

Hope Christian High School PYP Academic Integrity Policy

HCHS Mission Statement

Hope Christian High School is a non-stock, non-profit, Evangelical church-related educational institution that aims to train and transform its students through Academic Development, Spiritual Formation, Personal Enrichment, and Social Awareness.

Guided by its **vision**, Hope Christian High School seeks to inspire its reflective learning community to acknowledge God's love, obey God's law, develop the self, and contribute to global society.

It's also set to carry out its **mission** of being committed to continually provide world-class Christian education relevant to the changes and challenges of the times for the glory of God.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Academic Integrity

The International Baccalaureate Organization describes academic integrity as the “foundation for ethical decision-making in the production of legitimate, authentic and honest scholarly work” and defines it as “a choice to act in a responsible way whereby others can have trust in us as individuals” International Baccalaureate Organization (IBO, 2023).

Hope Christian High School develops this Academic Integrity Policy for several purposes. This policy explicitly states its commitment to developing the IB learner Profile, especially knowledgeable and principled students, and governs the behavior and the decisions of those involved in the production of authentic and honest academic work. It further defines the principles governing academic work, the responsibilities of members of the academic community in producing authentic and scholarly academic work, and the processes in preventing and managing academic misconduct. Most importantly, it hopes to instill the

academic community's confidence and trust in the institution as it develops the student's academic and cognitive abilities.

This policy covers the following:

1. Principles that guide the school, its teachers, support staff, and students
2. Obligations, expectations, and responsibilities of each member of the academic community
3. Guidelines in the appropriate use of technological resources such as the internet and artificial intelligence.
4. Processes, procedures and practices to ensure ethical behavior in the production of academic work and administration of assessment.

Guiding Principles

Responsibility

Hope Christian High School commits to implementing the practices, processes, procedures and approaches to learning and teaching as described in its programs that allow students to build and construct knowledge, apply their own understanding in real-life contexts, and communicate the same in the production of academic and scholarly work.

Credibility and Fairness

Valid and accurate description and assessment of a student's own level of achievement create credibility of the school's program effectiveness. Such credible and fair assessment of authentic work, in turn, builds trust in the institution's ability to provide meaningful and effective academic programs.

Respect and Honesty

Knowledgeable and principled students submit academic products of their own independent work, understanding that their work leads to and reflects their own development as a learner and producer of academic output.

Students understand that in the process of developing their own conceptual understanding, they also build upon the work of others, and acknowledging the work of others is essential in doing authentic research work. It exhibits respect for the work of others and honesty in completing their own academic work.

Academic integrity and IB Learner Profile

Literacy Across the Curriculum and Academic Integrity

HCHS recognizes the importance of academic integrity in the development of literacy, i.e. communication in its various forms and in all subject areas, through which students can

express their ideas and opinions—while acknowledging their sources—as they engage in meaningful academic discourse and reflect on their learning in both speaking and writing.

Modern Technology and Authentic Authorship

The school acknowledges the importance and usefulness of modern technology in the pursuit of academic excellence but also strongly encourages its students to practice critical thinking in distinguishing credible sources and develop originality and authenticity in creative thinking as they utilize and reference various sources of information such as the internet and artificial intelligence.

The school emphasizes the ethical use of such tools and applications and the need to follow IB and APA guidelines in attributing ideas to their owners and citing references.

Academic Community Responsibilities

School Administration

The school implements structures, systems and procedures that support the Academic Integrity Policy, promote authentic learning and adherence to its principles, and prevent violations of the Academic Integrity Policy.

Among its responsibilities include the following:

1. Provide for or require the following practices and structures:
 - a. Clear definitions and descriptions of academic integrity responsibilities and guidelines including consequences for infractions of the academic integrity policy.
 - b. School calendar that optimizes time to accomplish schoolwork and provides preparation for summative assessments and Term Tests.
 - c. Time-management workshops during homeroom to manage student workload.
 - d. Originality assurance checks or on-line application to determine originality of student work as part of the system and structure of learning to authenticate originality of student work.
 - e. Structures such as turning in devices and turning off on-line information access to ensure authentic assessments.
 - f. Procedures to manage academic misconduct to ensure due process.
2. Communicate academic integrity policy and its importance through
 - a. Orientation of school community including teachers, support staff, parents and guardians
 - b. Academic honesty pledges during the admission and assessment process

- c. Publication of this policy on the school website.
3. Review academic integrity policy in accordance with IB and international practices.

