FORMAL RESPONSE TO MISCONDUCT ALLEGATION

Case Number:	2024431701
Submitted by:	Cameron Brooks
Student ID:	934643434
Course:	CS362 – Software Engineering II
Date:	May 19, 2025

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1. Summary

I am writing in response to the academic misconduct allegation filed against me in CS362, specifically related to Homework 3 – Random Testing. I understand the seriousness of this process and submit this statement with full respect for OSU's academic integrity framework. However, I strongly contest the allegation of fabrication. The issue in question arose from a formatting error during a document conversion process—not from any intent to deceive or falsify data. My goal in this response is to clarify what happened, provide evidence of my good faith and transparency, and respectfully request that the charges be reviewed in light of the full context.

2. Background of the Assignment

On May 9, 2025, I received a grade of 17/25 on Homework 3. The feedback read: "Decent attempt. However, many of the theories were not correct." This indicated that the assignment was evaluated, accepted, and scored as legitimate. There was no mention of misconduct or suspicious activity at that time.

Three days later, on May 12, the grade was overridden to 0 by Professor Ianni, accompanied by a note stating: "This is being reported for Academic Misconduct (Fabrication). If you are found Not Responsible, the original score will be restored: 17."

This preemptive grade penalty was applied before any formal notification, report, or adjudication process, in contradiction of OSU's Academic Integrity Process (Section 5.11). The zero grade was only restored after Associate Head Dr. Chris Hundhausen reviewed the situation and directed the instructional team to comply with due process.

3. Clarifying What Happened

The allegation centers on the presence of test case values in my Homework 3 PDF write-up that allegedly do not align with the bugs they were meant to trigger. The PDF was produced by converting a `.docx` document to LaTeX format using GitHub Copilot, a formatting tool that assists in generating LaTeX structure.

The content—including the analysis and bug triggers—was written by me in Word. However, during the formatting process, several numeric values in the text were inadvertently altered by the tool, which introduced hallucinated values. This was not something I caught prior to submission.

The code submitted to Gradescope was correct. I submitted 13 test suites, several of which successfully triggered the required bugs. In fact, Submission #4 and Submission #7 each scored 8.5/9.0 and identified all eight bugs. This proves I had the correct test logic, had completed the assignment successfully, and had no academic reason to falsify anything.

4. Intent and Benefit

Academic misconduct allegations, particularly fabrication or cheating, rest on two pillars: **intent to deceive** and **benefit gained**. Neither is present here.

- **Intent:** I had no intention to deceive. The formatting artifact occurred during LaTeX conversion and was disclosed as soon as the issue was raised.

- **Benefit:** I had already received a D-range score (17/25), and I did not dispute it. I submitted the regrade request in accordance with class policy—not to inflate my grade, but to clarify what I believed was an error.

The test cases in question only appeared in the write-up PDF—not in the code submitted for actual evaluation.

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5. AI Policy Clarification

The course AI policy states:

> "You are not permitted to use any AI tool/service for your work in this course. While using AI to help you code can be beneficial, this course requires students to engage with the material directly in order to gain mastery before abstracting it via an AI."

I used GitHub Copilot to assist with LaTeX formatting—not to write code or generate solutions. This use case is parallel to tools like citation managers (e.g., Zotero), which automate formatting but not content. The values in question were not created dishonestly—they were structured automatically during document preparation.

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6. Instructor Handling and Process Breakdown

When I submitted a private regrade request through Edstem—as explicitly encouraged by the course announcement—I was met not with clarification or feedback, but with a misconduct allegation. I was told, "The reason you have a 0 in the gradebook is that the plan as of this morning was to report you." This was before any report had been filed or notification sent.

Despite asking directly, "What am I being accused of?", I never received a direct answer. The allegation evolved over time, shifting between formatting violation, fabrication, and cheating. The scope and clarity of the charge were never made transparent until the CHO process began.

This inconsistency is documented, and I believe it reflects a fundamental misunderstanding of both the tool I used and the context in which the error occurred.

7. A Simple Technical Analogy

> Using GitHub Copilot to convert my Word file to LaTeX is the academic equivalent of using EndNote to format citations or exporting a spreadsheet to JSON. The core content is written by the student—the tool merely structures it for readability. If a citation is misformatted or a value is misplaced during that conversion, it's a formatting error, not academic fraud.

8. Closing

I appreciate OSU's commitment to integrity and due process. I also respect that this system exists to protect everyone—students, instructors, and the institution. But the facts of this case do not support a finding of misconduct:

- The code submitted was valid and successful.

- The formatting tool unintentionally introduced incorrect values in the write-up.

- I disclosed the tool use transparently and provided the original `.docx` document.

- I followed course regrade protocol and did not attempt to challenge my original score.

I respectfully request a finding of **Not Responsible**, and I appreciate your time, effort, and impartial review.

Sincerely,

Cameron Brooks
ONID: brooksc3@oregonstate.edu
Student ID: 934643434

DOCUMENT 2: APPENDIX

Case Number:	2024431701
Submitted by:	Cameron Brooks
Student ID:	934643434
Course:	CS362 – Software Engineering II
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1. Documentation of Communications

This appendix provides a comprehensive chronological record of all correspondence and events related to this academic misconduct case. The purpose is to present a clear timeline, preserve all

relevant communications, and provide context for the allegation and proceedings.

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2. Chronological Correspondence

2.1 Microsoft Teams Communications - May 12, 2025

2.1.1 Message at 7:48 AM

Sender: Ianni, Eric Brandon
I just responded to your email. Please take a look and let me know

2.1.2 Message at 7:48 AM

Sender: Brooks, Cameron
I see it, let me read it

2.1.3 Message at 7:49 AM

Sender: Brooks, Cameron
I certainly did not provide fake data
let me go thru my programs and get you a run down of how i reached the answer

2.1.4 Message at 7:50 AM

Sender: Ianni, Eric Brandon
Please. I haven't submitted any reports yet and I try to give students a chance to "Defend" themselves before I do so. That is why I emailed you this weekend.

2.1.5 Message at 7:50 AM

Sender: Brooks, Cameron
Well I will send this to you ASAP. Hopefully in the next 15 min

2.1.6   Message at 12:25 PM

Sender: Brooks, Cameron

Dear Professor Ianni,

Thank you very much for reaching out. I deeply appreciate the chance to clarify the situation regarding my HW3 submission and the triggering numbers provided in the accompanying PDF.

First and foremost, I would like to unequivocally state that there was absolutely no intention of fabricating or misrepresenting any test data. Initially, upon receiving your email, I was genuinely perplexed, as I had taken considerable care in constructing a robust test suite across multiple submissions. In fact, two of those submissions—Submission 4 and Submission 7—each received scores of 8.5/9, clearly indicating successful identification of all eight bugs.

After a thorough review prompted by your concerns, I discovered the source of the discrepancy. Upon completing the assignment in the provided Word template, I chose to enhance its readability and presentation by converting it into LaTeX format—a step purely driven by personal preference and the desire to submit a neatly formatted PDF. To facilitate this conversion, I utilized GitHub Copilot (within a Microsoft Word environment) to transform the content into LaTeX code.

Unfortunately, during this automated conversion, Copilot inadvertently generated several erroneous credit card numbers that did not originate from my actual testing results. Specifically, this issue impacted the triggering numbers listed for Bug 6, among others. Upon closer scrutiny, I realized that these "hallucinated" numbers were inserted without my explicit awareness during the conversion process. This oversight was entirely accidental and deeply regrettable.

As evidence and support of my actual work:

I have successfully recovered my near-final original Word document using Disk Drill, which clearly demonstrates my genuine and correct test values. I've compiled and attached detailed records of all 13 submissions, including all test suite outputs and verified bug triggers. This extensive documentation definitively confirms that I had ample valid evidence to meet the assignment requirements without any necessity or incentive to fabricate data. I completely acknowledge and understand the seriousness of this matter and am committed to rectifying it fully. Given the circumstance, I am more than willing to promptly submit a corrected and verified version of the PDF, strictly using values from Submission 7 (or any single, consistent submission you prefer).

Thank you very much again for your understanding and for providing the opportunity to clarify the issue. Please let me know how best to proceed or if you require any further information.

Sincerely,

Cameron Brooks

2.1.7   Message at 12:27 PM

Sender: Brooks, Cameron

Also, on the topic of latex, this past week I develoepd a website that converts any plaintext into latex code. I learned a lot doing it. I would love your feedback if you have a moment to look it over https://aitexgen.com

2.1.8 Message at 12:29 PM

Sender: Ianni, Eric Brandon
Thank you so much for this detailed response. Unfortunately, the course has a policy against using AI. Having AI accidentally hallucinate is not a defense for submitting work with falsified or fabricated data. I haven't made a final decision, I will discuss with the other instructor, and I will inform you of our decision. Even if we do decide to report this incident, you can still make your case to a third party member of the academic misconduct team. They are the ones who will ultimately decide the penalty.

2.1.9 Message at 12:29 PM

Sender: Brooks, Cameron
Can you clarify the courses policy on AI, as I felt the contect in whcih I used it did not violate the course policy

2.1.10 Message at 12:31 PM

Sender: Brooks, Cameron
You are not permitted to use any AI tool/service for your work in this course. While using AI to help you code can be beneficial, this course requires students to engage with the material directly in order to gain mastery before abstracting it via an AI.
The context in the AI was processing a document and not completeing my work for me

2.1.11 Message at 12:38 PM

Sender: Brooks, Cameron
I would greatly appreciate your consideration and further dialogue on this matter, so that I can better align myself with your expectations and vision for this course moving forward. If you require additional clarification or if there are any steps I can take to rectify this situation further, please let me know. My goal is always to learn, improve, and succeed with integrity, and I sincerely hope this resolves any misunderstanding.

2.1.12 Message at 12:39 PM

Sender: Brooks, Cameron
Also the amount of work the last assignment took was extensive

2.1.13 Message at 12:39 PM

Sender: Ianni, Eric Brandon
I appreciate your advocacy in this matter. That said, I believe the AI statement is clear, "You are not permitted to use any AI tool/service for your work in this course." Anything that follows doesn't change the fact that the sentence says "work" and not code.

