



UNITED STATES MARINE CORPS
COLLEGE OF DISTANCE EDUCATION AND TRAINING
EDUCATION COMMAND
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IN REPLY REFER TO:
1500
C4663
21 May 2024

COLLEGE OF DISTANCE EDUCATION AND TRAINING POLICY 06-15 CH 3

From: Director

Subj: ACADEMIC INTEGRITY

Ref: (a) MCU Academic Regulations of 12 Oct 2023
(b) MCU Student Handbook of 4 Feb 17
(c) MCU/EDCOM Policy Letter 9-23 of 17 Oct 2023
(d) CDET Academic Integrity Manual | 2023

Encl: (1) Use of Generative Artificial Intelligence in CDET Programs and Courses

1. Purpose. To promulgate the academic integrity policy for the CDET. The intent of this policy is to inform CDET learners, proctors, and faculty members of the importance of academic integrity as it pertains to personal, academic, and professional endeavors.

This CDET policy, while in accordance with the MCU policies (references (a), (b), and (c)), addresses unique requirements of the distance learning programs that require additional guidance.

2. Cancellation. CDET Policy 06-15 CH 1, Academic Integrity of 12 Feb 19

3. Background. The CDET's intellectual reputation depends on maintaining the highest standards of personal, intellectual, and professional honesty. Participants in any CDET program—every learner, proctor, and faculty member—must agree to follow the CDET Academic Integrity Policy. By agreeing to the policy, participants pledge to uphold the CDET standards of academic integrity for personal integrity, plagiarism, and collaboration.

Plagiarism is considered any attempt to present the work of others as one's own. This includes published or unpublished work, generative artificial intelligence products, and inappropriate collaboration with other people.

The CDET uses plagiarism-detection software that has artificial-intelligence-detection functions to check all written work submitted by learners.

4. Policy

a. CDET Academic Integrity Policy. The CDET Academic Integrity Policy is an educational restatement of the Marine Corps' Core Values of honor, courage, and commitment that applies to all CDET participants—learners, proctors, and faculty members. This policy requires that learners showcase original effort, without plagiarism, and free of inappropriate collaboration. It requires an honest and open dialogue between learners and faculty members in an

environment of personal and professional respect. Finally, it requires that proctors ensure the integrity of the examination process for all learners.

b. Use of Generative Artificial Intelligence. Enclosure (1) describes the permissible and impermissible uses of generative artificial intelligence (GAI) for learners enrolled in CDET programs. The CDET continues to explore methods for responsibly leveraging GAI to enhance learning, problem-solving, and creativity.

c. Acknowledgement of Requirements. As stated in this policy and reference (d), CDET participants must acknowledge and adhere to the MCU Academic Integrity Policy as well as the CDET Academic Integrity Policy. Reference (d) provides additional information, explanations, and examples about the CDET Academic Integrity Policy.

(1) CDET Learners. CDET computer-based instruction and seminar learners acknowledge that they understand and will adhere to the CDET Academic Integrity Policy by electronic means within their course.

(2) Proctors. Proctors (unit and special) acknowledge that they understand and will adhere to the CDET Academic Integrity Policy by electronic means before every examination they proctor.

(3) CDET Seminar Program Faculty Members. CDET seminar program faculty members (full-time and adjunct) must adhere to the CDET Academic Integrity Policy as a requirement for being appointed or assigned as a faculty member.

d. Academic Integrity Violations

(1) CDET Computer-Based-Instruction Learners. The first confirmed violation of the CDET Academic Integrity Policy will result in:

- Disenrollment from the course and marked as a failure.
- Notification of the learner's appropriate-level commanding officer.
- Disabling the learner's MarineNet account for 60 days.
- Lockout from the course for a specified period of time (generally 90 days for a first offense and increasingly longer for subsequent offenses).
- Removal of any additional roles (reassignment can be requested after restricted access is removed).

Subsequent violations will result in the same actions as above and the notification of the learner's appropriate-level commanding officer along with history of previous violations.

