



UNITED STATES MILITARY ACADEMY

WEST POINT®

**DOCUMENTATION
AND
ACKNOWLEDGMENT
OF
ACADEMIC WORK**

June 2023

**Office of the Dean
Academic Affairs and Registrar Services**

Document Updated June 2023

Generalized changes reflected in this update:

1. Formalized the convention for the list library to conform with the U.S. Government Publishing Office Style Manual (<https://www.govinfo.gov/app/details/GPO-STYLEMANUAL-2016>)
2. Standardized the “voice” from “you” to “a Cadet,” “someone,” or “they”
3. Added the concept of acknowledgment of assistance for academic work, in addition to documentation to better emphasize “why we document” vs. “how we document”

Specific changes reflected in this update:

4. Changed the title from “Documentation of Academic Work” to “Documentation and Acknowledgment of Academic Work” (DAAW) and updated throughout
5. Updated the Table of Contents
6. Removed links for the availability of the DAAW from the Dean’s memo
7. Added a preface entitled “A Commitment to Academic Integrity (An Honor Community)”
8. Changed title of Section I from “Purpose” to “Purpose of the DAAW”
9. Removed references to *The Little, Brown Handbook*
10. Moved “Definitions,” old Section VI to new Section II
11. Substantially updated the following definitions:
 - B. Acknowledgment
 - C. Assistance
 - D. Citation (new)
 - F. Common Knowledge
 - I. Documentation
 - K. Generative Artificial Intelligence (new)
 - N. Plagiarism
 - Q. Proofreading
 - R. Reference (new)
 - S. Revision (new)
 - T. Self-Plagiarism (separate section)
 - U. Source (new)
 - W. Template (new)
12. New Section III (formerly II) with minor change of title to “Documentation and Acknowledgment Requirements and Standards”; additional clarification of the difference between Documentation and Acknowledgment; removed redundant definitions or statements; Requires an Acknowledgment Page (new) for any works that acknowledge assistance
13. Changed “Acknowledgment Statement” to “Certification Statement”; Added Graded Event Cover Page to list of Course Director/Instructor responsibilities
14. New Section IV (formerly III) with minor change to title to “Documentation and Acknowledgment Process”; added emphasis on documenting as you go and keeping a record of all assistance and collaboration

15. Section V, changed title from “Failure to Comply with Documentation Standards” to “Consequences of Plagiarism and Failures to Acknowledge Assistance”; Major realignment of discussion points, to include: A) Improper Documentation, B) Academic Consequences, C) Consequences of the Cadet Honor System but no change to process
16. New Section VI (formerly IV): FAQs about Documentation. Minor tweaks with intended total rewrite in AY24
17. Section VII: Update schedule for process to request changes. Move deadline for Dept. requests from January to October (and related changes)
18. Removed References. Used footnotes instead
19. Appendix A: Added acknowledging assistance from artificial intelligence sources
20. New Appendix A1: Acknowledgment Page (with examples)
21. Appendix B: Updated certification statement “I certify...” (formerly acknowledgment statement “I acknowledge...”)
22. Appendix B: Submission of work via electronic means has been updated to include the Canvas LMS
23. New Appendix C: Graded Event Cover Page
24. Appendix D: Abridged How to Document Internet and Electronically Accessed Sources (AY24 review of necessity)
25. New Appendix E: Dean’s E-book Policy (Library – Mr. Barth)
26. New Appendix F: Dean’s AY24 Guidance on Generative AI
27. Removed: Examples for assistance per documentation style; Computer Code, Problem Set, e-Acknowledgment Statements via CIS/AMS, ApproveIt; changed “basic” and “extended” proofreading to “proofreading” and “revision”

OFFICE OF THE DEAN
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1. Purpose. The *Documentation and Acknowledgment of Academic Work* (DAAW) is designed to educate Cadets, Faculty, and Staff on properly assigning credit where credit is due. It describes procedures for proper documentation, establishes responsibilities, and provides guidelines for other issues related to academic integrity. The policies and procedures within this document have been approved by the Superintendent upon recommendation by the Faculty Council, the General Committee, and the Academic Board.
2. Applicability. The policies and procedures in this document apply to all academic submissions for Cadets at the United States Military Academy (USMA).
3. Procedures for Initiating Changes. The procedures for initiating changes to *Documentation and Acknowledgment of Academic Work* and the timeline for annual review are provided in Section VII of this document.
4. Proponent. The proponent for this document is the Academic Affairs and Registrar Services, Office of the Dean (MADN-ARS), x5034. The proponent for reviewing proposed changes to *Documentation and Acknowledgment of Academic Work* is the Faculty Council.

SHANE R. REEVES
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Dean of the Academic Board

DOCUMENTATION AND ACKNOWLEDGMENT OF ACADEMIC WORK

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Preface: A Commitment to Academic Integrity (An Honor Community)

Integrity is the foundation of good scholarship and the United States Military Academy (USMA) is committed to the development of lifelong habits of integrity.

Essential aspects of academic life at USMA include:

1. the responsibility that Cadets, Faculty, and Staff contribute to intellectual pursuits.
2. the encouragement of discussion and debate within the Academy.
3. the performance and assessment of scholarship, research, and other academic pursuits.
4. the instilling of Army values as they apply to an educational and leadership development environment.

None of these endeavors can succeed without academic integrity: honesty with respect to the intellectual efforts of oneself and others. According to the International Center for Academic Integrity, there are five fundamental values that characterize an academic community of integrity:

1. **Honesty.** Honesty forms the indispensable foundation of integrity and is a prerequisite for full realization of trust, fairness, respect, and responsibility.
2. **Trust.** The ability to rely on the truth of someone or something is a fundamental pillar of academic pursuit and a necessary foundation of academic work.
3. **Fairness.** Impartial treatment is an essential factor in the establishment of ethical communities because it reinforces the importance of truth, ideas, logic, and rationality.
4. **Respect.** Respect in academic communities is reciprocal and requires showing respect for oneself as well as others.
5. **Responsibility.** Upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of an academic community—each student, staff, faculty member, and administrator—is accountable to themselves and each other for safeguarding the integrity of its scholarship, teaching, research, and service.¹

Army Doctrine Publication No. 6-22 defines the Army Value of Integrity as to “do what is right, legally and morally.” Faculty and Cadets are expected to demonstrate high levels of both professional and personal integrity in all aspects of their life. Academic dishonesty from any member of this community compromises these values and undermines the process by which knowledge is created, shared, and evaluated. Our commitment to leader development at the United States Military Academy means that we require academic integrity from everyone in our community. **All members of the West Point Community – Cadets, Faculty, and Staff – play integral roles in supporting the professional and ethical development of Cadets.**

All Cadets are obliged to live by the Cadet Honor Code, which states that “A Cadet will not lie, cheat, steal or tolerate those who do.”² The purpose of the Code is to foster a commitment to

¹ *The Fundamental Values of Academic Integrity*, Third Edition. International Center for Academic Integrity, 2021. <https://academicintegrity.org/about/values>. PDF download.

² United States Army. Army Regulation 150-1: United States Military Academy Organization, Administration, and Operation, 2021. https://armypubs.army.mil/productmaps/pubform/Details.aspx?PUB_ID=1021228. PDF download.

honorable living as leaders of character for the Army. The Cadet Honor System³ ensures that stewardship of the Cadet Honor Code is carried out effectively and justly. It plays an essential role in maintaining the highest standards of academic integrity at USMA.

Academic Departments and their individual members (Staff and Faculty) are expected to support the professional and ethical development of Cadets by promoting academic integrity by:

1. Discussing ethical issues in academic courses.
2. Modeling behavior, both in the classroom and in other contacts with Cadets, that demonstrates commitment to the values marking the ideal commissioned officer.
3. Adhering to administrative and academic practices consistent with the implementation of the Honor Code.
4. Teaching the procedures and responsibilities of proper documentation of and acknowledgment of assistance in scholarly work and developing sound habits a through practice.

This process of education takes time. Instructors at every level should continually remind Cadets of their responsibilities regarding academic integrity.

This present document, the United States Military Academy Dean's *Documentation and Acknowledgment of Academic Work* (DAAW), promulgates institutional standards established by the Academic Board for the preparation and documentation of academic submissions. The DAAW takes precedence over all other guidance.

³ [Publications - USCC PAM 15-1.pdf - Active USMA Publications Report \(sharepoint.com\)](#)

Section I: Purpose of the DAAW

The *Documentation and Acknowledgment of Academic Work* is designed to help Cadets document the sources that they use and any assistance that they receive while producing academic work at the United States Military Academy. This is not only good scholarship but also good leadership. Officers should always give credit to the ideas of others. The academic documentation requirements explained within the DAAW contribute to developing this characteristic.

Proper documentation and acknowledgment of assistance helps delineate the Cadet's role as an author by showing what portions of any work they submit are their own and what portion is the work of others. Proper documentation and acknowledgment are both a testament to academic merit and an expression of individual integrity.

As students, Cadets will combine their own ideas with the ideas of others in the process of completing their academic work. Research-based critical thinking requires such combination. Building upon the scholarship of others contributes to the body of knowledge. In published work, clearly identifying sources also facilitates the efforts of other scholars to build on work done by the Cadet. Proper documentation and acknowledgment make it possible for USMA instructors to evaluate a Cadet's work more accurately and to provide them with better feedback. Documentation and acknowledgment can add weight to the Cadet's argument by drawing on the authority of the source cited, or by providing the reader indirect access to evidence and argument supporting a point.

The goals of these instructions are to:

- Enhance the sense of professional and personal integrity in our Honor Community.
- Educate Cadets to take professional and personal ownership of their scholarship.
- Reduce the incidence of plagiarism due to carelessness.

Although different academic disciplines use different styles for documenting sources, all adhere to the basic principle that writers must explicitly acknowledge ideas not their own and all assistance received, whether directly (in the form of personal assistance) or indirectly (in the form of source material or artificial intelligence-generated support). This principle is extended to the reuse of a Cadet's own previous work in another context, the appropriateness of which may vary across disciplines; it is a Cadet's responsibility to understand and follow the disciplinary norms and course policies that regulate the reuse and proper documentation of their own previous work.

This guide will help Cadets understand the difference between documenting sources and acknowledging assistance. Since knowledge is both cumulative and communal, scholars document sources to show that their work is grounded in and continues to build on the work of other scholars and acknowledge the assistance of others to show gratitude and recognize the conversations that help shape their ideas.

