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1-2020

### Proposal to Recognize the History MA Program as an Online Distance-Learning Program

The College at Brockport, College Senate

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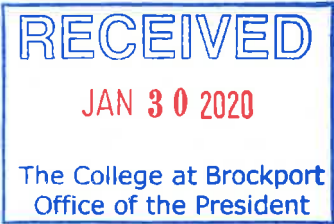
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senate@brockport.edu  
brockport.edu/collegesenate

# Resolution 2019-20 #5 College Senate

Supersedes Res #: \_\_\_\_\_



TO: Dr. Heidi Macpherson, College President  
FROM: The College Senate:  
RE: **→** I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **HISTORY MA PROGRAM ONLINE** (#04\_19-20GC)

Implementation Effective Date\*\*: Fall 2020

Signed: James A. Zollweg Date: 1/23/2020  
(Dr. James Zollweg, 2019-2020 College Senate President)

Signed: Eileen Daniel Date: 1/23/2020  
(Dr. Eileen Daniel, Vice Provost, The College at Brockport)

**\*\*Implementation of resolution requires final approval from SUNY- State Education Department.**  
 YES  NO

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: Dr. James Zollweg, College Senate President  
FROM: Dr. Heidi Macpherson, College President  
RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)  
a. Accepted  
b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation.  
d. Comments:

Signed: Heidi Macpherson Date: 2/7/2020  
(Dr. Heidi Macpherson, President, The College at Brockport)

**DISTRIBUTION:**  
The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS:  
JANUARY 31**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office 2018-2019</i>	<b>04_19-20GC</b> <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS**

- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- Prepare ONE complete document in **Word format or PDF**: include this proposal cover page, the detailed proposal, and any relevant supporting data or documentation, including letters of support from your department chair and dean, if applicable, as well as letters of support or dissent (or evidence that such letters were sought) from all affected programs, departments, or units at the College.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu).
- **Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to [senate@brockport.edu](mailto:senate@brockport.edu).**
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Proposal to Recognize the History MA Program as an Online Distance-Learning Program

2. **BRIEF DESCRIPTION OF PROPOSAL:**

Proposal seeks to clear the way for the History MA Program to be listed on the Open SUNY program search web site.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?**  NO  YES **EXPLAIN YES**

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

None: This Proposal does not represent any change from what the Department of History is already doing.

5. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON STUDENT ELIGIBILITY FOR THE EXCELSIOR SCHOLARSHIP.**

None: This Proposal affects only graduate students.

6. **DESCRIBE THE IMPACT, IF ANY, THAT THESE CHANGES WILL HAVE ON TRANSFER STUDENTS AND THEIR ABILITY TO TRANSFER SEAMLESSLY AS MANDATED BY SUNY POLICY.**

None: This Proposal represents no change at all in the curriculum.

7. **ANTICIPATED EFFECTIVE DATE:**

Immediately upon approval by SUNY and NYED.

8. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>

9. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Dr. Carl Davila	History	395-5699	cdavila@brockport.edu

10. **COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	09/30/19
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Proposal to the College Senate  
From the Department of History  
The College at Brockport, SUNY

### **Proposal to Recognize the History MA Program as an Online Distance-Learning Program**

Given that

- a) The Department of History currently offers both synchronous and asynchronous online courses for credit toward the degree of Master of Arts, and
- b) It is currently possible for a full-time student to complete the degree within the standard two-year time-frame by taking only online courses, and
- c) Nearly all of its courses for credit toward the degree are currently online,

the Department of History proposes that its MA program be recognized by the Senate as an online distance-learning program, as defined by Open SUNY and NYSED.

#### Background:

Our proposed distance-learning option for the MA in History is not new. No new courses, resources or staffing will be required: All the elements are already in place and operating. A student could earn her or his MA in History entirely through online means starting today. Indeed we already have at least two students living outside the region taking courses toward the degree.

We are presenting this proposal, however, so that this online path to the MA in History can be officially be recognized as a “distance-learning program” by the College and SUNY, and by NYSED, which is the key step toward its being listed on the Open SUNY searchable database of online programs. It will allow the Department of History to market itself as an online program, alongside its traditional on-site program. We feel that this designation, and the resulting opportunities embodied in the Open SUNY database, will significantly expand the reach and student-base for our MA program, as well as help to raise the profile of the College as a forward-thinking institution within SUNY, in line with SUNY’s Strategic Plan.

#### Academic Rationale:

The academic rationale for this is fundamentally the same as any move onto an online platform: to make the high-quality, high-impact education our MA program offers available to a wider audience. Obviously, we feel that the scholarly strength and integrity of our program favors students who commit to pursuing their full course of study within our program. However we also welcome students who may wish to take courses we offer as part of their courses of study in other programs or at other institutions.

We already carefully tailor the formats of our online course offerings to the different learning outcomes inherent in our 500-, 600- and 700-level graduate courses. All of our 600- and 700-level courses are available with synchronous online options, as defined in the attached Open SUNY Online Learning Data Definitions (Appendix 1, which embodies both Open SUNY’s and NYSED’s definitions). We currently offer courses that fit Code 3 in Appendix 1: whether as synchronous SUNY Learning Network sections attached to existing in-person courses (600-level), or through real-time interactions with faculty via telephone or collaborative digital platforms (such as Blackboard Collaborate or Zoom) in the case of our 700-level capstone courses. We feel that the synchronous mode of instruction is appropriate to the advanced nature of the 600-level seminar and capstone formats, the latter of which requires an oral defense that is perforce synchronous.

At the 500-level, we offer at least four asynchronous online courses (Code 2 in Appendix 1) each calendar year. We find the asynchronous mode to be appropriate for these intermediate-level courses, given their more content-driven nature. In addition, however, we are prepared to add synchronous online sections to any of our existing 500-level courses, should there be demand for them. And with the addition of a new faculty member this year, who has extensive experience in online teaching (and the possibility of hiring another new faculty member for Fall 2020), we are well positioned to expand our online offerings, going forward.

We should note here that this combination of online synchronous and asynchronous courses is completely in line with the definition of an “online program” as spelled out in Appendix 1. And since a graduate student can easily earn the MA with us entirely through online means, we maintain that our program as it stands today can legitimately be labeled “100% online.”

Mission:

This proposal responds to the College’s mission to be an “inclusive learning community” by extending the reach of our high-quality History graduate education into the hitherto under-utilized domain of online learning.

Market:

It is no secret that many graduate programs in the humanities and social sciences are struggling with enrollments, both at the College and nationally. We confront significant economic and demographic changes that demand new ways of thinking about how we market and deliver our high-quality programs. Online learning is one option we must consider to address these challenges.

At present, only our asynchronous 500-level courses are accessible through the Open SUNY search engine. These courses tend to draw significant numbers of non-History students, both from other Masters programs in the College and from beyond Brockport, occasionally outpacing even our in-person courses. Moreover, at present there are no online History MA programs listed on the Open SUNY database, and a recent search conducted by our Graduate Director turned up only one fully online program across a five-state region (New York, New Hampshire, Connecticut, New Jersey and Pennsylvania). That program, at Southern New Hampshire University, is notable for its relative rigidity (having a limited number of elective options and a fairly high percentage of specifically required courses), which contrasts markedly with the flexibility built into our own, which requires fewer specific courses and allows more elective options.

We therefore feel justified in believing that the MA program in History can compete successfully within a significant, untapped online market. Certainly, the Open SUNY system represents an opportunity to reach a larger pool of potential graduate students, once the inherent flexibility and high quality of our program become more widely known.

Quality:

It must be said that as a department we are not entirely sanguine about diving headfirst into online education within the discipline. A sound graduate education in History requires, we feel, significant engagement in meaningful dialogue, both between student and instructor and among students. This is most fruitfully accomplished by maximizing real-time interactions, which is why we have chosen to take a measured approach to online teaching and learning: Our program carefully balances the learning-outcome advantages of real-time interaction — especially at the higher levels of instruction, whether in person or via synchronous online instruction — with the convenience to the student made possible by a carefully chosen range of asynchronous courses.

And, we reiterate, we are already making use of these modes of instruction, which have negatively impacted neither student performance nor the quality of instruction. Academically, our MA program today is as sound as it has ever been.

Entrance, Program and Exit Requirements:

The entrance, program and exit requirements for this officially-recognized online option for the MA in History have been and will continue to be exactly the same as for our existing MA program:

Entrance: A bachelor's degree in History or related field from an accredited undergraduate institution, with a final GPA of at least 3.0 (with 3.5 or better preferred).

Program: 30 credits of graduate-level work, including at least half (15 credits) at the 600-level or above, with a declared track (U.S. or World History, or Public History), and completion of a 700-level capstone project.

Exit: Successful completion of the above, with a cumulative GPA of at least 3.0 and a grade of at least B on the capstone.

Academic Administration Commentary:

See Appendix 2a and 2b for letters from the Dean of the School of Arts and Sciences and the Chair of the Department of History.

Drake Library and Other Support Services:

This program option will have no additional impact on the library or computing resources. See Appendix 3a and 3b.

Course Descriptions and Sequencing:

See Appendix 4.

Staffing:

As the Department of History currently is staffed sufficiently to meet the needs of its MA program, and since this proposal represents no change at all from that existing program, no additional staffing will be required.

## Appendix 1: Open SUNY's definitions of "online learning".



# Online Learning Data Definitions

### SUNY Definitions

**Online Course Section:** A course section in which the direct instruction of the curricular content is delivered 100% online via asynchronous and/or synchronous methods. Requirements for on-campus/in-person orientation, testing, academic support services, or internships/fieldwork do not exclude a course from being classified as online. However, if any portion (.01%-99.9%) of the direct instruction is delivered face-to-face on the campus, the course must be classified as hybrid, not online.

**Section Online Instruction Type:** Indicates whether at least some portion of the direct instruction (i.e., excluding advisement, office hours, homework assignments, and help sessions) occurs online.

- Code 1 – Not Online: No direct instruction delivered online
- Code 2 – Asynchronous Online: 100% of the direct instruction occurs under time delay; that is, direct instruction is recorded/stored and accessed later
- Code 3 – Synchronous Online: 100% of the direct instruction occurs in real time without (time) delay
- Code 4 – Combined Online: 100% of the direct instructed combines both Synchronous and Asynchronous type
- Code 5 – Hybrid: Section where a portion (0.01% - 99.9%) of the direct instruction of the course section's curricular content is delivered to the student via an online communication method and the remaining portion of the direct instruction is required to be delivered face to face.

*Codes 2, 3, 4 are considered online types.*

**Online Program:** An academic program that offers 50% or more of the course requirements in an online or distance format. The 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. *\*Note: 50% is based on NYSED approval standards. It differs from IPEDS definition in which "all the required coursework for program completion is able to be completed via distance education courses."*

**Open SUNY:** SUNY-wide collaboration of online-enabled learning opportunities. Open SUNY is not a degree program or a school; it's a seamless way for students to access courses, degrees, professors, and rich academics of all 64 SUNY campuses flexibly through online formats. Open SUNY coordinates with campuses to advertise online course and program offerings.

**Open SUNY+ Program:** A subset of programs offered through Open SUNY that bring an additional layer of support for students and faculty. Students in Open SUNY+ degree programs have access to high-touch support, including a personal concierge, help desk, and online tutoring. Open SUNY+ programs receive the Open SUNY+ designation after being nominated by their campus and reviewed and approved by Open SUNY.

### Highlighted SIRIS Data Elements

**Section Online Instruction Type:** Collected in Term Section Data Submission (TSDS – element TT080). See above for code definitions. We rely on this element to report data about a variety of online activity (i.e. enrollment patterns, faculty instruction trends, etc.).

**Online Student Intent:** Student Special Population Code (#14) that indicates if a student intends to complete their degree online. Collected in the Student Submissions (ESS & EOT – element SE025). Students' intent may change throughout the course of their enrollment. *\*Note: This is a new data element added in Fall 2017. Please discuss with your campus distance learning leader(s) about how to accurately capture this data.*

## IPEDS Definitions

**Distance Education:** Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

**Distance Education Course:** A course in which the instructional content is delivered exclusively via distance education. *Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.*

**Distance Education Program:** A program for which all the required coursework for program completion is able to be completed via distance education courses.

## IPEDS Data Elements

### **Institutional Characteristics Survey:**

- Are all the programs at your institution offered exclusively via distance education programs?
- Please indicate at what level(s) your institution offers distance education opportunities (courses and/or distance education programs).

### **Completions Survey:**

- By CIP Code and award level: Is this program offered as a distance education program?

### **Fall Enrollment Survey:**

- Part A Fall Enrollment by Distance Education Status tables:
  1. Exclusively, some, or no distance education courses by level (undergraduate/graduate) and degree-seeking status.
  2. For those enrolled exclusively in distance education courses, location (in/outside U.S./state or unknown) by level and degree-seeking status.

*\*Note: Hybrid courses are not considered by IPEDS as distance education. Students enrolled in only hybrid and/or on-campus courses should be reported as "not enrolled in any distance education courses."*

If you have any questions, please contact **Kristyn Muller**, Impact Analyst, Open SUNY, at [kristyn.muller@suny.edu](mailto:kristyn.muller@suny.edu).



Appendix 2a: Academic Administration commentary/Dean of SAS.



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

School of Arts and Sciences

September 18, 2019

President, College Senate  
The College at Brockport  
Brockport, NY 14420

Dear Dr. Zollweg:

I write to endorse the proposal that the Department of History is submitting to the College Senate. A favorable action by the Senate, after its customary review of the proposal, would lead Open SUNY to list the MA program of the Department of History as an online/distance learning program.

Concerning the proposal itself, the Department has indicated the following.

