

How to Be Your Own Course Hero: Managing Challenges Related to Academic Integrity in the Use of Course Materials and Remote Proctoring

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Overview

- **Office of Student Accountability and Conflict Resolution**
 - Code of Student Academic Integrity - Review
 - Academic Integrity Process - Importance of engaging in the process
- **Course Ownership and Control**
 - Copyright Policy
 - Syllabus Policies
- **Online Course Material Suppliers**
 - Supplier Policies
 - Strategies
- **Remote Proctoring**
 - Tools
 - Case Review
 - Best Practices



[Code of Student Academic Integrity](#) (University Policy 407)

Purpose is to:

1. support and promote an **ethical learning environment**;
2. create **consistent standards** for all members of the academic community;
3. assist Students in **learning responsibility** for one's own academic work;
4. **protect the academic environment** of the University community; and
5. clarify **Student values** and how they relate to the behavior in question.

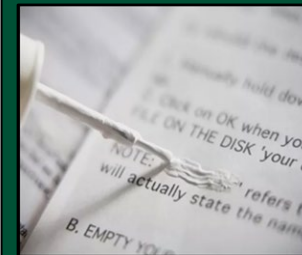
CODE OF STUDENT ACADEMIC INTEGRITY



Cheating



Fabrication



Falsification



Plagiarism



Misuse of Academic
Materials



Multiple
Submission



Research
Misconduct

Faculty Rights & Responsibilities

Rights:

- to be provided a **fundamentally fair process**
- to **present relevant information** on their behalf
- to **obtain support, advice, or assistance** pursuant to relevant sections in Chapter 7 of the Code

Responsibilities:

- Ensure, to the best of their ability, that all **work submitted by students is consistent with academic standards**
- **Publish, review, and enforce expectations** for academic conduct in course work.
- **Report all cases of suspected Academic Misconduct** using the appropriate adjudication method.

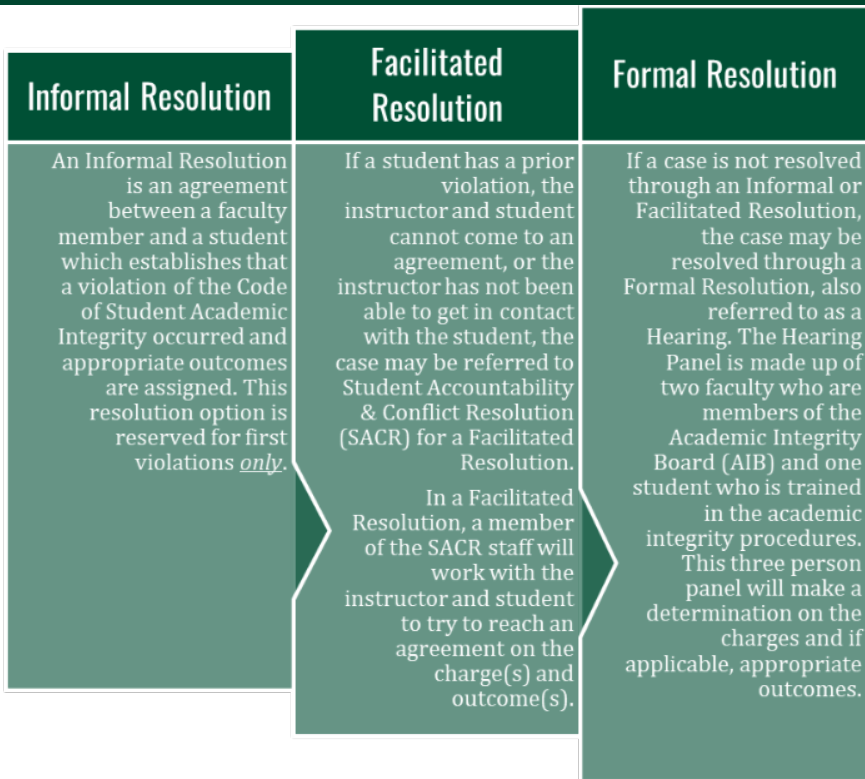
Please note this is not an exhaustive list of faculty rights and responsibilities. See Chapters 4 and 5 of the [Code of Student Academic Integrity](#) for the full list.



CHARLOTTE

STUDENT ACCOUNTABILITY & CONFLICT RESOLUTION

Division of Student Affairs



Procedures for Adjudication of Academic Misconduct Cases



Student Accountability & Conflict Resolution has an open-door policy and are available for anyone who wishes to consult about the accountability process or discuss resolution options.



