



UNITED STATES MILITARY ACADEMY  
**WEST POINT**®

**DOCUMENTATION  
AND  
ACKNOWLEDGMENT  
OF  
ACADEMIC WORK**

**June 2025**

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

## Document Updated June 2025

1. Fixed general typographical errors (e.g. minor word omissions, formatting, renumbering pages or sections, updated table of contents, etc.)
2. Overarching changes:
  - a. “artificial intelligence” is now referred to as “generative AI” throughout the DAAW to match the reference in the Dean’s Guidance on Generative AI (Appendix E)
  - b. “cover page” is consistently used instead of “cover sheet” and “title page”
3. Preface: Minor edits for word flow, updated footnote 3 for reference to USCC PAM 15-1.
4. Section I: Minor edits for word flow and clarity of content.
5. Section II: Several modifications and additions to definitions:
  - a. E. “Collaboration”: edits for clarity of content
  - b. G. “Communications”: new to this section, previously in Section III.B.2.(3)(d)
  - c. K. “Editing”: new, to support reference in new definition DD. “Revision”
  - d. O. “Hallucination”: new, to support reference in Section V.D.3
  - e. Q. “Images”: new to this section, previously in Section III.B.2.(3)(e)
  - f. S.1 “Internet Research Tools”: replaces “Sources using the internet to find other sources”
  - g. Z. “Published Sources”: new to this section, previously in Section III.B.2.(3)(a)
  - h. AA. “Recorded Material”: new to this section, previously in Section III.B.2.(3)(c)
  - i. BB. “Reference”: new sentence added for nuance and clarity
  - j. CC. “Retrieval”: new, to support reference in Section III.A.2
  - k. DD. “Revision”: significant edits to better define this process
  - l. HH. “Synthesis”: new, to support reference in Section III.A.2.
  - m. Minor edits to S.3 “Internet-based Sources” and Y. “Proofreading”
6. Section III:
  - a. III.A.3. Added from an answer in Section VI. Frequently Asked Questions (FAQs) to the section that best supports this reference
  - b. III.B.2.(3)(a)-(e): Rewritten and terms in sub-bullets moved to Section II (Definitions)
  - c. III.C. Modification for better flow and clarity, with a major rework of III.C.1.e. “Expectations Concerning the Use of Generative AI” (old “f”)
  - d. III.C.1.e. Added the requirement for cadets to initial an acknowledgment of the use of generative AI on the cover page
7. Section IV:
  - a. A.4. added A.4 about choosing digital sources with page numbers when possible
  - b. E. added guidelines requiring the acknowledgment of the use of generative AI on the cover page
8. Section V:
  - a. A.2. Clarified and simplified sentence about repeated occurrences of improper documentation
  - b. D.2 and D.3. Clarified stance about fabrication and AI-generated hallucinations being forms of misrepresentation
  - c. E. Minor edits to use consistent terminology throughout this section and with DPOM 02-04
9. Section VI: Significant changes to the entire section due to potential for answers to conflict guidelines from previous sections. All questions are now answered succinctly and direct readers to previous sections for more information. Some questions were removed.
10. Appendix A: Minor edits for clarity
11. Appendix B:
  - a. Throughout: added the requirement to include an acknowledgment of the use of generative AI and guidelines as to how to indicate this (initialing)
  - b. A.1.b. Added additional guidance about the use of a date with the signature
  - c. C.1.c (previously “c” and “d”). Significant rewording to clarify incorrect initialing, improper signatures, and missing signature date as reasons why an instructor cannot accept academic work

OFFICE OF THE DEAN  
UNITED STATES MILITARY ACADEMY  
WEST POINT, NY 10996-5000

MADN-AAD

13 June 2025

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. The DAAW 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). This applies to all official coursework in the Academic, Military, and Physical programs.
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 Division, Office of the Dean (MADN-AAD). The proponent for reviewing proposed changes to *Documentation and Acknowledgment of Academic Work* is the Faculty Council.

SHANE R. REEVES  
Brigadier General, USA  
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.<sup>1</sup>

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

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

community. **All members of the West Point Community – Cadets, Faculty, Staff, and Coaches – play integral roles in supporting the professional and ethical development of Cadets.**

Honor is an essential part of the concept of integrity and USMA defines honor as the respect experienced by someone who lives according to the Honor Code of an Honor Community. Honorable conduct results in self-respect as well as the respect of other members of this community. This honor community is comprised of all and only those people who recognize one another as sharing the same code. Their shared commitment to their code of behavior creates strong bonds of trust, loyalty, and accountability.

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.”<sup>2</sup> The purpose of the Code is to foster a commitment to honorable living as leaders of character for the Army. The Cadet Honor System<sup>3</sup> ensures that stewardship of the Cadet Honor Code is carried out effectively and justly. The Cadet Honor System plays an essential role in maintaining the highest standards of academic integrity at USMA.

All 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 through practice.

This process of education takes time. Instructors at every level must be ready to teach proper documentation and to 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.

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<sup>2</sup> 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](https://armypubs.army.mil/productmaps/pubform/Details.aspx?PUB_ID=1021228). PDF download.

<sup>3</sup> United States Corps of Cadets. USCC PAM 15-1: The Cadet Honor Code, System, and Committee Procedures. [usarmywestpoint.sharepoint.com/sites/g5.publications/publications/Forms/PublicationsLibrary.aspx?id=%2Fsites%2Fg5%2Epublications%2Fpublications%2FUSCC PAM 15-1%2Epdf&parent=%2Fsites%2Fg5%2Epublications%2Fpublications](https://usarmywestpoint.sharepoint.com/sites/g5/publications/publications/Forms/PublicationsLibrary.aspx?id=%2Fsites%2Fg5%2Epublications%2Fpublications%2FUSCC%20PAM%2015-1%2Epdf&parent=%2Fsites%2Fg5%2Epublications%2Fpublications). PDF download.

