

# Executive Board

## (Systemwide Senate Review) Proposed Amendment to Senate Regulation 630

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*Susan Cochran*  
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*Chair of the Assembly of the Academic Senate*  
*Faculty Representative to the Regents*  
*University of California*  
*1111 Franklin Street, 12th Floor*  
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February 21, 2023

**MICHAEL DRAKE, PRESIDENT**  
**KATHERINE NEWMAN, PROVOST AND EXECUTIVE VICE PRESIDENT**  
**ACADEMIC SENATE DIVISION CHAIRS**

**Re: Assembly Approval of Revisions to Senate Regulations 610 and 630**

Dear Colleagues:

At its February 8 meeting, the Assembly of the Academic Senate approved revisions to Senate Regulations 610 and 630, updating the residency prerequisite for an undergraduate bachelor's degree. The revisions were proposed by the University Committee on Educational Policy (UCEP) and endorsed by the Academic Council following a systemwide Senate review. The revisions have been incorporated into the online Manual of the Systemwide Academic Senate<sup>1</sup> and are detailed in Attachment 1 to this letter.

The revisions add a new Regulation 630.E, defining a "campus experience requirement" that requires freshman and transfer undergraduates to complete a minimum of six units of in-person courses during a quarter/semester for one year, with in-person course defined as having at least 50% of instruction occur face-to-face. The Assembly also approved an amendment to the definition of residency in Senate Regulation (SR) 610 to align with the new SR 630.E.

As explained in Attachment 3, the 50% in-person instruction requirement draws from definitions grounded in the rules of UC's accreditor, the Western Association of Schools and Colleges (WASC) as well as minimum engagement requirements for federal financial aid.

Regulation 630.E closes a loophole that had allowed for the potential creation of fully online degree programs and may have led to students having limited or no access to on-campus resources and activities. While this regulation defines UC's commitment to an in-person educational experience, it also opens the door for campuses to experiment with online majors and minors and to innovate with hybrid programs and alternative modes of course delivery that will benefit undergraduate students. Included as Attachment 2 is a UCEP letter addressing questions and considerations for online degrees and articulating the benefits of the revisions, including fostering persistence, academic success, and inclusive access to the full array of UC campus resources and experiences.

I ask you to circulate this notice to relevant and interested faculty and administrators. Please do not hesitate to contact me if you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan Cochran', written in a cursive style.

Susan Cochran, Chair  
Academic Council

Cc: Assembly of the Academic Senate  
Senate Division Executive Directors  
Executive Director Lin

**ATTACHMENT 1: REVISIONS TO SENATE REGULATIONS 610 AND 630 APPROVED BY  
THE ASSEMBLY OF THE ACADEMIC SENATE ON FEBRUARY 8, 2023**

**APPENDIX: CURRENT REGULATIONS ([link](#))**

**Chapter 1. General Provisions**

**Article 1. Residence**

**610.**

Residence in any regular term is validated for an undergraduate student by enrollment in at least six units of courses that were created through the Divisional course approval process of the student's home campus and in accordance with requirements of 630.E. Residence in any regular term is validated for a graduate student with programs of instruction or research approved by the Graduate Council of the student's home campus.