2.1.14 Message at 12:41 PM

Sender: Brooks, Cameron
My work was the work done to complete teh assingemnt

2.1.15 Message at 12:42 PM

Sender: Ianni, Eric Brandon
The PDF is also considered "work"

2.1.16 Message at 12:42 PM

Sender: Ianni, Eric Brandon
Either way, you aren't being reported for using AI. That isn't the violation that we highlighted in our grading.

2.1.17 Message at 12:43 PM

Sender: Brooks, Cameron
thats a interpretation I've not come to pass with, pardon my misunderstanding

2.1.18 Message at 12:43 PM

Sender: Ianni, Eric Brandon
No matter the root cause, you submitted a PDF with data that was not actually possible given the autograder on Gradescope. This by definition is fabrication/falsification.

2.1.19 Message at 12:43 PM

Sender: Brooks, Cameron
I'm being reported?

2.1.20 Message at 12:44 PM

Sender: Brooks, Cameron
Professor thats not true

2.1.21 Message at 12:44 PM

Sender: Ianni, Eric Brandon
As I have mentioned, this is an academic misconduct issue. The reason you have a 0 in the gradebook is that the plan as of this morning was to report you.

2.1.22 Message at 12:44 PM

Sender: Brooks, Cameron
"the act of inventing something false, like a lie or false evidence. "

2.1.23 Message at 12:45 PM

Sender: Ianni, Eric Brandon
Sorry, more specifically, to report this PDF

2.1.24 Message at 12:45 PM

Sender: Brooks, Cameron
I think youre singling me out

2.1.25   Message at 12:45 PM

Sender: Ianni, Eric Brandon
What makes you say that?

2.1.26   Message at 12:45 PM

Sender: Brooks, Cameron
And I going to make a report of it

2.1.27   Message at 12:45 PM

Sender: Brooks, Cameron
Thank you

2.1.28   Message at 12:46 PM

Sender: Ianni, Eric Brandon
Brooks, Cameron
5/12/25 12:45 PM
And I going to make a report of it

2.1.29   Message at 12:46 PM

Sender: Ianni, Eric Brandon
You absolutely have the right to report my conduct

2.1.30   Message at 12:46 PM

Sender: Ianni, Eric Brandon
Would you like contact information for my supervisor or the director of the online program?

2.1.31   Message at 12:46 PM

Sender: Brooks, Cameron
Thank you for your time today.

2.1.32   Message at 12:48 PM

Sender: Ianni, Eric Brandon
Ben Brewster is the Online Program director: https://engineering.oregonstate.edu/people/benjamin-brewster
Chris Hundhausen is the Associate Head for Online Education at EECS and is my direct supervisor: https://engineering.oregonstate.edu/people/christopher-hundhausen

2.2 Email to Thomas Weller (Head of EECS) - May 12, 2025

After the recommendation from Jayshaun Talbert (He/Him/His), Peer Advocate — ASOSU Office of Advocacy Voting Member — ASOSU Student Advisory Board SEC 228 — 541-737-9200

Subject: Formal Grievance Regarding Pattern of Unfair and Unprofessional Conduct – CS362 (Professor Eric Ianni)

Dear Dr. Tom Weller,

My name is Cameron Brooks, and I am a Computer Science student enrolled in the eCampus section of CS362. I am writing to file a formal grievance regarding a pattern of inconsistent, procedurally unfair, and academically prejudicial conduct by my instructor, Professor Eric Ianni. This behavior has directly impacted my academic standing and created significant uncertainty and distress. I am submitting this letter at the recommendation of Oregon State's academic support services, who advised me to document both major incidents and request formal review at the school leadership level.

This is not a single isolated issue, but a pattern of behavior, beginning early in the term and culminating most recently in an unresolved accusation of academic misconduct. Below, I outline both incidents in full detail.

—

Incident #1: Mid-Assignment Extension Denial (Week 2)

During the second week of the term, I experienced an unexpected equipment failure: my laptop's power cable died while I was in the middle of completing a Git-based programming assignment. With no way to charge my computer until I could visit Best Buy the following morning, I turned to the syllabus and found this clearly stated policy:

"Late Policy: Requests for extensions are considered on a case-by-case basis. Non-emergency requests must be submitted via email at least 72 hours before the due time. (Not having enough time to get the assignment done does not, by itself constitute an emergency, sorry!). If you don't know if you will need an extension but might, you should ask for one."

I immediately emailed Professor Ianni explaining my situation and requested a one-time, next-day extension, in accordance with the policy. He responded that the extension "should be fine as long as you can prove to me you were indeed working on it tonight and aren't just using this as an excuse."

I found this to be reasonable at first and complied, providing him with screenshots showing file creation timestamps and the Windows project folder. He then shifted his standard, stating that screenshots were not sufficient and that the only acceptable form of verification would be Git logs. I then provided iPhone screenshots of my files app, showing the necessary .py scripts created during the timeframe in question. Still, he dismissed this as potentially fake. I then extracted and submitted the metadata from the images themselves to confirm the timestamp. Again, he rejected this.

Ultimately, despite my good faith effort to meet each evolving standard of evidence—and despite initially being told an extension would be granted—he denied the extension and imposed a 10-point penalty. This incident demonstrated a troubling tendency to shift expectations after-the-fact and deny fair accommodation based on arbitrary or escalated proof standards.

—

Incident #2: Misconduct Accusation Without Formal Process (May 12, 2025)

On May 12 at 7:10 AM, my HW3 assignment in CS362 was marked with the following message in the gradebook:

"This is being reported for Academic Misconduct (Fabrication). If you are found Not Responsible, the original score will be restored: 17."

I was shocked, especially as I had already submitted the assignment 13 times and had received scores as high as 8.5/9. My code and test suites were functional, and I had spent extensive time crafting randomized test cases and debugging them.

I immediately responded to Professor Ianni with: - A recovered Word document of my original assignment (restored via file recovery), - An explanation of how I used GitHub Copilot for LaTeX formatting, which inadvertently altered some values during PDF generation (i.e., a formatting issue, not a testing error), - A clear breakdown of how the misaligned credit card numbers were not fabricated, but the result of LaTeX hallucination errors introduced during the formatting process.

Professor Ianni acknowledged that no report had been submitted and proceeded to give varying explanations: citing AI formatting, then walking it back, and ultimately reaffirming the accusation of "fabrication." The test suite code was valid, submitted multiple times, and the errors referenced were present only in the formatted PDF. Despite demonstrating that the discrepancy was caused by formatting—not misconduct—I was left with a zero and no final clarity on whether I was being officially reported or not.

—

Pattern of Behavior: Escalation, Vagueness, and Prejudicial Grading

These two events clearly reflect a recurring pattern of inconsistent enforcement and unfair treatment. This is not about isolated miscommunication—it is systemic.

1. **This Professor Regularly Moves the Goalposts**

In both situations: - He gave conditional approval ("That should be fine if you can prove..."), - Then escalated the proof required beyond anything reasonable, - And ultimately refused to honor his original word, even after I complied.

Examples: - First: "Screenshots are fine." - Then: "Not unless I see Git logs." - Then: "Your iPhone metadata isn't enough either." - Finally: "I'm not accepting anything you submit—take the deduction."

And again in HW3: - "This is being reported for fabrication." - "No, it hasn't been reported yet." - "You're not being penalized for AI use." - "But I'm giving you a zero anyway."

This is not about academic integrity—it's about control. And it's fundamentally unfair.

2. **He's Creating Unreasonable Burdens of Proof**

No other professor would: - Ignore timestamps, metadata, and file system screenshots, - Reject literal iPhone metadata as falsifiable, - Claim only Git logs are "verifiable"—without that ever being a stated requirement.

And in my current case: - He accepted 13 valid code submissions, - Then rejected my formatting because of a known LaTeX artifact, - Then refused to say whether I was even under formal misconduct review.

3. **This Is a Power Imbalance Disguised as Policy**

He invokes academic policy to enforce inconsistent personal standards: - "I will report this" → but no report is filed, - "I will grant the extension" → but only after introducing new conditions, - "I follow the syllabus" → but ignores its actual terms when challenged.

This borders on academic gaslighting.

4. **This Is Now a Documented Pattern, Not a One-Off Misunderstanding**

I've acted in good faith at every stage: - Prompt responses, - File recovery, - Detailed metadata extraction, - Formal tone, - Documented effort.

At this point, it is no longer a misunderstanding. It is a reproducible pattern of unprofessional conduct, applied in a way that harms students for following directions that later change.
—

Personal and Academic Context

I am proud of my academic record at Oregon State. I've earned a 3.93 institutional GPA, have been on the Dean's List every term enrolled, am a member of Alpha Lambda Delta, and was just awarded the Skaar Fund College of Engineering Scholarship this past week.

I share this not to elevate myself, but to demonstrate my seriousness about academic integrity and accountability. I take pride in doing things the right way.

I was also raised in an academic household. My father served as Director of the College of Public Health at the University of South Florida for over two decades before retiring, and Dr. Jay Wolfson has been a close family friend for many years. I mention this only to underscore that I understand—and deeply respect—what integrity and fairness look like in an academic setting. I bring this forward in that spirit.

—

Closing Reflection

At this point, I feel like I cannot succeed in this course, despite my strong academic standing up until now. Even if I am formally found "Not Responsible," I worry that the grade will not be restored, and I will continue to face informal penalties outside of a fair process.

More than anything, I just want some oversight—and a return to the feeling I've had in every other course at OSU: where I feel included, where my work is seen, and where the environment encourages learning. That's why I'm so proud to be a student here.

The anxiety surrounding this situation has deeply shaken my confidence. I'm speaking up now not to challenge authority, but because I care about fairness, clarity, and the right to be treated like every other student. I want to compete, contribute, and grow—knowing I'll be treated with integrity in return.

—

What I Am Asking

1. Review the handling of HW3. If no academic misconduct report has been filed, I request immediate restoration of the original 17-point score. 2. Review the grading and communication patterns in this course, especially in light of repeated inconsistencies and informal punishments. 3. Ensure that academic misconduct policies are enforced fairly and consistently—without informal threats, contradictory guidance, or backchannel decisions. 4. Provide assurance that students can rely on transparent, policy-aligned grading and communication, regardless of section or instructor.

Thank you for your time and consideration.