Section II. Definitions

A. **Academic work:** All work completed to fulfill the requirements of an academic course.

B. **Acknowledgment:** Identifying the assistance that a student receives from another person. Acknowledgment is the combination of proper in-text citations (see definition of citation and Appendix A) and a complete list of assistance in the form of the Acknowledgment page (see the definition of assistance and Appendix A). Acknowledgment is an author's way of showing gratitude to another person for their contributions to a particular work. Acknowledgment allows an author or scholar to thank and publicly recognize the assistance others have provided.⁴ It is also a crucial part of the process of differentiating between what is the author's original work and what is not.

C. **Assistance:** Help one receives in the completion of academic work except for basic proofreading tools (e.g., Microsoft Word spell checker) or providing information that is considered common knowledge. In contrast to a source that requires documentation, assistance is something to which readers do not have direct access or cannot be replicated. For instance, assistance typically comes in the form of conversations or electronic communications (e.g., e-mails, text messages, etc.). A reader cannot experience or review this type of assistance and so it is of no scholarly value to the reader. It is, however, an important and critical part of the creation of the work or the development of a particular idea and we ought to show our gratitude by acknowledging the assistance others have provided. As scholars we acknowledge this assistance and show our gratitude by explaining to our readers who helped us, the specific help they provided, and how that help influenced our work. Note that assistance differs from collaboration – see definition for “Collaboration.” Assistance includes, but is not limited to:

1. Discussing one's ideas with others and receiving feedback or ideas that then change, crystalize, or clarify these ideas.

2. Receiving a verbal answer from another person or artificial intelligence source about a specific point of confusion.

3. Having another person or artificial intelligence source help a student identify errors in their own solution.

4. Having another person or artificial intelligence source tell a student how to fix the errors in their own solution.

D. **Citation:** An indication to the reader in the body of your assignment that you are quoting, paraphrasing, or drawing from the work of another person. Note that citation differs from reference – see definition for “Reference.”

E. **Collaboration:** Sharing authorship of a work or idea with one or more others. When one collaborates, one must acknowledge joint authorship or collaboration with others in the

⁴ The distinction between acknowledgment and documentation partially informed by Princeton University policy and *Academic Integrity at Princeton*.

formulation of ideas. Collaboration is generally only authorized within formal groups created by the instructor. Note that collaboration differs from assistance – see definition for “Assistance.” Collaboration includes, but is not limited to:

1. Two or more people working jointly to produce a solution.
2. Two or more people who each complete part of a homework and then join the parts together for common submissions.

F. Common Knowledge: Common knowledge includes basic facts in a particular subject or discipline, folk literature, and commonsense observation. Said another way, if it is safe to assume that the majority of people in a given community would know the information, then it can be considered “common knowledge.” This is audience-dependent and can sometimes be challenging to gauge. Always err on the side of citation when unsure, remembering that not all facts/dates/formulas are “common knowledge.” Doing so provides an avenue for a reader to trace where they drew the knowledge from and learn more. At the discretion of the instructor and by department policy, common knowledge may include the ideas, including formulas, contained in course texts, discussions, or lectures. (Note that specific words, when used verbatim or with insignificant changes, are never considered common knowledge.)

G. Computer Code: The human-readable instructions and statements in a program or document written in a computer programming language (e.g., Java, C, C++, C#, Python, etc.) which must be compiled, translated, or processed prior to execution by a computer.

H. Copying: The process of reproducing by any means the words, works, data, drawings, or other products of another person. Such means include but are not limited to handwriting, typing, sketching, drawing, or using electronic devices.

I. Documentation: The complete process of using, citing, and referring to sources in an assignment. Documentation is the combination of proper in-text citations (see the definition of citation) and a complete reference (see the definition of reference) list.

J. Formal Group: A student group designated by an instructor for the purpose of completing projects or assignments.

K. Generative Artificial Intelligence⁵: A computer or system of computers that has been programmed to imitate some aspect of human behavior by generating creative content. Examples today include but are not limited to ChatGPT and Microsoft Bing.

L. Homework:

1. Graded homework: Work that is assigned, intended to be completed outside of class, and submitted for a grade to fulfill course requirements. Work that is used as part of an instructor assessment is also included as graded homework. Graded homework requires documentation.

⁵ The Dean’s Guidance for Use of Generative AI is located in Appendix F.

2. Ungraded homework: Work completed outside of class not as a graded event (for example: practice problems, assigned reading, lesson preparation). Ungraded homework does not require a cover page but may still require documentation.

M. Informal Group: All student groups other than groups classified as formal.

N. Plagiarism: Plagiarism is the act of presenting – whether accidentally or deliberately – words, ideas, or work that a scholar did not create as their own work. If a Cadet fails to document properly the sources contained in their work or acknowledge the assistance that they have received, as prescribed by this guide, they commit plagiarism. Plagiarism comes in two forms: (1) intentional and (2) unintentional.

1. Intentional Plagiarism. Intentional plagiarism occurs when someone deliberately presents someone else's ideas, words, data, or work as their own. Intentional plagiarism also occurs when someone intentionally fails to properly document the sources used or acknowledge the assistance received in completing their work.

2. Unintentional Plagiarism. Unintentional plagiarism occurs when someone fails to document properly the sources used or assistance received in completing their work through being careless or misunderstanding the documentation requirements.

O. Presentation: Oral, visual, or multimedia report or project prepared and delivered as part of an academic requirement.

P. Problem Set: An assignment meeting the requirements of homework as defined previously that includes but is not limited to: hand- and/or software-created numerical calculations; explanations of terms, concepts, or procedures; and sketches, drawings, or plots.

Q. Proofreading: Proofreading is the practice of checking a document before submission for spelling errors, grammatical mistakes, and stylistic flaws and making the appropriate corrections. Proofreading is a recognized and necessary scholarly process for ensuring a near-final draft of a document is ready for submission. Proofreading can be carried out by the author alone or in tandem with another individual. Software used in proofreading of a document is limited to that which performs the following functions: spell-checking, grammar checking, and formatting.

R. Reference: The bibliographic information about a source that you used in the development of your work. This includes the name of the author(s), the title of the work, the publisher and year of publication, etc., and any other information that is required for a reader of your work to locate the source item by themselves. Note that reference differs from citation – see definition for “Citation.”

S. Revision: Revision involves adding, deleting, editing, substituting, or rearranging. It shifts the focus away from identifying 'errors' to instead consider refining or clarifying ideas. Revision can be carried out by the author alone or with the assistance of another individual. If the latter, revision requires formal acknowledgment and specific identification of the assistance received.

T. **Self-Plagiarism.** Self-plagiarism is the reuse of someone's own previous work in another venue while misrepresenting it as new work. Self-plagiarism, like plagiarism, may be unintentional or intentional.

U. **Source:** A body of information that can be accessed and verified by others. Examples include, but are not limited to, the following: books (including e-books⁶), published reports, theses or dissertations, journal papers, magazine articles, conference proceedings, Internet sites, or social media content. Information that is generally not accessible, such as private communications, should be documented in assistance provided but should not be listed as a source.

V. **Style or Documentation Style:** A series of formatting methods that is combined into a system describing how an academic work is presented, including specific guidance on how to produce in-text citations, footnotes, and a list of all sources used. Often a particular style is associated with a particular academic discipline.

W. **Template:** Anything that serves as an example or a model to follow either for individual work or group collaboration. It can also be a fillable document that returns a specific form for a graded event.

⁶ See Appendix E for the Dean's E-book policy.

Section III. Documentation and Acknowledgment Requirements and Standards

A. Distinguishing between Documentation and Acknowledgment. While the definition of each of these terms appears in Section II above, it is useful here to make a clear distinction between documentation and acknowledgment. All scholarship and academic work that use sources requires documentation, while not all scholarship or academic work necessitates acknowledgment.

1. **Documentation.** All styles of academic documentation contain a list of sources used by the author to produce the work. These lists go by many names – Works Cited, Bibliography, or References are three of the most common names for a source list. Each style, though, has the same spirit: authors owe readers a list of the sources that they used so that readers, if they choose, can access, read, see, or hear the original source. This is important to academic and scholarly work. First, it shows that our original ideas participate in a conversation. Second, it shows that we, as scholars or students, have done research and are contributing something to the ever-accumulating body of knowledge. Third, it allows readers to verify our sources, conduct their own research, and provides an important context for an author’s own, original ideas. Finally, it gives other authors credit for their work. It is important to remember here that sources are items that a reader can access on their own and read, see, or hear for themselves.

2. **Acknowledgment.** Most students and scholars talk about their work and their ideas with others. Inevitably these conversations lead to changes in an author’s thinking, their approach to an idea, or the way that they solve a problem. As an example, if an author does not fully understand Aristotle’s definition of the term *logos* in *The Rhetoric* but thinks that it is important to a paper that author is writing they may ask a classmate or a colleague to help them understand the term. That conversation is not a source, but it is certainly assistance, and to show their gratitude for the help, **the author would acknowledge from whom they received the assistance, the particulars of that assistance, and the significant impact that assistance had on the work itself.** These conversations are not sources, in that they cannot be accessed, read, seen, or heard by a reader. They, in other words, do not exist in the public domain. They are, however, essential to the completed work. Rather than document these conversations as sources, scholars and students acknowledge this assistance. Any conversation that a student has with another person (excepting cadets in their formal group and their instructor of record) that significantly impacts the work requires an acknowledgment.

B. Cadet Responsibilities for Documentation and Acknowledgment of Assistance

1. Standards for Cadet work.

a. Cadets are responsible for using the documentation style directed by their instructor. Different academic disciplines have different styles of documentation.

b. The four primary discipline-specific documentation styles are: Modern Language Association (MLA)⁷ style; Chicago Manual of Style (Chicago)⁸; American

⁷ MLA Style: Modern Language Association Handbook, 9th edition (2021): <https://www.mla.org/MLA-Style>

⁸ Chicago Style: Chicago Manual of Style, 17th edition (2017): <https://www.chicagomanualofstyle.org>

Psychological Association (APA)⁹ style; and the Council of Science Editors (CSE)¹⁰ style. A Cadet may encounter a course or even an entire academic discipline that has developed its own distinctive style for documentation. In this case, consult the instructor for guidance.

c. If a Cadet encounters a situation where their source does not seem to fit any of the standard illustrated examples, consult the instructor for guidance. If assistance is not available, use one's own judgment to create a citation and bibliographic entry that accomplishes the following objectives:

- (1) Allows the reader to locate or evaluate the specific source used.
- (2) Displays this information in a logical sequence.
- (3) Follows the punctuation pattern of the directed style.
- (4) Clearly distinguishes the scholar's words and ideas from those of others.

d. In summary, a Cadet's documentation must be clear, complete, and in the style that the instructor requires.