**Chapter 2. Requirements for the Bachelor's Degree**

**Article 1. General Requirements**

**630.**

- A. Except as otherwise provided in this section and SR 614, 35 (or 24 semester) of the final 45 (or 30 semester) units completed by each candidate for the ~~B~~achelor's degree must be earned in residence in the college or school of the University of California in which the degree is to be taken. (Am 9 Mar 83; Am 23 May 01)
- B. When two or more campuses of the University of California have approved a joint program of study, a student enrolled in such a program may meet the Requirement requirement stated in ~~Paragraph A~~ paragraph (A) above by completing the requisite number of units in courses offered at any or all of the participating campuses. The student's program of study must be approved by the Provost, Dean, or equivalent officer of the School of College in which the degree is to be awarded. (En 13 May 97; Am 10 Nov 04)
- C. A further exception to the rule stated in paragraph (A) above is made in the case of students who meet the residence requirement as provided in [SR 614](#). (Am 10 Nov 04)
- D. Except when Divisional Regulations provide otherwise, a student in the Education Abroad Program, the UC Washington, D.C., Program, the UC Center in Sacramento Program, or the NRS California Ecology and Conservation Course, which are systemwide courses, may meet the residence requirement in accordance with the following provisions: (Am 27 May 99; Am 10 Mar 04; Am 10 Nov 04; Am 10 Apr 17)
  - 1. A student who completes the graduation requirements while in a systemwide course may satisfy the requirements stated in paragraph (A) in the final 45 (or 30 semester) units preceding the student's entrance into a systemwide course. (Am 9 Mar 83; Am 10 Mar 04; Am 10 Apr 17)
  - 2. Subject to the prior approval of the department concerned, a student who is enrolled in a systemwide course may satisfy the residence requirement by earning 35 (or 24 semester) of the final 90 (or 60 semester) units, including the final 12 (or 8 semester) units, in residence in the

college or school of the University of California in which the degree is taken. (Am 7 Jun 72; Am 9 Mar 83; Am 10 Mar 04; Am 10 Apr 17)

- E. Each undergraduate student must complete a campus experience requirement. A minimum of six units of course credits per quarter (or semester) for three quarters (or two semesters) completed by each candidate for the bachelor's degree must be earned in courses designed to deliver to any enrolled student at least 50 percent of in-person instructional hours on any campus of the University of California or physical locations affiliated with programs listed in SR 630.D or in prison environments. To satisfy this requirement, at least two quarters or one semester must be completed during the regular academic year, with no more than one quarter or semester completed during the summer. "In-person" means instructors and students are in the same physical location. "Instructional hours" refer to time when instructors are presenting to or interacting with students during designated class times (e.g., lecture, laboratory, discussion, field work, problem sessions). For the purposes of this regulation, instructional hours do not include office hours, or recorded lectures provided as a supplement to designated hours interacting with students. Individual Divisions may maintain a higher threshold for required in-person course credits per term or for the number of terms in which a threshold applies.
-

## ATTACHMENT 2: LETTER FROM UCEP

January 16, 2023

**SUSAN COCHRAN, CHAIR  
ACADEMIC COUNCIL**

### **RE: UCEP's REVISED AMENDMENT TO SENATE REGULATION 630**

Dear Susan,

UCEP has reviewed and discussed the feedback from the systemwide review of the committee's proposed amendment to Senate Regulation (SR) 630, and we are pleased to transmit to Academic Council a revision of the proposed new paragraph 630.E. The revised proposal addresses most of the concerns raised by the divisions and standing Senate committees and reframes the residency requirement as the "campus experience requirement." One notable concern raised was that several campuses could not comply with the new requirement since they were not keeping track of online course offerings. We suggest a grace period to allow these campuses to develop a course tracking system and provide a rationale for course mode tracking in Appendix 1: information about online instruction and accreditation, federal financial aid correspondence courses and additional notes defining terminology in the new paragraph.

Questions and considerations for online degrees and majors:

1. *What is the difference between an online degree and an online major?*

A **degree** is completed when ALL of the campus requirements for that degree are met – this includes GE courses, majors courses, and electives that meet the minimum credits required to graduate. Degree accreditation states that if 50% or more of the courses for a degree can be taken online, then that is a distance education program (online degree – see attachment 1). Requirements for a **major** are presented in the course catalog as a specific group of classes required to be taken for that major.

Planning for an online degree requires knowing the mode of instruction for all courses on campus. This is complicated if some course modes are not fixed (e.g., courses might be offered as both online or in-person). A benefit in considering the online major only is that these courses are usually limited to one department or program, allowing the course mode to be set and an online major to be defined within a department or program.

2. *Will this regulation prevent online majors?*

No – students will be required to take 6 units in person for three quarters or two semesters. Most students enroll for 14-16 units per term; consequently, 8-10 units could be devoted to online course offerings per term for the year on campus. Having some in-person course opportunities for online majors would enhance those majors by offering a larger collection of courses and electives.