Teaching and Non-Teaching Staff

Teachers and librarians are at the forefront in the implementation of the Academic Integrity Policy especially in the proper administration of assessment and in preventing violations of this policy. Specifically, they are responsible for the detection and prevention of plagiarism and other forms of malpractice.

The following three expectations and suggestions have been taken from pages 12 and 13 of the International Baccalaureate Organization's Academic Integrity Policy:

1. Adhere to school academic integrity policy and IB subject guidelines, rules, and regulations "particularly regarding the level of teacher support deemed acceptable when providing student support" and understand that students should produce work independently or on their own.
2. Emphasize that the purpose of education is not merely to earn a high grade but to "acquire knowledge and to develop skills for the future."
3. Understand that students engage in academic dishonesty due to various reasons such as lack of understanding of the purpose of education in general and the academic integrity policy in particular, lack of preparation and skills particularly research and time management skills, ease of access to on-line information, tutorial and editing services, pressure to get high grades, and others.

Specifically, using the above guidelines will help promote academic integrity and prevent academic malpractice. Teachers are also expected to implement the following:

1. Provide ample time and support that students need in creating action plans for medium-term assignments such as the PYP Exhibition to ensure completion of projects within a reasonable period of time.
2. Explicitly teach research skills such as note-taking, summarizing, paraphrasing, and citing references following international formats such as the APA Publication Manual.
3. Require and follow a process, e.g. project or journal log, involved in the production of academic work such as the PYP Exhibition and other projects that include researching, brainstorming, annotating, organizing, and outlining, etc.

Requiring the use of a planner or a journal and/or following a process with specific output from each step in the completion of a project prevents the submission of plagiarized work from Artificial Intelligence application.

Following guidelines in providing scaffolds and feedback without giving undue assistance assures the production of creative, authentic, and independent work throughout the learning process.

4. Use formative assessment practices and tools to provide feedforward for instructional decisions and feedback for students to help them focus on areas of improvement.
5. Define individual output in group work that has to be done independently of other members of the group.
6. Require Academic Integrity Pledges for grade 5 projects requiring out-of-classroom work.
7. Ensure the lack of access to internet and devices during tests and arrange the classroom set-up to prevent the possibility of collusion.

Librarian

1. Provide student orientation on the research tasks and individual support to access print and online resources for research projects such as the PYP Exhibition.
2. Provide reference materials for research assignments and training that includes identifying credible sources, proper documentation, and in-text and end-of-text citation of references.
3. Collaborate and provide support to classroom teachers in identifying resources for class research and for the PYP Exhibition.

Guidance Counselors

1. Provide students with training in time-management to allocate time for various subject requirements including long-term projects such as the PYP Exhibition and other research activities.
2. Explain to parents and grade 5 students the essential parts of the Academic Integrity Policy during the admissions and learning process.
3. Emphasize to parents and grade 5 students that independent and authentic work ensures the students' own cognitive and academic development.

Parents and Legal Guardians

1. Understand the general purpose of the following:
 - a. The various programs and components of the Primary Years Programme develop the full potential and academic development of their children to international standards.

- b. The learning process allows their children to focus on their own development and practical application of concepts and skills.
- c. The formative and summative performance assessments for PYP students should produce only the student's own unique and independent work.
- d. Support for completing school work should guide students through the process of learning, with students themselves doing the work and without undue assistance from outside help such as AI.
- e. Academic integrity fosters moral development, and academic misconduct has consequences.

