Instructional Technology Advisory Board Meeting 2025-2026

Asynchronous Advisory Board Review and Stakeholder Consultation
University of Central Arkansas
Program: Instructional Technology
Meeting Format: Asynchronous review with follow-up stakeholder conversations
Meeting Date/Review Period: February 25, 2026 - April 24, 2026
Program Coordinator: Michelle Buchanan, PhD

Agenda

1. **Welcome and Purpose of Advisory Board Review:** Advisory board members were invited to review the Instructional Technology program and provide feedback related to program strengths, areas for improvement, field relevance, and opportunities for continued partnership.
2. **Overview of the Instructional Technology Program:** The Instructional Technology program includes two pathways leading to either a graduate certificate or master's degree:
    - Online Teaching and Learning
    - Leadership and Technology in Instructional Design
3. The program supports educators and professionals in developing skills related to online teaching, instructional design, digital-age pedagogy, accessibility, Universal Design for Learning, technology integration, and leadership in digital learning environments.
4. **Review of Current Instructional Technology Contexts**
   Members were asked to reflect on current instructional technology issues affecting educators, administrators, instructional designers, online learning programs, and other educational stakeholders.
5. **Artificial Intelligence in Professional Practice**
   Members were asked to describe how they are currently using artificial intelligence in their professional roles, including instructional design, communication, data analysis, accessibility, assessment, and workflow support.
6. **Program Enrollment and Recruitment**
   Members were asked to provide suggestions for strengthening enrollment in the ITEC program, especially following the conclusion of the DESE Online Teacher Academy grant period. Feedback focused on recruitment for both ITEC pathways:
    - Online Teaching and Learning
    - Leadership and Technology in Instructional Design

7. **Instructional Technology Program Partnerships**
   Supplemental stakeholder conversations with Arkansas Virtual Academy and Virtual Arkansas were reviewed as part of broader program development, recruitment, and partnership planning.
8. **Next Steps and Action Items:** Program leadership will use advisory board and stakeholder feedback to guide continued program improvement, strengthen partnerships, and support recruitment and field-based learning opportunities.

Meeting Minutes

The following individuals participated in the asynchronous advisory board review and/or related stakeholder conversations:

Name	Role/Organization	Type of Participation
Samantha Carpenter	Virtual Arkansas Concurrent Campus Principal	Asynchronous advisory board feedback
Ann Broyles	Learning Management System Administration	Asynchronous advisory board feedback
Mendy Felton	Arkansas Virtual Academy	Stakeholder consultation
John Ashworth, Candice McPherson, Paula McDougald	Virtual Arkansas	Stakeholder consultation
Michelle Buchanan	University of Central Arkansas	Program coordinator/facilitator

Summary of Advisory Board Process

The Instructional Technology Graduate Program advisory board meeting was conducted asynchronously. Members responded to prompts related to their current use of artificial intelligence, recommendations for incorporating AI into the ITEC curriculum, enrollment and recruitment strategies, and current issues in instructional technology.

Two advisory board members submitted asynchronous responses. Members represented online learning administration, learning management system administration, instructional design support, higher education/health sciences education, and virtual education contexts.

In addition to the asynchronous advisory board feedback, supplemental stakeholder conversations were held with administrators from Arkansas Virtual Academy and Virtual Arkansas. These conversations focused on possible partnerships, field experiences, guest speakers, teacher mentors, and recruitment opportunities for the ITEC and related Digital Age programs.

Overall Summary

The ITEC advisory board feedback affirmed the continued relevance of the Instructional Technology program, particularly in relation to online learning, instructional design, accessibility, artificial intelligence, and digital learning leadership. Advisory board members described AI as a major current issue in instructional technology and recommended that the program incorporate AI as both a practical tool and a critical skill set.

Members emphasized the importance of helping students use AI ethically and effectively, with attention to academic integrity, data privacy, accessibility, instructional design, assessment, and real-world educational decision-making. Feedback also suggested that the program should continue strengthening recruitment efforts beyond social media by building partnerships with school districts, online learning organizations, and professional contexts outside K-12, including healthcare, corporate training, and higher education.

Supplemental conversations with Arkansas Virtual Academy and Virtual Arkansas reinforced the value of partnerships with virtual education providers. These partnerships may support student field experiences, guest speakers, teacher mentors, and recruitment outreach. The feedback also suggests that the ITEC program can play an important role in advocating for high-quality online education across Arkansas.