- a) With respect to the courses that are required for the MA program, the Department of History currently offers both synchronous and asynchronous online courses.
- b) It is currently possible for a full-time student to complete the MA program within the standard two-year period by taking only online courses.
- c) Nearly all of the courses required for program completion are currently online.

Please let me know if you need any additional information concerning the proposal.

Sincerely,

A handwritten signature in cursive script that reads "Jose Malickal".

Jose Malickal  
Dean

**Appendix 2b: Academic Administration commentary/Department Chair.**



**SUNY BROCKPORT**  
Department of History

September 19, 2019

To the Senate Graduate Curriculum Committee,

I write to strongly support the proposal submitted by History's Graduate Director, Carl Davila, to have our History MA program listed on Open SUNY. This does not require any curricular changes or any additional classroom technology. We already use Collaborate and Zoom to bring distance students into our 600-level seminars synchronously, run 500-level asynchronous online classes during the regular semesters, and run 4/500-level asynchronous online classes during some special sessions. Discovering that new Open SUNY rules mean that we already qualify to be listed is good news. Listing has real potential to increase enrollment in our MA courses and program. Thank you in advance for considering this proposal. We would like to be able to advertise ourselves on Open SUNY for 2020-21.

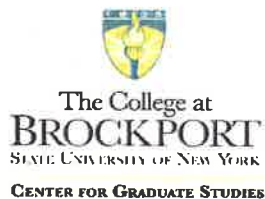
Sincerely,

Anne S. Macpherson,

Chair

Dept. of History

Appendix 2c: Academic Administration commentary/Center for Graduate Studies.



September 25, 2019

Dear Graduate Curriculum Committee of the College Senate,

Please accept this letter in support of the Department of History and their proposed new distance learning (online) option for the MA in History. The decision to offer an online version of the MA aligns well with their current course offerings and provides an opportunity to reach a broader audience of prospective students.

In my role as Interim Director, Center for Graduate Studies, I fully endorse this proposal and the opportunities such a program option will offer.

Please let me know if you have any questions.

Sincerely,

*Michael J. Harrison*

Michael Harrison  
Interim Director  
Center for Graduate Studies  
The College at Brockport  
[mharriso@brockport.edu](mailto:mharriso@brockport.edu)  
585-395-5456

**Appendix 3a: Commentary from Drake Library.**



**Drake Memorial Library**

*To:* College Senate Graduate Committee  
*From:* Diane Fulkerson, Director, Drake Memorial Library, LITS  
*Re:* Support for program change to History MA  
*Date:* 9/5/2019

Drake Memorial Library supports the History department's distance-learning option proposal. The proposed change will make the MA program available to a wider audience by listing it on the Open SUNY searchable database.

As noted in the proposal, no additional resources, facilities, or staff are needed to implement the change. Students in the online program will have off-campus access to all of the library's electronic resources. Drake Memorial Library looks forward to working collegially with the History department in continuing to improve the learning experience for all our students.

**Appendix 3b: Commentary from Information Technology Services.**



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7, as well as access to Drake Memorial Library's vast resources and open hours of

#### **Appendix 4: Course Descriptions and Sequencing.**

As stated in the narrative, this proposal represents no change at all in the actual curriculum of our MA program. This URL presents details of our program's structure:

<https://www.brockport.edu/academics/catalogs/2018/programs/history-masters.html>

But for thoroughness' sake, here is a basic outline:

The program requires 30 credits, at least 15 of which must be taken at the 600-level or above.

All students are required to take **HST600** Introduction to Historical Study: Introduces students to the fundamentals of historical study at the graduate level, including the process of developing research design in History.

There are four tracks through the program, each with slightly different required courses.

The US History track requires all students to take **HST614** and **HST615**, which are reading seminars in Early and Modern American History, respectively. The student must also take a combination of 500- and 600-level electives, grouped into a major and a minor field. The student then has effectively three choices for a 700-level capstone project: **HST700** (essentially, a substantial historiographical essay that covers a major portion of the student's course work), **HST701** (a thesis), or for students whose course work has sufficiently prepared them, **HST702** (a project related to the public dissemination of historical knowledge).

The World History track parallels that of the US History track, except that the student must take two 600-level regional seminars instead of the US history seminars. Otherwise, the basic requirements are the same.

The American/World History track is aimed primarily at Adolescent Social Studies teachers seeking to complete their certification. It combines one of the US reading seminars with one of the World regional seminars. Otherwise, the requirements are the same as above.

The Public History track is rather different: It requires the student to take any two of three 500-level core courses (**HST512** Public History, **HST513** Rochester Reform Trail, or **HST527** Material Culture), two internships at local institutions relating to History; a selection of content-based courses in subject areas relevant to the student's interest; and the Public History capstone (**HST702**).