2. Support their children in the implementation of learning tasks by

- a. reinforcing the principles and importance of the process of learning.
- b. providing a conducive learning space and time for the completion of tasks.
- c. allowing their children to develop within their zone of proximal development and complete tasks at home on their own and abstain from giving undue assistance to their children.
- d. As recommended by IB, actively participating in updating and disseminating the principles and practices of academic integrity.

Students

1. Understand the following general purposes and guidelines for learning:
 - a. The learning processes and tasks allow them to develop conceptual understandings and authentic Approach to Learning skills.
 - b. Summative assessments are carefully designed and administered to ensure independent and honest work without the use of any outside help.
 - c. Not participating in the process of learning puts them at risk of not meeting learning expectations of knowledge, skills, and ability to apply them in meaningful contexts.
 - d. Academic integrity fosters moral development, and academic misconduct has consequences.
2. Practice the principles of academic integrity, e.g. responsibility, credibility, trust, fairness, and honesty; and develop the IB learner profile of becoming a knowledgeable and principled learner.
3. Follow international guidelines for acknowledging and referencing sources of information (See Appendix C APA 7th Edition Citation and Reference Format).

4. Report integrity issues to teachers for proper management.
5. Understand examples of academic misconduct and their consequences (Appendix A).
6. Understand, adhere to, and sign the Academic Integrity Code whenever required. (Appendix D).

General Guidance on Attribution and Intellectual Property

Academic work requires reviewing what others have found out about specific subjects and building upon the work of others. Such knowledge has now been easily made accessible online. It is imperative that members of the academic community including faculty and students respect the authorship of such intellectual work by carefully attributing their work, following international citation standards.

Need for Citation

As a general advice on the need for attribution, students should follow these guidelines: 1) Knowledge with no known origin or authorship and made available to the general public does not require citation. The Massachusetts Institute of Integrity Handbook for Students (n.d.) defines common knowledge as “information that the average, educated reader would accept as reliable without having to look it up”. Examples of such common knowledge include facts and events known by a community or society. 2) Knowledge and intellectual property or product with known authorship should be properly attributed to their owners, following APA citation standards.

Legitimate Collaboration

An assessment task with a part that requires group effort is allowed, but analysis and interpretation should be completed in an environment where a student can complete the task on his/her own. Otherwise, all assessments should be entirely the student's own work subject to the guidelines on attribution of other people's ideas.

Teachers should make sure that all submitted work for assessment works comply with the authentic work guidelines on teacher guidance and student collaboration. The product or report submitted should be entirely the student's own independent work and should be without any breach of academic integrity, e.g., collusion as defined in the succeeding section on academic misconduct.

Following the guidelines and implementing the process and practices as described in the previous sections of this policy, teachers can ensure the development of skills and transfer of learning and accurately reflect the level of achievements of individual students.

Academic Misconduct

Definition of Academic Misconduct

As defined by IB, academic misconduct is the “deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment” or behavior that “may disadvantage another student.” International Baccalaureate Organization, (IBO, 23)

Definitions and Examples of Academic Misconduct

1. Plagiarism is the use of another work, words, or ideas without attribution in both in-text and reference section of the work with or without the intention of representing work as one's own.
 - a. Direct copying of 50 or fewer words without quotation marks and in-text citation is considered a mild offense, while 50 words or more than 20% of the work found copied is considered a major offense.
 - b. Using, adding, or substituting words or phrases of other people's work is also considered plagiarism when written without proper attribution.
 - c. Submission of previous work the student has written or submitted.
2. **Commissioned work** is submitting finished work from unauthorized sources such as the following: Artificial Intelligence applications, friends, family members, tutors, or websites that facilitate access to academic work, editing services, previous student responses, and file sharing sites.
3. **Collusion** is the unacceptable agreement between students to represent or submit work as one's own or independent work.
 - a. Examples include sharing or attempting to share 1) verbal or written notes and answers before or during summative assessments, 2) written reports, even when data collection is permitted as part of a team effort.
 - b. As stated in the International Baccalaureate's Academic Integrity Policy, "collusion covers those cases where students have used a common write-up for a group rather than written their own." (IBO, 31)
 - c. Aiding or facilitating plagiarism is considered as collusion.