Program Strengths Identified: Based on the asynchronous advisory board feedback and stakeholder conversations, several strengths of the Instructional Technology program were identified.

1. Strong Program Relevance to Current Instructional Technology Needs: Advisory board responses affirmed that the ITEC program is aligned with current professional needs in online learning, instructional design, accessibility, assessment, digital communication, and technology-supported teaching and learning. Members described using technology and AI in daily professional practice to improve efficiency, support course development, communicate with stakeholders, and enhance instructional materials.

This suggests that the program remains relevant for educators, instructional designers, LMS administrators, online learning leaders, and other professionals working in digital learning environments.

2. Clear Connection to Online Learning and Virtual Education: Feedback from Virtual Arkansas and related stakeholder conversations reinforced the value of the Online Teaching and Learning pathway. The program's connection to the Arkansas Online Teaching endorsement remains a strength, especially for educators working in or preparing for online and virtual learning environments.

The supplemental conversations with Arkansas Virtual Academy and Virtual Arkansas also highlighted the potential for the program to build stronger connections with online education providers across the state.

3. Strong Potential for AI Integration: Both asynchronous advisory board respondents emphasized the importance of AI in education and instructional technology. Members described using AI to support workflow efficiency, email revision, data analysis, instructional design, course content development, assessment creation, accessibility supports, alt text, transcripts, and communication with stakeholders.

This feedback suggests that the ITEC program is well positioned to expand AI-related learning experiences because AI is already becoming part of the professional practice of instructional technology leaders and educators.

4. Emphasis on Ethical and Critical Use of AI: Members emphasized that AI should not be treated only as a productivity tool. They recommended that students learn how to use AI ethically, responsibly, and thoughtfully. Specific areas of emphasis included academic integrity, data privacy, ethical use, and the ability to evaluate AI's role in real-world educational settings.

This aligns well with the program's broader focus on purposeful technology integration, digital citizenship, accessibility, and instructional decision-making.

5. Opportunity for Partnerships with Virtual Learning Organizations: The conversations with Arkansas Virtual Academy and Virtual Arkansas identified meaningful opportunities for collaboration. Potential partnerships include virtual classroom visits, field experiences, guest speakers, teacher mentors, and recruitment presentations.

These partnerships would provide ITEC students with authentic connections to practicing online educators and administrators while also highlighting the expertise of Arkansas virtual education professionals.

Areas for Improvement or Continued Growth: The advisory board feedback and stakeholder conversations also suggested several areas for continued program improvement.

1. Integrate AI More Explicitly Across the Curriculum: The strongest theme from the advisory board feedback was the need to incorporate AI into the ITEC curriculum in intentional and practical ways. Members recommended that AI be treated as both a tool and a critical skill set.

Suggested areas for AI integration include:

- Ethical use of AI
- Academic integrity
- Data privacy
- Instructional design applications
- Content creation
- Assessment development
- Accessibility support, including alt text and transcripts
- Communication and workflow efficiency
- Evaluation of AI-generated materials
- Real-world decision-making about when and how to use AI

Suggested edit to the minutes:
Add AI as its own major finding rather than placing it under a general “technology trends” heading.

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2. Expand Recruitment Beyond Current Social Media Efforts: Advisory board members noted that enrollment growth will likely require strategies beyond Instagram and Facebook. Suggestions included strengthening partnerships with school districts, virtual education organizations, and other professional organizations.

One respondent also suggested expanding recruitment beyond K-12 by emphasizing the value of instructional technology in corporate training, healthcare training, higher education, and other professional learning contexts.

Possible action steps:

- Strengthen district and organizational partnerships.
- Continue outreach to Virtual Arkansas and Arkansas Virtual Academy.
- Highlight the Leadership and Technology in Instructional Design pathway for audiences beyond K-12.

- Develop examples showing how ITEC applies to corporate, healthcare, higher education, and professional training contexts.
- Showcase alumni success stories, sample projects, and real-world instructional design products.

3. Advocate for Online Education Across Arkansas: One advisory board member noted that continued advocacy for online education is needed across the state, especially at the district level. Even though some districts partner with online providers, others may remain reluctant to embrace online learning.