## Section I. Purpose of the DAAW

The DAAW 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 good scholarship and good leadership. Officers should always give credit to the ideas of others. The academic documentation requirements explained within the DAAW contribute to developing this skill.

Proper documentation and acknowledgment of assistance helps delineate the Cadet's role as an author by showing what portion of any work they submit is 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 a 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. Documentation and acknowledgment can also add weight to the Cadet's argument by drawing on the authority of the source cited, or by providing the reader with indirect access to evidence and argument supporting a point. Finally, proper documentation and acknowledgment make it possible for USMA faculty and staff to evaluate a Cadet's work more accurately and to provide them with better feedback.

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, including asking their instructor for clarification when the norms and policies are unclear.

The DAAW helps Cadets understand the difference between documenting sources and acknowledging assistance. Because 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 or generative artificial intelligence (generative AI). 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 recognition to another person or generative AI for their contributions to a particular work.<sup>4</sup> 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 it is equally important to show gratitude (corresponding to the acknowledgment in a book or publication) by acknowledging the assistance others have provided. Scholars acknowledge this assistance and show gratitude by explaining who helped them, the specific help that this assistance provided, and how that help influenced the academic work. Note that assistance differs from collaboration – see definition for “Collaboration.” Assistance includes, but is not limited to:

1. Discussing one's ideas with another person or generative AI and receiving feedback or ideas that then change, crystalize, clarify, or synthesize these ideas.

2. Receiving an answer from another person or generative AI about a specific point of confusion.

3. Having another person or generative AI source help a student identify errors in their own work, unless specified otherwise by the instructor (e.g., peer review with a fellow classmate or instructor).

4. Having another person or generative AI 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.”

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<sup>4</sup> The distinction between acknowledgment and documentation partially informed by Princeton University policy and *Academic Integrity at Princeton*. See [Student Guide to Academic Integrity | Office of the Dean of the College](#) and also [Academic Integrity Contract 2018.pdf](#).

**E. Collaboration:** Cooperating with one or more individuals to create an academic work or idea as a united effort. When one collaborates, one must share authorship or provide appropriate documentation. 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 knowledge 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 an author 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. Communications:** Any non-recorded audio or visual material outside of classroom lectures and discussions (i.e., any formal lectures [e.g., guest lectures] or presentations, interviews, etc.).

**H. 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, interpreted, translated, or processed prior to execution by a computer.

**I. 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.

**J. 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.

**K. Editing:** Editing is the process of modifying an academic work for surface-level matters like the manner of expression or style, clarity, and correctness, to include appropriate documentation, to make it ready for submission. Editing usually involves identifying typographical and technical errors—inconsistent or inappropriate voice, word choice, ineffective sentences—and suggesting improvements. Editing is not the same as revision. See definition for “Revision.”

**L. Fabrication:** Fabrication includes inventing sources, citing sources that were not actually consulted, or claiming the authority of a cited source which does not support that claim. See also definition for “Hallucination.”

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

**N. Generative AI<sup>5</sup>:** 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 CoPilot.

**O. Hallucination:** An AI hallucination is when an AI system fabricates information in response to a query. The resulting response can be believable but can be factually inaccurate and misleading. If confronted, the AI may defend its hallucination. Human users of AI systems are always responsible for validating AI output for correctness, accuracy, and relevance.

**P. 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.

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.

**Q. Images:** Any charts, graphs, tables, data illustrations, graphics, photographs, and the like.

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

**S. Internet Sources.**

1. Internet Research Tools: Research tools accessed via the internet, such as search engines (e.g., Google, Bing, etc.), digital bibliographies, Google Scholar, and the USMA Library search engine, that organize, compile, index or abstract, and help people identify and retrieve relevant sources. These tools are not generally cited.

2. Internet-accessed Sources: These sources are accessed via the internet and are often stored in digital collection sites (e.g., JSTOR, etc.) or as part of a larger collective entity (e.g., online newspapers). Examples include scholarly articles in peer-reviewed journals, books, book reviews, textbooks, newspaper articles, law and legislative reviews, and political analyses and commentaries. When these resources are accessed via the internet, they should be cited using their original publication information in the applicable guide for that type of specific resource. Unless the source was originally published as a website, the way the item was accessed (via the internet) is generally not included in that citation, but volume numbers, date and year of publication, etc. are cited as if this source were in print format.

3. Internet-based Sources: These sources are originally published and generally only accessible on the internet, use a website, blog, podcast, or similar platform as their publication

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<sup>5</sup> See Appendix E for the Dean's Guidance for Use of Generative AI.

medium, often lack complete bibliographic information, and usually do not belong to the more formal digital collections as mentioned in “internet-accessed sources” . above. Examples of internet-based sources include Wikipedia, digital personal narratives (blogs, vlogs, etc.), digital images, etc. If a website is used to provide this source, the citation should be of the website in accordance with the style guide requirements for the assignment. These requirements typically include the URL and date of access as part of the citation.

**T. Lectures:** There are a wide variety of lecture types that one can encounter in an academic setting. The two most common are the class lecture for a course and the guest lecture (also called a colloquium) by a visitor.

1. Class lecture: Class lectures are expositions on a topic by your instructor or professor that occur as a part of a class you are taking for credit. Class lectures are regularly scheduled, are listed in your class syllabus, and your attendance is mandatory. Unless instructed otherwise, class lectures by your instructor are treated as common knowledge and do not require citations or acknowledgments for using class-lecture material inside that course. A citation or acknowledgment is required if you use class-lecture material in a different course.

2. Guest lecture: Guest lectures are expositions typically delivered by a visitor to the institution, who is often noted or distinguished in their field. As a general rule, you should always provide a citation or acknowledgment whenever you use ideas from or quote a visitor, regardless of the guest lecture being part of a course or not.