2. Standards of Documentation.

a. Cadets are required to document all graded homework and academic submissions, which include the cover sheet, certification statement, citations, and a list of bibliographic data (if applicable) for work completed out-of-class. Some in-class work may also require documentation. The particular style of documentation is course- and discipline-specific and will be identified either in the course syllabus or on the assignment sheet itself. Follow the appropriate style as it is demonstrated in the specific style guide or on a reliable website that summarizes these guidelines (e.g., Purdue OWL, etc.). Documentation consists of the following:

- (1) Cover sheet and signed certification statement. Procedures for correctly completing cover sheets and certification statements are explained in Appendix B.
- (2) Citations, if used, must follow the documentation style required for the course.
- (3) Bibliographic information. When required, this information must be in the documentation style required for the course, and properly titled according to the documentation style used (Works Cited, References, etc.). What follows is a short list of the basic types of sources:

(a) Print sources - any materials published or unpublished, to include books, periodical publications, newspapers, and other written work.

⁹ APA Style: American Psychological Association, 7th edition (2020): <https://apastyle.apa.org/>

¹⁰ CSE Style: Council of Science Editors, 8th edition (2014): <https://www.councilscienceeditors.org/>

(b) Electronic sources - any materials found on the Internet, Intranet, or non-networked sources to include web pages, web logs, and databases.

(c) Recorded material - any audio or visual recording of an event or program.

(d) Communications – any formal lectures or presentations

(e) Images - any charts, graphs, tables, data illustrations, graphics, and photographs.

(4) Acknowledgment page (or section). When required, this information should follow the USMA style identified in Appendix A, Section G.1. See Section 2 below.

3. Standards for Acknowledging Assistance.

a. Cadets are required to acknowledge all assistance for all work that significantly impacts their work. Acknowledgment consists of:

(1) Cover sheet and signed certification statement. If a Cadet has no other documentation requirements as outlined in Section 1 above, Cadets may need to complete a cover sheet to acknowledge assistance. Procedures for correctly completing cover sheets and certification statements are explained in Appendix B.

(2) In-text citations identify where within the work the specific assistance had an impact. In-text citations that identify acknowledgment of assistance will follow the USMA style identified in Appendix A, Section G.1.

(3) An Acknowledgment Page at the end of the work. The spirit of this section is for Cadets to acknowledge and show gratitude for help that impacted the work that they turn in. The Acknowledgment Page will have an entry for each person who provided assistance to the work. Each entry, listed in alphabetical order, will identify the person who provided the assistance, the particulars of the assistance, and the impact that assistance had on the work.

b. Assistance includes, but is not limited to:

(1) Another person or artificial intelligence clarifying a concept or idea or providing some piece of knowledge or information that the author did not know or understand.

(2) Receiving a verbal answer from another person or artificial intelligence source about a specific point of confusion.

(3) Having someone or artificial intelligence help the student identify errors in their own solution.

(4) Having someone or artificial intelligence tell the student how to fix the errors in their own solution.

(5) Proofreading performed by an individual other than the author requires formal acknowledgment in the submitted document.

4. Standards for Acknowledging Collaboration.

a. Collaboration includes, but is not limited to:

(1) Two or more people working jointly to produce a solution.

(2) Two or more people who each complete part of a homework and then join the parts together for common submissions.

b. Collaboration should be acknowledged either through joint authorship of the product, or documentation of assistance received from someone outside of the cadet's formal group. See also Appendix A.

5. Situations of assistance or collaboration that require additional clarification.

a. If any part of a Cadet's submission (e.g., table, figure, or image, etc.) is not their own work, the Cadet has exceeded the limits of assistance and has engaged in collaboration.

b. If a Cadet makes substantive changes to content organization based upon suggestions from others, consult Section II for rules on how to acknowledge proofreading and revision.

6. Multiple Submissions of Academic Work for Credit.

a. The practice of submitting for credit an assignment or portion thereof that has already been, or will be, submitted for academic credit in another course introduces a complex set of issues that may vary from discipline to discipline, course to course, and even assignment to assignment. Ultimately, the question of whether it is acceptable to recycle one's previous work is a function of the purpose of the assignment at hand.

b. Some assignments may be cumulative in purpose: students may be permitted (and perhaps even expected) to build on previous work, including work that has received credit in another course. An example of such a situation might be a complex computer science programming assignment, where it is appropriate for a student to utilize and build on simpler code written in another class.

c. However, other assignments may be developmental and process-oriented, where the purpose of the assignment is to have students go through a particular learning process en-route to submitting a finished product for credit. An example might be a research paper

assignment that requires students to engage in the multi-stage process of research, writing, and revision as they develop and complete their paper. Because that process is integral to the pedagogical purpose of the assignment, the resubmission of previous work would not be acceptable because it “short circuits” the process and associated development of research and writing skills. In such circumstances, the resubmission of previous work (or “double-dipping”) may give an unfair advantage over those who took the time and effort to compose new work from scratch.

d. To avoid misunderstandings, Cadets are responsible for adhering to specific course policies regarding multiple submissions of academic work. When in doubt, Cadets should seek clarification from their instructors.

7. Documentation of Previous Work. If a Cadet reuses or resubmits work in accordance with course policies, he or she must still take efforts to avoid what is known as “self-plagiarism”: the reuse of one’s own previous work in another venue while presenting it as new work. Cadets are required to cite and document that work like any other source cited or assistance received. This applies to the following scenarios:

a. Work submitted for another course in the current semester or during a previous semester.

b. Work submitted for the same course in the current semester, unless preapproved by an instructor or course policy (for example, a draft, developmental, or “scaffolding” assignment.)

c. Work submitted for the same course in a previous semester that the Cadet is retaking due to prior course withdrawal or failure (for example, resubmitting a homework assignment submitted for credit in a prior semester)

8. Information Literacy. Cadets are always responsible for avoiding false information (e.g., fake sources, hallucinations in generative AI, etc.). If in doubt about the veracity of their research material, Cadets should cross-check information with trusted sources or consult with an instructor to verify the accuracy of the information produced by their research.

C. Course Directors and Instructor Responsibilities.

1. Course Directors are required to develop course documentation guidance and disseminate this guidance to all instructors, who will present it to their students. This guidance must be disseminated either in paper or electronic form and available to Cadets for the duration of the course. This guidance must include the following information:

a. The course documentation style.

b. A statement of course-specific information that can be considered common knowledge.

c. Specific information on the documentation of the use of computer programs or anything not covered by the appropriate documentation style of the course.

d. Any special formatting requirements.

e. Expectations concerning multiple submissions in course policies. Where necessary and appropriate, course policies should clearly indicate the assignments or types of work for which Cadets are permitted or prohibited from reusing previous work (ie, oral presentations, problem sets, homework, technical reports, computer code, essays, research papers, etc.).

2. Instructors.

a. Instructors are required to present the course director's documentation guidance and serve as the primary resource for any questions Cadets have pertaining to documentation.

b. Instructors are required to specify if a homework assignment is graded or ungraded.

c. Graded Event Cover Page

(1) A Graded Event Cover Page (Appendix C) is a document that is prepared by the instructor (or Course Director) for the course administering the graded event. It provides Cadets with guidelines for a particular graded event. Content on the graded event cover page can vary but usually includes general information about the graded event (e.g., how much time the Cadet has to complete the event, how many points the event is worth, when the event is due, etc.), in- or out-of-class work expectations, level of collaboration allowed (individual vs. group work), any resources that may be allowed, release from academic security, and an honor acknowledgment statement.

(2) A Graded Event Cover Page can be used in conjunction with a Cover Page (Appendix B) – **it does not replace it**. The intent of the Graded Event Cover Page is to provide Cadets with the necessary information about a graded event so that the event can be completed in an honorable fashion. Cadets can trust that the guidelines will apply to all Cadets who are required to complete the assignment and are encouraged to ask their instructors for clarification if any of the requirements are unclear.

Section IV. Documentation and Acknowledgment Process

Proper documentation requires a series of steps, outlined below. This section is intended as a guide to help Cadets ensure that their documentation is clear, specific, and accurate. Cadets should ask their instructor about any unclear aspects.

A. Cadets should document as they work. As Cadets gather information, they should record the specific source for each idea. They should pay particular attention to recording the details of each idea received from another person.

1. Cadets should not wait to finish a paper to go back and add in-text citations. Documenting in detail as one works ensures complete citations and precludes forgetting the specific passage, page, or URL where Cadets find an idea. Recording the specific source within the document to create a direct, specific link between source and idea. Cadets should be sure to include page numbers or the precise URL for the information in accordance with the documentation style specified by the instructor for the course.

2. Cadets may enter and manage their documentation into a commercially available software program that can make it easier for them to manage their citations and to transfer their citations among different documentation styles.

3. The placement of citation matters in conveying to readers where one's own ideas start and a summary/paraphrasing of where another's idea ends. Using markers, such as "according to," is strongly recommended if there is a risk that this delineation might be unclear to a reader.

B. Cadets should keep a record of assistance and collaboration, including making notes about conversations that they have had with other people. Cadets should be as specific as possible as they keep this record, especially with regards to how any assistance impacts the Cadet's thinking, the way that they approach a problem, or how it changes or clarifies the Cadet's ideas. Cadets should keep a running Notes or Acknowledgment page/section much like a Cadet keeps a running Works Cited, References, or Bibliography. Refer to Section II for the definitions of assistance and collaboration.

C. Once a Cadet has finished their assignment, they should review their in-text citations and ensure that these citations are complete and accurate.

D. Cadets should create a section that lists all their sources in accordance with the documentation style they are required to use. This list of sources will be titled as indicated below with respect to the particular style the course director requires Cadets to use. Assistance received from and collaboration among Cadets will be listed on an Acknowledgment page or section (Appendix A1) that identifies each person who provided assistance. This should be in alphabetical order and each entry should contain the name of the person, the specific assistance they provided, and the impact that assistance had on the work. Notes should be prepared in the appropriate style as designated by the course. The following table gives the titles of the list of sources at the end of the text for several of the documentation styles used in various departments here at USMA.

