

Course Title: EDUA 6380 - AI in Teaching and Learning

Semester: Fall 2026

Delivery Mode: Online

Course Duration: 8 Weeks

Credit Hours: 3

Instructor: Dr. Brenda Quintanilla

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Office Hours: By Appointment

<https://calendly.com/drquintanilla/30min?month=2022-10>



Course Description

This course provides an accessible, practical introduction to artificial intelligence (AI) and its emerging role in education. Designed for educators, instructional designers, and EdTech leaders, this course explores foundational AI concepts, tools, and ethical considerations through the lens of teaching and learning. Students will investigate current applications of AI in educational settings, evaluate AI-powered educational tools, and gain hands-on experience with AI technologies that support instructional design, learner support, and academic integrity. By the end of the course, participants will be able to critically assess, integrate, and advocate for ethical and effective uses of AI in their educational contexts.

Learning Objectives:

By the end of the course, participants will be able to:

1. Define key AI concepts and their relevance to education.
 2. Critically evaluate AI tools for pedagogical and ethical suitability.
 3. Integrate AI into instructional design and assessment practices.
 4. Develop AI literacy resources for faculty, staff, or students.
 5. Identify and address ethical, equity, and policy issues related to AI in education.
 6. Synthesize knowledge into a final project demonstrating effective, ethical AI integration.
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Instructor's Note

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events, may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Artificial Intelligence:

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Using AI (Artificial Intelligence) is acceptable in this course. **I encourage you to experiment with AI.** When you submit AI-generated content, however, you **MUST** cite its use and provide credit to the AI tool, especially GPTs (text and image).

AI Citation and Disclosure:

Transparency: Students must always ensure that they have permission to use generative AI in their coursework and must disclose its use with proper attribution. Disclosure is accomplished by employing either the APA format to cite generative AI text or by revealing the use of AI-generated content through a disclosure statement.

How to cite generative AI output (APA) - <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Examples of AI use that must be disclosed are:

- Paraphrasing or quoting AI-generated text
- Incorporating AI-generated images or other media
- Indirect support such as brainstorming, research, and proofreading/editing
- Formal research citation and referencing

Example statement: Image generated with Adobe Firefly using the prompt “field of roses,” 2025.

ISTE Standards:

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Administrators

1. Visionary Leadership: 1a, 1b
2. Digital Age Learning Culture: 2b, 2c, 2d,

3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
4. Systemic Improvement: 4a, 4e
5. Digital Citizenship: 5c, 5d

ISTE Standards for Educators

1. Learner: 1a, 1b, 1c
2. Leader: 2a, 2b, 2c
3. Citizen: 3a, 3b
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6c, 6d
7. Analyst: 7a, 7b

ISTE Standards for Educational Leaders

1. Equity and Citizenship Advocate: 1a, 1b, 1d
2. Visionary Planner: 2e
3. Empowering Leader: 3a, 3b, 3c, 3d, 3e
4. Systems Designer: 4b, 4d
5. Connected Learner: 5a, 5b, 5c, 5d

ISTE Standards for Coaches

1. Change Agent: 1d, 1e
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3a, 3b, 3c, 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5a, 5b, 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

Required Materials:

- Internet access and a device capable of running AI tools.
- Access to AI platforms (free or trial versions, e.g., ChatGPT, Khanmigo, Gradescope).
- Course readings (provided in BlackBoard).

Student Requirements:

Students will:

- Participate in collaborative platforms to include blogs, discussion boards.
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Satisfactorily pass course quizzes, exams, and project requirements.
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences.
- Model and advocate for colleagues the identification, exploration, and evaluation. curation and adoption of new digital resources and tools for learning.

Attendance:

Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.

Daily Readings:

We will be covering a good amount of information in a very short amount of time. A large part of the graduate student's responsibility in this course will be to devote time to the required readings and assignments. Please be prepared to keep up with the rigorous pace of the course.

Course Policies:

- **Participation:** Weekly activities and discussions are required.
 - **Late Work:** Accepted within one week with a 10% penalty.
 - **Academic Integrity:** AI tools must be cited when used; plagiarism policies apply.
 - **Accessibility:** Accommodations available through [Disability Services Contact].
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Assessments & Grading:

- Assignments – 502
- Discussion Board and Blog Posts – 925
- Final Project – 100
- **Total: 1527**

Grading Scale:

A = 90–100%

B = 80–89%

C = 70–79%

F = below 70%

All assignments are due on the scheduled date. Late assignments will not be accepted!