3. *Will this regulation prevent online degrees?*

Well, it depends. No, if the program allows some in person courses, these can be accommodated in a manner similar to that of the online majors (see above). Yes, if the program is fully online (programs designed to exclude all in-person classes). If the SR 610-630 campus experience regulation is approved, fully online degrees would only be permitted by a variance through the Systemwide Senate. However,



fully online degrees might create a second class of students who are not welcome on campus and who would not benefit from campus resources. Evidence shows that fully online programs are very isolating and have poor graduation rates.

4. *What are the benefits of a minimum one-year campus experience?*

Graduation rates for online undergraduate degree programs are notoriously low compared to degrees with curricula with all or mostly in-person courses. We know that undergraduate students taking classes in person often perform academically better than those taking classes online and, that students learning in-person are more likely to complete the course. Online instruction can be diminished and made ineffective by technology problems that simply don't exist in live classrooms. Moreover, in-person courses allow for face-to-face interactions with a diverse population of students; this is important in challenging biases that students might have when entering the university.

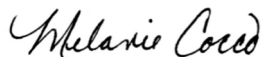
Campuses provide a large array of student resources (e.g., counseling, health care, gyms) as well as social activities, opportunities for peer connections, and connecting with future collaborators. Attending classes in person is part of a student's professional development: time management, showing up for meetings prepared and effective personal communication are important skills for a successful career. For transfer students in particular, an onboarding experience could be significant in helping them feel that they are part of the University community. Faculty and staff are more likely to see if a student is distressed when in person. Interactions online have been shown to be more transactional and limited to specific information in the course whereas in person classes allow for casual conversations before and after class and produce more informal mentoring.

5. *What courses count as online?*

Any course that has 50% or more of the instruction hours are online or remote – these are the hours when one would be lecturing or interacting with students in a classroom for a comparable in-person class.

The committee asks that Academic Council endorse the revised proposal for SR 630.E. UCEP appreciates the opportunity to comment on this matter. Please contact me if you have any questions.

Sincerely,



Melanie Cocco, Chair  
UCEP

### ATTACHMENT 3

#### RATIONALE TO DOCUMENT ONLINE INSTRUCTION:

Both the Accreditation Commission and Federal Regulations maintain requirements that are specific to Online courses (defined as 50% or more instruction online). For this reason, it is recommended that UC Divisions track their Online course offerings including the engagement activities in those courses.

*Accreditation* of the University to educate students in California is performed by the Western Senior College and University Commission (WSCUC; formerly WASC). They define an online course as one where 50% or more of instruction/interaction is online (see below). Online courses must “*support **regular and substantive interaction** between the students and the instructor or instructors, either synchronously or asynchronously.*” UC courses that include 50% or more of instruction/interaction online should be designated as online courses for the purpose of WSCUC accreditation review. “*Institutions must obtain substantive change approval for programs in which 50% or more of the (degree) program (units for completion of the program) will be offered through distance education.*” For UC students, the “program” refers to a degree. In the case of a transfer student, the “program” consists only of the courses taken at UC to complete a degree (online courses taken prior to transfer are not considered in the 50% calculation).

*Federal financial aid* rules require at least two engagement activities for online instruction (see below). If requested, an institution should be able to provide a list of courses with online instruction and their engagement activities.

*Correspondence courses* are defined as having online instruction but do not have sufficient engagement activities. For example, a course that posted recorded videos without an engagement activity specific to that content could be called a Correspondence Course. *Federal financial aid* cannot be given to students who take more than 50% of their units (credits) as Correspondence Course format (see below).

- WSCUC accreditation review occurs every 10 years. However, once a campus starts to offer degree programs online, it is the campus responsibility to submit a “Substantive Change Proposal” to WSCUC – regardless of the time since the last accreditation review.
- Federal Financial Aid audits occur every year.

#### WSCUC (WASC) Definition of online course and (degree) program:

<https://wascsenior.app.box.com/s/6oju46p2b6mklgigo2om>

Page 17, DISTANCE EDUCATION PROGRAMS – online course definition

...WSCUC considers a distance education course to be one in which 50% or more of the instruction and interaction occurs using one or more of the technologies included in the definition of distance education, with the faculty and students being physically separate ...