Documentation Style	Named Section
APA	References
CSE	Reference Lists
MLA	Works Cited
Chicago	NOTES
Chicago	BIBLIOGRAPHY

The Chicago style uses endnotes or footnotes and may contain an optional Bibliography. Consult with the instructor for any individual course.

E. For assignments requiring a cover sheet (also called a title page), before initially and signing the certification statement, a Cadet should always take time to pause, reflect, and ask themselves:

- Have I clearly distinguished my ideas from the ideas of others?
- Have I documented all my sources and assistance specifically, completely, and in the correct style?
- Have I given credit where credit is due?

The Cadet should then sign their certification statement either on the page itself or through an alternate electronic means, depending on the instructor's guidance. Some instructors may direct the use of alternative web-based e-acknowledgment programs. If in doubt, ask the instructor. Instructions are in Appendix B and examples are in Appendices B1-B2.

Section V. Consequences of Plagiarism and Failures to Acknowledge Assistance

A. Improper Documentation.

1. There is a significant difference between intentionally plagiarizing or failing to acknowledge assistance or collaboration and improperly implementing the correct style of documentation. Improper documentation is an error in style or correctness and not an error in judgment or character. It is the same as mistakes such as comma splices, run-on sentences, or sentence fragments. If a Cadet improperly applies a particular style to documentation or acknowledgments that otherwise clearly identify that they are using another person's ideas, then the consequences should be like those of other matters of style or correctness.

2. A pattern of repeated occurrences of incorrect documentation can/should be treated as a disciplinary issue. To track any occurrence of unintentional failure to properly document sources of assistance, instructors are encouraged to place an alert in the Cadet Alert Program (CAP) in the Academy Management System, located in Class Roster.

B. Academic Consequences.

1. Plagiarism—intentional, unintentional, and self-plagiarism—is unprofessional and severely reduces the credibility, contribution, and value of any piece of scholarly or academic work. As such, plagiarism's academic consequences are associated with the grade assigned to the work. A work that contains plagiarism can and should earn a reduction in the grade assigned to the work. This is separate from the consequences list below that are associated with the Cadet Honor Code. Consult Section II. Definitions for the definition of plagiarism and the distinction between intentional and unintentional plagiarism.

a. Unintentional plagiarism is a failure in scholarship and may result in a substantially reduced grade.

b. Intentional plagiarism is a serious failure of scholarship and is considered cheating under the provisions of the Cadet Honor Code. A finding of intentional plagiarism may result in disciplinary action, a substantially reduced grade, and/or failing the entire academic course. An instructor may rule out intentional plagiarism during an approach for clarification (USCC PAM 15-1). See also Section C below.

c. Self-plagiarism can be unintentional or intentional; the same consequences apply as outlined above for plagiarism.

2. A failure to acknowledge assistance is antithetical to the character of a Cadet and of an officer in the Army. Our ethos requires us to show gratitude to others for the help they provide and to publicly acknowledge, when we can, their contributions. A failure to acknowledge academic assistance also impacts the quality of academic work because we end up passing someone else's ideas off as our own. As such, a failure to acknowledge assistance or collaboration can and should earn a reduction in the grade assigned to the work. Unintentional failures to properly document sources of assistance will be addressed by the individual academic

department. Instructors may reduce grades and/or request disciplinary action from the Brigade Tactical Department in such cases.

3. Intentional misrepresentation occurs when an individual fails to document the assistance of another with the intent to deceive, mislead, gain, give an unfair advantage, or to significantly misrepresent what was the Cadet's work (i.e., the failure to document the assistance of another that would allow another to be deceived or misled about the Cadet's authorship of the work in a way that gains or gives an unfair advantage, intentional or not). Intentional misrepresentation also includes inventing sources, citing sources that were not actually consulted, or claiming the authority of a cited source which does not support that claim. Intentional misrepresentation is an intentional failure in documentation.

C. Consequences of the Cadet Honor System.

1. If an instructor discovers an instance of plagiarism and is unsure whether the plagiarism is intentional or unintentional or whether the Cadet author was attempting to deceive or gain an unfair advantage by plagiarizing, that instructor will conduct an approach for clarification. If the approach for clarification does not resolve the issue, if the instructor is still unsure, or if the instructor is convinced that the Cadet plagiarized with the intent to deceive or to gain an unfair advantage, that instructor will follow their department procedures to forward the case for investigation under the Cadet Honor System.

2. If an instructor discovers a failure to acknowledge assistance or collaboration and is unsure whether that failure is intentional or unintentional, or whether the Cadet author was attempting to deceive or gain an unfair advantage by failing to acknowledge the assistance or collaboration, that instructor will conduct an approach for clarification. If the approach for clarification does not resolve the issue, if the instructor is still unsure, or if the instructor is convinced that the Cadet intentionally omitted the acknowledgment with the intent to deceive or to gain an unfair advantage, that instructor will follow their department procedures to forward the case for investigation under the Cadet Honor System.

3. Intentional plagiarism or intentional misrepresentations are violations of the Cadet Honor Code.

4. An intentional failure to document implies an intent to deceive, or an intent to gain an unfair advantage, which violate the Cadet Honor Code's prohibition against lying and cheating.

Section VI. Frequently Asked Questions About Documentation

A. Written Work.

When do I have to document written work?

You are required to document the words, ideas, work of others, and any artificial intelligence sources that influence your academic submission. If you are doing work outside the classroom and you know that you are submitting the work for a grade to an instructor or for scholarly purposes, it must be documented and acknowledged. You must include citations, reference lists, and a cover sheet with a complete certification statement as required by your course. See Appendix B to learn how to correctly complete a cover sheet and certification statement.

B. Presentations.

Presentations are not like papers; are the rules different?

The rules are not different, but the execution may be. If you are creating a “slide” type presentation (e.g., MS PowerPoint, etc.) you must clearly delineate your work from the work of others. Your instructor should explain the expectations to you. Just like documentation for written work, you still must acknowledge when you are using the ideas, words, or images that others have produced. You may be required to document on the same page as the idea, words, or image used, or at the end of your presentation. Follow the discipline-specific format citing style as specified by the instructor. If your presentation does not include visual support, you should document according to the guidance provided by your instructor. If your presentation is a poster, you should include references. If there are space considerations, discuss your options with your instructor. The bottom line is the recurrent theme of the DAAW, which is to distinguish your work from that of others, and to acknowledge sources that contribute to your product.

C. Sources.

1. I need to know how to document my sources; where can I find some rules and guidelines?

a. Read the documentation requirements and standards described in Sections III and the documentation process described in Section IV.

b. There are four common styles of documentation. Your instructor must inform you of the style that you are required to use for their course. See Section III.

2. I am using a wide variety of sources; is there guidance on how to document them?

a. Yes. Consult the style guide specified for use in your assignment by your instructor, course guide for your course, or the discipline in which you are working. Discipline-specific guidance (e.g., how to document computer code, program sets, etc.) should be provided

by the course instructor for each course or assignment and should be constantly available for reference in the course documents and learning management systems utilized by the course.

b. Copyrighted and Non-Copyrighted Works. You may have heard of something called “fair use.” This is a complex topic, but even “fair use” of others’ material or ideas requires documentation. Consult the USMA Library’s internet page on Copyright and Fair Use (<https://library.westpoint.edu/copyright>) for more information.

c. Internet and Electronically Accessed Sources. You must be very careful to document these kinds of sources so that your steps can be retraced. Just because you used the internet to find a source does not make it an internet source. For example, if you found an interesting article in an online journal, cite the journal and not the internet. If you are using the actual website as a source, this would be an internet source. Follow the discipline-specific documentation style as specified by your instructor. Additional instructions are in Appendix D. An example citation of collaboration between Cadets using e-mail is in Appendix A1.

d. Computer Programs that Enhance my Work. Your instructor will provide guidance. In general, simple programs such as the grammar and spell checker embedded in MSWord do not require any documentation. However, the use of any translational (foreign language) software and exactly which words and phrases were put through the translation program must be documented. See also Appendix F for the guidance on Generative AI.

3. Collaboration.

a. I am working with some other Cadets on this project; how do I handle discussions with other Cadets in my section or course?

Collaboration within your formal group (as defined in Section II) does not need to be documented. Any assistance or contribution to your project from Cadets or artificial intelligence sources outside your formal group must be documented. There are examples of this kind of documentation illustrated in Appendices A and D. These contributions should be documented according to the documentation style your course director/instructor indicates. Remember, you must be specific about exactly what help was given, clearly state the extent of the collaboration or assistance and the name of the Cadet who assisted you. Clearly describe how their collaboration or assistance was used in completing your work. See Appendix A1 for an example of a citation of collaboration using email.

b. I am talking to my instructor. Do I have to document our conversation?

No, unless your instructor has specified otherwise.

c. I am talking to other instructors, Office of the Directorate of Intercollegiate Athletics (ODIA) tutors, Librarians, consultants at the Mougner Writing Center (MWC), and Center for Enhanced Performance (CEP) mentors. Do I have to document our conversations?

Yes, unless your instructor has specified otherwise.

4. Company files. I used papers from my company files or other old coursework to get ideas or to find solution methods. How do I document these, or do I need to?

Since these sources represent the work of others, you must document them. Follow the guidance in Section IV, Documentation and Acknowledgment Process, for guidance on how to document these sources.

5. Common knowledge. A person other than my instructor or course director forwarded me an electronic file or message from which I got ideas or found solutions to an assignment. Do I need to document this information?

Yes. Since these sources represent the work of others, you must document them. For example, shared files or “templates” received outside of class or generated through AI applications, even though they are sent to many recipients, are not considered common knowledge, and therefore must be documented if assistance is received. See paragraph F, Section II for a complete definition of common knowledge. Follow the guidance in Section IV, Documentation and Acknowledgment Process, for guidance on how to document these sources. A formatting template from a journal for an article submission does not need documentation.

6. Proofreading. Someone else proofread my work; do I need to document this?

Read Section II, Definitions, where it discusses proofreading and provides the detailed guidance you need. Also read Section II, Definitions, where it discusses revisions in case the assistance that you received goes beyond simple proofreading.