Academic Integrity Impact & Intersection

Grade Replacements

Graduate School Policies

Course Progression Requirements

College Progression Policies

Visa Status

Scholarships

Grade Appeals

Student Grievances

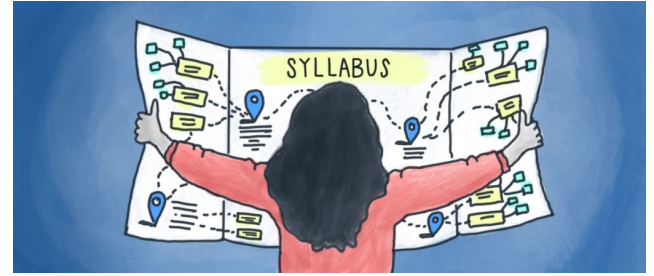
Course Ownership and Control

- [University Policy 315, Copyright Policy](#)

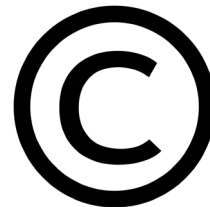
Course materials, including exams, are usually considered “traditional works” owned by the faculty

- [Syllabus Policies](#)

- Include statement in syllabus about copyright ownership of course materials.
- State that you hold copyright in the course materials you create and that students are not allowed to reproduce, distribute, or publicly post your course materials without express written permission.
- To ensure lectures are protected by copyright, either record them or deliver them from written notes.



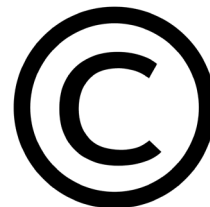
Course Ownership and Control



[Syllabus Policies](#), contd.

"My lectures and course materials, including presentations, tests, exams, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. I encourage you to take notes and make copies of course materials for your own educational use. However, **you may not, nor may you knowingly allow others to reproduce or distribute lecture notes and course materials publicly without my express written consent.** This includes providing materials to commercial course material suppliers such as CourseHero, Chegg, and other similar services. Students who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's course materials may be in violation of [University Policy 406, The Code of Student Responsibility](#), or [University Policy 407, Code of Student Academic Integrity](#). Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course web site, I will request your written permission."

Course Ownership and Control



Syllabus Policies, contd.

- Include a **copyright notice** on course materials to emphasize that they are protected:
 1. the word “**copyright**” or then © symbol,
 2. the **year** the materials were created (multiple years when new material is added in different years), and
 3. The faculty member’s **name**.
- Add notations such as "**All rights reserved**" or "**Authorization is given to students enrolled in the course to reproduce this material exclusively for their own personal use.**"
- *Note: Copyright protection is not contingent on including a copyright notice on course materials. The materials are protected as soon as they are created. However, **including a notice reminds students of faculty copyright ownership and of students' obligations to respect those rights.***

Online Course Material Suppliers

Copyright Policies -

Chegg

- [Copyright Policy](#)
- [Takedown Request](#)

CourseHero

- [Copyright Policy](#)
- [Takedown Request](#)

Others: Bartleby, Quizlet, GitHub, etc.



[Digital Millennium Copyright Act \(DMCA\)](#) (1998)

- Addresses relationship between copyright and the internet
- Establishes protections for online service providers in certain situations if their users engage in copyright infringement by creating the **notice-and-takedown system**

Online Course Material Suppliers



Honor Code Policies - Chegg

- [Honor Code Policy](#) - “Use of any information provided on the Chegg platform for any service including solutions, answers, materials, or information available on or through the platform used to cheat on an exam or graded work is a violation of our Honor Code.”
- [Investigation Request](#) - Signed by the Dean or SACR, on University letterhead, including current date
 - *Note: Chegg used to share user-level data with institutions — including IP addresses, user names, and emails of those who had posted exam questions or even reviewed answers — to deter cheating, but as of August 8, 2022 changed its policy, and **now provides only the date and time stamps of when questions and solutions are posted.***

Online Course Material Suppliers



Honor Code Policies - CourseHero

- [Honor Code Policy](#) -
 - “[A]ll users must confirm that they have read, understood, and agreed to comply with Course Hero’s Honor Code.”
 - “[A]nyone who misuses our site for the express purpose of cheating and/or claiming another user’s content as their own will be met with appropriate action.”
 - Requires students to follow their own schools’ academic integrity policies
 - Provides dos and don’ts for use of course materials
- **No method for faculty to request an investigation**

Online Course Material Suppliers



Example - CourseHero

Scenario: Faculty member found an assignment posted on CourseHero that included the questions for a current assignment. The responses appeared to be authored by a student who took the course in a previous semester. When confronted with the information, the student denied posting the assignment to CourseHero, and stated they did not have a CourseHero account. The CourseHero account name did not match the student's name, and did not include any identifying information to link the alias to a UNC Charlotte student. The student used Google docs to answer the questions for the assignment, and the security permissions were not limited to specific users. Student stated that others in the course had access to her paper at the time for "peer review" through Canvas, and they could download the paper as a Word document.