Sincerely, Cameron Brooks Student ID: 934643434 brooksc3@oregonstate.edu

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2.3 Email - May 13, 2025

From: Weller, Tom
To: Brooks, Cameron
Subject: Re: Formal Grievance Regarding Pattern of Unfair and Unprofessional Conduct – CS362 (Professor Eric Ianni)

Dear Cameron,
I'm sorry to hear of your difficult situation. I will ask Dr. Chris Hundhausen to look into this.
Sincerely,
Tom Weller
Thomas Weller, Ph.D.
Michael and Judith Gaulke Chair in Electrical Engineering and Computer Science
Professor and Head, School of Electrical Engineering and Computer Science
Executive Director of Semiconductor Programs
College of Engineering
Oregon State University
(541) 737-9287
tom.weller@oregonstate.edu

2.4 Email - May 13, 2025

From: Brooks, Cameron
To: Weller, Tom
Subject: Re: Formal Grievance Regarding Pattern of Unfair and Unprofessional Conduct – CS362 (Professor Eric Ianni)

> Dear Dr. Weller,
> Thank you very much for your response, and for taking the time to review my letter. I appreciate you forwarding this along to Dr. Hundhausen, and I'm grateful for your attention to the matter. It truly means a lot.
> Please don't hesitate to let me know if you need anything further from me.
> Best regards,
> Cameron Brooks

2.5 Email - May 13, 2025

From: Brooks, Cameron
To: Hundhausen, Chris
Subject: Re: Formal Grievance Regarding Pattern of Unfair and Unprofessional Conduct – CS362 (Professor Eric Ianni)

> Dear Dr. Hundhausen,
> My name is Cameron Brooks, and I'm a Computer Science student in the eCampus program. I want to begin by sincerely thanking you for your time and attention—especially knowing how full your role must be. I took some time to learn more about your background before writing, and I was genuinely encouraged to see your commitment to human-centered learning and educational systems. That focus on both rigor and student experience is what gives me the confidence to reach out now, even though this isn't an easy message to write.
> The situation I'm facing relates to CS362 and the handling of my HW3 assignment. The short version is: my assignment was initially graded and passed, but a few days later, the grade was replaced with a zero and flagged for academic misconduct. That message was upsetting on its own—but what has been more difficult is the total lack of clarity since. As of today, I have not received any formal communication from the university or the College Hearing Officer. I've received no official notice of what I'm being charged with, nor any invitation to respond through a formal process.

Since then, I've found myself constantly second-guessing whether I've actually done something wrong—even though I'm confident I haven't. The experience has left me feeling gaslighted. The accusation remains vague, and I believe it would be unclear to most reasonable observers as well. When I spoke with Student Affairs, they echoed this concern and encouraged me to begin the process of seeking support. That conversation ultimately gave me the guidance and confidence to write to you now.

In the meantime, I find myself penalized and stuck in a kind of frozen academic state—as if something has been proven, even though the process hasn't formally begun. I've reviewed OSU's academic misconduct policy multiple times, and I understand that sanctions aren't supposed to be applied before adjudication. But at this moment, I'm carrying a zero and a significant drop in my course grade—without any due process or clear explanation of what violation has allegedly occurred.

This puts me in a position that's not just procedurally unclear, but deeply consequential. I say this with respect and not to apply pressure, but the deadline to withdraw from the course is May 15. The zero has dropped my grade from an 89% to a 65%, and with no more homework assignments due, the semester is functionally over. Without some resolution by that deadline, I'll be forced to withdraw and retake the course in the summer—despite having earned an A-range average up until this single, confusing event.

What's perhaps most difficult is that I still don't know what I'm being formally accused of. The assignment involved randomized test generation. I submitted thirteen test suites—several of which received passing scores. The only issue I'm aware of is that a few values in my final PDF write-up didn't match the trigger values due to an error introduced when converting the document from Word to LaTeX using GitHub Copilot. I disclosed this immediately and submitted the original Word file. The core code was correct, and nothing I submitted was intended to mislead or deceive.

If the concern is that I got something wrong in the written explanation, I'm struggling to understand how that would constitute fabrication. And if the issue is the formatting tool itself, the AI policy outlined in the course syllabus seems to apply specifically to code generation—not formatting or LaTeX conversion. This ambiguity—about both the accusation and the policy—has been the most difficult part to sit with. I truly don't understand how this has escalated to where it is, and I'm doing my best to stay composed through what feels like a destabilizing experience.

I'm not writing to question the integrity of the university or to ask for special treatment. I'm simply asking whether there's anything you're able to do to help clarify, support, or possibly intervene before the May 15 withdrawal deadline. I truly believe this situation didn't need to become what it has, and I would be deeply grateful for any guidance or assistance you're able to offer.

Thank you again for taking the time to read this. That alone means more than I can express.
Sincerely,
Cameron Brooks
brooksc3@oregonstate.edu
Student ID: 934643434
P.S. I've continued this thread from Dr. Weller's referral. If you'd like more detailed context, I've included the original letter I sent him below in the email chain—it contains a thorough summary of everything that has occurred.
Thank you again for your time,
Cameron

2.6 Email - May 13, 2025

From: Hundhausen, Chris
To: Brooks, Cameron
Subject: Re: Formal Grievance Regarding Pattern of Unfair and Unprofessional Conduct – CS362
(Professor Eric Ianni)

> Hello Cameron,
> I have received your email and have initiated a discussion with the course instructor. I don't
> know when your case will be adjudicated, but you can rest assured that you will receive due
> process and have an opportunity to appeal the decision.
> Best,
> Chris
> Chris Hundhausen (he/him)
> Professor and Associate Head for Online Programs
> Director, Center for Research in Engineering Education Online (CREEdO)
> School of Electrical Engineering and Computer Science
> Oregon State University — 2113 Kelley Engineering Center
> http://eecs.oregonstate.edu/hundhausen-Chris

2.7 Email - May 13, 2025

From: Brooks, Cameron
To: Hundhausen, Chris
Subject: Re: Formal Grievance Regarding Pattern of Unfair and Unprofessional Conduct – CS362
(Professor Eric Ianni)

> Hi Dr. Hundhausen,
> Thank you for your response. Hearing that due process will be upheld genuinely helps put me
> at ease. I really appreciate your time and attention.
> Best regards,
> Cameron Brooks

2.8 Formal Notice - May 14, 2025

From: College Hearing Officer
To: Brooks, Cameron
Subject: Academic Integrity Notification - Case Number: 2024431701

Regarding Case Number: 2024431701

Dear Cameron Brooks,

My name is Sanami Naito and I serve as the academic integrity hearing officer for the College of Engineering. In this role, I facilitate the academic integrity process. The purpose of this process is to assist students in meeting the academic expectations of the university.

Recently, I reviewed information outlining concerns with academic work in your CS 362 course. Specifically, this information suggests that actions you engaged in might not align with the learning objectives of the course and the University's expectations for academic integrity. The information provided to me states that the alleged incident took place on May 5, 2025. The information states:

The student submitted test cases that could not have triggered the bugs: Bug 5: All but the first test case are invalid (missing 8657). Bug 6: All but the first two test cases are invalid (do not end with 258). Bug 8: 2555678901234560 is invalid (no palindrome in the middle).

When contacted, the student claimed that GitHub Copilot introduced the incorrect test cases during LaTeX conversion. They shared this explanation via Microsoft Teams. When reminded that AI use was explicitly prohibited in the course, the student argued the policy only applied to code, not LaTeX formatting.

The behaviors, as described, potentially violate the following provisions of the Code of Student Conduct (Code):

4.2 (1) Cheating - Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. The use of cell phones, internet, generative artificial intelligence, or other electronic devices is prohibited unless expressly authorized by the instructor. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited items, materials and texts.

4.2 (3) Falsification - Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.

Based on this information, I am initiating the academic integrity process. In alignment with Section 5.11 of the Code, you have the opportunity to schedule a meeting with me to review and assess the provided information and share your perspective.

To schedule an appointment, use this link within three (3) business days to select the earliest date you are available for a one-on-one Zoom meeting. If you do not schedule an appointment by the deadline, I will proceed to the next steps of reviewing and resolving these allegations by providing you the opportunity to submit a written statement regarding the reported behaviors and their potential violation of the Code.

Throughout this process, I hope to explore with you OSU's reasons for upholding the academic standards of our courses, how these standards advance a successful learning environment, and what resources are available to support your success as a student.

For more information on the academic integrity process and available resources, please visit our website. If you have any questions or need accommodations during the meeting, feel free to contact me as soon as possible.

We're here to help you and look forward to resolving this matter in a way that supports your academic journey.

Sincerely,

Sanami Naito College Hearing Officer

2.9 EDStem Message Board Regrade Request - HW3 Random Testing #285 - May 12-16, 2025

2.9.1 Initial Request

Sender: Brooks, Cameron
I believe this assignment was submitted erroneously. Due to the fact as the assignment stands "This is being reported for Academic Misconduct (Fabrication). If you are found Not Responsible, the original score will be restored: 17" I would like this regraded to a 17.

2.9.2 Instructor Response

Sender: Ianni, Eric We discussed this yesterday when you reached out via Teams. I recall you breaking off communication while I was trying to understand why you felt I was singling you out and you said you were going to make a report to that effect. I provided you with the contact information for two people you can submit said report to. Unless you have something additional to add to the discussion about HW3, the grade will stand until a final determination is made concerning academic misconduct.

2.9.3 Student Reply 1

Sender: Brooks, Cameron "As I have mentioned, this is an academic misconduct issue. The reason you have a 0 in the gradebook is that the plan as of this morning was to report you." So if that isn't the case any longer– than you should revert the grade back.

2.9.4   Student Reply 2

Sender: Brooks, Cameron The claim that I have a zero "because you say so," in absence of a filed report or articulated rationale, is not acceptable. You have made no formal case for fabrication, and I have demonstrated that: The error in my PDF was due to LaTeX formatting, not dishonesty, I submitted 13 valid test suites, several of which earned passing scores, And I had no reason to fabricate anything—I had the data, the code, and the results.

2.9.5   Student Reply 3

Sender: Brooks, Cameron To clarify, I did not "break off communication"—I expressed that I felt singled out, and when you responded by offering contacts for escalation, I simply indicated I would be moving forward with that process, which I have since done as advised by student academic services. As for HW3: the comment in the gradebook explicitly stated, "This is being reported for Academic Misconduct (Fabrication)." However, as of now, I have received no notification from Student Conduct, and you've indicated no report has been filed. This leaves me in academic limbo—penalized by a zero without access to due process. I've already provided the original recovered document, explained the formatting artifact transparently, and demonstrated that my code submissions were valid and extensive. I respectfully maintain that this is not misconduct and that the issue should have been handled through clarification, not accusation. Unless a report is formally filed, I continue to request that my grade be restored to the original 17 points.