7. What if I want to distribute to other Cadets copyrighted materials I found while doing my research?

Cadets must not distribute copyrighted work that they may have used in their own scholarship or found while doing research. Posting or distributing copyrighted material (e.g., solution manuals, e-books, publisher restricted test bank files, etc.) is generally unethical, if not illegal, constituting a violation of copyright law. Do not publish, distribute, or disseminate copyrighted work in any media, to include via print, email, posting on the internet, etc., which violates “fair use.” Refer to question 2.b. above for more information about “fair use.”

D. Problem Sets.

1. Are problem sets academic work and does this guide cover them?

Yes, they are and no, this guide defers to the Departments assigning the problem sets to provide the guidelines as to how to document and acknowledge any assistance received in the completion of the work. This guidance should be available to all cadets in the course—preferably published on the learning management system for the course—for the duration of the course.

2. If my problem set is completed or submitted using a web-based service (e.g., Canvas, Wiley Plus, WebAssign, Teams, etc.) do I have to document assistance?

Yes. The platform or method in which you complete or submit your problem set does not change the requirement to document in accordance with Appendix B. Your instructor may include an option of completing your documentation and certification statement as a question within the assignment in accordance with Appendix B.

E. Other Situations.

1. What things don't I have to document/acknowledge?

a. Your instructor. Unless otherwise specified by your current instructor, assistance from your current instructor does not require documentation. However, if you use material your current instructor has produced in a previous semester, or if you consult with or use material obtained from another instructor, you must document this.

b. Your formal group. Your formal group is a work unit, and the product is expected to be a merging of your talents and knowledge. You don't have to document this cooperative effort. However, if a member of the group receives assistance from anyone outside that group, then this assistance must be documented in accordance with Appendix A. In particular, the documentation must indicate the assistance received, who in the group received it, and from whom it was received.

c. Common spell-checker/grammar-checker/compiler/debugger software. A human-generated product can also be improved in writing style via generative AI, like assistance received from a human editor or Microsoft Word features. If the assistance received from these tools exceeds common proofreading and extends into revision (see definition for "revision" in Section II), you should acknowledge the assistance.

d. Common knowledge. Cadets may consider as common knowledge ideas offered by current instructors in or out of class (such as in additional instruction) pertaining to a specific assignment, unless otherwise directed. Cadets may also consider as common knowledge other Cadets' ideas offered in class as part of discussions concerning the subject of the assignment. The course director will specify common knowledge for your course. See Section II for a complete definition.

e. The *Documentation and Acknowledgment of Academic Work* (DAAW). Appendices A and B provide examples of appropriate documentation of Cadet assistance received or collaboration. These examples may be used, without documentation, as a template for Cadet submissions.

2. What happens if I don't do a very good job documenting my work, or I don't have the certification statement complete?

First, your instructor won't accept your work without the properly completed certification statement. If your work is accepted, but then later is found to lack proper documentation, there are several potential consequences. See Section V, Consequences of Plagiarism and Failures to Acknowledge Assistance, for more information.

Section VII. Procedure for Requesting Changes to DAAW

A. Procedure for Preparing Change Requests.

1. Review of the DAAW will occur annually. Departments or proponents proposing changes to the DAAW will submit change proposals to the Office of the Dean, Academic Affairs and Registrar Services (AARS) Division, for evaluation no later than the third Friday in October. Requests must include:

a. A description of the proposed change or changes.

b. An explanation of the proposed change or changes.

2. Department heads or proponent directors will sign all requests.

3. During the first week in September, the AARS Division will send an email, reminding departments to review the DAAW and submit any change proposals by the October deadline.

4. Change proposals will be reviewed during the next Faculty Council meeting following the October deadline. If changes are deemed necessary by the Faculty Council, the Faculty Council will establish an ad hoc committee to review the proposed changes, obtain Faculty Council approval of proposed changes, and update the DAAW, accordingly.

5. If the DAAW is not updated due to zero Department requests for change for five consecutive academic years, the AARS Division will conduct a comprehensive 5-year review of the DAAW. At minimum, AARS will review all links and references; update all Class years in examples; and update graphics as needed. Additional changes may require Faculty Council approval.

B. Review Procedure and Timeline: Changes to the DAAW will be initiated and staffed annually in accordance with the following timeline:

NLT Date	Action
July-September	Departments and Major Activity Directorates review DAAW and recommend proposed changes.
September	Academic Affairs and Registrar Services sends email to departments and Major Activity Directorates requesting proposed changes to the DAAW be submitted to AARS NLT the third Friday in October.
October	NLT third Friday in October, Departments and Major Activity Directorates submit proposed changes to the Academic Affairs and Registrar Services in accordance with the format in Section VII, paragraph A.1.
1 November	Academic Affairs and Registrar Services consolidates proposed changes and forwards to Vice Chair of the Faculty Council for ad hoc committee consideration.
November-March	Ad hoc committee considers proposed changes.
April	NLT the April Faculty Council meeting, ad hoc committee briefs the Faculty Council on proposed changes. Faculty Council provides feedback and votes on the proposed changes.
mid-April	After the final approval from the Faculty Council, the Vice Chair of the Faculty Council and ad hoc committee chair make a recommendation on the proposed changes (or to make no change) to the General Committee.
May	The General Committee makes final recommendation to the Academic Board and the Superintendent. The Superintendent is the final approval authority for the DAAW.
June	Updated DAAW (if revised) is available for dissemination and use during summer Faculty training workshops.

Appendix A. How to Acknowledge Assistance and Collaboration.

A. Assistance and collaboration (outside of a formal group) will be acknowledged according to the style designated by this appendix. Acknowledgment of assistance and collaboration is a USMA requirement that helps the Faculty assess the extent to which the work is the intellectual property of each Cadet.

B. Acknowledgment of assistance (which includes use of artificial intelligence sources) must include:

1. The identity (name) of the source.
2. The ideas or content obtained from the source.
3. The exact portion/problem(s) of the graded work for which assistance was received.
4. The extent of the assistance received.
5. How you used that assistance to modify your work.
6. The place and date.

C. Acknowledgment of collaboration outside of a formal group (which includes using artificial intelligence technology) must include:

1. The identity (name) of the person or people.
2. The ideas or content obtained from the collaborator(s).
3. The exact portion/problem(s) of the graded work for which collaboration occurred.
4. The extent of the collaboration.
5. How you used that collaboration to modify your work.
6. The place and date.

D. If an interview, the acknowledgment must include the name of the person interviewed; the type of interview or discussion (personal, email, telephone, etc.); and the date. Depending on the type of interview, the interview may also be considered a source and should be acknowledged as such. See Section II for the definition of source.

E. Assistance from one's own formal group (collaboration in a formal group) does not need to be documented. However, if a member of the group receives assistance from anyone outside the formal group or any artificial intelligence sources, then this assistance must be documented in accordance with Appendix A, Paragraph C above. In particular, the documentation must indicate

the assistance received, who in the group received it, and from whom or from what artificial intelligence source it was received.

F. When acknowledging collaboration or assistance received for in-text citations the abbreviation, CDT, will be included along with the last name and class year of each Cadet referenced. For example:

For a single person - (CDT Jones, 2027)

For two people - (CDT Jones & CDT Smith, 2027)

For three or more people - (CDT Jones et al., 2027)

G. When acknowledging assistance or collaboration between or among Cadets, a blank space will separate the Cadet rank, company, and class year from the Cadet name. When documenting assistance from mentors or other non-Cadets, provide the name and title and/or rank of the person who provided assistance. Use the following generic citation format, providing the details of the specific assistance you received in place of the italics in the example. For example:

1. Acknowledgment of Assistance, as included in a Works Cited list or Bibliography:

Smith, Alex CDT A-1 '27. *Assistance given to the author, verbal discussion. CDT Smith and I discussed which international relations theories could best explain why a country would adopt nuclear disarmament policies. His arguments in favor of Liberalism as the most applicable theory helped me more strongly develop my argument in favor of Defensive Realism.* West Point, NY, 22JAN2023.

2. Acknowledgment of Assistance note/footnote as included in a paper:

Smith, Alex CDT A-1 '27. *Verbal discussion/email communication/review of written work/review of electronic work.* West Point, NY, date.

H. When acknowledging assistance from artificial intelligence sources, consult your specific citation style guide to ensure you are following the appropriate guidelines. Cadets don't need to document "all" use of the Internet or Google for their academic work. Possible uses other than actual content generation might include brainstorming activities like accumulation of general background information and identification of appropriate scholarly references, which would not require documentation or acknowledgment. Artificial intelligence sources that do require documentation or acknowledgment require the same six elements listed above in B for any assistance source. Be deliberate in explaining how the assistance impacted and modified your work. In some cases, to determine the extent of the assistance received, instructors may want access to screenshots or logs of the artificial intelligence prompts and responses. Use the following generic citation format providing the initial prompt for support, the details of the specific assistance you received in place of the italics in the example, and the effects of the assistance.

1. Acknowledgment of Assistance from Artificial Intelligence, as included in the Acknowledgment Page:

ChatGPT. *Assistance given to the author, AI. I used the following prompt in ChatGPT: "What is underwater basketweaving?" The information obtained from the query was used to generate ideas for inclusion in my paper but all writing and research into sources was my own. References were used in my research to generate additional ideas and provide additional sources.* OpenAI, (<https://chat.openai.com/chat>). West Point, NY, 03APR2023.

2. Acknowledgment of Assistance from Artificial Intelligence note/footnote as included in a paper:

ChatGPT. "Digital communication." OpenAI, 3 Apr. 2023.

3. If in doubt regarding the way to acknowledge assistance, consult your individual instructors for guidance.

Appendix A1 Acknowledgment Page

Acknowledgment of Assistance

ChatGPT. Assistance given to the author, AI. I used the following prompt in ChatGPT: “What is underwater basketweaving?” The information obtained from the query was used to generate ideas for inclusion in my paper but all writing and research into sources was my own. References were used in my research to generate additional ideas and provide additional sources. OpenAI, (<https://chat.openai.com/chat>). West Point, NY, 03APR2023.

Descartes, Roger CDT B-2 `27. Assistance given to the author, verbal and written discussion. CDT Descartes explained to me that the only way the equation could be true for all values of x was for the coefficient in front of the x^m term to be zero. He accomplished this by plotting a curve of x^5 in Mathematica and showing how it was not zero everywhere. He then explained how the term $[m(m - 1) + 4m - 4]$ therefore needed to be set equal to zero. The assistance was used in the solution at the line that reads $m(m - 1) + 4m - 4 = 0$. I was able to complete the algebra and the remainder of the work on my own. West Point, NY, 08OCT2022.