**U. Misrepresentation.** Intentional misrepresentation is defined as failing to document the assistance of another in the preparation of an assignment with the intent to deceive, mislead, gain, or give an unfair advantage. USCC PAM 15-1 considers intentional misrepresentation to be a form of cheating, which is a violation of the Cadet Honor Code.

**V. 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. A Cadet commits plagiarism when they fail to properly document the sources contained in their work or acknowledge the assistance that they have received. 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.

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

**X. 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.

**Y. Proofreading:** Proofreading is the practice of checking a document before submission for spelling errors, grammatical mistakes, punctuation, and formatting. 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-, grammar-, or punctuation-checking, and formatting.

**Z. Published Sources:** Any materials, print or digital, to include books, e-books, periodical publications, newspapers, and other written work.

**AA. Recorded Material:** Any audio or visual recording of an event or program.

**BB. 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. The reference shows the reader where the author found the information or quotation that is being cited. If the reference uses information or quotations originally from a different source (e.g., includes a quote from a primary source, which the author would also like to use), the author should reference that this information or quotation was cited in the text that the author used as reference. Note that reference differs from citation – see definition for “Citation.”

**CC. Retrieval:** Retrieval involves typing one or more search terms into internet research tools and receiving results that consist of links to other pages or other resources that contain information related to the search terms. Note that retrieval differs from synthesis – see definition for “Synthesis.”

**DD. Revision:** Revision is the process of “re-seeing” academic writing or adopting a critical perspective toward your work. Revision focuses on refining or clarifying ideas and details, the relationships between ideas, and their arrangement or order. Revision involves, but is not limited to, rewriting and/or rearranging the order of content to ensure overall clarity and coherence. Revision can be carried out by the author alone or with the assistance of another individual or generative AI. Because revision involves developing and refining the substantive ideas in an academic work, when done with someone else (including generative AI), it constitutes assistance. Revision can include editing, but editing is not the primary focus during revision. See definition for “Editing.”

**EE. 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.

**FF. 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-books<sup>6</sup>), published reports, theses or dissertations, journal papers, magazine articles, conference proceedings, websites, or social media content. Information that is generally not accessible, such as private communications, should be documented as assistance provided and should not be listed as a source. See also the definition for “Published Sources,” “Internet Sources,” “Communications,” “Recorded Material,” and “Images.”

**GG. 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.

**HH. Synthesis:** Combining information from one or more sources to provide an answer or insights. Generative AI may synthesize available information to respond to a search query or anticipate user needs. A search engine or tool may not explicitly state that generative AI has been employed to synthesize information. Students must discern when a search engine or tool has substantively shaped their ideas with such synthesis. Note that synthesis differs from retrieval – see definition for “Retrieval.”

**II. 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.

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<sup>6</sup> See Appendix D 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 require 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 content. This is important to academic and scholarly work. First, it shows that our original ideas contribute to an ever-accumulating body of knowledge. Second, it shows that we, as scholars or students, have done research. 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.

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 the author is writing, they may ask a classmate or a colleague to help them understand the term.*

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, and therefore must be included in a separate section called “Acknowledgment of Assistance” as well as through in-text citations where appropriate. In the spirit of fairness, and to show their gratitude for the help, **the author must acknowledge from whom they received the assistance, the particulars of that assistance, and the significant impact that assistance had on the work itself.** Any conversation that a student has with another person (excepting students in their formal group and their instructor of record) that significantly impacts the work requires an acknowledgment. Similarly, any assistance from generative AI that influences the way the assignment would have originally been completed without that assistance must be acknowledged (refer to definitions of “Retrieval” and “Synthesis” in Section II).

3. Assistance from other instructors, the Army West Point Athletics Department (AWPAD), tutors, librarians, consultants at the Mounger Writing Center (MWC), or Center for Enhanced Performance (CEP) mentors, or similar sources is not considered common knowledge and therefore 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)<sup>7</sup> style; Chicago Manual of Style (Chicago)<sup>8</sup>; American Psychological Association (APA)<sup>9</sup> style; and the Council of Science Editors (CSE)<sup>10</sup> 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 or course director 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 page (also called a cover sheet or a title page, see Appendix B), certification statement, acknowledgments, 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 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 page and signed and dated certification statement. Procedures for correctly completing cover pages and certification statements are explained in Appendix B.

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

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

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

<sup>10</sup> CSE Style: Council of Science Editors, 9<sup>th</sup> edition (2024): <https://www.councilscienceeditors.org/>

(2) Citations 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.). Bibliographic information may consist of published sources, internet-based sources, recorded material or another form of communication outside of classroom lectures and discussions, or images. Refer to Section II for definitions of these.

(4) Acknowledgment page (or section). When required, this information should follow the USMA style identified in Appendix A, Section G.1. See Section 3 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 page and signed certification statement. If a Cadet has no other documentation requirements as outlined in the above “Standards for Cadet Work,” Cadets may need to complete a cover page to acknowledge assistance. Procedures for correctly completing cover pages 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 generative AI 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 generative AI source about a specific point of confusion.

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

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

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

c. 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.

d. If, as a result of working with another person, 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.

#### **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. 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.

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.

**6. 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).

**7. Information Literacy.** Cadets are always responsible for avoiding false information (e.g., fake sources, hallucinations produced by 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 then present it to their students. This guidance must be disseminated either in paper or digital form and available to Cadets for the duration of the course. This guidance must include the following information:

a. The course documentation style and any special formatting requirements.

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

c. Instructions for documenting the use of computer programs.

d. Expectations Concerning Multiple Submissions. 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 (i.e., oral presentations, problem sets, homework, technical reports, computer code, essays, research papers, etc.).

e. Expectations Concerning the Use of Generative AI. Course directors must consider the purpose of a graded event and whether the use of generative AI will support student learning. When the use of generative AI does not interfere with Cadet achievement of the student learning

outcomes of the assignment, generative AI should be permitted with proper documentation and acknowledgment of assistance. Likewise, when the use of generative AI does not support achievement of the student learning outcomes of the assignment, instructors should clearly indicate via course policies or assignment instructions when the use of generative AI is limited or restricted. Cadets will need to indicate on the cover page whether they have used generative AI for the assignment.

f. If there is a requirement for blind grading an assignment, Course Directors may adjust cover page requirements to protect the identity of the Cadets. For blind-graded assignments, Cadets must sign their cover page using their C-Number in place of a CAC-signature or hand signature and then date the alternate signature (C-Number).