Distance Education is defined as: Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency - (i) Providing the opportunity for substantive interactions

with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and (ii) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

### **WSCUC (WASC) New (Online) Degree Program Proposal Instructions**

Institutions must obtain substantive change approval for programs in which 50% or more of the program (units for completion of the program) will be offered through distance education.”

<https://wascsenior.app.box.com/s/c3v95f0nzpmodcadfbhl>

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1.b If this proposal involves distance delivery of any portion of the curriculum, describe how the program meets expectations for “Academic Engagement” and “Faculty-Initiated Regular and Substantive Interaction” as defined by the federal regulations (see Code of Federal Regulations §600.2 Academic Engagement & Distance Education). Identify where/how these required elements are incorporated into the proposed program.

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4.a Describe how “Regular and Substantive Interaction” is monitored, by whom, and how often?

7.b. If applicable, explain how comparative assessment of program outcomes for students in different program modalities will be conducted (including assessments of student learning outcomes, student retention, and student satisfaction) including appropriate comparisons with campus-based programs.

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5. If 50% or more of the program will be offered via distance education, describe the provisions available to faculty to determine that the enrolled student is the student completing the coursework. How will the identity of students participating in the program be verified?

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7.b If 50% or more of the program will be offered via distance education, describe the preparedness of faculty to support the modality of instruction. What faculty development opportunities are available? Include any faculty guidelines for online instruction and/or web links to online training resources.

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4. If 50% or more of the program will be offered via distance education, provide a detailed description of the type of distance education modality being proposed and the format (asynchronous, synchronous, online, teleconference, video on demand, etc.).

### **Federal Definition of Online Course requirements for Financial Aid**

<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600>

(Definition of Instructional Clock Hour)

(1) A period of time consisting of -

(i) A 50- to 60-minute class, lecture, or recitation in a 60-minute period;

(ii) A 50- to 60-minute faculty-supervised laboratory, shop training, or internship in a 60-minute period;

(iii) Sixty minutes of preparation in a correspondence course; or

(iv) In distance education, 50 to 60 minutes in a 60-minute period of attendance in -

(A) A synchronous or asynchronous class, lecture, or recitation where there is opportunity for direct interaction between the instructor and students; or

(B) An asynchronous learning activity involving academic engagement in which the student interacts with technology that can monitor and document the amount of time that the student participates in the activity.

**3) An institution must be capable of monitoring a student's attendance in 50 out of 60 minutes for each clock hour under this definition.**

*Distance education (cont):*

(required engagement activities – must provide interactions between instructor and student )

(4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also **includes at least two of the following:**

- (i) Providing direct instruction;
- (ii) Assessing or providing feedback on a student's coursework;
- (iii) Providing information or responding to questions about the content of a course or competency;
- (iv) Facilitating a group discussion regarding the content of a course or competency; or
- (v) Other instructional activities approved by the institution's or program's accrediting agency.

#### **Correspondence Course Financial Aid Handbook**

<https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2020-2021/vol2/ch4-audits-standards-limitations-cohort-default-rates>

Students may NOT receive financial aid if the number of correspondence course units is more than 50% of their total course units in any given term.

...A school must calculate these percentages to demonstrate compliance with a requirement or to demonstrate eligibility for a limitation waiver. For each of the tests, the calculation performed by the school must be attested to by the independent auditor who prepares the school's audited financial statement or its FSA compliance audit. If a school's initial or previous calculation was in error, the auditor's report must be part of the audit workpapers and must include a recalculation. The auditor's attestation report must indicate whether the school's determinations (including any relevant waiver or exception) are accurate.

November 4, 2022

Susan Cochran  
Chair, UC Senate

Re: **Proposed Amendment to Senate Regulation 630**

Dear Chair Cochran,

At the November 3, 2022, meeting of the Executive Board, members reviewed the proposed amendment to Senate Regulation 630 and divisional committee and council responses. Members agreed that closing the loophole identified in the report was wise. They concurred with the statement that the broader conversation about online education is underway yet not completed in the Academic Senate. Members found this proposed amendment to be an elegant and well-designed solution as these conversations continue. After discussion, members voted unanimously to support the proposal.