2.9.6   Instructor Reply

Sender: Ianni, Eric As I mentioned yesterday, I wanted to converse with my co-instructor before making a final decision on reporting. I have yet had the opportunity to do this. If/when a report is filed, you will be informed. If a report is not filed the original score will be restored.

2.9.7   Student Acknowledgment

Sender: Brooks, Cameron Thank you for that clarification.

2.9.8   Report Filing Notification

Sender: Ianni, Eric After consulting with my co-instructor, I have decided to proceed and have filed an academic misconduct report. As a courtesy, I am sharing the text of the report so you can prepare for your meeting with the academic misconduct folks. I am not sharing this as an opportunity to further argue/debate the decision (the report has been submitted and it is now out of my hands). If you still feel you have been singled out or have otherwise been treated unfairly, please contact either Ben Brewster and/or Chris Hundhausen (contact details provided via Teams).

The student submitted work that included test cases that wouldn't have triggered the bugs. Bug 5: All but the first are invalid because they don't contain 8657 Bug 6: All but the first two are invalid because they don't end with 258 Bug 8: 2555678901234560 is not valid as it doesn't contain a palidrome in the middle When contacted, the student claimed to have used GitHub Copilot to convert his work into LaTeX (his personal preference). He claims that during this conversion that Copilot "hallucinated" and injected the numbers into the PDF. See uploaded email message for full details.

The student reached out via Teams to copy-and-paste the email. I pointed out that the course had a policy forbidding using AI and that it wouldn't be an excuse to submitting falsified data. He claimed he didn't use AI for code so it wasn't forbidden. I disagreed and I informed the student that if I were to report this incident that he would be able to present his case to a third party. "You are not permitted to use any AI tool/service for your work in this course. While using AI to help you code can be beneficial, this course requires students to engage with the material directly in order to gain mastery before abstracting it via an AI."

2.9.9 Student Clarification Request

Sender: Brooks, Cameron What am I being accused of?

2.9.10 Grade Restoration Acknowledgment - May 16, 2025

Sender: Brooks, Cameron I see the updated score, thank you

2.9.11 Instructor Response regarding Grade Restoration

Sender: Ianni, Eric The score has been restored until the academic misconduct process is concluded. If they *find you "responsible" they will likely impose a penalty of a zero on the assignment.*

"Unnecessary" – C.S.B.

Note: After the grade was asked to be change back by his superior, He publicly scolded me again, this post got 134 views.

2.10 Course Announcements by Professor Ianni

2.10.1 Week 5 Announcement - April 28, 2025

Greetings Class, We hope you all are doing well as we approach the midway point of the term. You have all been doing a great job supporting one another in between office hours and when we check in on Ed. Week 4 Recap Week 4 introduced you all to White Box Testing and the concept of Coverage. This type of testing involves looking at the actual code and writing tests to trigger as much of it as possible. This is different from Black Box Testing, which focuses on the specifications and whether or not it produces the expected output for a given input.

For HW2, you need to write tests to achieve 100% Branch AND Condition Coverage. This is different than Branch Coverage and Condition Coverage. You can have 100Don't try to be clever and reduce the rows to just 8 initially; just try to get them all. Once you have triggered all the conditionals on Gradescope, go back and see how you can create test cases to trigger multiple rows of the truth tables in order to have a max of 8 test cases.

Week 5 Overview This week, we are going to be going over Random Testing. This is a type of Black Box Testing but is unique enough that we wanted to give it its own module. Having it separated can also help cement in our minds the different goals of what we did in HW1 and what we are being asked to do in HW3. For this assignment, the goal is to use randomly generated test cases to trigger bugs in the code. Sounds familiar to HW1, we hear you say, and you would be correct. What we would like you to do is frame HW3's bugs as things that cause the program to crash, so there is less focus on getting the correct output for any given input. This means for HW3, we aren't really concerned with the "expected" value (no need for asserts). ***The assignment also usually results in at least one student for academic misconduct because the student either shares solutions or finds them online. Please do not make life harder for yourself, and make sure you do your own work.***

"–Weird."
-C.S.B.

The first thing we want to mention is, "Don't overthink this assignment." You should be able to trigger all the bugs consistently with fairly unguided random testing. Really, we promise you do not need elaborate methods to come up with your random test cases. Please try to follow one of our favorite mantras: "Keep it simple, stupid!" Seriously, please, please, please keep it simple. You only need ten or so lines of code to trigger all the bugs. Don't start off trying to guide your tests, just generate massive amounts of random numbers of various lengths (this should be the only guidance you have for your tests).

Remember, any code you write to generate test cases realistically needs to be tested with its own unit tests to verify it works before you can use it in your random testing suite. So don't worry about keeping track of if it is a valid credit card or not; just throw test cases at the function and see if it breaks. We are aware that the Exploration showed an example of random testing that generated valid and invalid test cases, but this is not ideal for this assignment. We repeat, you don't want to be in the business of verifying the validity of your tests cases for this assignment; just don't do it.

The second thing we need to mention is these need to be random tests. There is a prohibition on hardcoding in more than four numbers for the prefix. Please note it says prefix. Also, if the prefix for a given type of credit card is only one digit (e.g., Visa), then you can't hard code in 4 digits as the prefix for that test case: Visa's prefix is only 1 digit long. Don't code in things like "40" because that is outside the bounds of Visa.

You also cannot hard code numbers at the end or in the middle. If you discover some bugs are triggered by a given sequence of numbers, do not hard code those in, as then they are no longer random. We are literally begging you not to do target specific bugs in any way, it just isn't wroth the 50Seriously, keep your tests unguided as much as you can. Again, for the love of all that we hold dear in this world, please don't over-engineer your code. We strongly urge you only to vary the length of the number generated; don't worry at all about the prefixes or check bits. Seriously, can't you see that this is something that is super important that we must keep reiterating because so many students ignore this advice? Please, please, please do not overcomplicate this assignment.

Another reason to avoid over guiding your tests is that your theories will not valid if you limit the input domain your test cases cover; you can't theorize without good data. Don't worry about using asserts for this assignment. Remember, if you have multiple asserts in a single test (or a loop with asserts), the first time one fails, the whole test ends without reaching the other asserts. If you do want to use asserts, please review the Dynamically Adding Tests exploration. That said, it makes little sense to use an assert on a test case you don't know the expected result for.

Finally, on Gradescope, you will see that the time limit test has no point value but will still indicate if you pass or fail. You must pass the time check to get full credit on this assignment. As always, any questions you may have should be posted to either Ed or Teams so everyone can benefit from the answers. You would be surprised by how helpful all your peers are when it comes to solving problems! Remember, the only real way to get extra credit in this course is by being active on Ed. To that end, we provide weekly opportunities to join in on discussions. Typically, we will post these on Wednesdays. You can treat these as one-and-done's, but really, they can become back-and-forth dialogues. Regards, Eric and Dee

2.10.2   Week 7 Announcement - After HW3 Grading

Greetings Class! URGENT MESSAGE: While using our auto-accept script for GitHub invites, we had a few that came back "expired." We are not able to tell if these expired due to time (shouldn't have happened) or if the repos they were for no longer exist. Therefore, we are asking everyone to double-check their TDD repo that the invitation hasn't expired. If it has, please just re-invite us and we will accept the invite when grading.

RUBRIC UPDATE: We hate to change rubrics after they are posted, but a planned change for A3's rubric didn't make it into production. The old rubric grouped the feedback and corrected code scoring into 2-point chunks. This term, we are breaking those up into separate elements in the rubric in the hopes of improving grading accuracy. We are sure this change is welcome by most, but if you would prefer the old rubric you can let us know and we will grade you based on that past criteria (not advised but it is your right).

HW3 Grades Released: We have just released HW3 grades. Unfortunately, many students were penalized for not being "random enough." Please take a look at your feedback, and if you feel we were in error (it happens), please open a regrade request on Ed, and we will handle it. A regrade request will never result in a lower score than the one you started with (excluding discovery of academic misconduct), so it cannot hurt you. This assignment requires some subjectivity, so some mistakes are expected.

2.10.3   Memorial Day Reminder - May 16, 2025

Greetings Class, Memorial Day In case you were unaware, Monday, May 19th is Memorial Day. This is an officially recognized day at OSU so there will be no class activity. This means, there will be no office hours on Monday and your assignments are due Tuesday, May 20th. Ahead of the long holiday weekend, I wanted to make a plea to all of you. Please keep in your mind the reason for this long weekend: to honor those who have fallen in the defense of this country.

While most wars have a varying degree of morality, I want to remind you that most rank-and-file members of the military had noble intentions and we should honor their sacrifices. So, please take a moment during your weekend to reflect on those we have lost and if you know a family who has lost someone, perhaps reach out and wish them well.

Group Issue Request If you have had issues contact your group NOW IS THE TIME to reach out to us. We cannot help you very much if you wait any longer. We have some two-person teams who are willing to take any "orphans" (those with group members that are MIA), so let us know ASAP if you need to be reassigned. Regards, Eric

Note: This announcement incorrectly states to nearly 200 students that Memorial Day is on Monday, May 19th. The actual date for Memorial Day in 2025 is Monday, May 26th, highlighting a unique sense of 'attention to detail' for a college professor.

2.11 Official OSU Policy on Academic Misconduct Penalties

Per current Oregon State University policy, instructors may not assign a final grade penalty (e.g., a zero or "F") for academic misconduct until after the case is formally adjudicated through the university's Academic Integrity Process.

Policy Overview:

1. Faculty are permitted to recommend—but not impose—penalties:
   "While faculty can recommend an academic sanction in their report (e.g., penalty on the assignment, penalty in the course), the final determination of responsibility and applicable sanctions is made by the College Hearing Officer."
   – OSU Student Conduct & Community Standards – Faculty Guidance
   https://studentlife.oregonstate.edu/student-conduct-and-community-standards/student-conduct-process/academic-integrity-faculty

1. Students cannot be penalized until responsibility is confirmed:
   "If the student is found responsible... the outcome letter will include any academic penalty." For first-time or minor cases, this is typically "a reduction of assignment or exam points up to an F on the assignment."
   – OSU Student Conduct – Academic Misconduct for Students
   https://studentlife.oregonstate.edu/studentconduct/academic-misconduct-students

3. The official policy (Academic Regulation 15) confirms that faculty may only recommend sanctions:

   "The instructor may recommend any academic sanctions to the College Hearing Officer... The Hearing Officer will determine if a violation occurred and whether the recommended sanction is appropriate."