Outcome: CourseHero stated they needed a subpoena before they would disclose the name of the person who posted the document. They also required the "owner" of the document to submit the takedown request. Student, who maintained they did not post the assignment, willingly submitted a takedown request. We did not have enough information to pursue the violation of policy, since evidence supported that student did not post the material.

Online Course Material Suppliers



Strategies

- If you find that your course materials are posted by an online material supplier:
 - Submit a takedown request to the supplier
 - If you have evidence that a particular student posted those materials, consult with SACR about how to proceed
- To **discourage** students from submitting course materials to an online supplier:
 - Include notice on syllabus
 - Be knowledgeable about how students are engaging with your course materials and where they may go for information when they are stuck (e.g., GitHub for computer science)
 - Provide resources about GOOD resources for assistance when stuck

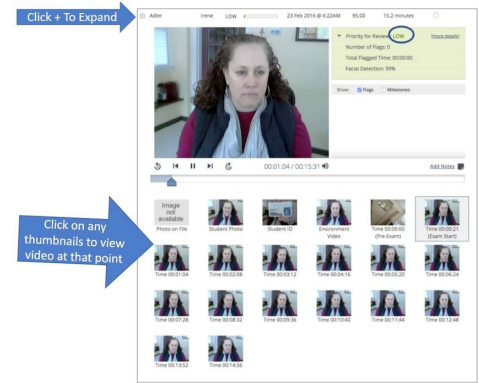
Strategies for Preventing Academic Misconduct

- Develop an **atmosphere of trust and respect** where students feel safe, yet challenged to learn. Use platforms other than the course site to communicate with individual students.
- Be **clear about your expectations** with students. Use examples of course assignments so that the students can see your expectations, not just read about them.
- **Create an academic integrity tab on Canvas** and provide resources other than just linking the Code. Consider **using the module** prepared by SACR. It can be directly imported into Canvas and, if needed, modified to fit the curriculum for your course.
- Have students **affirm they completed the academic exercise with integrity** prior to submission.
- Consider **utilizing timed tests** which limit students' ability to consult external resources during online testing.
- Ask questions that **require critical thinking and application of content** to deter student use of external resources during tests and to demonstrate deeper understanding.
- **Rewrite exams or rearrange questions** each semester.
- [Report](#) all suspected academic misconduct violations.

Remote Proctoring - Tools

[Respondus at Charlotte](#)

- [FAQs](#) re: Respondus Monitor and LockDown Browser
- [Respondus Monitor](#)
 - Software-based video proctoring service that can be used when students take a test in Canvas
 - Automatically monitors and records any suspicious behavior, such as using secondary computers, phones, calculators, textbooks, or receiving assistance from other students, which instructors would need to review afterwards to determine whether an academic integrity violation has occurred
 - Creates a video for the instructor to review at a later time with the possible violations flagged and time-stamped



Remote Proctoring - *Ogletree* case



Ogletree vs. Cleveland State University ([N.D. Ohio, August 22, 2022](#))

- Student at Cleveland State University brought a Fourth Amendment challenge after the proctor for an online chemistry exam required him to display his surroundings in his bedroom on camera (room scan).
 - A Fourth Amendment search “occurs when the government violates a subjective expectation of privacy that society recognizes as reasonable.”
- University’s policy permitted (but did not require) a remote “room scan” in order to promote the integrity of the testing process.
- Student alleged that his family circumstance during the pandemic made his bedroom his only suitable testing space and that because he received short notice of the required room scan, he was forced to display confidential documents that he did not have time to secure.

Remote Proctoring - *Ogletree* case

Ogletree vs. Cleveland State University ([N.D. Ohio, August 22, 2022](#))



Court held that:

- Student had a subjective expectation of privacy in his bedroom
- Room scans used by CSU constituted an unreasonable search within the meaning of the Fourth Amendment, despite CSU's argument that the scans are limited in scope, for administrative purposes, and not coerced
 - Did not meet the government "special needs" exception; government has an interest in ensuring fairness and integrity, but room scans have minimal value for preserving test integrity
 - "...pedagogical alternatives to tests for assessing students, for instance, a final project or paper, might minimize or eliminate the need for remote scans"
 - Key factors: "the core protection afforded to the home, the lack of options, inconsistency in application of the policy, and short notice of the scan"
- Although the University has a legitimate interest in academic fairness and integrity, it is outweighed by the plaintiff's asserted expectation of privacy in an area of the home where that expectation is at its highest, particularly in light of what the court found to be a **lack of argument or evidence that room scans are the only or most effective means to combat cheating on remote exams.**

Remote Proctoring - *Ogletree* case

What does *Ogletree* mean at UNC Charlotte?