## 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. A Graded Event Cover Page 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 (including generative AI) 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) – **the Graded Event Cover Page 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 until they 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 creates a direct, specific link between source and idea. Cadets should be sure to include page numbers or the precise URL for the information in 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 managing their citations easier and transferring 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.

4. When selecting references to cite, authors must prioritize sources that are easily verifiable by readers (e.g., access a scholarly journal online as a PDF versus an ePub; select a page-citable format versus a non-page-citable format). When citing page numbers from a digital source, refer to the document's internal page numbering rather than the PDF viewer's page number.

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 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 list 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	Cited References, References, Reference List, Literature Cited
MLA	Works Cited
Chicago	NOTES
Chicago	BIBLIOGRAPHY

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

E. For assignments requiring a cover page, before initialing 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 on the page itself unless the instructor gives alternative guidance. For example, some instructors may direct the use of alternative web-based e-acknowledgment programs. Cadets will also be required to acknowledge any assistance given by generative AI on the cover page via initialing a statement below the certification statement. For assignments that require anonymity (i.e., assignments where the instructor directs Cadets to sign with their C-number), using a mark (e.g., “X” or another appropriately non-identifiable indicator) may be allowed. If in doubt, ask the instructor. Instructions are in Appendix B and examples are in Appendices B1 and B2.

## Section V. Academic Consequences

### 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. Improper documentation also includes 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. Repeated occurrences of improper documentation indicate a willful pattern of negligence that can and will be regarded as a disciplinary issue.

**B. Plagiarism.** 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 academic consequence is separate from the consequences listed 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.

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

2. 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.

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

### C. Failure to Acknowledge Assistance.

1. A failure to acknowledge assistance on one's own work is antithetical to the character of a Cadet and of an officer in the Army. West Point's ethos requires showing gratitude to others for the help they provide and to publicly acknowledge, as possible, their contributions. A failure to acknowledge academic assistance also impacts the quality of academic work because of the possibility of passing someone else's ideas off as one's own. A failure to acknowledge assistance or collaboration can and should earn a reduction in the grade assigned to the work.

2. Failures to properly document sources of assistance will be addressed by the individual academic department. Instructors may also request disciplinary action from the Brigade Tactical Department in such cases.

#### **D. Misrepresentation and Fabrication.**

1. 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 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).

2. Intentional misrepresentation also includes fabrication: inventing sources, citing sources that were not actually consulted, or claiming the authority of a cited source that does not support that claim. Such fabrication is inherently an act of dishonesty contrary to the honor code. Intentional misrepresentation is an intentional failure in documentation.

3. Intentional misrepresentation also includes using sources hallucinated by generative AI (See definition for "Hallucination" in Section II). Generative AI is known to hallucinate sources. Users of generative AI must confirm the accuracy of the sources cited by generative AI.

#### **E. Consequences and the Cadet Honor System.**

1. There is a distinction between the determination of a grade on an assignment and the adjudication of an Honor allegation. As part of their evaluation of an assignment, an instructor may reduce the grade on an assignment when the instructor assesses that the work is inconsistent with the assignment standards in the syllabus or test-taking conditions as specified on the Graded Event Cover Page, or contains misrepresentation, fabrication, or hallucinations. Such a grade reduction will apply regardless of whether the cadet is found to have violated the Cadet Honor Code.

2. If an instructor discovers an instance of plagiarism, a failure to acknowledge assistance or collaboration, or an intentional misrepresentation and is (1) unsure whether the plagiarism or failure is intentional or unintentional or (2) whether the Cadet author was attempting to deceive or gain an unfair advantage by plagiarizing or failing to acknowledge the assistance or collaboration, that instructor will initiate an approach for clarification following Department policies. 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 or intentionally omitted the acknowledgement 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. An intentional misrepresentation in documentation implies an intent to deceive or an intent to gain an unfair advantage. Cases of intentional plagiarism or intentional misrepresentations will be forwarded for investigation under the Cadet Honor System.

## Section VI. Frequently Asked Questions About Documentation

### A. Written Work.

**When do I have to document written work?** See Section III B.2.a.

### B. Presentations.

**Presentations are not like papers; are the rules different?** The documentation rules are not different for presentations. Follow your instructor's guidance on the placement and formatting of documentation for presentations.

### C. Sources.

**1. I need to know how to document my sources; where can I find some rules and guidelines?** See Sections III and IV. Course-specific style guidelines should be provided to all Cadets by their instructor.

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

a. Discipline-specific Documentation Styles. See Section III B.1.a-b.

b. Public Domain or Unpublished Sources. The guidance for documentation is not different for public domain or unpublished sources.

c. Internet-accessed and Internet-based Sources. See their definitions in Section II.

d. Generative AI and other Computer Programs that Enhance my Work. See Section III C.1.c and Appendix E.

**3. Assistance and 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?** See Section III B.4.b, Appendix A and Appendix D.

b. **I am talking to my instructor. Do I have to document our conversation?** See Section III A.2.

c. **I am talking to other instructors, the Army West Point Athletic Department (AWPAD), tutors, librarians, consultants at the Mounger Writing Center (MWC), or Center for Enhanced Performance (CEP) mentors. Do I have to document our conversations?** See Section III A.3.

**4. Company/Club Files. I used papers from my company/club files (or other old coursework) to get ideas or to find solution methods. How do I document these, or do I**

**need to?** Company/club files are examples of unpublished sources and the requirements for documentation are the same as for published sources.