   – OSU Academic Regulation 15, 2024–2025 Academic Catalog, § AR 15

   https://catalog.oregonstate.edu/regulations/#ar15

4. OSU revised AR 15 to improve due process:

   In 2017, AR 15 was revised to remove prior language that allowed instructors to directly impose sanctions (e.g., giving a zero or F). This revision aligned misconduct handling with the Student Conduct Code to prevent pre-adjudication penalties.

   – Faculty Senate Proposal Revising AR 15 (PDF), Faculty Senate, May 2017

   https://senate.oregonstate.edu/sites/senate.oregonstate.edu/files/ar15_rev_0.pdf

Summary of Findings:

- Professors may not impose a grade penalty such as a zero until the student is found responsible by the College Hearing Officer.

- Doing so prior to adjudication may be interpreted as a violation of student due process rights under the current Academic Integrity framework.

- Only after the hearing officer issues a decision can academic sanctions (e.g., zero on an assignment, F in course) be implemented.

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3. Appendix Endnote (Timeline)

- **May 5, 2025**: Final submission of HW3 with functional code and PDF documentation

- **May 9, 2025**: Assignment graded by TA Justin Dickerson, receiving 17/25 points with comment: "Decent attempt. However, many of the theories were not correct."

- **May 12, 2025, 7:10 AM**: Grade changed to zero by Professor Ianni with comment: "This is being reported for Academic Misconduct (Fabrication). If you are found Not Responsible, the original score will be restored: 17."

- **May 12, 2025, 7:48 AM**: Initial contact with Professor Ianni via Microsoft Teams expressing concern and confusion.

- **May 12, 2025, 12:25 PM**: Sent comprehensive documentation to Professor Ianni including:

  - Recovered original Word document

  - Explanation of LaTeX conversion error

  - Compilation of all 13 submission records
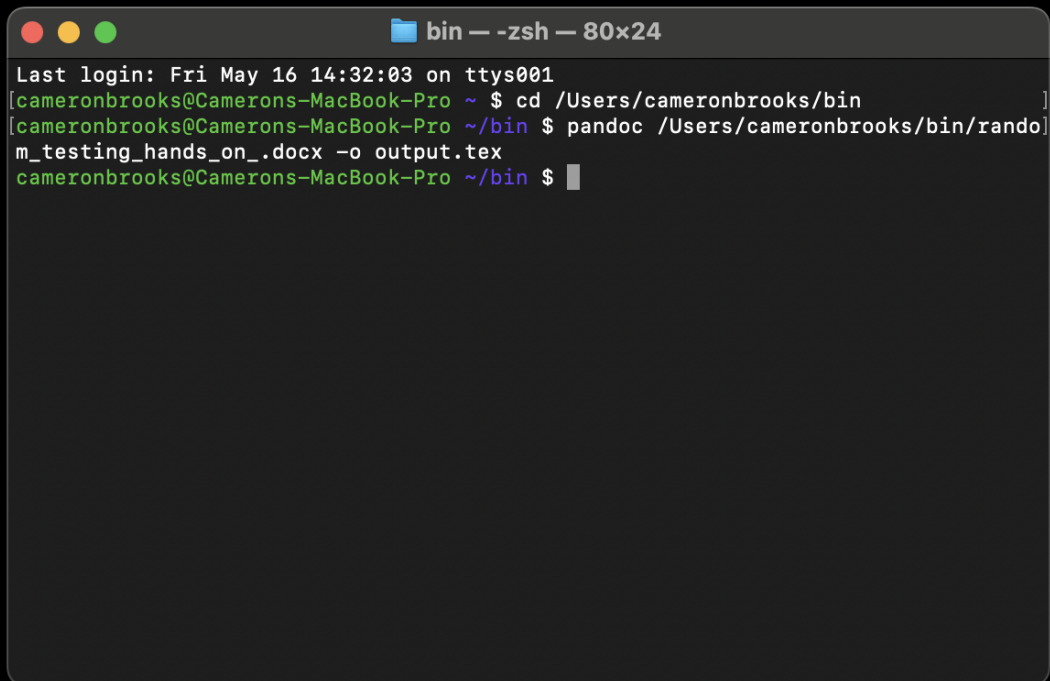
- – Offer to submit corrected documentation

- **May 12, 2025, 12:29 PM - 12:48 PM**: Microsoft Teams conversation with Professor Ianni where he:

  - – Initially focused on AI use: "Unfortunately, the course has a policy against using AI."
  - – Later stated: "You aren't being reported for using AI. That isn't the violation that we highlighted in our grading."
  - – Confirmed: "No matter the root cause, you submitted a PDF with data that was not actually possible given the autograder on Gradescope. This by definition is fabrication/falsification."
  - – Provided supervisor contact information when I expressed concerns about fairness

- **May 12, 2025, 11:01 PM**: Sent detailed letter to Dr. Tom Weller, Head of EECS, documenting concerns about procedural fairness and pattern of inconsistent standards.

- **May 13, 2025, 9:33 AM**: Received response from Dr. Weller referring the matter to Dr. Chris Hundhausen.

- **May 13, 2025, 3:38 PM**: Sent follow-up letter to Dr. Hundhausen providing additional context and requesting interim grade relief.

- **May 13, 2025, 4:09 PM**: Received response from Dr. Hundhausen acknowledging the issue but providing no immediate resolution.

- **May 14, 2025, 9:56 AM**: Dr. Hundhausen emailed: "I have asked the instructor to change your grade back to the original grade (17) while the case is being adjudicated. Please give him a day to do this. If your grade is still not changed tomorrow, please let me know."

- **May 14, 2025**: Grade restored to 17/25 with public comment from Professor Ianni: "The score has been restored until the academic misconduct process is concluded. If they find you 'responsible' they will likely impose a penalty of a zero on the assignment."

- **May 14, 2025**: Received formal notification from College Hearing Officer Sanami Naito regarding academic misconduct allegations.

- **May 16, 2025**: Professor Ianni sent Memorial Day announcement to class incorrectly stating that Monday, May 19th is Memorial Day (actual date is May 26th).

END OF APPENDIX

Cameron Brooks
Student ID: 934643434
May 19, 2025
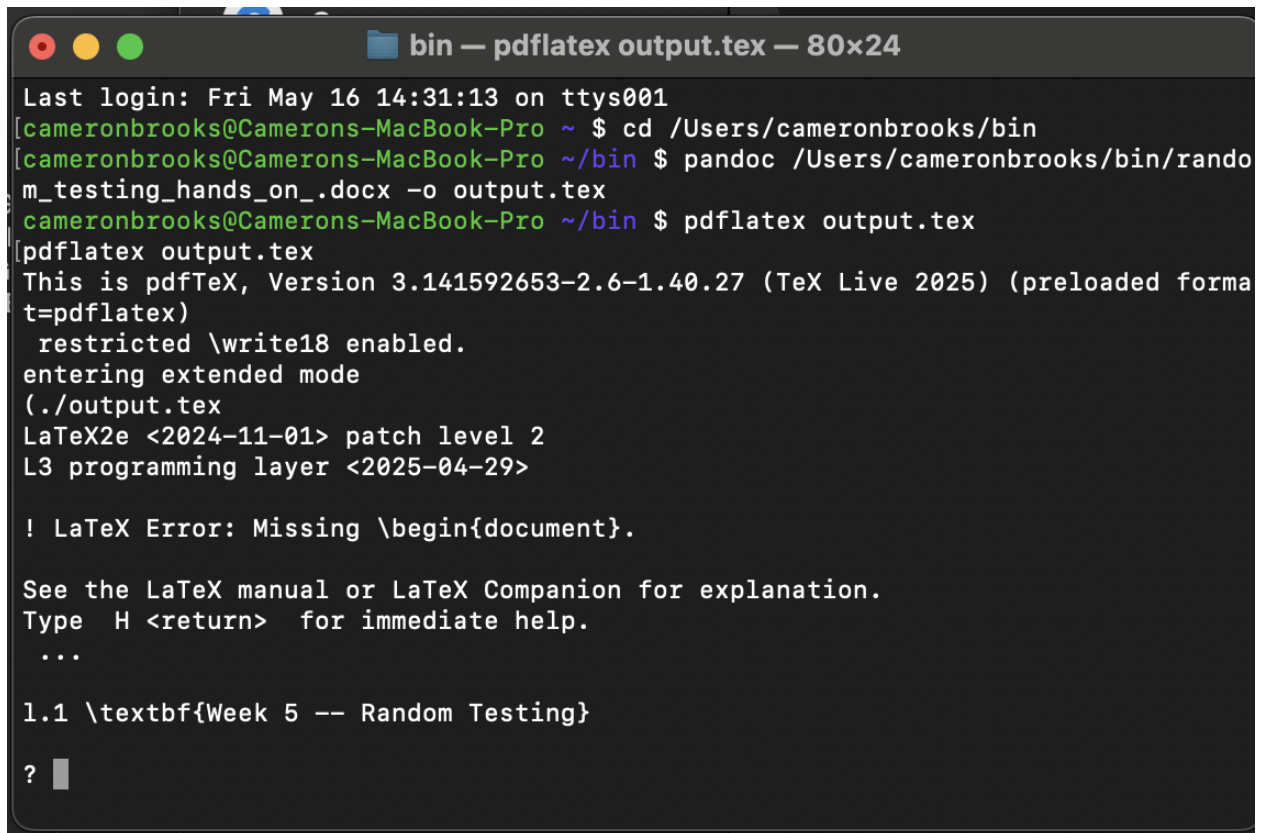
DOCUMENT 3: FIGURES

Case Number:	2024431701
Submitted by:	Cameron Brooks
Student ID:	934643434
Course:	CS362 – Software Engineering II
Date:	May 19, 2025

Figure 1: Terminal showing the manual Pandoc command to convert random_testing_hands_on_.docx to output.tex.

Figure 2: Terminal output from Pandoc conversion, including TeX Live version details.

Figure 3: Terminal running pdflatex output.tex to compile the converted LaTeX into a PDF.