4. **Circumvention of teacher or project instructions** is the submission of finished product without the evidence of the process prescribed by the teacher.
 - a. Examples of such work include research and creative writing, artwork, design projects and others that require a process or is facilitated through a process. Such requirements may include a journal log or reflection detailing the process of how the work is completed.
5. **Falsification of data** is the use of fabricated data or work gathered or produced by others. Specific examples include data that is falsified or modified. It is good practice to include the raw data in the appendix of the paper.

See Appendix A for the appropriate consequences of the above examples of academic misconduct.

Behavior that may disadvantage others especially during assessment

Other academic misconduct that disadvantages other students—whether in assessment situations or otherwise—include the misbehavior of students such as disturbing or distracting other students, disrespectful or obscene remarks or gestures, defiance, and inappropriate behavior or language. Such misconduct is governed by the student's code of conduct with the appropriate disciplinary actions identified in the HCHS Student Handbook, pages 31-35.

The above cases are referred to the administration for appropriate disciplinary action.

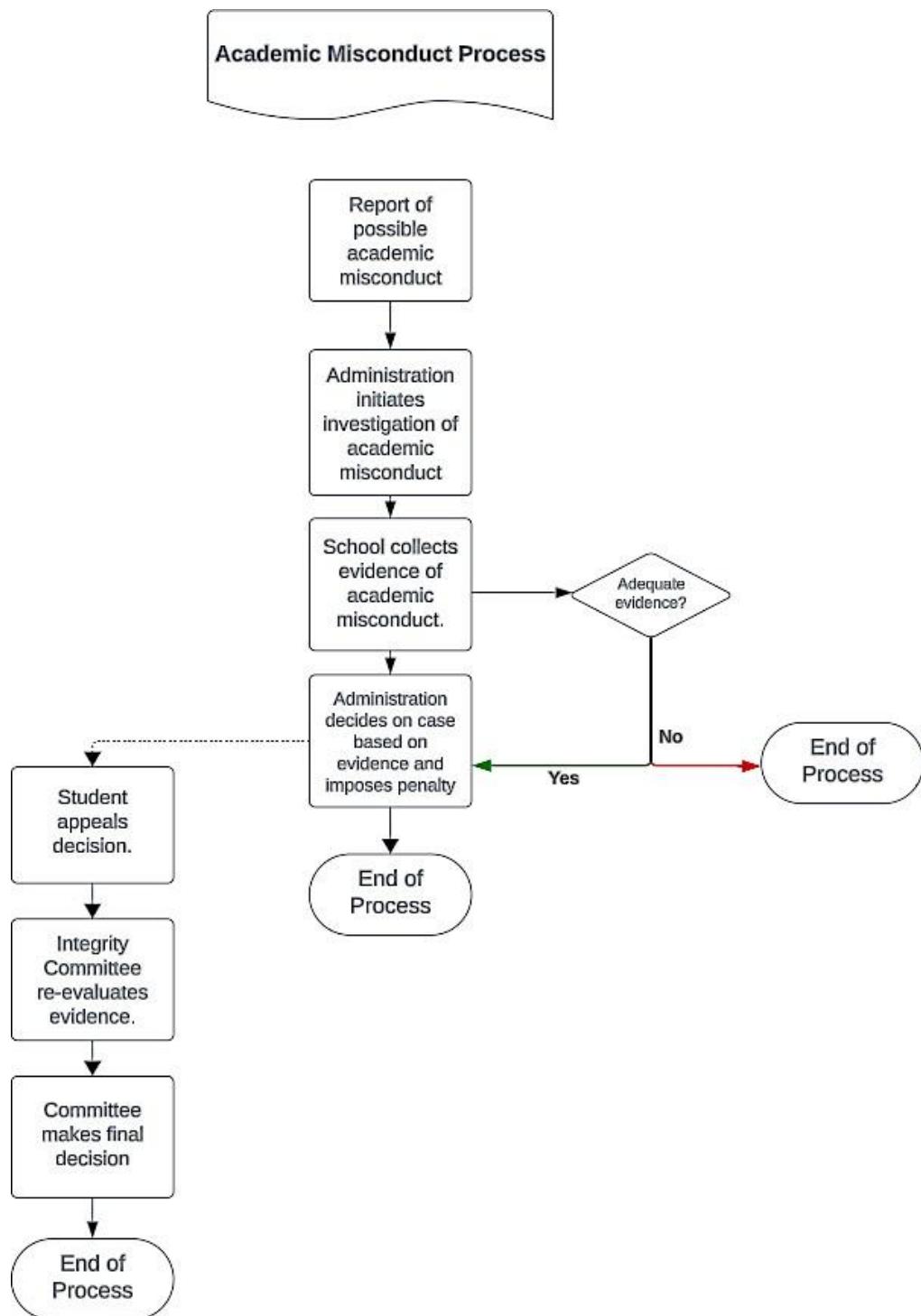
Academic Misconduct Investigation Procedure

