

Online Education and Microcredential Council (OEMC)
2020-2021
September 8, 2021
SYNCHRONOUS MEETING (via Zoom)

Proposed Agenda (Meeting 8)

Consent Agenda

- Approval of Meeting #7 (8.25.2021) 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. Work on this F21 and report out W22

New Business

- Outline how to address the “OEMC Leadership” charge (needs to be completed this semester)
- Update on SAIL microcredential forms
- Begin working on generating a working definition of “hyflex” that could be used by GVSU and, in particular, in the OEMC review/approval process
 - Reminders from previous discussions:
 - Hyflex course modality discussion (continued from 8/18/21)
 - Banner course format categories (currently no designation for “hyflex”)
 - Review [GVSU’s e-Learning website about hyflex](#)
 - Review GVSU’s [“Online Education”](#) website
 - GVSU needs a clear, operationalized definition of hyflex
 - How might OEMC operationalize/define what we mean when we use the term, “hyflex”, how different from hybrid?
 - Does GVSU’s definitions (i.e., f2f, hybrid, online, hyflex) impact accreditation at the university and/or program level?
 - What’s OEMC’s role, re: hyflex course approvals, offerings, teaching/learning supports, etc.?
 - Can/should students determine their modality in hyflex and can they

participate in a flexible way (i.e., moving between the delivery formats of online/in person); must they commit to one modality for a semester? How much flexibility can/should be given to the learners?

- May want to look at Northeastern University's process as an example <https://news.northeastern.edu/coronavirus/reopening/what-is-nuflex/>
 - What types of tools/technologies are needed to offer the hyflex format to support student learning? Furniture? How should the classroom be designed? Different microphones, video screens, audio devices, etc.? There are some new "active learning" classrooms on campus, as of Fall 2021.
 - Synchronous class sessions (online and in person at the same time)
 - How to share OEMC recommendations and with whom and in what order?
 - UCC, faculty, Deans, Provost office (etc.)
- Badge Proposal Review
 - No proposals to review at this time
 - Course Review

11799	SCI 225	CLAS	CCP
11800	SCI 226	CLAS	CCP
11801	SCI 227	CLAS	CCP