Jones, Ida CDT G-3 `26 and Powers, Ashley CDT H-1 `26. Assistance given to the author, collaboration on a homework problem. CDT Jones, CDT Powers and I collaborated on the blackboard in the PANE study room to develop a solution to assigned Problem 3-25. We worked out the problem together and checked that the final answer matched the answer given in the back of the textbook. Each of us then copied the down the solution to submit for a grade. West Point, NY, 27FEB2023.

Moore, Lessa CDT B-3 `27. E-mail to the author. In a series of email messages during the dates indicated, CDT Moore and I discussed the application of the Organization Process Model. She informed me that the actors in this model are organizations, not individuals. She also said that the Organizational Process Model contradicted the Bureaucratic Politics Model, which focuses on individuals. I used this new information to revise my thesis statement and rearrange my supporting paragraphs. 12-14 Oct. 2022.

Newton, Ian CDT A-4 `27. Assistance given to author, verbal discussion. CDT Smith showed me how to take the second derivative properly. I was forgetting to bring down the factor of $(m - 1)$ when I originally did my calculations. The assistance was used in the solution at the line that reads $y''(x) = m(m - 1)x^{m-2}$. West Point, NY, 06OCT2022.

Smith, Alex CDT A-1 `27. Assistance given to the author, verbal discussion. CDT Smith and I discussed which international relations theories could best explain why a country would adopt nuclear disarmament policies. His arguments in favor of Liberalism as the most applicable theory helped me more strongly develop my argument in favor of Defensive Realism. West Point, NY, 22JAN2023.

Appendix B. How to Complete a Cover Sheet and a Certification Statement

A. Requirements. Your cover sheet and the signed certification statement for written work and electronic submissions must be completed in accordance with the instructions in this Appendix and Appendices B1-B2. Every graded, out-of-class assignment requires a signed cover sheet.

There are three ways to submit a signed cover sheet:

1. Written work. (See Section C)
 - a. A printed document turned in to an instructor.
 - b. Signature(s) can be by-hand or CAC-signed and then printed.
2. Electronic submission of a prepared cover page. (See Section D)
 - a. Examples include a submission through e-mail or Canvas.
 - b. Signature(s) should be CAC-signed.
3. An integrated certification statement in web-based homework. (See Section E)

B. Purpose. The cover sheet and certification statement prompt you to:

1. PAUSE, taking a moment to consider the professionalism of your work,
2. REFLECT, reviewing your work for professional substance, style, organization, and correctness, as well as for proper identification of all sources,
3. ACT, signing the certification statement, and thereby positively affirming the completeness of the documentation and acknowledgment.

C. Written work.

1. Procedures for graded homework, individual submissions. (See example cover sheet at Appendix B1.)

a. Once you have completed your homework assignment and documented all sources, you must PAUSE to REFLECT on the accuracy of your identification and attribution of these sources. Do so through the mechanism of the certification statement, which is part of the cover sheet. The certification statement acknowledges either that:

____ I CERTIFY THAT I HAVE COMPLETELY DOCUMENTED ALL SOURCES THAT I USED TO COMPLETE THIS ASSIGNMENT AND THAT I ACKNOWLEDGED ALL ASSISTANCE I RECEIVED IN THE COMPLETION OF THIS ASSIGNMENT.

or, that:

____ I CERTIFY THAT I DID NOT USE ANY SOURCES OR RECEIVE ANY ASSISTANCE REQUIRING DOCUMENTATION WHILE COMPLETING THIS ASSIGNMENT.

You then ACT by signing at the bottom of the cover sheet:

SIGNATURE: _____

b. You must initial, by hand, the statement that accurately describes your documentation and acknowledgment. In doing so, you must PAUSE and REFLECT on the accuracy of your documentation and acknowledgments. Having made this conscious effort to REFLECT on your work, you ACT to affirm the completeness of your documentation and acknowledgments with your signature. If you realize that you have not identified all the sources you used and the assistance you received, you must take responsibility for the integrity of your work, and revise and complete your documentation and acknowledgments.

c. Your instructor is not authorized to accept an incorrectly initialed or signed certification statement. For example, if you initial both blocks, or sign with a mark, your instructor is not authorized to accept the work. The final document will not be accepted until a proper cover sheet is submitted. Your submission, when accepted, may then be graded as a late assignment.

d. If you submit a draft document to your instructor for a grade, it must have a certification statement attached.

e. Consult your instructor if you are unsure whether a certification statement is required for a draft or work-in-progress.

2. Procedures for graded homework, formal group submissions. (See example cover sheet at Appendix B2.)

a. Cover sheets for collaboration by formal group work must contain a group member's initials in the appropriate certification block. All members of the group must sign the cover sheet, exceptions provided in paragraph 2b, below.

b. In the event a group member is not present at the United States Military Academy when the assignment is submitted, the group member should sign the coversheet as soon as possible upon his or her return. A group member may not sign the coversheet on behalf of another group member.

c. Except as explained in paragraph 2.b. above, any homework assignment submitted with an incorrectly initialed or signed cover sheet will not be accepted by your instructor until a proper cover sheet is submitted. Your submission, when accepted, will then be graded as a late assignment.

D. Electronic submissions of prepared cover pages. Electronic submissions carry the equivalent authenticity to a hard-copy turn-in attached to a hand-signed cover sheet. If your instructor allows, assignments can be submitted electronically. You must initial, by hand or by

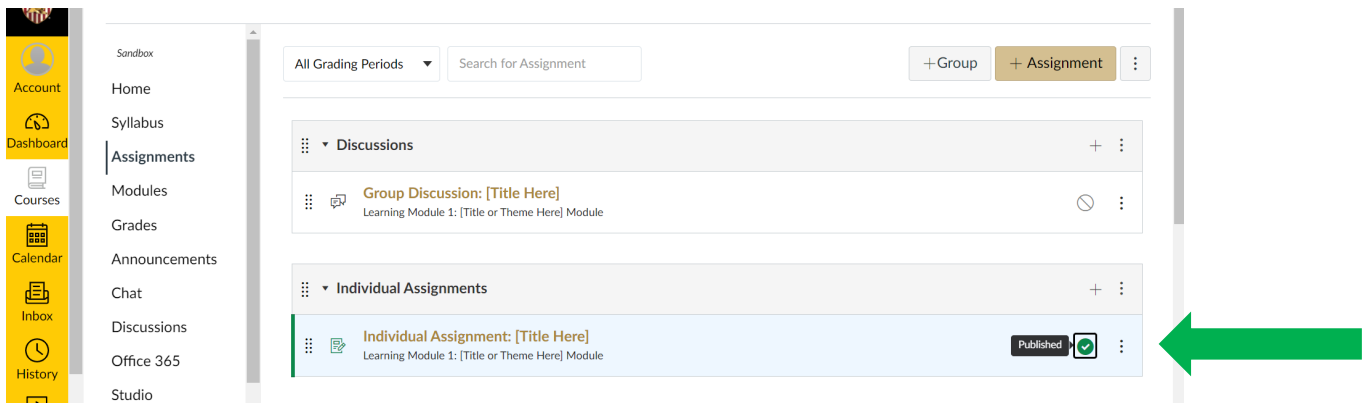
typing, the statement that accurately describes your documentation. For the signature at the bottom of the cover page, only CAC signatures are allowed.

1. Instructors may allow Cadets to submit assignments electronically via Canvas (<https://westpoint.instructure.com>). There are several ways to do this, so instructors should provide clear instructions for Cadets for each assignment. Every graded, out-of-class assignment requires a signed cover sheet.

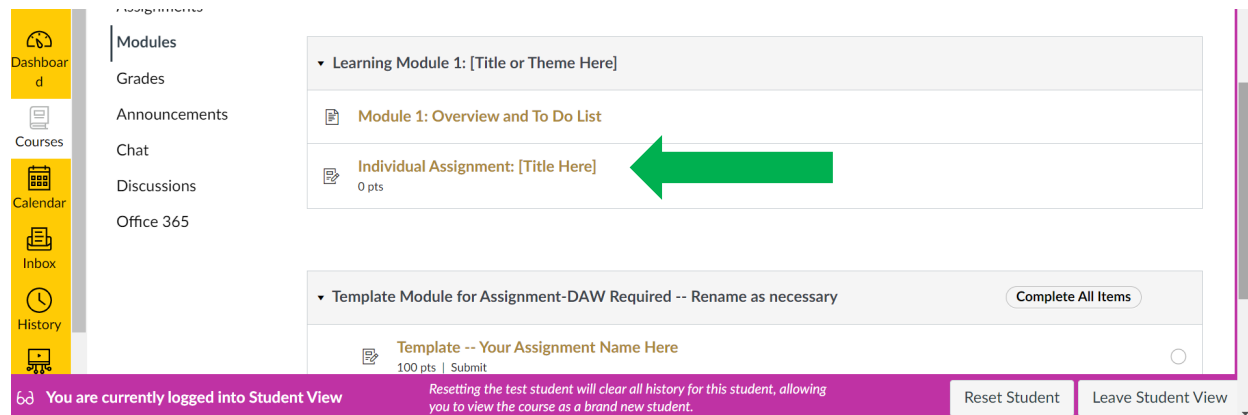
2. To allow submission of all required documents to the same individual “assignment” for the course in Canvas:

a. Instructors.

(1) Create an individual assignment in Canvas. Make sure to publish the assignment for Cadets to be able to see it. Include all necessary instructions for the assignment, to include any requirements to submit a Cover Page (Appendix B1 or B2) and/or a Graded Event Cover Page (Appendix C).

