ECW 4012: Leading the Future: AI Advocacy and Innovation in Education
Credit Hours: Three (3)

Course Description
This course empowers educators to lead ethical, inclusive AI integration in schools through systems thinking, human-centered advocacy, and collective leadership. Students will explore inclusive policy, responsible implementation, and community empowerment, while designing initiatives that promote lifelong leadership, voice, and agency for meaningful and sustainable local impact.

Course Competencies
Upon completion of this course, the learner will demonstrate theoretical and pedagogical knowledge by:

Competency 1: Applying foundational principles of AI advocacy and leadership by:

1. Exploring how educators can act as change agents for responsible AI integration in schools
2. Investigating the roles and responsibilities of AI-literate teacher leaders
3. Identifying strategies for engaging key stakeholders and systems influencing school-level and district-level AI decisions
4. Explaining how advocacy intersects with educational leadership, ethics, and equity
5. Using systems-level thinking to inform sustainable and strategic AI initiatives

Competency 2: Designing inclusive professional learning experiences that build AI awareness and confidence in others by:

1. Creating professional development resources or workshops that build AI literacy in teachers, staff, or families
2. Identifying strategies for engaging families and communities in conversations about AI in education
3. Practicing inclusive communication that addresses access, transparency, and trust when introducing AI tools
4. Collaborating with colleagues in inquiry-based Professional Learning Communities (PLCs) or Communities of Practice (CoPs) to continue sharing, exploring, and co-creating AI-enhanced teaching and learning materials
5. Advocating for ongoing human-centered, inquiry-driven professional development

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Competency 3: Developing an ethical, relevant, and informed stance to guide AI policy and practice by:

1. Evaluating AI policies from local, state, and global sources for implications on teaching and learning
2. Exploring how AI policies intersect with evidence-based practices and the needs of diverse learners
3. Conducting an AI audit to identify gaps in current or proposed uses within the local context
4. Building an awareness of change theory to influence AI policy and leadership initiatives
5. Drafting ethical guidelines or policy recommendations that address issues of data privacy, bias, misinformation, and acceptable use beyond the classroom
6. Reflecting and refining their personal stance on AI in education by evaluating evolving perspectives, classroom experiences, ethical considerations, and professional learning, with the goal of aligning AI use with instructional values, student needs, and responsible educational practices