Figure 4: LaTeX compiler error in Terminal: "Missing \begin{document}" halting the build.
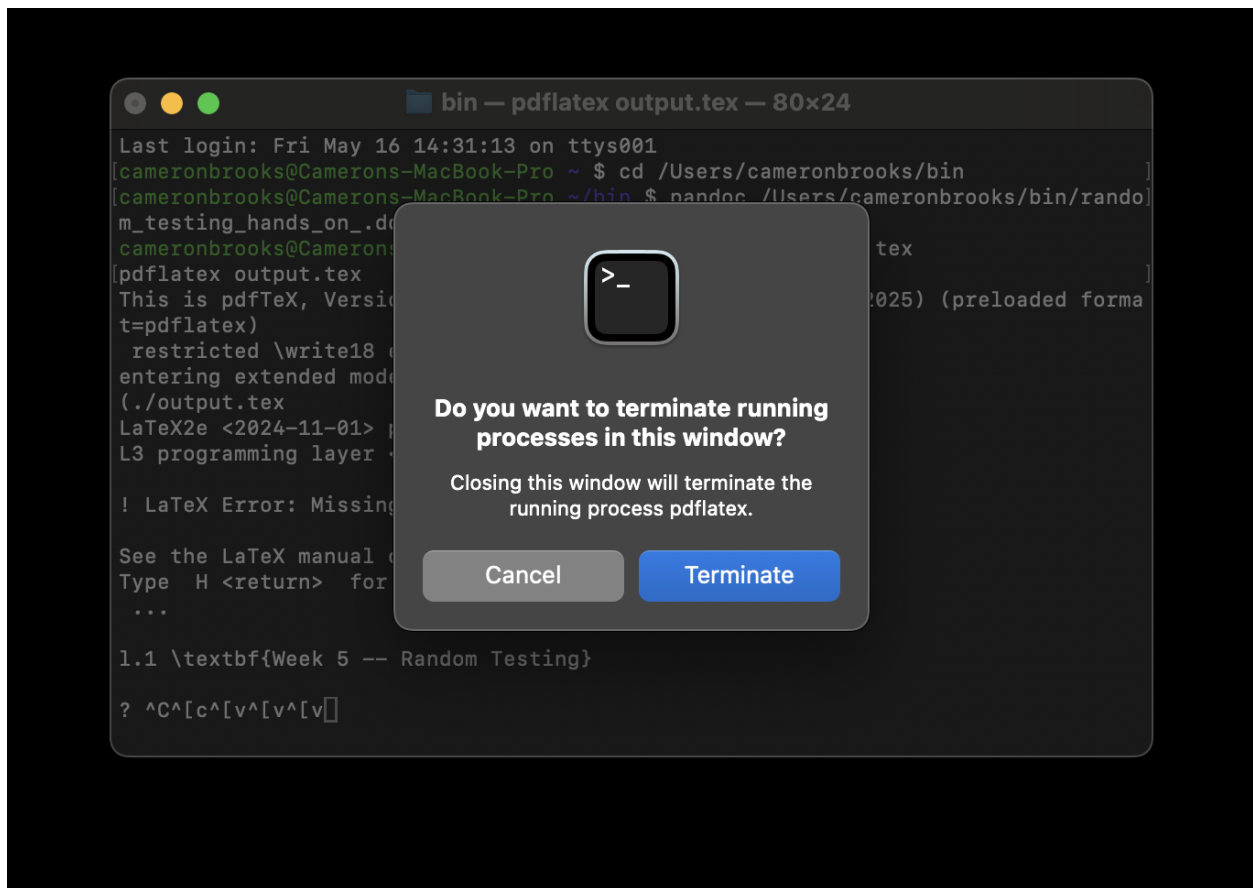
Figure 5: macOS dialog prompting whether to terminate the hung Terminal process.
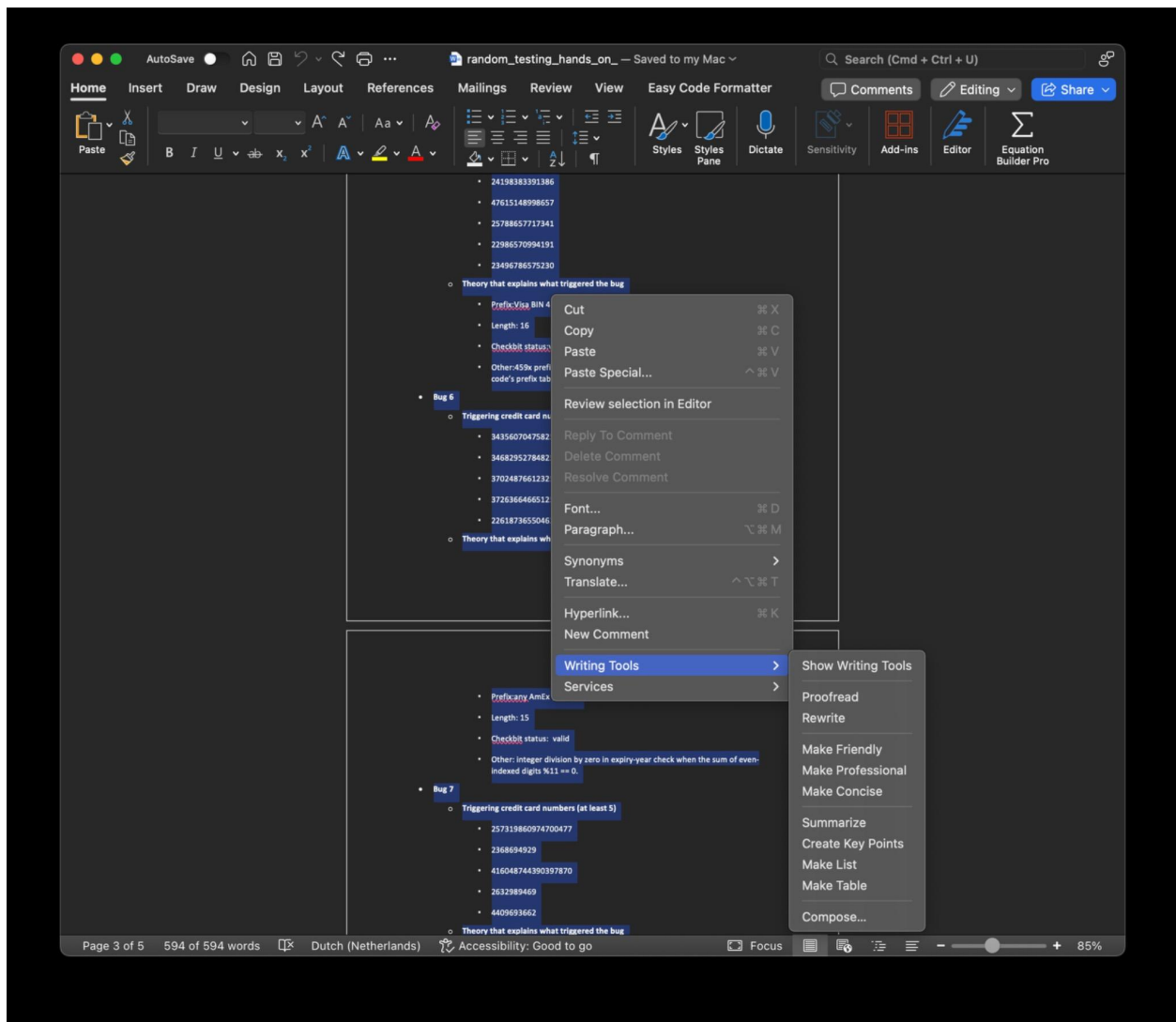
Figure 6: Showing first step to converting in. Selecting content CTL+A of document, right click and navigate to Show Writing Tools.
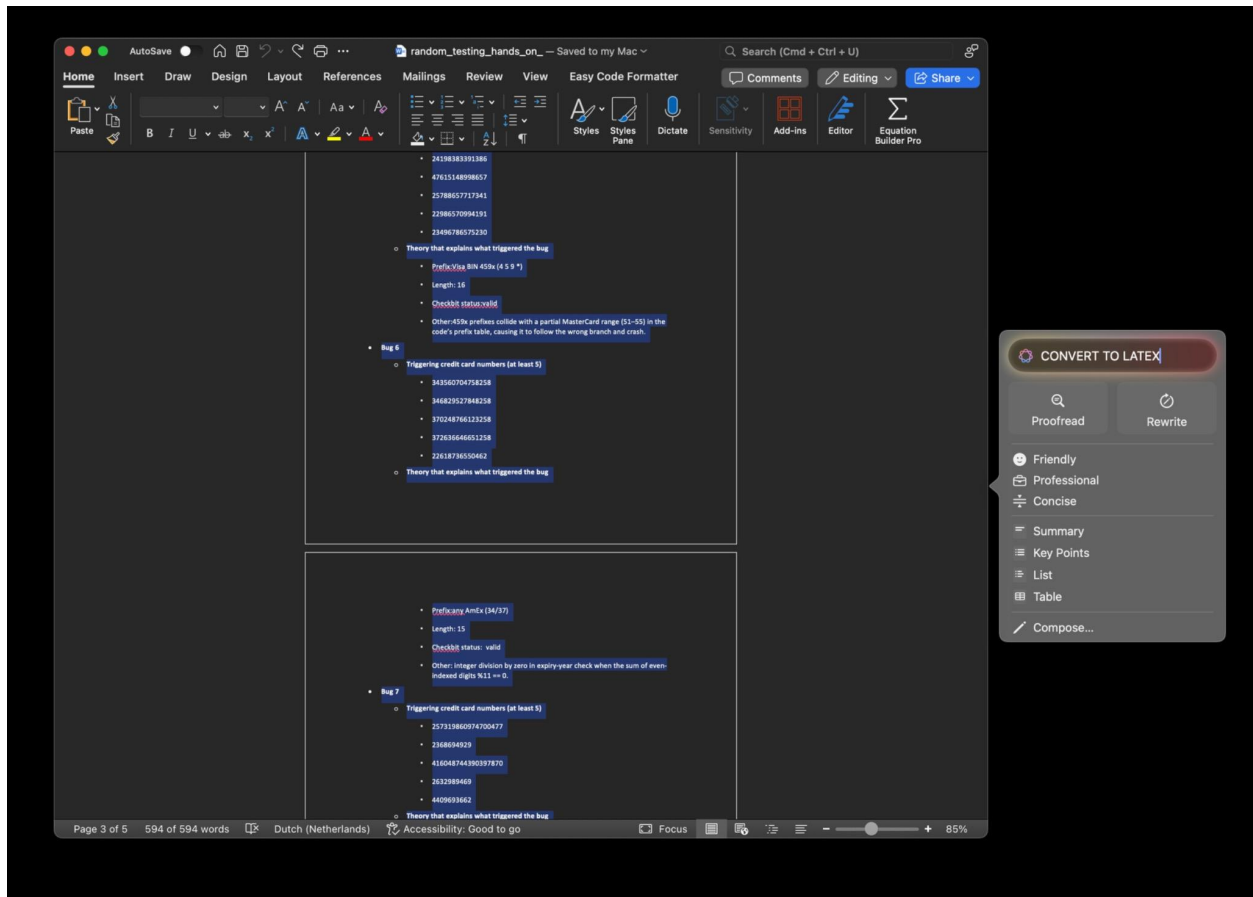
Figure 7: Word's Convert to LaTeX dialog box awaiting user input.
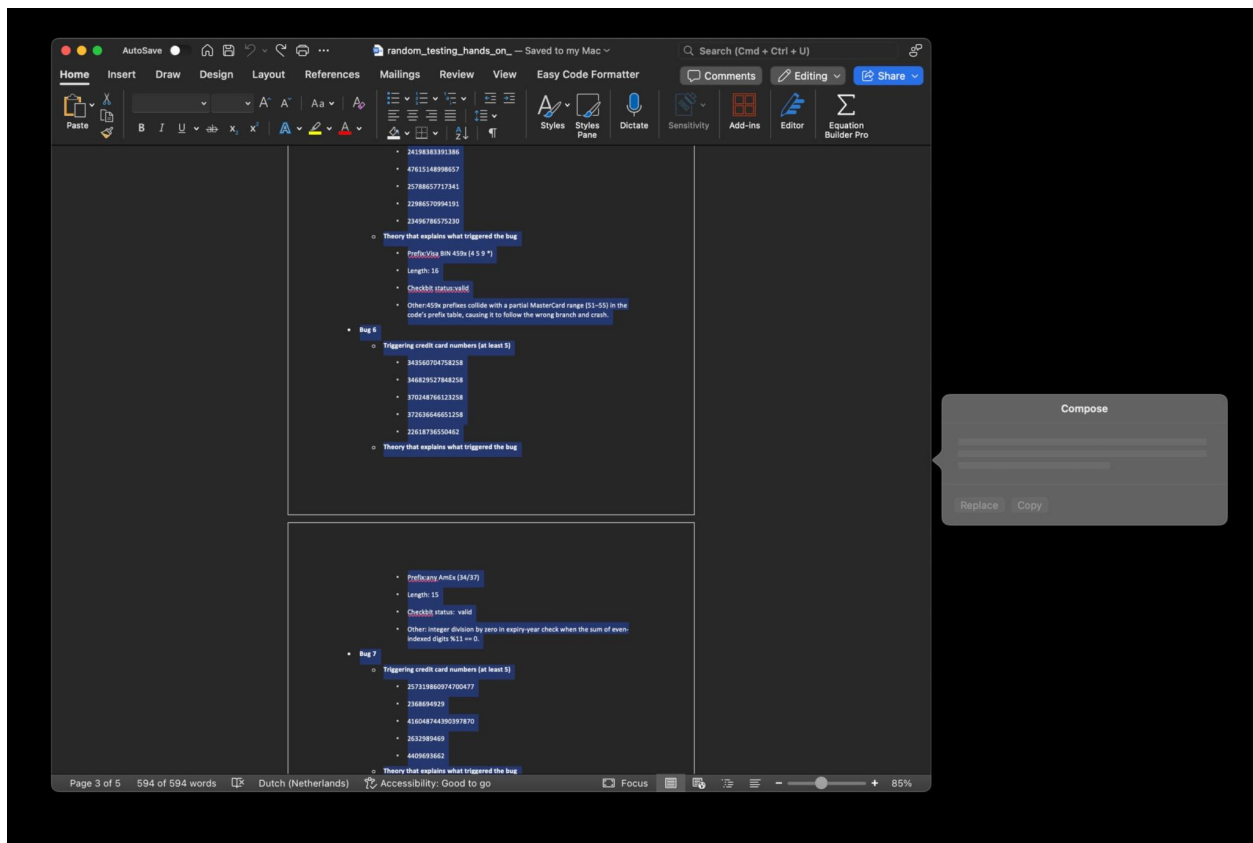
Figure 8: Word Writing Tools displaying a "Compose..." progress indicator during LaTeX conversion.
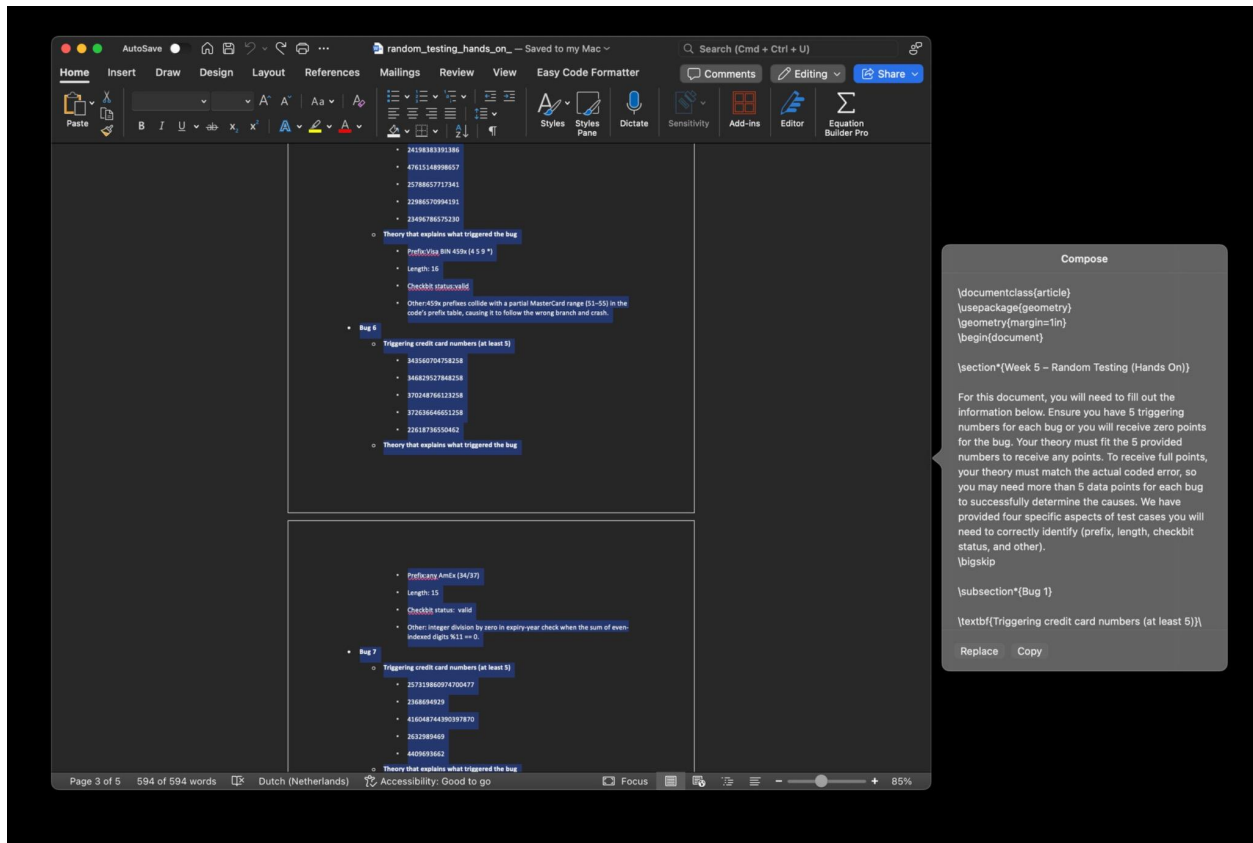
Figure 9: Word's sidebar now displays the fully converted LaTeX code ready for use.
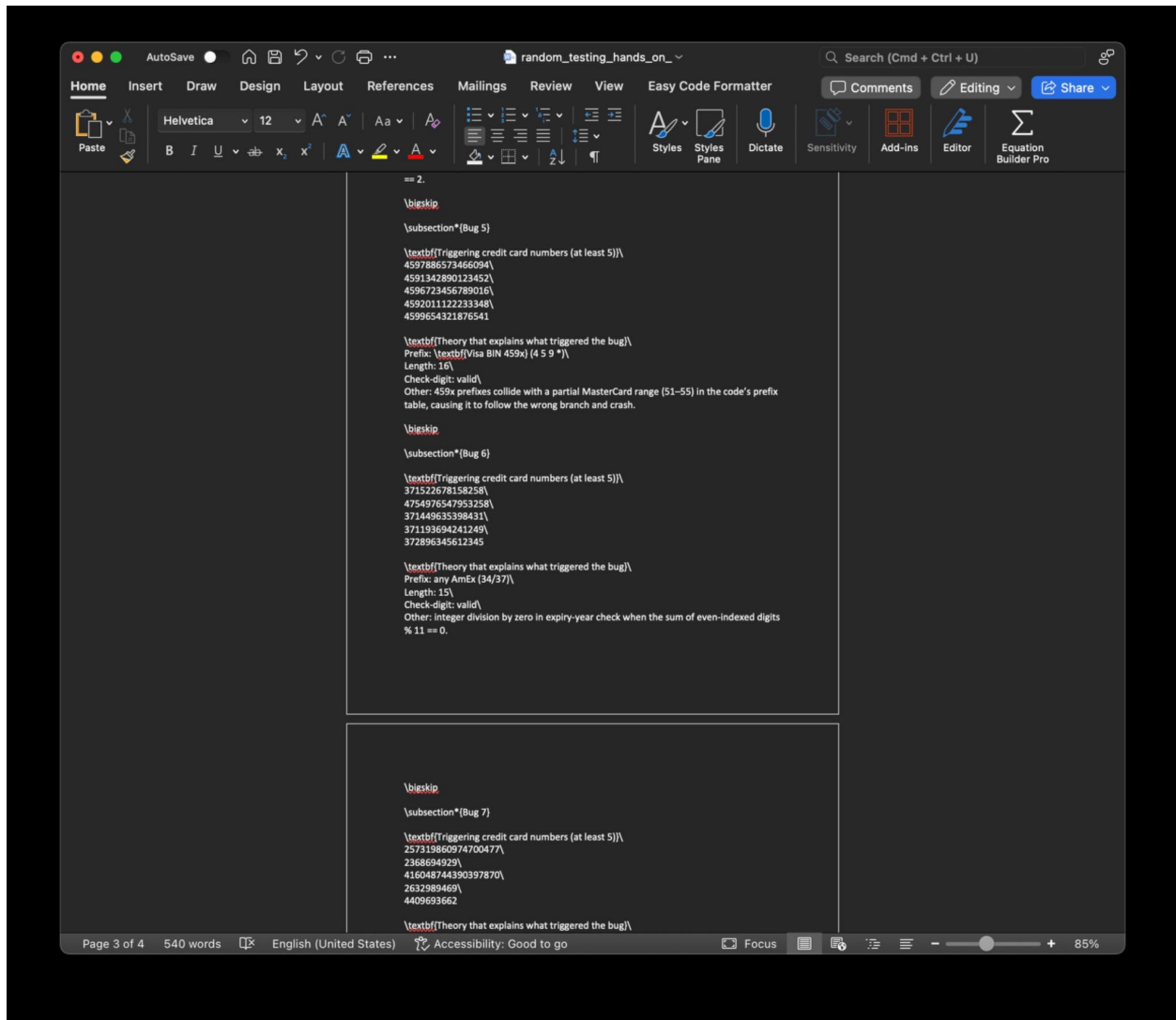
Figure 10: Word application displaying the newly generated LaTeX code now fully inserted into the main document editing area. After conversion, the user has clicked the "INSERT" button, transferring the LaTeX markup from the sidebar preview directly into the document itself. This critical step completes the in-app conversion process, making the LaTeX code ready for copying to any LaTeX editor or platform.
