LINC 51J: ARTIFICIAL INTELLIGENCE FOUNDATIONS FOR EDUCATORS: ETHICS & RESPONSIBLE USE

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2026
Units:	0.5
Hours:	6 lecture per quarter (6 total per quarter)
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Apply ethical frameworks to assess and guide the responsible integration of AI in educational settings

Description

This short course highlights the ethical and responsible use of artificial intelligence (AI) in schools. Educators will consider issues of equity, bias, and privacy while reviewing district policy trends and real-world examples. Participants will leave with practical strategies to evaluate AI tools, mitigate risks, and apply responsible practices in their professional context.

Course Objectives

The student will be able to:

1. Explain key ethical considerations in educational artificial intelligence use and evaluate their impact on teaching practice.
2. Apply responsible AI workflows to common instructional tasks, refining outputs through iterative processes to ensure quality.

Course Content

1. Ethical considerations in educational artificial intelligence (AI)
   a. Equity and access
   b. Bias and representation
   c. Privacy and data security
   d. District policies and real-world cases
2. Responsible AI workflows in practice
   a. Iterative workflow design
   b. Building sustainable AI routines
   c. Remixing and refining outputs
   d. Human-centered quality control

Lab Content

Not applicable.

Special Facilities and/or Equipment

When taught via the internet: Students must have current email accounts and/or ongoing access to internet capable computers or tablets.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Course project that demonstrates achievement of Student Learning Outcomes
Sharing drafts with peers to gather feedback and iteratively improve
Constructive contributions to class discussions and peer-review sessions
Major assignments will be evaluated against a detailed rubric, with opportunities to revise and resubmit work based on instructor and peer feedback

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

The student will engage with course concepts through multimodal instructional materials offered in accessible formats, supplying multiple means of representation
The student will observe instructor-guided demonstrations and then apply skills using a modality of their choice (e.g., digital, visual, or written), providing multiple means of action and expression
The student will co-construct knowledge by participating in synchronous or asynchronous discussions, peer feedback, and collaborative activities that honor diverse cultural and linguistic assets, ensuring multiple means of engagement

Representative Text(s) and Other Materials

Cash, Scottye J.. The Educator's Essential Guide to AI. 2025.

Miller, Matt. AI for Educators. 2023.

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include analysis of texts, selected examples, and student projects.
2. Writing assignments include multiple developmental projects, reflections, discussion responses, and peer feedback on projects.
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process.

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology