Many common campus activities involve copyright, and so it is critical that all Stanford faculty, students and staff have a working understanding of copyright law as it impacts their daily lives. The Stanford University Libraries provide this Copyright Reminder to ensure that all members of the Stanford community have access to that critical information. The Copyright Reminder highlights common campus copyright concerns, and outlines the fundamental elements of US copyright law that apply in those situations.

This copyright reminder is distributed annually, but is always available on the libraries’ website. We strongly encourage you to read through this document each year, to refresh your memory, and perhaps notice something that you missed in past years.

- Download the PDF to read the full document.

Copyright concerns of the past year include:
- Online learning continues to expand (see Highlights: Online Learning)
- Stanford Profiles are rolled out broadly (see Highlights: Stanford Profiles)
- Copyright and dissertations (see Highlights: Dissertations)

Members of the Stanford community who need further copyright information should feel free to contact Lauren Schoenthaler in the General Counsel’s office at lks@stanford.edu.

Key Links:
- Stanford’s Copyright & Fair Use resource page: http://fairuse.stanford.edu
- Presentation on Copyright Considerations for Electronic Dissertations: http://www.scribd.com/doc/40197132/Copyright-Considerations-for-ETDs

Further Assistance:
- Please contact Lauren Schoenthaler in the Office of the General Counsel at lks@stanford.edu.
Highlights for 2014
This section calls out issues that have been of particular concern or areas where recommended practices have been revised since the last Copyright Reminder.

Online Learning
Online learning systems, particularly MOOCs, raise a variety of copyright and intellectual property concerns. Faculty interested in moving courses online should note that, per University policy, and as noted in the Research Policy Handbook, “courses taught and courseware developed by faculty while employed by the University belong to Stanford.” This means that faculty interested in repurposing course materials in MOOCs and other public online learning systems will require the permission of the Dean of Research. Faculty or staff interested in offering a public online course should register their interest at https://stanforduniversity.qualtrics.com/SE/?SID=SV_bftcKQI9cGUyPI1 well in advance of a potential launch date. Normally, public courses will be launched once per quarter, subject to various considerations.

MOOCs and other public online learning systems can also be challenging in regard to reading lists and the inclusion of third-party publications. A service called “SIPX”, developed at Stanford, was designed specifically to support distribution of digital content in an academic setting, legally, easily and cost-effectively. The SIPX service brings together information about readings of all sorts from a wide variety of publishers, open access and public domain material, subscribed holdings within the Stanford University library system and material managed by outside copyright agents. Faculty and staff can search the SIPX service to get cost and permissions information for any or all items on a class syllabus, and then make SIPX “links” available to students to access the material. For more information about SIPX, please visit their SIPX@Stanford website at http://www.sipx.com/stanford.

Stanford Profiles
The Stanford Profiles in Stanford’s CAP Network (https://profiles.stanford.edu/) are designed to automatically pull faculty publications into the profiles in a way that is compliant with both copyright law and Stanford’s licensing agreements with journal providers. The system also allows you to load publications into your own profile. If you choose to load your own publications, remember ensure that your posting is in line with your publication agreement, as not all publishers allow authors to post their publications freely. The Publishing section of this document discusses these concerns in more detail.

Dissertations
The incorporation of published and pre-publication material in dissertations continues to be a source of questions and discussions. Faculty and doctoral candidates need to coordinate to ensure publication of the dissertation does not conflict with other publication agreements related to material included in the dissertation. In addition, doctoral candidates need to be aware early in the writing
process that they will be responsible for obtaining permissions for all published and third-party material included in their dissertations.
Common Situations
This section looks at common campus situations where copyright issues must be considered. If you don’t find a case study that quite matches your personal situation, please feel free to contact Lauren Schoenthaler in the General Counsel’s office at lks@stanford.edu.

Dissertations
The Office of Technology Licensing has determined that publication of a dissertation qualifies as a public disclosure for purposes of patent filings. This is true for both print and electronic dissertations, and is true even when the dissertation is embargoed so that access is limited to the Stanford community. It is critical that faculty and doctoral candidates work together well in advance of the candidate’s dissertation filing to ensure that timing concerns regarding publication of data are resolved.

Students, similarly, need to be aware that their dissertation is a publication. This can cause conflicts where dissertations incorporate materials that are either previously published or, often more challenging, destined for future publication. Students should carefully review publication agreements for material that will be included in their dissertation to ensure that inclusion in the dissertation will not cause a conflict. In addition, students must work with their advisors to ensure that they do not inappropriately republish material, or publish material that is intended for later publication, by another member of a project team or a research partner.