(2) Proctors. First-time violations of the CDET Academic Integrity Policy will result in:

- Notification of the proctor's appropriate-level commanding officer or supervisor.
- Disabling the proctor's MarineNet account for 30 days.

- Permanent loss of proctor privileges.
- Removal of any additional roles for one year.

(3) CDET Seminar Program Learners. CDET seminar program learners who violate the CDET Academic Integrity Policy will be referred to a student performance evaluation board.

(4) CDET Seminar Program Faculty Members. CDET seminar program faculty members who violate the CDET Academic Integrity Policy will be permanently banned from teaching in any CDET program.


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Use of Generative Artificial Intelligence in CDET Programs and Courses

Background. Artificial Intelligence (AI) is a powerful and promising tool for applications across a wide range of fields. According to the [Department of Defense AI Adoption Strategy](#), published in September 2023, the U.S. military will leverage AI in the pursuit of strategic goals and outcomes for the purpose of gaining decision advantage over competitors and potential adversaries.

Generative Artificial Intelligence (GAI) is a machine learning technique that uses artificial neural networks to create new content, typically in response to user prompts. It can generate text, images, videos, audio, and even computer code. In a professional military education (PME) environment, GAI has many potential applications from assistance with research and writing to military planning and wargaming. When used properly, GAI can enhance critical thinking, writing skills, and problem-solving abilities. When used improperly, or as a short-cut, it can impede a learner's development in all these areas.

Purpose. This enclosure will guide learners through the permissible and impermissible uses of Generative Artificial Intelligence (GAI) technology while enrolled in CDET programs. This guidance is designed to encourage the responsible, creative, and ethical use of GAI.

While the CDET and other educational institutions grapple with how to help learners responsibly leverage GAI's capabilities, one thing remains clear. **Learners remain responsible for their own work.** Additionally, both learners and educators are responsible for understanding and assessing the risks associated with GAI, whether from a plagiarism, copyright, or security standpoint. Plagiarism, intentional or unintentional, is one of the main risks associated with GAI, but there are others such as loss of critical thinking skills and inaccurate research. The guidelines below are designed to help learners leverage the strengths of GAI while avoiding its pitfalls.

The following sections define the permissible uses of GAI and associated risks, the impermissible uses of GAI, the GAI citation format, and how to use the GAI process statement.

1. Permissible Uses of GAI and Associated Risks

a. Research. The learner can use GAI to streamline Internet-based research related to an assignment.

- Search for articles to read: Learners may prompt GAI to analyze and rank the most appropriate peer-reviewed articles for a particular subject or assignment to speed up the research process and to give synopses of the articles.
- Streamline research related to an assignment: GAI can retrieve answers to a learner's questions related to research, much like a search engine or card catalogue, without the distractions of advertisements or unrelated websites.

Risk: The material retrieved may not be credible, correct, or even truthful; it is up to the learner to verify the material's accuracy. GAI generates human-like text based on patterns learned from large datasets but is prone to random errors due to a number of factors.

Use of Generative Artificial Intelligence in CDET Programs and Courses

b. Brainstorming. GAI can help form an outline using a prompt of the learner's ideas related to an essay topic. CDET allows a learner to have GAI list concerns or interesting facts about an essay topic, prompting discovery, and jumpstarting ideas.

- GAI can craft an outline using the learner's main ideas.
- GAI can make lists for a learner related to an essay topic.

Risk: The learner may diminish their capacity for creative and critical thinking if they completely offload this step of the writing process to GAI. Generally speaking, machine intelligence is deep but narrow, while humans excel at thinking about issues broadly and holistically.

c. Proofreading. GAI embedded in applications (e.g., Grammarly, Copilot) can be used to give notes and feedback on learner writing. These AI writing coaches can provide helpful feedback on grammar, rooting out comma splices, passive voice, and subject-verb agreement mistakes. These applications can be used to learn how to fix mistakes.

Risk: The applications may suggest whole sentences or sections of writing with GAI improvements. Caution must be taken to ensure that such modifications do not constitute new or original ideas. Also, GAI may make mistakes when proofreading, so consult the CDET writing centers for expert help with writing issues.

d. Other Authorized Uses. A course may have projects involving GAI such as red-teaming, wargaming, or research that advances the learner's education by improving critical thinking and problem-solving abilities.

