

Online Education and Microcredential Council (OEMC)  
2021-2022  
March 23, 2022  
SYNCHRONOUS MEETING (via Zoom)  
1:00pm - 1:50 pm

**Meeting Minutes: Meeting #30**

**Consent Agenda**

- Approval of Meeting #29 (3.16.2022) minutes

**Continuing Business**

- Review OEMC Charges from UCC (2021-2022) (all)
  - **Pilot Microcredential Approval Process** - Report on and monitor the effectiveness of the pilot, including selection and rationale for the metrics used along with the results and final recommendations ([SHORE Log: 1185-2020](#))
  - **Microcredential Proposals** - Create a proposal form and process for review and approval of microcredentials in partnership with UCC ([SHORE Log: 1187-2020](#))
  - **OEMC Leadership** - Propose language to ensure that the applicable section of the [UAS Bylaws \(SG1.02\)](#) that charters the committee includes a subsection on Leadership, that describes the leadership positions and succession process. *MEMO submitted to ECS on 9/22/21. ECS and UAS approved Fall 2021.*

**New Business**

- Updates/Discussion:
  - Discussion of Badge process, goes to Deans office, and then the second form should be released.
  - Badge proposal exemplar (Form 1)- please review the revised form to be ready to discuss (carried over from 3/16/22):
    - Original Document with comments:  
[https://docs.google.com/document/d/1xOJF0zrmhXD9jwfyBB8nZ1Wc\\_03e\\_c83/edit](https://docs.google.com/document/d/1xOJF0zrmhXD9jwfyBB8nZ1Wc_03e_c83/edit)
    - Working Document, please add NEW comments here:  
[https://docs.google.com/document/d/1JrE\\_a-8DWtfj68ctfSTdD0kt-y7t8QFN/edit](https://docs.google.com/document/d/1JrE_a-8DWtfj68ctfSTdD0kt-y7t8QFN/edit)
    - Do we wish to have a dropdown list of verbs to assist writers in the “skills” section” to mimic ideas/prompts in SAIL? Decided that it is perhaps best to leave this more open to honor the nature of badges and their variation, and not tacitly endorse the use of Bloom’s Taxonomy.
    - Discussion ensued: Should we collapse skills and knowledge to one prompt? Decided to keep them separate for now.
    - Alisha is willing to write a document regarding her experience after she submits a writing badge in the near future.

- Need to have more information about how one would describe “knowledge” vs. skills so will continue to work on this for clarity in the exemplar.
    - Need a better/different example for the EGR example. How does this demonstrate the knowledge that is being gained? Maybe get information from the Cannabis badge?
  - Is there a badge that is embedded in a program? We believe yes.
- Hyflex discussion “Supergroup- 2.0”- Link to folder with working documents for availability

(<https://drive.google.com/drive/folders/1XOWuUTJJ-UW7RxfWJEmotYJdfupDhUMI?usp=sharing>)

Where we are at so far:

- Started gathering faculty narratives of experiences in this modality, identifying needs and discerning what is actually going on, currently.
- In the middle of gathering information about current ideas & uses at \*flex at GVSU and beyond (pitfalls, potentials, cautions, etc)
  - Technology benefits & challenges (both in \*flex classrooms and broader tech issues)
  - Physical setup/furniture benefits & challenges
  - Preparation & training of faculty in teaching effectively in these settings

- There is a real need to define \*flex, different universities use different terminology. This has not been clarified at GVSU, as of yet. We have been asked to define/describe this terminology. Added layer of student choice. **Philosophical question:** Do we want a modality that allows students to have choice, at some level?

\*Right now, we have a wide variety of courses or offerings that allow for choice for individuals (faculty members and students), and not programmatic level choice. Christine provided the following table for our discussion:

Designations	In person	Online	Real Time	Notes
Face-to-face	Y	N	Y	
Online - asynch	N	Y	N	I don't like the words "synchronous" and "asynchronous" but I don't have good alternatives at the moment; what I am proposing is that we specify more clearly upfront for students (and possibly in the curricular approval process)
Online - synch	N	Y	Y	

Hybrid	Y	Y	Y (in person) Y or N (online)	Do we want to make the distinction, <a href="#">as OSU does</a> , between hybrid (50% in person) and distance enhanced (1-24% in person)? We also don't readily distinguish courses with SYNCHRONOUS online components
Dual Delivery	Y	Y	Y	Some students in person and some virtual; students register to attend either in person or virtually
Dual Flex	Y	Y	Y	I am using Flex here to indicate that for this option, students can choose whether or not to attend in person or engage remotely; what is not accounted here for is a modality wherein students can choose between in-person and online ASYNCHRONOUS; do we want to even go here with kind of modality?

- Also need to decide when/how students can decide. Do they determine which modality they're using day to day? Do they commit at the beginning of the semester? What does this look like? What about a combination of Dual Delivery and Dual Flex? Need to acknowledge "grey spaces".
- How are we using the words "online", "synchronous" and "asynchronous" should offer distinction for what classes we are currently offering.
- Should we revisit/clarify the concept of and definitions related to "hybrid" (originally defined to satisfy HLC)? Do students actually understand the differences in various hybrid offerings? Could we limit the range of what hybrid can mean, and then students will know what to expect. How do we allow students to make informed choices?
- All was considered in the context of the student experience and their need to know/understand what they are choosing, a student-centered experience

#### Course Review:

- 12166 BIO 243 CCP- Approved
- 12165 BIO 105 CCP- Approved with amendment
- 12213 MTH 302 CCP- Approved
- 12235 EXS 320 CCP- Approved with amendment
- 12237 EXS 390 CCP- Return for amendment

- 12234 EXS 465 CCP- Return for amendment
- 12236 EXS 470 CCP- Approved with amendment

**Mark & Barb (added late):**

- 12201 BMS 250 CCP- Approved
- 12202 BMS 251 CCP- Approved