More information on dissertation copyright issues are outlined in this presentation that all dissertation candidates are required to review:

http://sulair.stanford.edu/about_sulair/special_projects/standford_etd_project_copyright_info.html

Online Course Readers
Loading reading material into CourseWork or any other course management system is equivalent to creating a printed course reader. Where the printer generally takes responsibility for obtaining permissions for republication in a printed reader, the faculty member loading materials into the course management system is responsible for ensuring that permissions are obtained.

One option in managing those permissions is SIPX, a service developed at Stanford specifically assist in distributing digital content in an academic setting, legally, easily and cost-effectively. The SIPX service brings together information from a wide variety of publishers, open access and public domain material, subscribed holdings within the Stanford University library system, and material managed by outside copyright agents. In addition to handling all copyright clearance, SIPX will manage the payment transactions across all paywalls. SIPX is enabled within CourseWork,
but is also as a standalone service for classes that use a different web platform. For
more information about SIPX, please visit their SIPX@Stanford website at

If you choose not to use SIPX, the most cost-effective approach for providing access
to publications within a course management system is generally to provide links to
the material, rather than load a copy of the file into the course management tool.
Linking is not copying, and thus you won’t be required to pay licensing fees for
copies. Prior to digitizing copyrighted materials, faculty should review Stanford
Libraries’ electronic holdings to determine if a pre-existing license for the content
exists. Stanford Libraries has secured licenses to tens of thousands of online works,
and many others are publicly available (e.g., through Creative Commons licenses).
Additionally, there are a number excellent digitization projects, such as Google
Books, the Internet Archive, had HathiTrust that are making public domain content
available online.

This presentation to Law School staff covers a variety of issues related to creating
online course readers: http://www.youtube.com/watch?v=5F1rpN2SUyg.

Social Media & Web Tools in Teaching
Some courses can be enhanced by websites and collaboration tools. Preferably,
these tools should be hosted by Stanford to reduce concerns regarding content
ownership, the confidentiality of student information, and web security.

Third-party tools and websites may be appropriate if no comparable Stanford tool
exists. But be aware that many service providers require individual users to sign up
for an account and agree to terms of use in exchange for use of the services. Faculty
should review terms of use and pay attention to:

  • Content ownership concerns (e.g., are students required to give away or
    license their copyright interests in student-generated content to the service?)
  • Privacy concerns (e.g., can students control the distribution of their own
    student-generated content?)
  • Use of the content for non-Stanford purposes (e.g., will the service provider
    keep a copy of the student-generated content for data-mining or other non-
    Stanford related purposes?)

Faculty should notify students in the syllabus when third-party tools will be used in
a course, and should alert students to the terms of use. Faculty should also work
with students who are not comfortable signing on to particular third-party terms of
use--including, where possible, enabling a student to participate in the course
without relying on the third-party tools. For more information, see this FAQ on
Stanford’s Secure Computing page:
http://www.stanford.edu/group/security/securecomputing/restricted_data_handli-
ng_faq.html#Q7
Recording Courses

Faculty
Before recording and broadcasting a Stanford course (for example, for inclusion in iTunesU), faculty must consider a number of issues, including intellectual property and privacy issues, and Stanford copyright and videotaping policies. Certain classes may not be appropriate for public consumption. A few example include classes which:

- Rely on substantial in-class use and display of third-party copyrighted content
- Involve discussion of identifiable patients or research subjects
- Require substantial participation by students who may be made uncomfortable by the idea that their thoughts will be broadcast to the world

Students must have advance notice that a course will be recorded and broadcast; an area of the classroom should be set aside for students who wish to remain off-camera. Faculty should also be available to answer student questions off-camera (e.g., during office hours). There are several groups with which faculty may work to determine whether it makes sense broadcast a particular course or lecture, including Stanford’s Vice-Provost for Online Learning, John Mitchell, and Lauren Schoenthaler in the legal office.

Faculty or staff interested in offering a public online course should register their interest at http://bit.ly/StanfordFacOnlineCourse at least two months in advance of a potential launch date. Normally, public courses will be launched once per quarter, subject to various considerations. Faculty developing online courses will be asked to sign a Course Development Agreement (CDA) and should allow enough lead time to work out copyright, accessibility, and other issues. Faculty creating MOOCs need to pay special attention to copyright concerns, as rights that you might have obtained to post material on CourseWork do not apply in these larger systems. Similarly, the face-to-face teaching exemptions that allow you to use material in your classroom do not apply. The Office of General Counsel has put together Online Course Copyright & Privacy Guidelines. (see Stanford Online Course Guidelines).

