polling support position.

At all times, the responsibility for making up coursework rests with the student.

⁵ Dean Mearns decided, in Fall 2008, based on available C.S.U. policies and information received from the C.S.U. administration, that this policy applies to students who work as B.O.E. poll workers and to those who volunteer as election observers or monitors for a bona fide organization such as the Democratic or Republican Party, or the Lawyers Committee for Civil Rights Under the Law.

APPENDIX 8

SUMMER RESEARCH GRANT CRITERIA

MEMORANDUM

TO: Faculty

FROM: Cleveland-Marshall Summer Research Grants Committee (Committee)
Browne Lewis
Brian Ray
Heidi Robertson
Christopher Sagers (chair)
Milena Sterio
Jonathan Witmer-Rich

DATE: March 14, 2020

RE: Summer 2020 Research Grant Applications

Tenured, pre-tenured, clinical and legal writing professors are invited to submit a request for a research grant proposal for the summer of 2020. The Dean's Office will determine the number of available research grants to be awarded and the dollar amount of each grant based on budgetary considerations.

The summer research grant application accompanies this memorandum. The selection criteria are set forth below.

PLEASE NOTE THE FOLLOWING:

(1) THE COMMITTEE ONLY REVIEWS LATE APPLICATIONS UNDER SIGNIFICANT EXTENUATING CIRCUMSTANCES.

(2) ELIGIBILITY FOR EITHER TEACHING OR SCHOLARSHIP GRANTS REQUIRES SATISFACTORY COMPLETION OF PRIOR GRANTS IN EITHER CATEGORY.

(3) GRANT RECIPIENTS MUST PROVIDE A REPORT OF PROGRESS MADE ON THE FUNDED PROJECT, BY MEMO TO THE DEAN, ON WEDNESDAY, SEPTEMBER 30 [OF THE YEAR THE GRANT IS AWARDED].

CRITERIA FOR JUDGING THE MERIT OF PROPOSALS

When making recommendations to the Dean regarding the funding worthiness of summer research grant proposals, the Committee will judge the merits of grant applications by considering the overall quality of the proposed project and the record of past productivity.

The Committee will be guided by the principles set forth below when reviewing the summer research grant proposals. The purpose of these guidelines is to provide greater transparency to faculty members regarding the decision-making process. They are not meant to prevent the Committee from exercising its discretion in the face of unforeseen circumstances.

Projects Eligible for Funding:

Both articles and books (including textbooks and monographs) may be supported by a summer research grant. At the discretion of the Dean, pursuant to the recommendation of the Committee, other projects, such as updating a textbook, may be supported by a grant if a substantial amount of writing and research is involved.

Generally speaking, you must either complete some substantial article after having received one summer grant, or a book after receiving two grants, or you will be ineligible for any subsequent research or teaching grant.

Articles

In general, a substantial article (whether on the originally proposed topic or a different topic) must be completed and ready for submission for publication before the faculty member is eligible to receive another grant. Absent exceptional circumstances, only one grant will be given per article. In no event will a third grant be given to support the writing of a single article. The faculty member shoulders the burden of proving that this standard has been satisfied.

Books

In the case of a book, a second grant may be awarded prior to completion of the book if the faculty member shows that he or she has made substantial progress on the book. A third grant will ordinarily not be awarded prior to completion of the book, and requires proof that the faculty member has made substantial additional progress on a book of unusual ambition or significance since the award of the second grant. In no event will a fourth grant be given to support the writing of a single book. If, however, the faculty member publishes at least one substantial article while also working on the book, the Committee may take this productivity into account in determining whether to recommend the award of additional grants for the book.

Example: In Year 1, Faculty Member A is awarded a grant to write a book. In Year 2, Faculty Member A submits a grant request to continue work on the book and satisfies her burden of proving “substantial progress.” The Committee should recommend funding the grant. In Year 3, Faculty Member A submits a grant request to continue work on the book

and merely shows additional work toward the same goal. The Committee should recommend that the grant be denied. Moreover, the Committee should recommend denial of a grant for any other new proposal, including an unrelated substantial article. During Year 3, however, Faculty Member A instead writes and submits for publication a substantial article. In Year 4, Faculty Member A submits a grant request to continue work on the book. While generally a third grant would not be awarded for the writing of a book, the Committee may take into consideration the publication of the substantial article in Year 3 in deciding whether to recommend funding the grant. Because Faculty Member A's outstanding obligation under the Year-2 grant was satisfied by the completion of a substantial article, the Committee should recommend funding the grant for Year 4 (which would be the third and final grant allocable to the book, absent publication of a substantial article instead, as in the prior year).