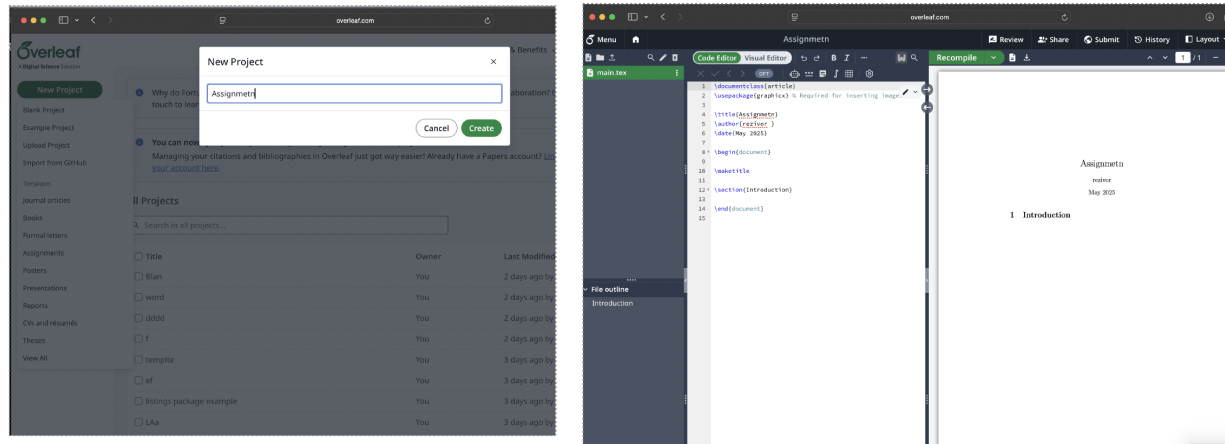
Figure 11: The final step in the modern conversion workflow involves transferring your LaTeX code from Word to Overleaf.com. After copying the generated code, create a new project in Overleaf's browser-based platform and paste your content into the editor. Overleaf automatically compiles the document using its comprehensive LaTeX environment (which includes several gigabytes of packages you don't need to install locally), and generates a downloadable PDF with professional typesetting. This cloud-based approach eliminates the need for local LaTeX installation while providing immediate visual feedback on your document.
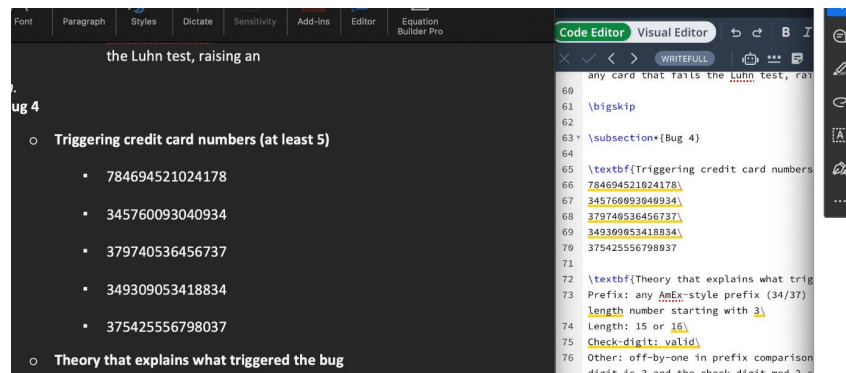
Figure 12: Bug 4: All five 15-digit AmEx-style numbers (e.g. 784694521024178, 345760093040934, etc.) are identical in the original Word doc, my recent, and the submitted PDF.
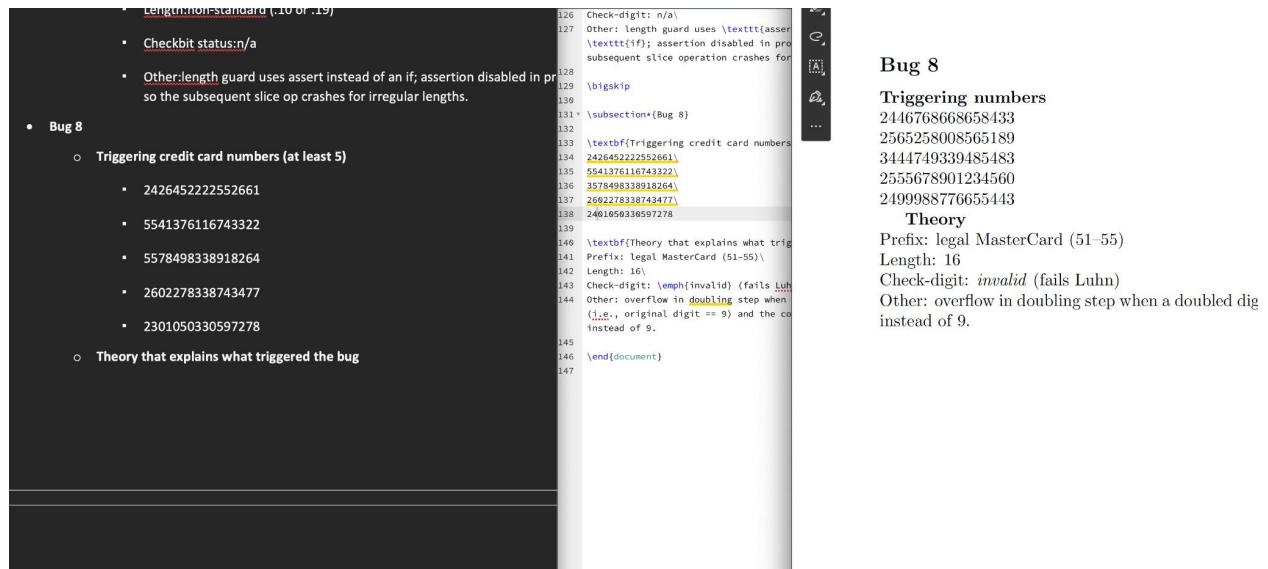