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

**6. Proofreading. Someone else proofread my work; do I need to document this?** See Section III B.3.b-c.

#### D. Problem Sets.

**1. Are problem sets academic work and does this guide cover them?** Yes, they are academic work and no, this guide defers to the Departments assigning the problem sets to provide 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?** See Appendix B Section E.

## **Section VII. Procedure for Requesting Changes to DAAW**

### **A. Procedure for Preparing Change Requests.**

1. Review of the DAAW will occur annually. Departments, the Cadet Brigade Academic Officer via the Vice Dean for Academic Affairs, 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 endorse 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. AARS will collect and forward all change proposals to the DAAW Revision Committee, a standing committee of the Faculty Council.

5. All change proposals will be reviewed by the DAAW Revision Committee. All change proposals recommended for further discussion and possible implementation will be reviewed during the next Faculty Council meeting following the October deadline. If changes are deemed necessary by the Faculty Council, the DAAW Revision Committee will begin discussion of the proposed changes, obtain Faculty Council approval of any updates recommended by the committee, and update the DAAW, accordingly.

5. If the DAAW is not updated due to a lack of Department requests for change for five consecutive academic years, the DAAW Revision Committee will conduct a comprehensive 5-year review of the DAAW. At a minimum, the DAAW Revision Committee 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:

<b>NLT Date</b>	<b>Action</b>
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 and the Chair of the DAAW Revision Committee for consideration.
November-March	The DAAW Revision Committee considers proposed changes.
April	NLT the April Faculty Council meeting, the DAAW Revision Committee briefs the Faculty Council on proposed changes. The 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 the Chair of the DAAW Revision Committee make a recommendation on the proposed changes (or to make no change) to the General Committee.
May	The General Committee makes a 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 generative AI 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 generative AI technology) must include:

1. The identity (name) of the person or people or generative AI.
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 generative AI 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 generative AI source it was received.

F. 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 as in the example. For example:

1. In-text citation: 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)

2. Note/Footnote: Acknowledgment of assistance via 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, 22JAN2025.

3. Acknowledgment Page: As outlined in Part B above, any assistance or collaboration must be acknowledged on a separate Acknowledgment Page. See below for an example:

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, 22JAN2025.

G. When acknowledging assistance from generative AI sources, consult your specific citation style guide to ensure you are following the appropriate guidelines. Generative AI sources that require documentation or acknowledgment need the same six elements listed above in Part B above 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 generative AI prompts and responses. Use the following generic citation format providing the initial prompt for support, the details of the specific assistance you received and the effects of the assistance.

1. Example Acknowledgment of Assistance from Generative AI, 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 prompt returned a definition of “underwater basketweaving” and how the expression is generally used in informal speech. It then described what basket weaving has been historically and why the use of “underwater” makes this activity humorous. The information about how this term is used as a joke was used to support my main argument but did not influence my thesis statement or research question in a significant way. Of the references given, I verified the two references that were used in my research to generate additional ideas and provide additional sources. (See bibliography or works cited.) All of the writing for my paper was my own and I used the information that I received from the prompt to support, but not create, my initial argument. OpenAI, (<https://chat.openai.com/chat>). West Point, NY, 23APR2025.

2. Example Acknowledgment of Assistance from Generative AI note/footnote as included in a paper:

ChatGPT. “Digital communication.” OpenAI, 23 Apr. 2025.

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 prompt returned a definition of “underwater basketweaving” and how the expression is generally used in informal speech. It then described what basket weaving has been historically and why the use of “underwater” makes this activity humorous. The information about how this term is used as a joke was used to support my main argument but did not influence my thesis statement or research question in a significant way. Of the references given, I verified the two references that were used in my research to generate additional ideas and provide additional sources. (See bibliography or works cited.) All of the writing for my paper was my own and I used the information that I received from the prompt to support, but not create, my initial argument. OpenAI, (<https://chat.openai.com/chat>). West Point, NY, 23APR2025.

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, 08OCT2024.

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, 27FEB2025.

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. 2024.

Newton, Ian CDT A-4 `27. Assistance given to author, verbal discussion. CDT Newton 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, 06OCT2024.

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, 22JAN2025.

## **Appendix B. How to Complete a Cover Page and a Certification Statement**

**A. Requirements.** Your cover page 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 and dated cover page.

**There are two ways to submit a signed and dated cover page:**

1. Written work. (See Part C of this appendix)

a. A printed or an electronic document submitted to an instructor.

b. Signature(s) can be by-hand (ink or electronically handwritten signature) or CAC-signed. C-numbers may be substituted for a signature at the instructor's discretion. Each signature or use of C-number in lieu of a signature must include the date that the cover page is signed, thereby ensuring that the cover page is deliberately updated for the assignment for which it is used.

2. An integrated certification statement and the acknowledgment of the use of generative AI in web-based homework. (See Section D)

**B. Purpose.** The cover page, certification statement, acknowledgment of the use of generative AI, and dated signature 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, initialing the acknowledgment of the use of generative AI and signing and dating the certification statement, thereby positively affirming the completeness of the documentation and acknowledgment.

**C. Written work.**

1. Procedures for graded homework, individual submissions. (See example cover page 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 initialing the certification statement and the acknowledgment of the use of generative AI, which are part of the cover page.

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.

The acknowledgment of the use of generative AI acknowledges either that:

\_\_\_\_ I ACKNOWLEDGE THAT I USED GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

or, that:

\_\_\_\_ I ACKNOWLEDGE THAT I DID NOT USE GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

You then ACT by signing and dating at the bottom of the cover page:

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

b. You must initial (by hand or typed), the statement that accurately describes your documentation and acknowledgment of sources and generative AI. Having made this conscious effort to PAUSE and REFLECT on your work, you ACT to affirm the completeness of your documentation and acknowledgments with your signature and date. 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 cannot give credit for assignments with a certification statement that is incorrectly initialed, signed, or dated. If your work is eventually accepted, it may be graded as a late assignment. Below are examples of submissions that will not be accepted:

(1) Incorrect Initialing: Initialing both blocks or using a mark (e.g., an "X") instead of handwritten or typed initials. For academic work signed with a C-number for anonymity, a mark may be allowed at the discretion of your instructor or the course director. If in doubt, verify this requirement with your instructor.