Reports of academic misconduct are officially directed to the principal and The Primary Years Programme coordinators. The administration investigates and on the basis of the evidence imposes the appropriate penalty following the matrix identified in Appendix A.

Appeals Process

Students can appeal the administrative decision in writing to the school Academic Integrity Committee, which is composed of representatives from the administration, student council, faculty, parents, and program coordinator. The committee reevaluates the evidence and makes the final decision.

The following flowchart defines the procedure of academic misconduct investigation and appeals process:



Appendix A

Guidelines for the Use of AI Tools

Taken from IBO's Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework

Scenario	Outcome
#1 A student uses AI for a summary of key points for their essay and suggests references to cite.	Acceptable
#2 A student uses AI for a summary of counter-positions or alternative viewpoints on a question or issue and explores these further.	Acceptable
#3 A student uses AI to find quotes on the essay topic and simply copies them without investigating further.	Not acceptable
#4 A student instructs AI to develop a research question grounded in an IB subject for investigation, with or without elaboration on a topic area.	Not acceptable
#5 A student uses AI to write an example of this particular essay for them and uses this as an example or a model answer for their response (translating it into their own words).	Context – but generally not acceptable
#6 A student uses AI to generate a paragraph or two for the essay, such as the introduction or summary of an argument, and then uses this as a model for their own content.	Context – but generally acceptable
#7 A student writes an essay, then copies it into AI and asks the tool to rewrite it for them.	Generally, not acceptable – but nuanced
#8 A student writes the essay in one language and then uses AI to translate it into another language for submission.	Not acceptable for IB assessment Probably acceptable in other contexts
#9 A student uses AI to suggest improvements for grammar and sentence construction but not a wholesale rewrite.	Not acceptable for IB assessment Probably acceptable in other contexts
#10 A student uses AI to “mark” their work and provide feedback for improvement.	Not acceptable for IB assessment Probably acceptable in other contexts
#11 A student asks AI to “reflect” on a topic, process or question and uses this unchanged in their assessment.	Not acceptable
#12 A student tries to hide their use of AI.	Not acceptable, even if their use of AI was correct
#13 A student uses AI to generate a template for the structure of their essay.	Context – but generally acceptable

Appendix B
Sample Academic Integrity Pledge
For Grade 5 Students Only

I, _____, recognize the importance of personal honor and integrity in all aspects of life and academic work.

I commit myself to the principles of truthfulness, honesty, responsibility, and respect through which I earn the respect of others.

I understand that the school's credibility depends on my ethical behavior.

I understand that the work I submit is the product of my own independent work which represents my development as a learner.

I have read and understand the consequences of academic misconduct including plagiarism, collusion, receiving and giving unauthorized help, commissioning work, etc.

I affirm that the work I am submitting or will submit is all my own independent work.

My commitment obliges me to conduct myself according to the school's Integrity standards and understand the consequences of violations of the academic integrity policy.