- **Genius conversation:** A course may include an assignment such as a conversation with a long dead military theorist, such as Sun Tzu, to inform their writing projects or assignments, and GAI can facilitate this by acting as the person, responding with that theorist's knowledge base and experience.
- **Red-teaming:** A seminar may be directed use GAI to red-team a course of action, concept of operations, or turn in a wargame.
- **Idea or concept refinement:** A seminar may be directed to use GAI to improve or compare proposals or solutions to a problem.
- **Professional correspondence:** A seminar may be directed to use of GAI in the development of professional correspondence or orders.
- In all of examples above, the use of GAI will be explicitly directed either by faculty or as part of the curriculum.

Risk: If GAI is used too early in the reading, writing, or discussion process there is a tendency to accept a GAI synopsis as "accepted wisdom"—a version of anchoring bias.

2. Impermissible Uses of GAI.

a. Submitting GAI Content as the Learner's Own Work. CDET learners are responsible for their own work. Learners may not disguise GAI-produced text, audio, video, presentations, or other media in assignments as their own work, graded or ungraded.

Enclosure (1)

Use of Generative Artificial Intelligence in CDET Programs and Courses

- Essay exams: Unless acknowledged or cited, any and all text in an essay must be the learner's work.
- Discussion board posts: The learner must engage with their peers directly in the spirit of the Socratic seminar and may not use GAI produced text in discussion posts unless it is cited as such.
- Quiz questions: The learner must reference their course material when answering quiz questions, not GAI sources.
- Journal entries: The learner must engage with the assignment honestly and originally; journal entries and reflections must be original.

Note: Submitting GAI content as the learner's own work is plagiarism.

b. Uploading CDET Course Content or Materials. Unless directed as part of an assignment or by faculty, learners may not upload course content into GAI software. This includes Controlled Unclassified Information (CUI) or CDET courseware.

Risk: Everything learners submit as a GAI prompt can potentially be collected, aggregated, and used with ill-intent.

3. GAI Citation Format. Learners must acknowledge GAI use in CDET assignments since it is an outside source of information. The Chicago Manual of Style offers two examples of acceptable citations, both endorsed by CDET.

The first is an example of a numbered footnote or endnote citation using ChatGPT:

1. Text generated by ChatGPT, OpenAI, March 7, 2023, <https://chat.openai.com/chat>.

The citation provides the source (ChatGPT), the company that owns/hosts the source acting as the publisher (OpenAI), the date the source was accessed, and the web address or URL for the source (understanding that the actual chat log will not be able accessible).

While a learner might reference GAI in the body of a text, they can also include the prompt used in the citation as shown in this second example:

1. ChatGPT, response to "Explain Sun Tzu's theory of deception in simple terms," OpenAI, March 7, 2023.

4. Process Statement. Learners will describe how they created material in designated assignments using one or two sentence process statements. Here are examples of process statements:

- I researched Sun Tzu in the library and found two articles. The writing is something I came up with. The CSCDEP Writing Center helped me support my thesis.
- I used the courseware to come up with ideas, and I had to use Google to research the best articles to review.
- I used ChatGPT to help make an outline of the essay, but the rest of the essay I wrote myself.

Enclosure (1)

Use of Generative Artificial Intelligence in CDET Programs and Courses

- I downloaded the Moodle book onto my phone and listened to the recorded audio of the courseware. Then, when I got home, I was able to draft an essay and used Grammarly to help with proofreading.
- This is a reflection paper, so all the ideas came from my head.
- I did not use GAI for this assignment.

There is no wrong way to write a process statement. It is a simple, honest statement that reflects how the learner did or did not reference outside sources in a writing assignment. With the quickly evolving nature of GAI, the process statement is the primary means by which a learner will communicate how they leveraged GAI tools in the writing process. Questions about potential plagiarism will likely begin with an analysis of the process statement so it is incumbent on learners to be clear and thorough when writing them.

Enclosure (1)