(2) Improper Signature: Using a previously saved CAC signature with an incorrect date rather than signing the certification page upon completing the assignment, using a typed, cursive font in place of an actual signature, or using a saved version of a partner's signature on a group cover sheet.

(3) Missing Signature Date: Failing to include a date next to your signature, regardless of the signing method used. The date next to the signature should reflect the date in which the cover sheet is signed – it does not have to be the date that the assignment is due (which should also appear on the cover sheet, but in a different location). The date in the CAC signature meets the signature date requirement.

d. The final document will not be accepted until a proper cover page is submitted. Your submission, when accepted, may then be graded as a late assignment.

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

f. Consult your instructor if you are unsure whether a certification statement or an acknowledgment of the use of generative AI is required for a draft or work-in-progress.

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

a. Cover pages for collaboration by formal group work must contain a group member's initials in the appropriate certification block and in the block acknowledging the use of generative AI for the assignment. All members of the group must sign and date the cover page, 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 and date the cover page as soon as possible upon their return. A group member may not sign the cover page 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 page cannot be given credit by your instructor until a proper cover page is submitted. Your submission, when accepted, may then be graded as a late assignment.

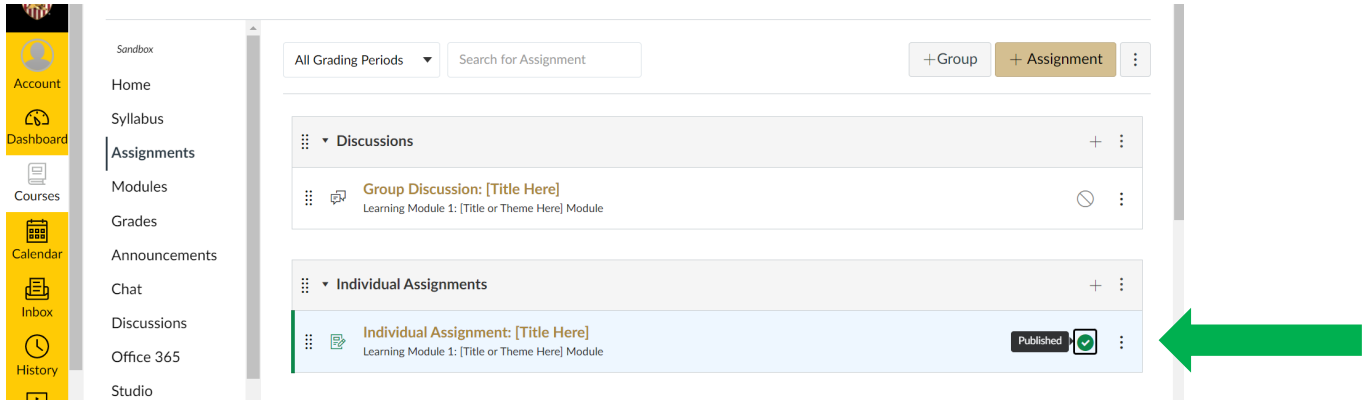
**D. Electronic submissions of prepared cover pages.** Electronic submissions carry the equivalent authenticity to a hard-copy turn-in attached to a hand-signed cover page. If your instructor allows, assignments can be submitted electronically. You must initial, by hand or by typing, the statement that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

1. Instructors may allow Cadets to submit assignments electronically, primarily 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 page.

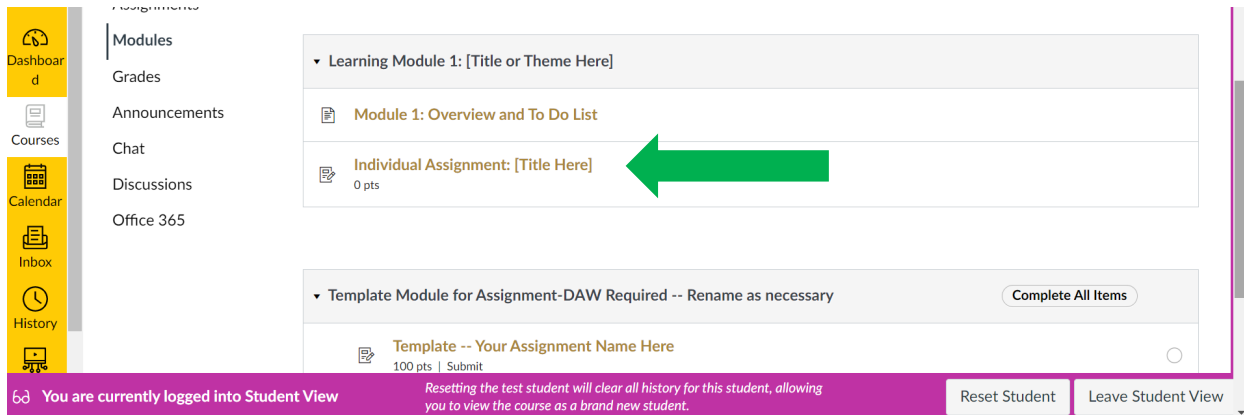
2. To allow submission of all required documents to the same individual "assignment" for the course in Canvas:

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).