Students
Students may not audio or video record lectures or classes without permission from the faculty leading the course (and guest speakers, when applicable). When permission is granted, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. Students who need lectures recorded for disability-related reasons should contact the Office of Accessible Education.
Classroom Use of Media
The Conference on Fair Use established the following guidelines for in-class presentations:

“Educators may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs.”

• No more than 10% or 3 minutes (whichever is less) of motion-based works;
• No more than 10% or 30 seconds (whichever is less) of a song or video;
• No more than 10% of a text; and
• Entire photographs or illustrations may be used provided that no more than 10% or 15 images (whichever is less) comes from any one source.

These guidelines apply in-class presentations that will not be posted on the public Internet. They do not apply to any presentation that is to be posted onto the Internet or sold commercially. Posting to the Internet even a single copyrighted image within a presentation, such as a political cartoon, may not be a fair use. For publicly displayed content, refer to the Online Course Copyright & Privacy Guidelines.

Print Reserves
The Stanford Libraries limit the number of photocopies of copyrighted materials that can be placed on course reserves without permission from the copyright holder. For specific information about reserve operations in campus libraries, contact the library where you intend to place the reserves. Note that filling course reserve requirements may take two to three months before the quarter begins if the library does not have a copy of the publication and copyright permission is needed.

Publishing
When publishing, faculty and students need to pay special attention to the rights they have in their publications, and the rights they sign over to the publisher. Granting agencies, notably the NIH, may have requirements on when and how publications related to grant-funded research must be made available, and these requirements may limit the publication agreements you can sign. Faculty need to be thoughtful about how they wish to reuse their research in classrooms and with colleagues, and ensure that, in working with publishers, they retain the rights they need to enable that collaboration.

The rise of the Open Access movement, which aims to make research available online—free of charge, and free of most copyright and licensing restrictions—has resulted in authors of scholarly works having a much wider array of licensing options than they have in the past. For some authors or publishers, the traditional approach of assigning copyright in an article or book to a publisher may be appropriate. Other options include:
• Granting the publisher a license to publish your work, while you retain copyright
• Publishing in open access journals
• Assigning copyright to a journal, with a license back from the journal to the author enabling the author to do one or more of the following:
  o post on an institutional website in a PDF format
  o make derivative works
  o make copies for educational purposes
  o allow others to make copies for educational purposes
  o allow the same rights for Stanford/originating institution

One helpful resource is the SHERPA/RoMEO site, which includes a listing of publishers that allow deposit of articles: http://www.sherpa.ac.uk/romeo/

Stanford generally doesn't mandate a copyright position for its community members who publish articles or books, although the School of Education has an Open Access Initiative: http://ed.stanford.edu/faculty-research/open-archive/oapolicy.

More detailed information on rights issues, and recommendations for working with publishers, can be found here:

• The Author’s Rights Addendum:
  http://www.arl.org/sparc/author/addendum.shtml
• Create Change: http://createchange.org/

Special Note Regarding Research Supported by NIH
In 2008, the National Institutes of Health (NIH) implemented a Public Access Policy, which requires that a digital copy of all research publications supported by NIH funding be submitted to PubMed Central, an online public repository, within 12 months of the original publication. The NIH website offers more information about this policy: http://publicaccess.nih.gov/

Peer-to-Peer File-Sharing
Peer-to-peer (P2P) file-sharing allows individual users of the internet to directly exchange files with each other. While the technology has many useful applications, unauthorized downloading and sharing of copyrighted works is problematic, and may result in harsh civil and criminal liabilities in addition to university sanctions. Fines of up to $150,000 in civil statutory damages may apply for each separate willful infringement, regardless of the actual damages involved. Stanford may also take administrative action against copyright infringement, including loss of networking privileges and SUNet ID, or disciplinary action up to and including termination for faculty and staff, and expulsion for students.
Copyright owners can, and do, lawfully scan Internet traffic to identify instances where their material is being shared over P2P networks. When they discover a problem, they can send a complaint to Stanford under the Digital Millennium Copyright Act, or file a “John Doe” lawsuit against the IP address. In the latter case, Stanford would have to provide the identity of the Stanford network user.