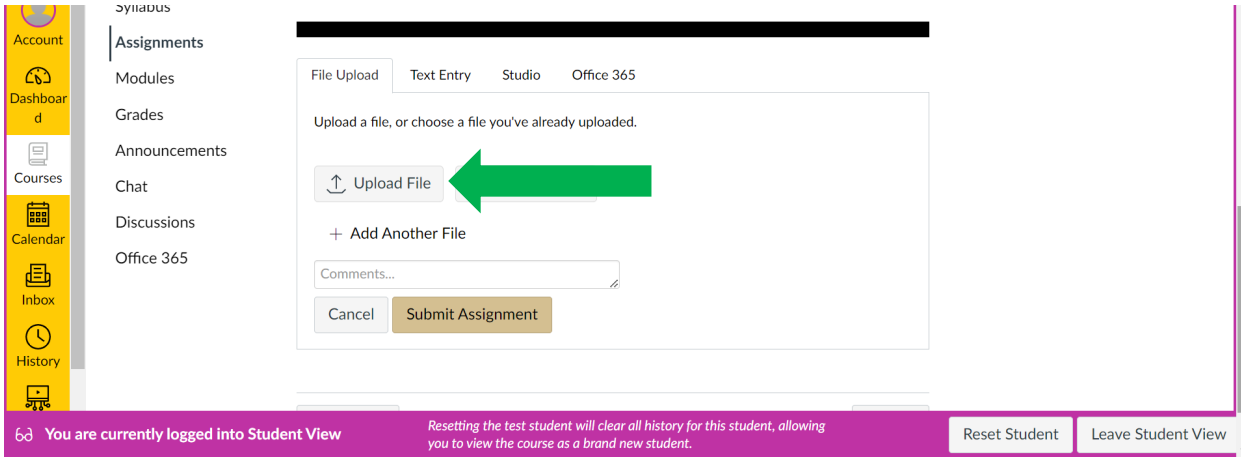


(2) This assignment will look like this in the Cadet View. Cadets will click on the title for the Assignment to open the submission window (see b. below).

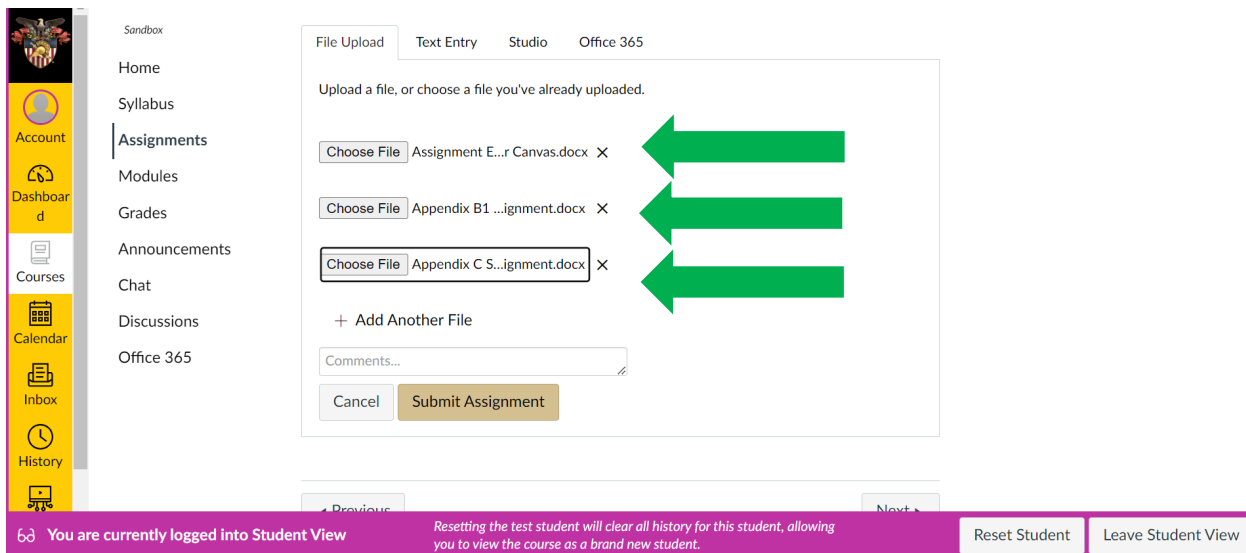


b. Cadets.

(1) Per the instructions included in the assignment, upload the file containing the required assignment.



(2) Then, upload any other required files and click “Submit Assignment.”



E. How to Document Web-Based Graded Homework

1. Cadets must document collaboration and assistance received on problem sets assigned on web-based platforms such as, but not limited to, WileyPlus, WebAssign, and Canvas.

2. Your instructor may include the option of completing your web-based graded homework documentation and certification statement as a question within the web-based assignment, by uploading a cover sheet to the indicated program, or by hard-copy methods outlined in this Appendix.

3. To properly complete documentation, as always, you should take the following steps:

a. PAUSE: Take a moment to consider the work performed and identify whether or not you received assistance on the assignment by initialing the appropriate box.

b. REFLECT: Review your work and reflect upon any collaboration or assistance needed to complete your work.

c. ACT: Complete documentation using the instructions provided in the web-based platform.

4. Instructors will ensure that any web-based platform documentation possesses the following characteristics:

Cadets are required to **type in** one of the two statements:

___ I CERTIFY THAT I HAVE COMPLETELY DOCUMENTED ALL SOURCES THAT I USED TO COMPLETE THIS ASSIGNMENT AND THAT I ACKNOWLEDGED ALL ASSISTANCE I RECEIVED IN THE COMPLETION OF THIS ASSIGNMENT.

or, that:

___ I CERTIFY THAT I DID NOT USE ANY SOURCES OR RECEIVE ANY ASSISTANCE REQUIRING DOCUMENTATION WHILE COMPLETING THIS ASSIGNMENT.

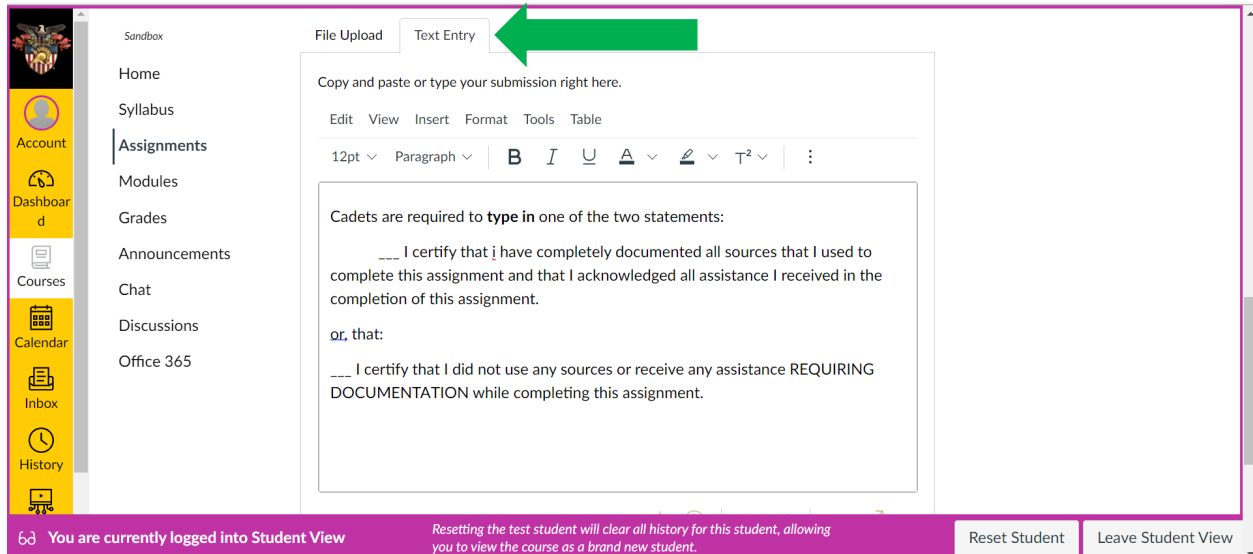
4. In Canvas:

a. Instructors. Instructors will need to set the permissions for the assignment to allow for text entry in the “edit” function of the assignment. Instructors should be aware that only one text entry per assignment is allowed – i.e., if the assignment in full is to be submitted via the Rich Content Editor, Cadets should be allowed to type the above certification statement into the assignment itself OR be required to upload a Cover Page via the File Upload tab.

The screenshot displays the Canvas LMS interface. On the left is a navigation sidebar with icons for Account, Dashboard, Courses, Calendar, Inbox, History, Studio, and BigBlueButton. The main content area shows assignment settings. Under 'Submission Type', the 'Online' option is selected. Below this, the 'Online Entry Options' section is visible, containing several checkboxes: 'Text Entry' (checked), 'Website URL', 'Media Recordings', 'Student Annotation', 'File Uploads' (checked), and 'Restrict Upload File Types' (unchecked). A large green arrow points from the right towards the 'Text Entry' checkbox, highlighting it.

b. Cadets.

(1) If submitting the assignment via the File Upload tab, Cadets should first upload the assignment in the File Upload tab and then click on the “Text Entry” tab in the assignment. If submitting the assignment via Text Entry only, Cadets should follow the guidance of the Instructor as to where and when they should type in the certification statement.



(2) Per the instructions in Section E above, Cadets will then PAUSE, REFLECT, and then ACT by typing in one of the two certification statements listed in Section E and shown above. Once complete, Cadets should click “Submit Assignment.”

Appendix B1: Cover Sheet (Individual Submission)

UNITED STATES MILITARY ACADEMY

HOMEWORK #1

NE450: NUCLEAR SYSTEMS DESIGN

SECTION J2

COL IAM THEPROF

BY

CADET IAM THELEADER '27, CO H1

WEST POINT, NEW YORK

28 AUGUST 2023

_____ I CERTIFY THAT I HAVE COMPLETELY DOCUMENTED ALL SOURCES THAT I USED TO COMPLETE THIS ASSIGNMENT AND THAT I ACKNOWLEDGED ALL ASSISTANCE I RECEIVED IN THE COMPLETION OF THIS ASSIGNMENT.

_____ I CERTIFY THAT I DID NOT USE ANY SOURCES OR RECEIVE ANY ASSISTANCE REQUIRING DOCUMENTATION WHILE COMPLETING THIS ASSIGNMENT.

SIGNATURE: _____

Appendix B2: Cover Sheet (Formal Group Submission)

UNITED STATES MILITARY ACADEMY

PROBLEM SET 1

NE450: NUCLEAR SYSTEMS DESIGN

SECTION J2

COL IAM THEPROF

BY

CADET IAM THELEADER '26, CO H1
CADET IAM THE MEMBER '27, CO B3

WEST POINT, NEW YORK

28 AUGUST 2023

_____ I CERTIFY THAT I HAVE COMPLETELY DOCUMENTED ALL SOURCES THAT I USED TO COMPLETE THIS ASSIGNMENT AND THAT I ACKNOWLEDGED ALL ASSISTANCE I RECEIVED IN THE COMPLETION OF THIS ASSIGNMENT.

_____ I CERTIFY THAT I DID NOT USE ANY SOURCES OR RECEIVE ANY ASSISTANCE REQUIRING DOCUMENTATION WHILE COMPLETING THIS ASSIGNMENT.