Requirement of Actual Publication

The Committee appreciates that actual publication is to some degree beyond our control, and also can entail substantial delays. However, the Committee also seeks to ensure that, to the fullest extent possible, all grants eventually result in actual publication. When a first grant-funded project is substantially completed but not yet published, a subsequent grant may still be awarded. However, the first project (or some appropriate alternative) must be published before a third grant will be awarded.

Publication will ordinarily entail publication by an academic journal or academic or commercial publishing firm. The Committee in its discretion may also accept alternatives, like the proceedings or official publications of professional, academic, or law reform organizations.

Abandoned Projects

The above-described rules apply even if the faculty member abandons a proposed project. To satisfy the rules, the faculty member must complete and submit an alternative substantial article or book (as the case may be) before subsequent grants will be awarded.

Co-Authored Projects

Co-authored articles and books are subject to the same principles that apply to articles and books wholly authored by the faculty member.

APPENDIX 9

SUMMER TEACHING GRANT CRITERIA

Memorandum

DATE: March 3, 2020

TO: Faculty

FROM: Dean Lee Fisher and Professor Michael Borden, Chair, Teaching Committee

RE: Summer Teaching Enhancement Grants

Tenured, pre-tenured, clinical, and legal writing professors are invited to submit a Summer Teaching Enhancement Grant proposal for the summer of 2020. Based on budgetary considerations, the Dean's Office will determine the number of available teaching grants to be awarded. All grant applications will be judged by the Teaching Committee.

The selection criteria are set forth below. The application form appears at the very end of this memorandum.

PLEASE NOTE THE FOLLOWING:

- (1) THE COMMITTEE ONLY REVIEWS LATE APPLICATIONS UNDER SIGNIFICANT EXTENUATING CIRCUMSTANCES.**
- (2) ELIGIBILITY FOR EITHER TEACHING OR SCHOLARSHIP GRANTS REQUIRES SATISFACTORY COMPLETION OF PRIOR GRANTS IN EITHER CATEGORY.**
- (3) GRANT RECIPIENTS MUST PROVIDE A REPORT OF PROGRESS MADE ON THE FUNDED PROJECT, BY MEMO TO THE DEAN, ON SEPTEMBER 30 [of the year the grant is awarded].**

The purpose of Summer Teaching Enhancement Grants is to encourage both excellence and innovation in teaching. As a general guideline, Summer Teaching Enhancement Grants will not be available for the work regularly expected of law professors. The Law School is particularly interested in collaborative applications, those targeting the teaching of first-year courses, and new online courses or programs.

The Teaching Committee will judge the merits of each application.

An applicant awarded both a Summer Research Grant and a Teaching Grant will have one week to decide which grant to accept in order to permit the committee whose grant is not selected adequate time to decide whether to award a grant to another applicant. If the applicant does not select a grant within that time, the Dean and the Associate Deans will meet and agree on which grant to withdraw.

The amount of a Summer Teaching Enhancement Grant is \$5,000, based on available funds, but the Teaching Committee reserves the right slightly to modify this amount upward or downward depending on the circumstances.

CRITERIA FOR TEACHING ENHANCEMENT GRANTS

Applicants for Summer Teaching Enhancement Grants must comply with three requirements: (1) the work must be in addition to ordinary class preparation, (2) the work must comply with the substantive criteria of the Summer Teaching Enhancement Grant Program, and (3) the application must meet certain additional requirements (as set forth below).