Copyright damages are usually statutory – that is, determined not by actual damages but by statute. The minimum damages amount for unintentional infringement is $200 per copyright violation (e.g., file sharing one song or one movie) and willful violations can result in penalties of up to $150,000 per violation. 17 U.S.C. § 504. File-sharing can also result in criminal prosecutions and sentences of up to 10 years in prison. 17 U.S.C. § 506; 18 U.S.C. § 2319. Every year since 2003, copyright owners have brought claims against individual Stanford students and staff members who have engaged in unlawful file-sharing.


**Stanford’s Copyright Complaint Policy for Students:** Stanford has created a “Three Strikes” policy for dealing with unresolved file-sharing complaints. More information about Stanford’s student policy can be found at Stanford’s Copyright Complaint Resolution Center website, [http://resolution.stanford.edu/](http://resolution.stanford.edu/) Students may be referred to Judicial Affairs for unlawfully file-sharing and discipline can be imposed up to an including expulsion.

**Stanford’s Copyright Complaint Policy for Faculty and Staff:** When staff receive a first or second complaint, the matter is referred to a supervisor and to HR. Discipline up to and including termination may be imposed. If a faculty member at Stanford receives more than one complaint, the matter is referred to a Department Chair. Upon receipt of a third complaint, Stanford terminates Internet connectivity, including disabling the SUNet ID, and the matter is referred on for discipline: Faculty are referred to the Provost; and staff are referred to HR and can expect to be terminated.

**Technological Deterrents.** To combat unlawful file-sharing, Stanford uses Traffic Advisory Notices, which are sent to the top band-width users at Stanford on a rolling periodic basis. The Advisory provides information to the recipient about unlawful file-sharing and the consequences of unlawful file-sharing. A copy of the advisory is here, [https://ogc.stanford.edu/sites/default/files/p2p_traffic_advisory_0.pdf](https://ogc.stanford.edu/sites/default/files/p2p_traffic_advisory_0.pdf)

**Free & Legal Entertainment on the Internet.** There are multiple options to access free and legal music, TV and movies. The MPAA has an entire page listing many
legal resources to access television and movies from your computer, including a listing to all major networks (which generally post new shows a day after original airing). See http://www.mpaa.org/contentprotection/get-movies-tv-shows.

In particular, we recommend:

- Hulu: http://www.hulu.com/
  provides access to recent TV shows and movies on a model supported by limited advertising.

- Pandora Free Internet Radio: http://www.pandora.com/#
  provides targeted music selections based on artist or song preferences of the individual listener.
**Recommended Practices**
This section outlines best practices you are urged to adopt where dealing with copyrighted material.

**Link To It**
Linking is not copying! It is generally acceptable to point others to material posted on the Internet by providing a link to the website. The link itself is not a copy of the content—it is merely a direction to content. Because the link provider is not making copies, linking is generally outside the boundaries of copyright law. The exception is that it could be contributory infringement to provide a link to a website knowingly hosting copyrighted material unlawfully. So, link to publishing sources directly, such as journals or newspapers.

In most cases, you can provide direct links to licensed material such as journal articles to others who have access to material under the same license. This is particularly useful in CourseWork and other course management systems, where most participants in the class will have access to the full suite of material licensed by the library. Faculty can provide links to readings, and won’t have to worry about the license fees that would be required if those readings were uploaded to the system.

**Understand What Copyrights You Hold**
The University’s copyright policy establishes that all rights in copyright, regardless of their form of expression, remain with the creator, except in specified cases where law or University policy require otherwise. See Stanford University Research Policy Handbook Section 5.2 which states:

“Copyright is the ownership and control of the intellectual property in original works of authorship which are subject to copyright law. It is the policy of the University that all rights in copyright shall remain with the creator unless the work is a work-for-hire (and copyright vests in the University under copyright law), is supported by a direct allocation of funds through the University for the pursuit of a specific project, is commissioned by the University, makes significant use of University resources or personnel, or is otherwise subject to contractual obligations.”