Name and signature

Appendix C
High School Library Department APA 7th Edition
Citation and Reference Format

APA Format

- A. The following are used as font style and font size; Times New Roman (12pt); Georgia (11pt); Computer Modern (10pt); Calibri (11pt); Arial (11pt); and Lucida Sans Unicode (10 pt).
- B. The following are used for figure images may use Calibri (8–14pt); Arial (8–14pt); and Sans Unicode (8–14pt).
- C. The spacing should be double-spaced/ 2.0.
- D. The margin should be 1 inch on top, bottom, and sides (left & right).
- E. The text should be left-aligned, and the first line of each paragraph should be indented and no additional space after each paragraph.
- F. On the title page, the title of the paper should be placed in the center and in bold. All of the first letters of each significant word should be capitalized or words with four or more letters long.
- G. Each page of the paper should be paginated in the top right corner.
- H. The references should be placed at the end of the paper. The word “References” should be centered and in bold. The references that are used in the paper should be in alphabetical order and in hanging indentation.

Order of Components

The list below shows the proper order of the components of a paper when following the APA 7th edition format.

1. Title Page
2. Abstract (if applicable)
3. Body of Paper
4. References
5. Footnotes (if applicable)
6. Tables (if applicable)
7. Figures (if applicable)
8. Appendices (if applicable)

In-text Citation Format

Type of Citation	Signal Phrase	Parenthetical
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One author	Author's Last name (year) Marqal (2021)	(Author's Last name, year) (Marqal, 2021)
Two authors	Author's Last name (year) Payne and Brindle (2013)	Author's Last name, year) (Payne & Brindle, 2013)
Three or more authors	Author's Last name et.al. (year) Mitzner, et.al. (2019)	(Author's Last name et.al., year) (Mitzner, et.al., 2019)

Group/institution author	Institution (year)	(Institution, year)
	National Museum (2021)	(National Museum, 2021)
Group/institution author, abbreviation.	Institution (abbreviation, year)	(Institution [abbreviation], year)
	National Library of the Philippines (NLP, 2023)	National Library of the Philippines (NLP, 2023)
Multiple works	Author's Last name (year) and Author's Last name, (year)	(Author's Last name, year; Author's Last name year)
	Lee (2010) and McAdoo, (2006)	(Lee, 2010; McAdoo, 2006)
No date	Author's Last name (n.d.)	(Author's Last name, n.d.)
	Cooper (n.d.)	(Cooper, n.d.)
No author (use title)	Title (year)	(Title, year)
	The Great (2000)	(The Great, 2000)
ChatGPT/AI Tools	Author (year)	(Title, year)
	Open AI (2023)	(Taken from/paraphrased from ChatGPT, 2023)

References

Author Surname, First initial. (Year). *Title in italics with first letter capitalized*. Publisher. DOI if available (URL if there is no DOI and the book is electronic and not from a database).

A. Book Hard Copy (One Author, No DOI, Print Version)

Author Surname, First initial. (Year). *Title in italics with first letter capitalized*. Publisher.
 Crain, H. (2023). *The declaration*. The Printing Press.

B. Hard Copy (One Editor, Edition Number, No DOI)

Author Surname, First initial. (Ed.) (Year). *Title in italics with first letter capitalized (# ed.)*. Publisher.
 Simon, L.G.(Ed.). (2018). *Guide to become a happy person* (3rd ed.). The Independent Press.

C. Chapter in an Edited Book (One Author, Two Editors, DOI)

Author Surname, First initial. (Year). Title of the chapter. Editors (Eds.). *Title in italics with first letter capitalized.(pp.)*. Publisher. DOI if available (URL if there is no DOI and the book is electronic and not from a database).

Jose Rizal. (1996). Pilates. Raul L. Locsin & S.L. Lacson (Eds.). *El Filibusterismo: Subversion*. (pp. 56-69). Bookmark. <https://hdb.fs/35154152524>

D. Entry in an Encyclopedia/Dictionary (Hyphenated Author, No DOI, Print Edition)

Author Surname, First- initial. (Year). Title of the chapter. Editors (Eds.). *Title in italics with first letter capitalized.* (Vol. # , pp.). Publisher.