- Does not apply outside Northern District of Ohio, but is informative
- Court did not find that reviewing a student’s test environment before a test is *per se* unconstitutional but that particular review, as it was done in that situation, was unconstitutional
- A “fact-dependent” case; the outcome relied on a specific set of facts:
 - Pre-test review was done by an employee in the school’s test center, not by an outside proctoring vendor.
 - Pre-test camera review was visible to other students sitting for the exam.
 - Student was unable to access on-site test options because of COVID restrictions. He claimed that a remote test, with what he believed required the room scan, was his only option and that if he did not consent, he would fail his test.
 - The syllabus included a reference to remote proctoring, including a pre-test review of the test setting; the student protested, and the teacher removed that provision from the syllabus.
 - Test center was not told that a pre-test room review was no longer required under the syllabus.
 - Although the student had notice that his test area would be subject to a proctor review, he did not remove sensitive materials from the area including tax documents and medications.



Remote Proctoring - Best Practices

- Follow University policies and procedures regarding remote proctoring (currently no such policies in Charlotte, but follow guidance from [Center for Teaching and Learning](#)).
- Do not use the environmental scan feature of Respondus Monitor.
- Provide testing location options. Make it clear that students are welcome to take it any place they feel comfortable privacy-wise, and let them know who to contact if they cannot identify such a place.
- Notify students [in the syllabus](#) that online proctoring might be part of the course, provide clear advance notice about any changes to the syllabus, and provide options, such as:
 - If you are not comfortable being recorded or monitored through a webcam during an assessment, you may request an alternative monitoring method prior to the scheduled assessment, such as using a testing center on campus, giving sufficient time for me to arrange alternate methods of proctoring the assessment. Students with academic accommodations may use the Disability Services testing center.
- Consider [alternative assessment types](#) instead of remote proctoring.

Remote Proctoring - Best Practices

Exams and Assessments Resources at [Center for Teaching & Learning](#)



Recommendation: To protect the integrity of exams and other assessments, instructors may require students their webcams in order to monitor and/or record the assessment.

More Information: Instructors **must notify all students in the class of their intent to monitor and/or record the assessment** (this may be contained **in the syllabus or a written announcement at least 5 days in advance of the assessment**).

Instructors must remind students that the assessment will be recorded before any recording takes place. Students should find a location in which they can access a webcam. If a student is unable to or does not wish to be recorded or monitored through a webcam during the assessment, faculty should **be prepared to offer appropriate alternatives**. Students should request an alternative monitoring method prior to the scheduled assessment, giving sufficient time for the faculty to arrange alternate methods of monitoring. Instructors can take into account the facts and circumstances surrounding a student's request and determine whether it is appropriate to grant the request. In such cases, instructors can work with the student to provide an alternate assessment. Screen sharing can also be an option to monitor student work if students are in separate virtual rooms.

Access and Accessibility Considerations

Recommendation: Faculty members should **be aware of the privacy, hardware, software, disability, and equity concerns** and require the use of webcams or video feeds only when the educational value of requiring video supersedes those concerns.

More Information: Students with concerns regarding disability access and webcam usage should contact the [Office of Disability Services](#).

Alternative Assessments

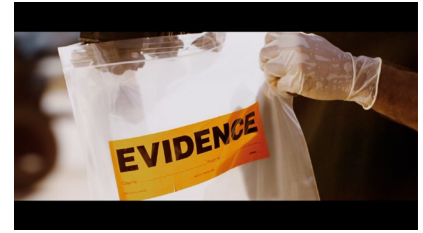
- Assessments that can be used in lieu of or in addition to proctored online exams include:

- Open-book exams
- Annotated anthology or bibliography
- E-Portfolio
- Paper-based assignments or programming
- Discussion assignments
- Student reflection exercises
- Presentations



- Visit the Center for Teaching and Learning [website](#) for more examples
- Consider using [Gradescope](#), a feedback and assessment tool that allows faculty to grade paper-based exams, quizzes, and homework as well as to grade programming assignments and create online assignments

Not enough evidence - what to do?



- Concerns can still be addressed
 - “I have some concerns with the paper that you turned in. Can you help me understand...”
 - “This looks different than I thought it might. Talk to me about how you got this solution.”
- Educational conversations with Student Accountability & Conflict Resolution staff
- Not meeting course expectations is not an academic integrity violation.
 - This can be handled using the course syllabus, assignment rubrics, etc.
- *SACR has an open door policy and is available to talk through concerns or situations that may arise.*



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Questions & Answers