You can review the entire policy here: [http://rph.stanford.edu/5-2.html](http://rph.stanford.edu/5-2.html)

**Request Permission Where Needed**
If an exception such as fair use or face-to-face is not clearly available, you must get permission to use a copyrighted work from the owner of the copyright holder. A request to use copyrighted material usually can be sent to the permission department of the work’s publisher. Allow four to six weeks for a request to be processed. Permission requests should contain:
• Title, author and/or editor, and edition  
• Exact material to be used  
• Number of copies you plan to make  
• Intended use of the material (e.g., educational)  
• Form of distribution (e.g., hard copy to classroom, posted on Internet with password protection)  
• Whether material will be sold (e.g., as part of a course reader)

SIPX

When copyright clearance is needed, you can also leverage SIPX. SIPX was developed at Stanford as part of a research project called the Stanford Intellectual Property Exchange, specifically to solve the problem of how to distribute digital content in an academic setting, legally, easily and cost-effectively. Now an independent company (which Stanford is supporting), the SIPX service brings together information about readings of all sorts from a wide variety of publishers, open access and public domain material, subscribed holdings within the Stanford University library system and material managed by outside copyright agents. Faculty and staff can search the SIPX service to get cost and permissions information for any or all items on a class syllabus, and then make SIPX “links” available to students to access the material as they choose. SIPX is enabled as a tool within CourseWork while also delivering the same benefits as a standalone service (for those classes that use a different web platform). In addition to handling all copyright clearance, SIPX will manage the payment transactions across all paywalls. You can find more information about SIPX@Stanford here: http://www.sipx.com/stanford/.

Exercise Caution When Downloading and Uploading

Be mindful of copyright when downloading material from the Internet. Just because a work is posted on the Internet does not mean that the owner of the copyright in it has given you permission to make copies or distribute the work to others. Note, too, that material may have been placed on the Internet without the author’s permission. Fair use principles (see below) may apply, but you need to go through a fair use assessment to decide that.

Similar concerns apply when uploading material to the Internet. It might be perfectly acceptable under the fair use doctrine to include graphs from various articles in a paper written for class; it is probably not a fair use, however, to publish those graphs to the world by posting the same paper on the Internet.
Stanford Online Course Guidelines

Stanford's Vice Provost for Online Learning maintain Public Online Course Guidelines, which outline Stanford University policy related to the fundamental issues that arise when offering public online courses or any course in which there are participants beyond the Stanford community. View those guidelines here: https://asconfluence.stanford.edu/confluence/download/attachments/503480432/POCG_2014_03_04.pdf?version=1&modificationDate=1393973179377

The VPOL also provides a full set of resources and documentation addressing key pedagogical, practical, and legal aspects of creating material for the online learning space. That documentation is found here: http://vpol.stanford.edu/id-pedagogy/resources-and-docs

For questions regarding these guidelines, please contact Brent Izutsu at bk.izutsu@stanford.edu.
Copyright Law Overview
This section outlines areas of US copyright law most relevant to the Stanford community.

Stanford’s Copyright & Fair Use site (http://fairuse.stanford.edu) includes a more detailed, though still abbreviated, overview of US copyright law, for those seeking more information. See http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/

Where Copyright Applies
The Copyright Act (Title 17 of the US Code) gives authors or creators of original works the exclusive right to:
- copy the work;
- distribute the work;
- display or perform the work publicly; and
- create derivative works from the original work.

Copyright applies to any work that is “fixed in any tangible medium of expression”, including books, of course, but also photographs, drawings, music, architecture, drama, sculpture, web pages software, and multimedia works. No copyright mark or registration is required for copyright to apply, so almost all modern works are under copyright. That means that you can’t copy, distribute, display, or create derivative works from them without the explicit permission of the copyright holder.

Penalties for Misuse
Penalties for copyright infringement can be harsh. Fines of up to $150,000 in civil statutory damages may apply for each separate willful infringement, regardless of the actual damages involved. Stanford may also take administrative action against copyright infringement, including loss of networking privileges and SUNet ID, or disciplinary action up to and including termination for faculty and staff, and expulsion for students.

Copyright Term
Copyright is not permanent, and works do eventually enter the public domain, where can be reused freely, without any permission. However, copyright term is often longer than expected, and changes in copyright law over time mean the length of copyright term may vary with the age of the work.

Broadly speaking, works first published in the US before 1923 are in the public domain. Also, US government works (though not state or local government works) never have copyright protection, and enter the public domain on publication. Beyond those two categories, it can be challenging to determine the copyright status of a US work, and it is generally not safe to assume a work is in the public domain.
By international treaty, we must respect the full copyright term of works in their home countries, and many countries have copyright terms that run for the life of the author plus 50 or 70 years. Therefore, without researching the specific title, it is generally not safe to assume that an international work is in the public domain until it is at least 150 years old.

