**Faculty Guide to Clarifying Academic Integrity Expectations**

*This document may help faculty clarify for students examples of resources that may be permitted or prohibited on various assessments. While some of these may seem obvious, we encourage faculty to think critically about these resources and communicate expectations explicitly to students. Providing clear, meaningful, and specific boundaries has been proven to improve academic integrity[[1]](#footnote-0).*

*The format is intended so that faculty can copy and paste this into their assessments, moving various resources between categories as fits their assessment. Feedback and suggestions can be provided to Student Rights & Responsibilities at rights@gwu.edu.*

For the upcoming [insert assessment here], the following resources are prohibited or permitted as indicated. Where indicated, you may use the resource, and doing so requires proper citation. If you have questions about other resources, please don’t hesitate to contact me. If the resource is not listed under “permitted” or “permitted with citation,” you should assume it’s prohibited unless you receive notice otherwise from me. If I detect you used prohibited resources or failed to cite appropriately, I will address that matter as described in our University’s [Code of Academic Integrity](https://studentconduct.gwu.edu/code-academic-integrity). Questions about that process should be directed to [Student Rights & Responsibilities](https://studentconduct.gwu.edu/).

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| **Resource** | **Permitted** | **Permitted with Citation** | **Prohibited** |
| Chegg, Course Hero, Quizlet, and similar sites focused on academic assessments. |  |  |  |
| Classmates in your assigned group. |  |  |  |
| Classmates, including via GroupMe or other shared conversations. |  |  |  |
| Classmates in other groups, not your own. |  |  |  |
| Course materials on Blackboard. |  |  |  |
| Course materials not on Blackboard. |  |  |  |
| [Gelman Library Research Services](https://library.gwu.edu/research). |  |  |  |
| Google translate, other translation services and tools, or other tools of “artificial intelligence” (broadly interpreted). [Faculty may wish to specify further.] |  |  |  |
| [GW Writing Center](https://writingcenter.gwu.edu/) |  |  |  |
| Material from outside of this course (e.g., library books, notes from other courses, online material, Wikipedia, YouTube videos, etc). |  |  |  |
| Material from students formerly enrolled in the course (when used without permission, this may result in academic integrity violations for all students involved). |  |  |  |
| Notes page designated for this purpose (e.g., you may bring one page of notes to an in-class exam). |  |  |  |
| Notes taken in course meetings (including office hour meetings). |  |  |  |
| Other people (not classmates as noted above). |  |  |  |
| Recorded lectures (from this class, if recording was done or permitted by instructor). |  |  |  |
| Recorded lectures, talks, podcasts, videos (from a source other than this class). |  |  |  |
| A tutor (from GW’s [Academic Commons](https://academiccommons.gwu.edu/tutoring) or elsewhere at GW). |  |  |  |
| A tutor not affiliated with a GW service. |  |  |  |
| All other resources not specified, unless you receive direction otherwise from the course leaders. |  |  | X |
| Copying (including and pasting) text or answers from a resource without citation or if that resource is prohibited. |  |  | X |

1. Beasley, E.M. (2014). Students reported for cheating explain what they think would have stopped them. *Ethics & Behaviors, 23*:3, 229-252 and Tatum, H. and Schwartz, B.M. (2017). Honor codes: Evidence based strategies for improving academic integrity. *Theory Into Practice, 56*:2,<https://doi-org.proxygw.wrlc.org/10.1080/00405841.2017.1308175> [↑](#footnote-ref-0)