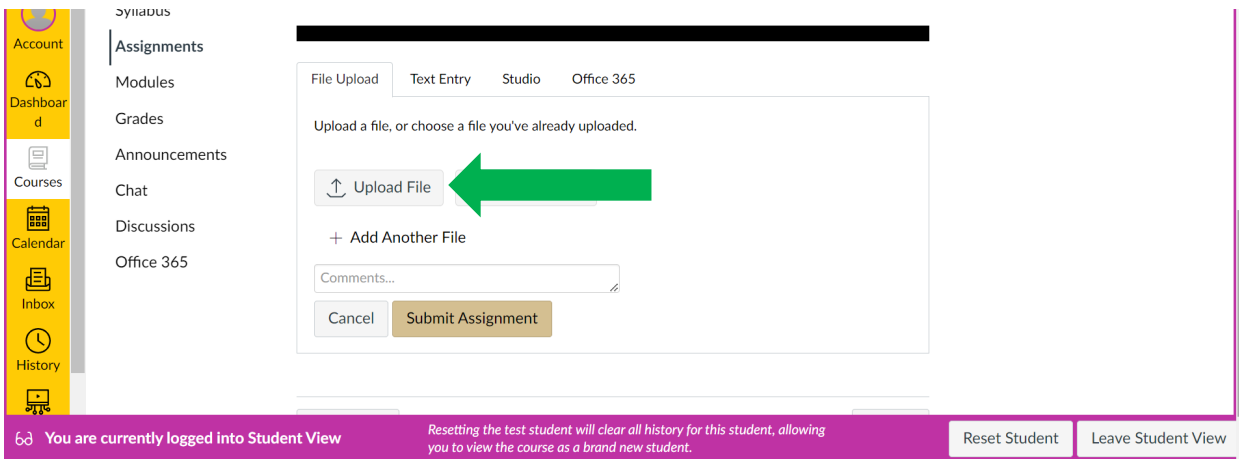


(2) This assignment will look like this in the Cadet View. Cadets will click on the title for the Assignment to open the submission window (see b. below).

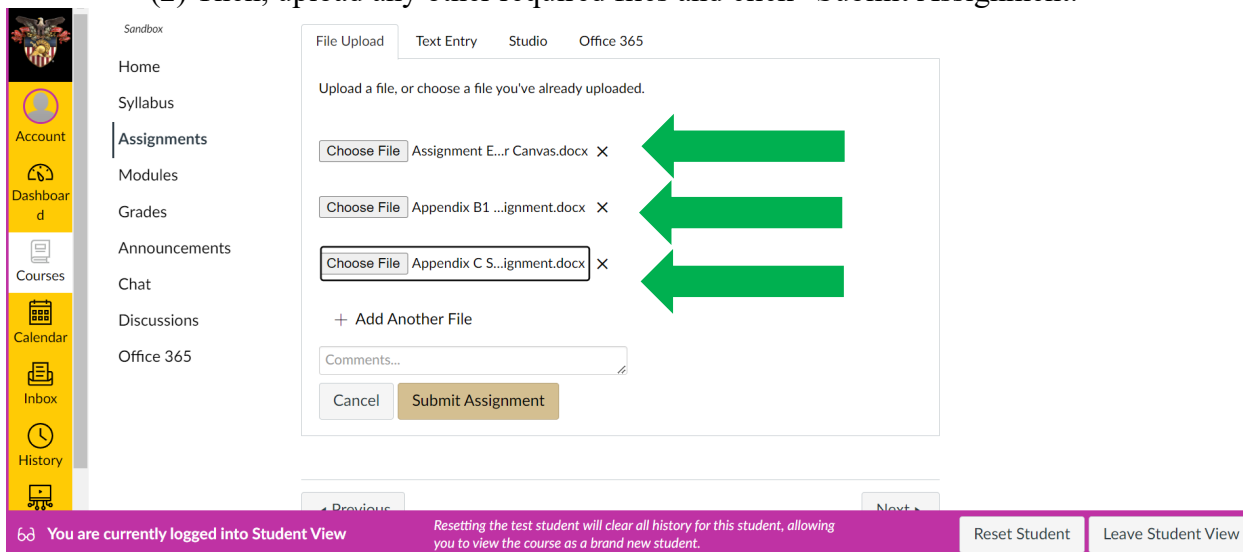


b. Cadets.

(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, Pearson VUE Connect, Expert TA, , and WebAssign.

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 page 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 for certification:

\_\_\_\_ 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.

Cadets are also required to **type in** one of the two statements for acknowledgment of the use of generative AI:

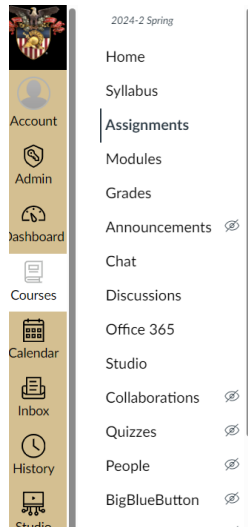
\_\_\_\_ I ACKNOWLEDGE THAT I USED GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

or, that:

\_\_\_\_ I ACKNOWLEDGE THAT I DID NOT USE GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

5. 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.



Assignment Group: Assignments

Display Grade as: Points

Do not count this assignment towards the final grade

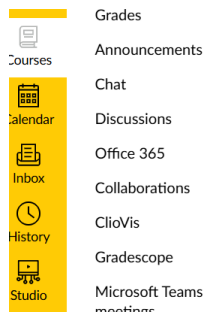
Submission Type: Online

**Online Entry Options**

- Text Entry
- Website URL
- Media Recordings
- Student Annotation
- File Uploads
- Restrict Upload File Types

### 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 and the acknowledgment of the use of generative AI.



12pt Paragraph | B I U A | [Color] [Background Color] [Link] [Image] [Table] [List] [Indent] [Outdent] [Undo] [Redo] [Help]

\_\_\_\_ 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.

AND

\_\_\_\_ I acknowledge that I used generative AI to complete this assignment.

\_\_\_\_ I acknowledge that I did not use generative AI to complete this assignment.

(2) As detailed 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 Page (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 2024

\_\_\_\_\_ 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.