Exceptions
While copyright holders rights are exclusive, there are some exceptions built in to copyright law that allow works to be used without permission of the copyright holder in very specific conditions. The five major exceptions that are used in the academic environment are:

- **Fair Use** (Section 109 of Title 17)
- **First Sale** (also Section 109 of Title 17)
- **Face-to-Face Teaching** (Section 110 of Title 17)
- **Distance Learning** (TEACH Act), and
- **Library & Archives Exceptions** (Section 108 of Title 17)

The specific situations in which each of these exceptions applies are outlined below. For works in copyright, unless one of these exceptions applies to your situation, you need permission to copy, distribute, or display the work. Note that there is no general exception for educational use.

**Fair Use**
Fair Use allows limited use of copyrighted materials for educational and research purposes. The statute outlines four factors that should be assessed in determining whether a use is a Fair Use. These are:

- the purpose and character of your use
- the nature of the copyrighted work
- the amount and substantiality of the portion taken, and
- the effect of the use upon the potential market.

The test is, intentionally, fact dependent, so you need to look at each use individually to determine if it is a Fair Use.

Stanford’s [Copyright & Fair Use](http://fairuse.stanford.edu) site provides much more detail on Fair Use, its application, and relevant case law.

**First Sale**
The owner of a lawfully obtained copy of a copyrighted work may dispose of that copy (lend, rent, sell, give-away, or throw away) without permission of the copyright owner. Under the first-sale doctrine, a faculty member could lend out his copy of a book or a DVD to students in his class. This exception does not apply to recorded music, and many software licenses prohibit the use of the first-sale doctrine.
**Face-to-Face Teaching**
This exemption allows instructors to perform or display copyrighted materials during face-to-face teaching activities. For example, it is permissible to show a full-length motion picture in class as part of the classroom learning. Note, however, that this exemption does not permit copying or distributing a work -- only displaying or performing it during class time. Also, as the title implies, this exemption applies only to in-person presentations. It does not apply to distance learning or virtual classrooms.

**Distance Learning**
The TEACH Act extends the Face-to-Face Teaching exemption to distance learning courses in a limited way. The exemption is narrow, and it is rarely applicable at Stanford, as Stanford has very few mediated distance online courses. Note that this exemption does not apply to iTunes U or to MOOCs (e.g., Course2Go, Coursera); faculty will need to rely on the fair use exemption for such courses, or pay for distribution rights.

When the TEACH Act does apply, it allows the instructor to transmit performances of entire non-dramatic works and reasonable and limited portions of any other audiovisual work without obtaining permission. For the Act to apply, the performance or display must be:
1) A regular part of mediated instructional activity;
2) Made by, at the direction of, or under the supervision of the instructor; and
3) Directly related and of material assistance to the content of the course.

Further, the following technological restraints must be in effect:
1) The content must be accessible only to those students who are enrolled in the course;
2) The content must be accessible only for the duration of a class session;
3) To the extent technologically possible, the content must be protected from further distribution ("downstream-controlled"); and
4) To the extent technologically possible, the content must not be subject to retention by students
5) All material displayed must contain the following notice:
The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. The materials on this course website may be protected by copyright; any further use of this material may be in violation of federal copyright law.

Georgia Harper at the University of Texas has produced an excellent checklist to help you determine if your use qualifies under the TEACH Act. It is online here: [http://copyright.lib.utexas.edu/teachact.html#checklist](http://copyright.lib.utexas.edu/teachact.html#checklist)
**Library & Archive Exceptions**

Section 108 of the Copyright Act permits libraries and archives to make certain uses of copyrighted materials in order to serve the public and ensure the availability of works over time. Among other things, Section 108 provides limited exceptions for libraries and archives to make copies in specified instances for preservation, replacement and patron access. These exceptions will generally not apply to faculty, students, or staff outside of the library. For more information on Section 108, see [http://www.section108.gov/](http://www.section108.gov/)

**DMCA & Access Control**

The Digital Millennium Copyright Act (DMCA) prohibits the circumvention of technological measures that control access to copyrighted works (i.e., digital rights management technologies). Until recently, that prohibition even prevented circumventing such measures to access only a small portion that would be justified under the Fair Use Doctrine (e.g., a clip of a film). In 2010 and 2012, the Librarian of Congress has recognized that circumvention to access small portions for educational or accessibility uses by college and university professors and students is acceptable, and will no longer be subject to the prohibition.