



TEXAS WOMAN'S UNIVERSITY™

SCHOOL OF HUMAN SCIENCES ARTIFICIAL INTELLIGENCE USE AND DISCLOSURE POLICY

The policies and guidelines presented here are to help students understand if/how to appropriately and ethically implement the use of AI.

ABOUT ARTIFICIAL INTELLIGENCE USE

Our department recognizes the immense value of Artificial Intelligence (AI) in academic work. These technologies can be powerful allies in evaluating and critiquing ideas, accelerating research discovery, and polishing the language of a manuscript. We also recognize that while these tools are powerful, they are unable to replicate the uniquely human capacities for creative and critical thinking that are the bedrock of graduate education and professional practice.

Artificial Intelligence technologies carry significant social and environmental costs that students must consider when choosing to use these tools. The training and operation of large AI models require substantial computational resources, resulting in considerable energy consumption and carbon emissions. Students are encouraged to weigh these environmental impacts against the benefits when deciding whether AI use is necessary for their academic work.

AI systems also present inherent limitations that are particularly relevant to students in the human sciences. These tools are prone to bias, frequently failing to integrate marginalized perspectives and often reflecting the dominant viewpoints present in their training data. AI models regularly produce errors, including factual inaccuracies and fabricated information. Students working in fields dedicated to human welfare and cultural competence must critically evaluate whether AI-generated content perpetuates biases or misrepresents the populations and communities they serve. The use of AI does not eliminate a student's responsibility to ensure their work is accurate, equitable, and culturally responsive.

POLICY SCOPE AND PURPOSE

This policy applies to all academic and clinical work within the School of Human Sciences (SHS) at Texas Woman's University. Instructors have the authority to determine if and how AI may be used in relation to coursework, assignments, and examinations. Course syllabi must detail any limitations or specific requirements for AI use in that course.

It is the student's responsibility to seek instructor approval for any AI use that is not clearly stated in the course syllabus. When instructor guidance is unclear or absent, students must obtain explicit permission before using AI tools. Improper use of AI or failure to disclose its use will result in punitive action from the instructor or department (according to the School of Human Sciences Disposition Policy or TWU Code of Conduct) and may require reporting to the Office of Civility and Community Standards for academic dishonesty.

Guiding Principles

The following principles constitute the non-negotiable foundation for all AI use in academic work:

Student Accountability: Students are fully responsible for all content in their work, regardless of AI assistance. This includes verifying accuracy, validity, and appropriateness of AI-generated content, and correcting any errors, biases, or inconsistencies.

Academic Integrity: All AI use must align with TWU's policies on academic misconduct. Large Language Models (LLMs) may reproduce text from other sources without attribution, which constitutes plagiarism. Students must follow all course-specific AI policies.

Critical Thinking Priority: AI tools must support, not replace, intellectual labor. Graduate education aims to cultivate deep expertise, critical analysis, and original thought. Over-reliance on AI hinders development of essential clinical and research skills.

Skill Development: While AI tools may be able to support complex tasks, skills that are crucial to students development require competently and independently performing certain tasks. Employing skills without the assistance of AI is essential for meeting many professional and curriculum requirements. While AI may be useful in scaffolding skill development, instructors are responsible for determining the appropriate methods for developing these skills.

Confidentiality and Safety: Students must never input confidential or sensitive information into public AI platforms, including client data, personally identifiable information, or unpublished research manuscripts. Public AI tools learn from input data and may use confidential information in outputs to other users.

Use of AI in Clinical Work or Research

Students in human sciences programs carry unique ethical obligations. Any AI use in clinical or research contexts must require written approval from the instructor. If not already approved, the use of AI tools may require review by TWU Technology Services (e.g., risk evaluation or TX-Ramp approval). Proper training of approved AI tools must be obtained to mitigate risks to client/participant safety, confidentiality, and well-being.