1. The Work Must Be in Addition to Ordinary Class Preparation

An application must demonstrate that the proposed project will be in addition to the applicant's ordinary class preparation. The applicant may make this demonstration by indicating the general nature of her or his class preparation in recent years, and explaining how the proposed project differs. While the Committee will recognize any creative proposal that involves substantial effort, the following is a non-exclusive list of projects that clearly would constitute work "in addition to ordinary class preparation":

- completion, substantially from scratch, of original course materials
- completion, substantially from scratch, of substantial documentary or audio-visual materials to complement course materials
- creation of a wholly new course, such as an honors program undergraduate course or seminar of the applicant's own creation

The following is a non-exclusive list of projects that clearly would not constitute work "in addition to ordinary class preparation":

- adoption of a new casebook
- informal collection of classroom data for the instructor's own personal use in subsequent courses

2. The Work Must Comply with the Substantive Criteria

Proposed projects should address the law school's teaching and learning priorities and/or

the University's teaching and learning priorities, including but not limited to one or more of the following:

- improvement to the practice and theory of teaching in general
- specific improvement to a particular course or courses
- development of a new course, including some substantial original course materials
- development of a new teaching methodology
- development of an interdisciplinary course, including the preparation of some substantial original course materials
- improvements that make a positive impact on bar passage outcomes
- internationalization of an existing course, including the preparation of some substantial original course materials
- creation of substantial original online resources in a course or courses
- involvement of practicing attorneys whose presence will enrich the students' learning experience

3. Additional Requirements

- Proposed projects must be substantially completed within 12 months of notice of funding.
- Applicants must undertake to produce either a publishable article detailing the by-products of the research or a demonstration project. A demonstration project may consist of, but is not limited to, a webpage for open access through project home pages established on the law school's website, a broadly disseminated annotated bibliography of materials relevant to the course improvements, or an electronic discussion forum of the project.
- Whether applicants undertake to research and write an article or to prepare a demonstration project, applicants must make a faculty presentation describing the work. Applicants will indicate the proposed date (an approximation) for the faculty presentation in their proposals.
- The Teaching Committee will judge the merits of each application by considering both the overall quality of the applicant's proposed project and the extent to which the applicant's proposal meets the criteria stated above. The Committee may also consider other factors, such as the number of students affected by the project, whether the project will result in long-term improvements to teaching, and the extent to which the project helps to promote collaboration between or among law school faculty teaching in the same or in different substantive areas.
- In awarding grants, the Committee will also consider the quality of the applicant's prior projects.
- A professor who receives a summer teaching grant must submit a written report to the Dean by September 30, 2020 with respect to the progress made on the grant work.
- A professor who has received a prior teaching grant will be ineligible for subsequent summer teaching or research funding until they have completed the teaching grant or some equivalent that was not separately funded.

APPLICATION FOR SUMMER TEACHING ENHANCEMENT GRANT

1. Name
2. Title of Project
3. Indicate type of project, referencing one or more of the law school's teaching and learning priorities, and/or the University's teaching and learning priorities, or priorities identified by the applicant.
4. How many students will be affected? At what level? Over what period of time?
5. Will your project promote collaboration between or among law school faculty?
6. How will you evaluate the success of this project? (Please check and briefly explain)
 - Student Evaluation
 - Student Questionnaire
 - Assessment Techniques
 - Other (explain)
7. Will your project result in long term improvements to your teaching? Briefly explain.
8. Proposed date for faculty presentation (if any):
9. Detailed project description: Please attach no more than 2 double-spaced, typed pages. Be sure to (a) write for highly educated reviewers who are not necessarily experts in your teaching area; (b) address the requirements articulated in the section entitled "Criteria for Teaching Enhancement Grants" on pages two and three.

APPENDIX 10

EXAM INSTRUCTION FORM

5) EXAM INSTRUCTIONS

YOU MUST SUBMIT THIS FORM, WITH YOUR EXAM, AT LEAST 24 HOURS BEFORE THE TIME SCHEDULED FOR YOUR EXAM

COURSE NAME _____ SEMESTER & YEAR _____

No. & Sec. _____ ROOM _____

DATE & TIME OF EXAM _____ INSTRUCTOR _____

TIME ALLOWED FOR EXAM (INCLUDING ANY OPTIONAL EXTRA TIME YOU ALLOW STUDENTS)

MATERIALS STUDENTS MAY HAVE DURING THE EXAM

CLOSED BOOK _____

OPEN BOOK-- SPECIFY BOOKS OR MATERIAL ALLOWED

SPECIAL INSTRUCTIONS FOR ADMINISTERING YOUR EXAM

(E.G., DO YOU REQUIRE STUDENTS TO SPEND A CERTAIN AMOUNT OF TIME READING THE EXAM AND OUTLINING BEFORE THEY MAY BEGIN WRITING OR DO YOU REQUIRE THAT THEY ANSWER AS CERTAIN PART OF THE EXAM, TURN IT IN AND THEN ANSWER ANOTHER PART OF THE EXAM?) IF YOU GIVE MULTIPLE CHOICE QUESTIONS, SPECIFY WHETHER STUDENTS WILL USE BLUE (UP TO 5 CHOICES FOR THE ANSWERS) OR GREEN (UP TO 10 CHOICES FOR THE ANSWERS) SCANTRON SHEET.