Berman, A-H. (2015). The collaboration between the two parties. B. Timothy & J. August (Eds.). *The connection*. (Vol 3. pp. 65-79). Bookstamp.

E. Electronic Book (One Author, No DOI, Republished Edition)

Author Surname, First initial. (Year). *Title in italics with first letter capitalized.* Publisher.
Source (Original work published year)

Rowling, J. K. (2015). *Harry Potter and the Philosopher's Stone*. Pottermore Publishing. <http://amzn.to/ds855d> (Original work published 1997)

Class Handouts and Course Materials References

A. PowerPoint Slides

Name of creator. (Year). *Title* [Type of Material]. Name of site. URL

Lamster, J. (2019). *Research Paper* [PowerPoint slides]. Research.com.
<http://research.com.458sdfbdfb25465>

B. Lecture Notes

Name of lecturer. (Date of lecture). [Descriptive title of notes]. Department, Institution. URL

Hastings, S. (2023, February 4). [Lecture notes on qualitative research]. Department of Education, University of Virginia. <https://research.com./n/nskjf3154>

C. Course pack (Reprinted From Another Source)

Original author. (Year). Title. In Instructor's name (Ed.), Title of edited work (page range).
Institution. (Reprinted from "Original title," Year, *Journal, Volume*[Issue], page range, DOI)

Sebastian, H. (2016). Introduction to quantitative research. S. William (Ed.), *The student's guide to qualitative research* (pp. 45-68). University of Virginia (Reprinted from "Introduction to quantitative research" 2000, *Research*, 8[12], 52-48. <http://research.com./kbk2524vdf>

Journal Article References

A. Article Retrieved in Hard Copy (Include the DOI if it is Available)



Author Surname, First Initial. (Year). Title of article being cited. *Title of Journal, Volume Number italicized*(Issue number), Page range of the article. DOI

Stenford, J. (2021). The planet Earth. *National Geographic*, 12 [6], 23-24.
<http://NG.org./bjb2165fs>.

B. Article Retrieved Online (Two Authors, DOI Available)

Author Surname, First Initial, & Author Surname, First Initial. (Year). Title of article being cited. *Title of Journal, Volume Number italicized*(Issue number), Page range of the article. DOI

Muhammad, I., & Cruz, G. (2019). The ancestral houses in the Philippines. *National publication*. 2[2], 56-59.<http://ntnl.kn./bds2565cdfs>

C. Article Retrieved Online (DOI is Not Available, Retrieved From a Database)

Author Surname, First Initial. (Year). Title of article being cited. *Title of Journal, Volume Number italicized*(Issue number), Page range of the article.

Rogers, A. (2004). Entrepreneurship and executive compensation: Turning managers into owners. *American International College Journal of Business*. 2000(Spring), 46-58.

Newspaper Article References

Author Surname, First initial. (Year, Month Day). Title with the first letter capitalized.
Title of Newspaper, Page(s) on which the article occurs separated by commas (if hard copy). URL (if online source)

A. Article in a Hard Copy Newspaper & Article That Occurs on Multiple Pages in a Hard Copy Newspaper

Author Surname, First initial. (Year, Month Day). Title with the first letter capitalized. *Title of Newspaper*, Page(s) on which the article occurs separated by commas (if hard copy).

Skinner, S. (2023, April 4). Vacation spots in the holidays. *The Philippines Inquirer*, A1, A2.

A. Article in an Electronic Newspaper

Author Surname, First initial. (Year, Month Day). Title with the first letter capitalized. *Title of Newspaper*, URL (if online source)

Skinner, S. (2023, April 4). Vacation spots in the holidays. *The Philippines Inquirer*, A1, A2.
<http://tpi.com./3545dsgh>

Video References

A. Film

Director's last name, First initial. (Director). (Year). *Title* [Type of video]. Studio.

Victor, L. (Director). (1990). *Exploration of the deep sea* [Film]. Metro Goldwyn Mayer.