Assignments:

Each module contains assignments. It is the student's responsibility to review the content in each module and complete the assignments by the due date identified in the class schedule. Assignments for this course can also be found in the course gradebook.

Discussion Board and Blog Posts:

The point of the Discussion Board and the Blog is to interact with classmates about the things you are reading and learning in an ongoing way. For each Module, we will participate in a Discussion Board, and you will also create Blog Posts that correlate with the course content.

Discussions and Blog Posts are graded at the end of each module, based on the *quality* of contributions.

Blog posts will follow APA 7th edition format and use a scholarly voice. Please reply to posts that have no other replies first. It would be good if everyone had at least one reply. If replies are about evenly distributed, you may reply to posts as you wish. **Replies should follow the peer review guidelines in the Getting Started Module.**

Capstone Project:

For your final project, you will expand on the material in this course by selecting one of these options to submit for a final grade. AI use is acceptable for this project.

Capstone Project Options (Choose One)

- AI-enhanced lesson or assignment
- AI evaluation rubric or policy brief
- AI implementation plan for a department or program

Class Calendar

Week	Assigned Work	Due Date
Week 1	Start Here Module - Course Information & Introduction to Course (Reading) • Course Syllabus • Course Calendar • Capstone Project Information • Assignment: Introduce Yourself Module 1– Introduction to AI (Readings) • AI History and Landscape • What is AI, Machine Learning, and GenAI • Myths vs Realities • AI Literacy • AI Competency • Assignment: AI Competency Self-Diagnostic Matrix • Assignment: What is AI reflective Paper • Assignment: Blog Post • Assignment: Discussion Board	08/30

Week 2	Module 2 – How AI Works (at a Conceptual Level) (Readings & Videos) • Algorithms, data, and training modules • LLMs and Machine Learning • Strengths and Limitations of AI • Assignment: Visual Diagram • Assignment: Blog Post • Assignment: Discussion Board	09/06
Week 3	Module 3 – Generative AI Tools in Education (Readings & Videos) • Chatbots, image generators, and multimodal AI • Use Cases • Exploration of selected AI Models • Picking the right model • Assignment: Comparing AI Models • Explore selected EdTech Tools • Privacy and Safety • Assignment: AI Conversation	09/13
Week 4	Module 4 – Ethics, Bias, and Responsible AI (Readings & Videos) • Bias, transparency, and privacy • Academic integrity • Fake AI • The role of the educator • Bot or Not • Institutional policies and governance • AI nutrition labels • Assignment: AI Nutrition Label • Assignment: Blog Post • Assignment: Discussion Board	09/20
Week 5	Module 5 – Instructional Design with AI (Readings & Videos) • ID an AI • AI Syllabus statement • Other AI use frameworks • Prompt Engineering • Assignment: Practice your prompting skills • AI supported lesson plans • Lesson planning with GenAI • Example assignments with AI components	09/27

	• Creating assessments and rubrics with AI • UDL • Assignment: The Lesson Architect Challenge • Assignment: Instructional Design with AI	
Week 6	Module 6 – AI for Student Support and Engagement (Reading & Videos) • AI for student support • Tutoring and feedback systems • Advising and early alert • Accessibility and personalization • Designing human-centered learning • The Turning Test • Assignment: Blog Post Capstone Project Information	09/27
Week 7	Module 7 – Evaluating and Vetting AI Tools (Readings) • AI tool evaluation framework • AI vetting process • Sample rubrics • Search for various AI tools • Pilot before you adopt • Assignment: Blog Post	10/04
Week 8	Module 8 Future Trends and Strategic Planning (Readings & Videos) • AI and the Future of Teaching and Learning • Emerging Trends in AI for Student Success • Workforce Implications • Strategic AI Roadmaps for Institutions • Assignment: Blog Post	10/11
Capstone Artifact	Final Capstone Project – Due by Midnight	10/16

Attendance Policy:

Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet. The instructor will monitor the Blackboard log-ins for attendance. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook.

Make-up work is at the discretion of the instructor as it relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences, excused or unexcused. In this course, you are expected to log in weekly, contribute to discussion posts, and complete all assignments on time.

ADA Accommodations:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the [Accommodation Request Form](#) located on our [website](#). Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

Counseling:

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

SRSU Distance Education Statement:

Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Technical Support:

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using Blackboard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
 - Via email blackboardsupport@sulross.edu
 - Using resources from the Technology Support tab within Blackboard
 - Clicking the Support Desk graphic on the course homepage
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SRSU Library Services:

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

SRSU Writing and Tutoring Center:

[The Lobo Den Tutoring Center](#) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Students Responsibility

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!