This is an important addition to the ITEC minutes because it connects recruitment, program relevance, and state-level need. The ITEC program can position itself as a resource for districts seeking to better understand online teaching, online learner engagement, accessibility, and instructional quality in virtual environments.

Possible action steps:

- Offer informational sessions for districts about online teaching and learning.
- Share program information with virtual education partners who work with districts.
- Emphasize the Online Teaching and Learning pathway as preparation for high-quality online instruction.
- Consider developing short outreach materials about what effective online teaching requires.

4. Strengthen Field Experiences and Practitioner Connections: Supplemental conversations with Arkansas Virtual Academy and Virtual Arkansas suggest an opportunity to develop more structured field experiences for ITEC students. These could include classroom visits, observations, guest speakers, interviews, or mentorship connections with online educators and administrators.

Possible action steps:

- Explore ITEC student visits to ARVA and Virtual Arkansas classrooms.
- Invite ARVA and Virtual Arkansas faculty or administrators as guest speakers.
- Develop teacher mentor opportunities with Virtual Arkansas educators.
- Connect field experiences to specific ITEC course assignments.
- Create reflection prompts that help students connect field experiences to online pedagogy, accessibility, engagement, and instructional design.

5. Increase Visibility of the ISTE Certification Pathway: The ITEC program's Leadership and Technology in Instructional Design track provides a pathway for students to pursue ISTE Certification after graduation at a reduced cost. This is a

distinctive program feature that should be more visible in recruitment and advising materials.

Possible action steps:

- Highlight the ISTE Certification pathway in recruitment materials.
- Explain the value of ISTE Certification for instructional coaches, technology leaders, instructional designers, and teacher leaders.
- Include student-friendly language explaining the difference between the two ITEC tracks.
- Share examples of career and leadership opportunities connected to the ISTE-aligned pathway.

Supplemental Stakeholder Consultation: Arkansas Virtual Academy

A stakeholder conversation was held with Arkansas Virtual Academy administration to discuss possible collaboration between UCA and ARVA. The conversation focused on ways UCA and ARVA might support one another's goals.

Potential partnership opportunities included:

- ITEC students visiting ARVA classrooms as part of meaningful field experiences
- ARVA faculty serving as guest speakers in ITEC courses
- Opportunities to highlight the expertise of ARVA educators
- Sharing information with ARVA faculty about ITEC's graduate certificate and master's degree pathways

Following the meeting, program information and recruitment materials were shared with ARVA for faculty who may be interested in furthering their academic and professional growth.

Supplemental Stakeholder Consultation: Virtual Arkansas

A stakeholder conversation was also held with Virtual Arkansas administration. This conversation focused on possible collaboration between UCA and Virtual Arkansas to support ITEC students and Virtual Arkansas educators.

Potential partnership opportunities included:

- ITEC students visiting Virtual Arkansas classrooms as part of meaningful field experiences

- Virtual Arkansas faculty and administrators serving as guest speakers in ITEC courses
- Virtual Arkansas educators serving as teacher mentors
- Highlighting the expertise of Virtual Arkansas educators and administrators
- Sharing information about the ITEC graduate certificate and master's degree pathways
- Sharing information about the Digital Age EdS degree

Program letters and recruitment flyers for both the ITEC and EDDL programs were shared with Virtual Arkansas. The program coordinator also offered to attend a department or faculty meeting to answer questions and provide additional information about the ITEC and EDDL programs.

Action Items and Next Steps

Action Item	Responsible Person	Timeline/Status
Review ITEC curriculum for current and future AI integration opportunities	Program Coordinator/Faculty	December 2026
Add or revise assignments to address ethical AI use, academic integrity, data privacy, accessibility, and instructional design applications	Program Coordinator/Faculty	December 2026
Follow up with Virtual Arkansas regarding field experiences, guest speakers, and teacher mentor possibilities	Michelle Buchanan	August 1, 2026
Share ITEC recruitment materials with interested virtual education partners	Michelle Buchanan	Completed
Build recruitment outreach beyond social media, including districts, online learning organizations, healthcare, higher education, and corporate training contexts	Michelle Buchanan/ T&L Department/COE	December 2026

Explore opportunities to present ITEC and EDDL programs during partner faculty or department meetings	Michelle Buchanan	In progress
Consider how virtual school partnerships may be embedded into selected ITEC courses	Michelle Buchanan/ITEC faculty	Future planning