B. Single Episode from a Television Series (Treated Like a Chapter in a Book)

Writers' and Director's names, First initial. (Role). (Year, Month Day). Title (Season number, Episode number) [Type of video]. In Executive producers' names (Executive Producers), *Television Series*. Studio.

Canada, L. (Writer), Stephen, O. (Writer), & Jean, C. (Director). (2006, October 1). Least favorite (Season 6, Episode 2) [TV series episode]. In A. Brendon (Executive Producer), *The deception*. Petunia Productions.

C. Video Clip Retrieved Online

Author Surname, First Initial or Screen Name. (Year, Month Day). *Title* [Type of video]. Platform. URL

Maricar (2003, September 29). *The youth* [Video].Youtube. <http://www.youtube.com/watch?hsedfunj>

Website/Online Source References

A. Document/Page From a Website (One Author, Date Available)

Author Surname, First Initial. (Year, Month Day). *Title of work*. Website Name. URL

Peter, R. (2022, November 26). *Bernard*. National Museum. <http://nationalmuseum.net.sjfhshj>

A. Document/Page From a Website (Corporate Author Same as Website, No Date)

Author Surname, First Initial. (Year, Month Day). *Title of work*. Website Name. URL

Declaration Report: National. (n.d.). *Declaration report*. <http://national.rep./jb52154sdg>

B. Blog Post or Comment in an Online Forum (Author Full Name Available)

Author Surname, First Initial. (Year, Month Day). Title of post. *Title of Blog in Italics*. URL

Davidson, H. (2023, January 3). The requirements for revisions of identification: Id. *The educational Blog*. <http://educ.blog./bsdfjm354>

Sources With More Than One Author

Two Authors

Author Surname, First initial. & Author Surname, First initial. (Year). *Title in italics with first letter capitalized*. Publisher.

Prince, I. & Brent, P. (2014). *Different art form for students*. The Public Press.

Three to Twenty Authors

Author Surname, First initial, Author Surname, First initial. & Author Surname, First initial.
 (Year). *Title in italics with first letter capitalized.* Publisher.

Domingo, C., Castillo, K. & Henua, O. (2016). *The politics behind the politics.* Law and Behavior.

Twenty-One or More Authors

List the first nineteen authors' names, insert an ellipsis, and then add the last author's name

Leung, W., Shaffer, C. D., Reed, L. K., Smith, S. T., Barshop, W., Dirkes, W., Dothager, M., Lee, P., Wong, J., Xiong, D., Yuan, H., McCartha, S. R. & Elgin, S. C. R. (2009). *The properties over 40 million years of evolution.* *G3 (Bethesda, Md.)*, 10(6), 19–30.

ChatGPT and other AI Tools or models

AI Author/Publisher. Date. AI model. Prompt. Date of retrieval. URL address.

OpenAI. (23 March 2023). *ChatGPT-3 What is the symbolism of blood in literary works?*
 Retrieved March 23, 2023. <https://chat.openai.com/chat>

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].
<https://chat.openai.com/chat>

The last entry above is the official APA reference taken from <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. However, the document, “IB and artificial intelligence tools” (IBO, 2023) requires the inclusion of “the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to example prompt about example topic.”

Also the APA format requires the text of the AI chat to be included in the appendix of the student paper.

Note: Need to confirm the official citation format of AI tools in the 7th edition of the APA manual. This website claims to use the official APA format:
<https://nist.libguides.com/c.php?g=968831&p=7065611>

References

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. American Psychological Association.

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International Baccalaureate Organization. (2023). *Academic integrity policy*. Geneva: International Baccalaureate.

International Baccalaureate Organization. (2022). *Effective citing and referencing*. Geneva: International Baccalaureate.

Massachusetts Institute of Technology. (n.d.). *Academic Integrity at MIT: A Handbook for Students*. <https://integrity.mit.edu/handbook/citing-your-sources/what-common-knowledge>.

McAdoo. T.. (2024, November 15) How to cite chatgpt. American Psychological Association <https://apastyle.apa.org/blog/how-to-cite-chatgpt>