Figure 13: (Bug 8): I started with five 16-digit test numbers in my original Word document. When I ran the document through my LaTeX conversion, two things happened: One, In my "test" run (middle panel), the third number lost its leading "5" (it became "3578498338918264"), and the fifth number dropped its first digit entirely ("2301050330597278" → "301050330597278"). The other three stayed correct. Two, In the version I actually submitted (right panel), all five came out wrong—they were all turned into new, shorter 15-digit strings. The key takeaway is that both auto-generated outputs share the same bug: they can't handle the front digit(s) of long numbers, so they either change or drop them, transforming 16-digit values into 15-digit ones.
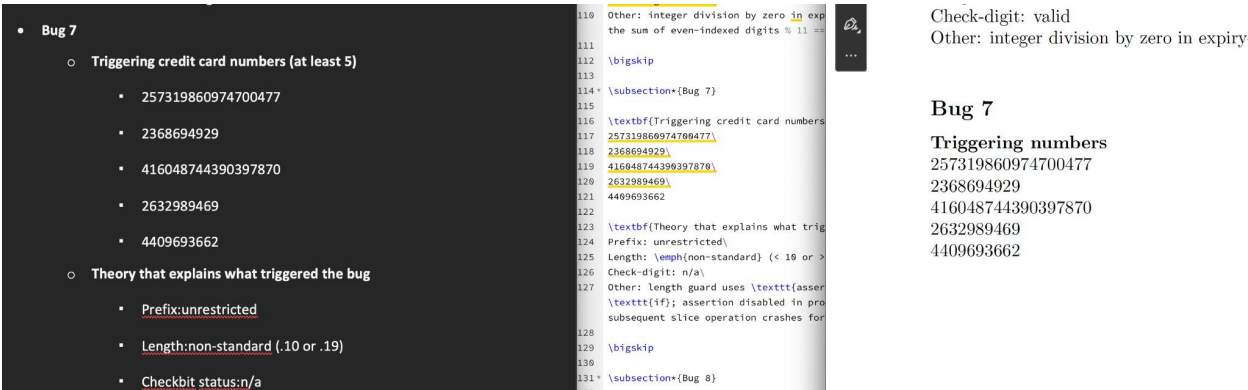
Figure 14: (Bug 7): I had a mixed list of very long (18-digit) and shorter (10-digit) test numbers in my Word document. When I converted that document to LaTeX—and viewed both my trial recreation (middle) and my submitted PDF (right)—every single number stayed exactly the same. None of the digits were altered, dropped, or duplicated; only the font style and bullet formatting changed.