Sensitive/Confidential Information: Students must **never** input confidential or sensitive information into public AI platforms. As an SHS student, this includes client/student data, personally identifiable information, unpublished research manuscripts, or any document that contains sensitive or confidential information. Inputting confidential, agency-sensitive (information that, if disclosed, could harm TWU's operations, reputation, or decision-making processes), or business functional (data essential to TWU's core operations) into an AI tool is prohibited, even if using a paid or secure account login. Public AI tools learn from the data they receive and may use your confidential input to provide outputs to other users, creating a permanent record in the public domain.

Informed Consent: Students using AI tools in professional practice or research must obtain written informed consent from clients/participants, explaining what the tool is, how it will be used, when, and why. Clients/Participants must have the right to opt out. Additionally, only software approved by the TWU Office of Technology and the course instructor may be used. If placed at an affiliated site (e.g., practicum/internship) the software use must also be approved by the site supervisor(s). Professional Competence: Students remain professionally responsible for all decisions. AI must augment, not replace, clinical or research expertise.

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AI TOOL CLASSIFICATIONS AND DISCLOSURE

Assistive AI

Tools that suggest improvements to student-created work, including grammar, spelling, and minor sentence structure enhancement. **Disclosure not required.**

Examples: Grammar and spell-checking software

Generative AI

Tools capable of producing new, substantive content, including text, references, images, data analysis, or code. **Disclosure always required.**

Examples: ChatGPT, Claude, Midjourney

Disclosure Requirements for Generative AI

Students must follow disclosure guidelines required by their course instructor, committee chair, or publisher. Students writing dissertations/thesis should also consult the SHS Dissertation Policy for any additional disclosure guidelines.

A standard AI use disclosure statement includes:

1. **Acknowledgment Section:** Include a dedicated section (e.g., Appendix entitled "Declaration of Generative AI Use") in academic papers, manuscripts, theses, or dissertations.
2. **Required Details** for each tool used:
 - a. Tool name (e.g., ChatGPT, Claude)
 - b. Version (e.g., GPT-4)
 - c. Publisher/manufacture (e.g., OpenAI, Anthropic)
 - d. Date(s) of use
 - e. Description of how AI was used (e.g., the prompts used)
3. **In-Text Citations:** Cite specific AI-generated ideas, structures, or adapted passages in text (e.g., "based on output by GPT-5, 08.22.2026"). All citations should follow the most recent APA style guidelines.
4. **Responsibility Statement:** Include confirmation of accountability (e.g., "The author(s) takes responsibility for the integrity of the content generated").

Permissible Uses

Acceptable uses of Generative AI include:

- Generating research topic ideas
- Literature extraction or summary
- Creating preliminary outlines
- Polishing language, copy editing, line editing, and readability of student-written work
- Creating learning aids for personal study or skill development

Note: Students still developing foundational skills should use caution, as AI may substitute for competencies not yet mastered. Instructors may prohibit the use of AI in any of these areas if coursework is intended to develop these foundational skills.

Prohibitions

The following uses are strictly prohibited:

- **AI as Author:** AI tools cannot be listed as authors or co-authors on any academic submission.
- **Fabricated Content:** Students are solely responsible for fact-checking all AI-generated claims and verifying all sources. AI models produce false content and fabricated citations ("hallucinations").
- **Image Manipulation:** Generative AI may not create or alter images, figures, or artwork in submissions unless AI use is an integral, documented part of the coursework or research methodology.
- **High-Stakes Assessments:** AI may not be used in qualifying exams, theses/dissertations, capstone papers, or other program-specific assessments unless the committee explicitly grants permission. Students wishing to use AI for theses or dissertations must receive permission from their committee chair.

CONSEQUENCES OF VIOLATIONS

Undisclosed or inappropriate AI use constitutes academic misconduct. Consequences may include:

- Requiring an oral examination to ensure comprehension
- Failing grade on the assignment or in the course
- Reporting to the Student Accountability and Growth Education Center for academic dishonesty
- Loss of current and future assistantship opportunities
- Termination from the graduate program in severe cases

RESOURCES AND SUPPORT

Students with questions should consult:

- Course syllabi for course-specific policies
- TWU Write Site for writing development
- Professional development workshops for emerging best practices
- Program Handbook and/or TWU Graduate School website for other official policies