SIGNATURES: <name>

(Any additional lines as needed)_____

Appendix C Sample Graded Event Cover Page (optional content)

Term: AY ____ - ____

Name of Event:

Lesson and/or Date Administered: _____

Instructions:

- This Quiz / Writ / WPR is worth _____ points.
 - You have _____ minutes to complete this Quiz / Writ / WPR.
 - All work on this Quiz / Writ / WPR should be your own.
 - You may not get assistance from anybody else.

- You may NOT:
 - Collaborate or communicate with anybody else while taking this Quiz / Writ / WPR;
 - Use a computer, a phone, or any personal electronic device while taking this Quiz / Writ / WPR;
 - Use the internet while taking this Quiz / Writ / WPR; or
 - Discuss this Quiz / Writ / WPR with anyone until it is release from academic security (see below).

- You may:
 - Use the course textbook, Mathematics for Economists by Simon and Blume;
 - Use your own notes;
 - Use a calculator; and
 - Communicate with your instructor if you have a question.

Academic Security:

- Cadets are not authorized to discuss the content, structure, or any other information about this Quiz / Writ / WPR until this Quiz / Writ / WPR has been released from academic security.
- Discussion includes all forms of written, electronic, and verbal communication.
- This WPR (or quiz, writ, or TEE) will be released from academic security _____. Prior to that time, I may not discuss any aspects of this exam with anyone except an XX### instructor.

Honor acknowledgment statement:

- A Cadet will not lie, cheat, or steal, or tolerate those who do.
- Sign and date the statement below when you have finished the Quiz / Writ / WPR and are ready to turn it in.
- By signing this statement, you acknowledge that you did not use any sources (other than those authorized above) and that you did not receive any assistance (other than from your instructor) while completing this Quiz / Writ / WPR. You also acknowledge that you will not discuss this Quiz / Writ / WPR until it is released from academic security.

“I did not use any sources nor did I receive any assistance while completing this Quiz / Writ / WPR. I will not discuss this Quiz / Writ / WPR with anyone until it is released from academic security _____”

Printed Name of Cadet

Signature of Cadet

Date Signed

Appendix D. How to Document Internet and Electronically Accessed Sources

A. Internet. Each Course Director must specify the formatting style used in a specific course for referencing Internet and electronically accessed sources. Course Directors are required to disseminate this guidance to all instructors, who will present it to their students. This guidance must be disseminated either in paper or electronic form and available to Cadets for the duration of the course.

B. Electronic Mail. Appendix A1 provides an example citation of collaboration between Cadets using email.

Appendix E Dean's E-book Policy

Improper use of any intellectual property in physical or digital form under copyright can result in a wide range of academic misconduct outcomes to include violations of the Cadet Honor Code. It is imperative that all Cadets, Faculty, and Staff understand and adhere to copyright law for use of all covered physical and digital material. Of particular importance is proper use of electronic materials, specifically electronic books, or e-books.

Copyright and fair use rules are often confusing, and this confusion is compounded in the age of electronics and the widespread electronic access to resources and information. This is particularly true with e-books. Intellectual property is like any other personal property in that authors and publishers have the right to be compensated for use of their work. To avoid violating these rules, it is important to understand e-book licensing and how ownership of an e-book license differs from that of a hardcopy book.

When an individual purchases an e-book license, that individual is being granted access to the e-book. That individual, however, generally does not own the e-book. These licenses are limited to the purchaser only and individuals sharing these licenses with others is generally prohibited. This rule similarly forbids an individual from buying a copy of Microsoft Office and allowing another individual to install on an additional device. However, some e-book licenses do allow the owner of the license to install that e-book on multiple devices so long as those devices are the property of the license holder. For example, an e-book license owner can access the eBook on one's own laptop, tablet, and phone.

It is useful to think about the similarities of an e-book license and a hardcopy textbook. Sharing the license would be akin to photocopying an entire hardcopy textbook and giving it to another person. This is prohibited under Title 17 of the U.S. Code.

Because the individual does not own the e-book, that individual does not have the right to sell the e-book license at the end of the semester. Unauthorized vendors and individuals are generally not allowed to sell, rent, lease, distribute, broadcast, sublicense, or assign any rights to an e-book. Be aware that not all vendors are legal or authorized sellers. Take care to ensure that the vendor is an authorized publisher when purchasing a license. Also review the specific terms of the license prior to purchase.

Please use the USMA Library Copyright website here: (<https://library.westpoint.edu/copyright>) for more on this topic. For further information on the details of copyright laws as they pertain to e-books as well as the various penalties that may be incurred through violation of these rules, please see "The United States No Electronic Theft Act (NET Act)" of 1997. Cadets are also accountable under the Cadet Honor System.

Our goal is to ensure that Cadets and Faculty continue to uphold copyright laws and honor the intellectual work of others.

Appendix F Dean’s Guidance for Use of Generative AI

As the world’s preeminent leader development institution with the mission of educating, training, and inspiring commissioned leaders of character, it is imperative that we, the United States Military Academy, embrace technological advancements and prepare cadets to make responsible choices about the ways that we use them. Recent developments in artificial intelligence (AI), such as Chat Generative Pre-Trained Transformer (ChatGPT), have led to exciting new possibilities and challenges. With the ability to generate human-like text, computer code, and unique images, these programs will inevitably change the way humans interact with machines, and in fact, with each other. At the same time, certain uses of generative AI may shortcut students’ development of essential critical thinking abilities and fundamental writing skills. Faculty and cadets must therefore be thoughtful users of the technology and commit to continual reflection and adaptation.

As we learn about and respond to this rapidly changing technology, the guidelines below should be followed by cadets and faculty as they explore and use various generative AI technologies in the context of their courses. The guidelines themselves will also resolve in response to technological change.

Cadets

1. **Caution.** Users and consumers of generative AI should be cognizant of its limitations, and also that limitations vary widely from product to product and will change quickly. Information provided by generative AI today can be inaccurate, incomplete, and dated. For example, *it might produce citations that are made up or assert assumptions as facts*. It is important to cross-check information with trusted sources or consult with an instructor to verify the accuracy of the information produced. As always, providing correct information on an assignment is the responsibility of the cadet and using generative AI is not an acceptable excuse for providing inaccurate answers.

2. **Learning Process.** Learning requires actively engaging in material and thinking deeply and critically; similarly, writing is intrinsically a process of critical thinking and individual expression. Generative AI provides short-cuts in completing tasks and may inadvertently act as a substitute for learning and developing meaningful communication skills. Cadets must be cautious when using generative AI as it could stifle the development of critical thinking and writing skills for professional and academic audiences. They should use it only to enhance their development while continuing to actively engage in the learning and writing process. Cadets should anticipate an increasing variety of educational approaches. Some will seem very different than what they have been used to, intentionally preparing them to be critical thinkers in age where AI technologies are expanding.

3. **Writing Process.** Expectations for producing writing and other communications products with or without the assistance of generative AI will vary widely in different disciplines based on course learning goals. Cadets must realize that certain courses

specially focus on the development of their capacity for critical thinking, individual expression, and meaningful communication. In these cases, continuing this full experience without the assistance of generative AI most likely will lead to the best educational outcomes. Other courses might encourage cadets to fully leverage generative AI tools to revise, refine, and present communication products that professionally express a cadet's own contributions.

4. **Academic Integrity.** Users of generative AI should follow the policies provided by the individual course on whether and when the use of generative AI is allowed. *It is the cadet's responsibility to know the policy for the course or assignment*, and when it is unclear to them, they should ask their instructor. Additionally, use of generative AI should be acknowledged according to the procedures laid out in the Documentation and Acknowledgement of Academic Work (DAAW) to accurately reflect the author's work and how generative AI was used to support this work. Using content created by generative AI without proper attribution is considered plagiarism. For questions on when you need to cite, see the DAAW Sections III and VI.

5. **Security.** For security reasons, cadets are prohibited from inputting Controlled Unclassified Information (CUI), personally identifiable information (PII), classified information, or any otherwise restricted information into generative AI tools. See AR 380-5 for the classification, downgrading, declassification, transmission, transportation, and safeguarding of information requiring protection in the interests of national security.

Faculty

1. **Course Assessment.** Faculty must deliberately assess when and how the use of generative AI can support, or may be at odds, with course learning objectives and individual graded events. For example, generative AI might be beneficial for data analysis assignments, where it can help collect and synthesize large amounts of information. Conversely, it may not be suitable for assignments where students are expected to develop and present their own analysis and arguments, as in a final research paper. Clear statements conveying when and how generative AI can be used in support of course-specific learning will help set expectations.

2. **Provide Guidance.** Faculty must provide guidance to cadets in their course guidelines on how generative AI can be used in the course. A course must state explicitly if there is an assignment where it is necessary to prohibit the use of AI based on learning objectives of the assignment. For example, the course syllabus or assignment description might say: "For the final research paper in this course, students are expected to critically engage with the course material and present their own analysis and interpretation. Therefore, the use of generative AI tools for writing or developing arguments in this assignment is not permitted. This assignment is designed to assess your ability to independently synthesize and articulate complex ideas, and the use of AI would compromise the evaluation of these skills." Alternatively, when allowed, the statement may say: "Generative AI is welcome for use but assistance must be documented according to the DAAW." *Faculty allowance of generative AI usage does*

not waive the cadet's requirement to acknowledge the usage and does not excuse the student from submitting false information, such as false citations.

3. Faculty Education. As a faculty, we need to examine whether our longstanding modes and methods of teaching and assessing must adapt given generative AI, and we should be open to innovation (e.g. oral exams). Because the technology is advancing so rapidly, it would be impossible to point to one resource for how generative AI can be used. The Center for Faculty Excellence and West Point Writing Program, among other directorate units, will provide resources for understanding the technology as well as ideas on how to enhance the classroom experience using it.

4. Caution with Detectors. Faculty must be cautious with the use of generative AI detectors. AI detectors have so far not proven to be particularly effective, returning both false-positive and false-negative responses. Instructors must therefore use caution when enlisting these tools, similar to how we employ plagiarism checkers: a balance must be struck between what the detector returns and the faculty member's own analysis. Any subsequent approach for clarification or formal inquiry that takes place, in view of potentially inappropriate or unacknowledged uses of generative AI, should be handled with care—allowing for open dialogues with cadets and ensuring that trust and fairness are maintained.