AND:

\_\_\_\_\_ I ACKNOWLEDGE THAT I USED GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

\_\_\_\_\_ I ACKNOWLEDGE THAT I DID NOT USE GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**Appendix B2. Cover Page (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 2024

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

\_\_\_\_ WE CERTIFY THAT WE DID NOT USE ANY SOURCES OR RECEIVE ANY ASSISTANCE REQUIRING DOCUMENTATION WHILE COMPLETING THIS ASSIGNMENT.

AND:

\_\_\_\_ WE ACKNOWLEDGE THAT WE USED GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

\_\_\_\_ WE ACKNOWLEDGE THAT WE DID NOT USE GENERATIVE AI TO COMPLETE THIS ASSIGNMENT.

SIGNATURE: <name>

DATE: <date>

SIGNATURE: <name>

DATE: <date>

\_\_\_\_ (Any additional lines as needed) \_\_\_\_\_

## Appendix C. 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 released 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. 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 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 it 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 e-book 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 E. Dean’s Guidance for Use of Generative AI

As the world's preeminent leader development institution with the mission of building, educating, training, and inspiring commissioned leaders of character, it is imperative that the United States Military Academy embrace technological advancements and prepare Cadets to make responsible choices regarding its implementation. Advancements in artificial intelligence (AI), particularly generative AI, have introduced unprecedented capabilities and opportunities. With the capacity to generate human-like text, computer code, and unique imagery, this technology is transforming professional methodologies, frequently expediting workflows and enhancing productivity. The Department of Defense is actively leveraging AI technologies to support warfighters and thus we need to prepare our graduates for their future in the Army. Nevertheless, certain applications of generative AI may circumvent Cadets’ development of essential critical thinking faculties and fundamental composition skills or potentially lead to erroneous understanding of material. Faculty members and Cadets must therefore approach this technology with thoughtful consideration and commit to continuous reflection and adaptation.

As the Academy navigates and responds to this rapidly evolving technological landscape, the following guidelines shall be adhered to by all Cadets and faculty members as they explore and utilize various generative AI technologies within the context of their academic and professional experiences at the United States Military Academy.

### *Cadets*

1. **Academic Integrity.** Users of generative AI should follow the policies provided by the individual course on each assignment as to whether and when the use of generative AI is allowed. *The cadet is responsible for knowing the policy for each assignment*, and when the policy is unclear to them, they have a responsibility to ask their instructor. Additionally, use of generative AI should be acknowledged according to the procedures laid out in the Documentation and Acknowledgment 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. Failure to distinguish your work or ideas from that of generative AI will likely result in your instructor being misled and/or deceived while grading. When in doubt, acknowledge the assistance. For questions on when you need to cite, review the DAAW Sections III and VI or ask your instructor. For a discussion on how to do an acknowledgement citation, see paragraph G of Appendix A.

2. **Caution.** Generative AI has limitations and these limitations vary widely from product to product and change rapidly. Users and consumers of generative AI should be cognizant of these limitations. Information provided by generative AI today can be inaccurate, incomplete, and outdated. For example, *the AI platform might produce citations that are made up or assert assumptions as facts*. Cross-checking information obtained from an AI product with trusted sources or through consultation with an instructor to verify the accuracy of the information is highly important. 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.

**3. Learning Process.** Learning requires actively engaging in material and thinking deeply and critically; similarly, writing (including coding) 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. Generative AI should be used only to enhance their development while continuing to actively engage in the learning and writing process. Further, Cadets may experience an increasing variety of educational approaches that leverage AI while at USMA. These approaches are intentionally preparing Cadets to be critical thinkers in an age where AI technologies are expanding. In some cases, completing an assignment without the assistance of generative AI may lead to the best educational outcomes. Other assignments might encourage Cadets to fully leverage generative AI tools to revise, refine, and present products that professionally express a Cadet’s own contributions.

**4. 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. Provide Guidance.** Faculty must provide guidance to Cadets on how generative AI can be used in their courses. Rather than course-wide policies banning use, a course must state explicitly at the assignment level if there are restrictions on the use of generative 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 acknowledged 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.*

**2. Faculty Education.** As a faculty, we must adapt our longstanding modes and methods of teaching and assessing. 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 will provide resources for understanding the technology as well as ideas on how this technology can be used to enhance the classroom experience.

**3. Caution with Restrictions.** As generative AI evolves, access is easier and sometimes incorporated with existing programs. For example, there are many AI features embedded in Microsoft Word through the “Editor” feature which helps with grammar, spelling, word prediction, word choice, clarity, and more. These features are considered “proof-reading” in the

DAAW and should not be restricted when allowing the use of Microsoft Word. Innovation within this space is constantly changing. Co-pilot is incorporated within Microsoft Word, giving Cadets access to generative AI without logging on to the actual website. Caution and clear guidance (see below) should be taken if prohibiting access to programs.

4. **Course Assessment.** As future leaders, Cadets must become proficient in the use of current and emerging technology, such as artificial intelligence (AI). Faculty must deliberately assess when and how the use of generative AI supports or conflicts with the course learning objectives and individual graded events. For example, generative AI might be beneficial for data analysis assignments, where the technology can help collect and synthesize large amounts of information. Conversely, this technology 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.

5. **Approach for Clarification.** When faculty suspect undocumented use of generative AI, they should follow the honor process starting with an approach for clarification.

## Acknowledgement of AI Assistance.

Claude 3.7 Sonnet through BoodleAI. Assistance given to the author. I used the following prompt in AI: “Please make this paragraph sound more formal. It is the pre-amble to written guidelines on generative AI. Please also add that the DOD is using AI to support the warfighter.” The prompt returned a version of the first two paragraphs from the guidance which I updated to the current version. BoodleAI, (<https://box.boodle.ai/c/015a36e7-4302-4136-8f69-6dfaadb5495>) West Point, NY, 24 June 2025.