LIBRARY REVIEW COPIES:

PLEASE WITHHOLD TWO COPIES OF THIS EXAM FOR LIBRARY FILING PURPOSES. ___ YES ___ NO
I GRANT PERMISSION FOR MY EXAM(S) TO BE PLACED ON THE LAW SCHOOL WEB SITE. ACCESS TO THE EXAMS WILL ONLY BE GIVEN TO THE FACULTY, STAFF AND LAW STUDENTS OF CLEVELAND-MARSHALL LAW SCHOOL. ___ YES ___ NO

FACULTY SIGNATURE _____

APPENDIX 11
TAKE-HOME EXAM FORM

TAKE-HOME EXAMS

Date _____

Professor _____

Course _____

- 1) When may students begin to pick up exams?

- 2) Do you prefer the sign-in/sign-out sheet by *name* or *exam number*?

- 3) How much time do students have to complete the exam?

- 4) Deadline to submit all exams:

- 5) Are students allowed to keep their copy of the actual exam, or do they have to return it with their completed examination?

- 6) Please explain any additional requirements:

- 7) Contact number for professor: _____

Please note: Instructor will be notified when exams are ready to be picked up.

APPENDIX 12

GRADE DISTRIBUTION FORM

ADVISORY GRADE DISTRIBUTION FORM

COURSE NUMBER _____ SECTION NUMBER _____ COURSE TITLE _____ COURSE INSTRUCTOR _____ SEMESTER & YEAR _____

INSTRUCTIONS: Complete this summary for each course, whether subject to the guidelines or exempt. Do not include “W” or “I” grades in the totals or percentage calculations, but indicate the number of each in the spaces provided. Make no entries in the final column on the right under the heading “Verified.” Submit this summary form together with your final grade lists. No grades will be submitted to the University Registrar for official recording until this summary has been completed and verified.

GRADE	REQUIRED CORE CURRICULUM GUIDELINES FOR CONTRACTS, CIVIL PROCEDURE, CRIMINAL LAW, PROPERTY, TORTS & LEGISLATION AND THE REG. STATE		GENERAL GRADING GUIDELINES FOR OTHER LAW COURSES		ACTUAL		
	STANDARD %	RANGE PERMITTED %	STANDARD %	RANGE PERMITTED %	NO.	%	VERIFIED
6)	10	8 – 12	14	11 – 17			
A-	10	8 – 12	12	9 – 15			
B+	11	9 – 13	18	15 – 21			
B	16	14 – 18	19	16 – 22			
B-	10	8 – 12	11	8 – 14			
C+	13	11 – 15	11	8 – 14			
C	12	10 – 14	9	6 – 12			
C-	5	3 – 7	2	0 – 6			
D+	5	2 – 10	2	0 – 7			
D	5	2 – 8	2	0 – 7			
F	3	0 – 6	0	0 – 5			
Totals	100		100				

Number of “W” (WITHDRAW) grades submitted _____

Number of “I” (INCOMPLETE) grades submitted _____

Number of “P” (PASS) grades submitted _____

SIGNATURE OF
INSTRUCTOR _____

APPROVED FOR
REGISTRAR SUBMISSION _____

DATE _____

DATE _____

APPENDIX 13

QUIZ/PAPER/EXAM VIEWING FORM

QUIZ / PAPER / EXAM VIEWING

Date_____

Professor_____

Course_____

- 1) Student will identify by: Name_____ **-or-** Exam Number_____
- 2) How long will materials be available to students?_____
- 3) Students must review materials in the Student Services Center? Yes___ / No ___

- or -

Students may keep materials? Yes___ / No ___

- or -

Students may check out materials under these conditions:

- 4) Please explain any additional requirements:

Please note: Materials will be returned to instructor at the end of requested viewing period or at the beginning of the next semester.