Sincerely,



Jessica Cattelino  
Chair  
UCLA Academic Senate

Encl.

Cc: April de Stefano, Executive Director, UCLA Academic Senate  
Andrea Kasko, Vice Chair/Chair Elect, UCLA Academic Senate  
Shane White, Immediate Past Chair, UCLA Academic Senate

To: Jessica Cattelino, Chair  
Academic Senate

From: Marco Giovannini, Chair  
Committee on International Education

Date: October 27, 2022

Re: **Systemwide Senate Review: Proposed Amendment to Senate Regulation 630**

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Dear Chair Cattelino,

At its meeting on October 26, 2022, the Committee on International Education discussed the Proposed Amendment to Senate Regulation 630.

Members support the comment raised by the Undergraduate Council to clarify the rationale for the proposed requirement that “two quarters or one semester must be during the regular academic year” as opposed to including the summer term.

Thank you for the opportunity to review and comment. If you have any questions, please do not hesitate to contact me via the Committee on International Education analyst, Emily Le, at [ele@senate.ucla.edu](mailto:ele@senate.ucla.edu).

October 18, 2022

Jessica Cattelino, Chair  
Academic Senate

**Re: Systemwide Review: Proposed Amendment to Senate Regulation 630**


Dear Chair Cattelino,

At its meeting on October 10, 2022, the Council on Planning and Budget (CPB) reviewed the Proposed Amendment to Senate Regulation 630. Members offered the following comments.

Members commented that it is challenging to formulate an informed opinion while there is a lack of clarity on the budget implications of the proposed change. Some members questioned whether the proposed regulation would restrict the ability to provide additional online instruction that may generate revenue for the university. Other members wondered whether the new Future of Instruction Task Force would study issues such as this one, and whether their perspective would be important to have at this time. Moreover, members wondered whether the proposed amendment would have a significant effect on the budget, enrollment numbers, classroom use (physical seats), infrastructure, and the quality of instruction. We concluded that these should be consideration given to the effects on departmental resources, distribution of classes, and enrollment.

If you have any questions for us, please do not hesitate to contact me at [afl@ucla.edu](mailto:afl@ucla.edu) or via the Council's analyst, Elizabeth Feller, at [efeller@senate.ucla.edu](mailto:efeller@senate.ucla.edu).

Sincerely,



Andrew Leuchter, Chair  
Council on Planning and Budget

cc: Andrea Kasko, Vice Chair/Chair Elect, Academic Senate  
Shane White, Immediate Past Chair, Academic Senate  
April de Stefano, Executive Director, Academic Senate  
Elizabeth Feller, Assistant Director, Academic Senate  
Members of the Council on Planning and Budget

September 29, 2022

To: Jessica Cattelino, Chair, Academic Senate  
From: Kathy Bawn, Chair, Undergraduate Council

**Re: (Systemwide Senate Review) Proposed Amendment to Senate Regulation 630**

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At its meeting on September 23, 2022, the Undergraduate Council reviewed an amendment to Senate Regulation 630 that clarifies the residency prerequisite for the Bachelor's degree. The proposed amendment stipulates that at least 6 units/quarter for 3 quarters (or 2 semesters) must be earned in courses intended to be in person, and at least 2 quarters (1 semester) must be during the academic year. In principle, the amendment is meant to close a loophole that could allow campuses to create fully online undergraduate degree programs through individually-approved online courses.

Members' reactions to the proposal were mixed. Some were opposed to introducing restrictions that would prevent the creation of fully online undergraduate programs. Others found the proposed amendment to be reasonable and manageable for units who may wish to offer online or hybrid degrees. With 50 percent of instruction designed to be in person, members noted that the amendment does not preclude remote participation while allowing students to benefit from an on-campus experience.

Some suggested modifying the language of SR 630.E to reflect the total minimum number of units that must be completed in person per academic year (rather than units per quarter/semester). Clarification was also sought on the rationale for the proposed requirement that "two quarters or one semester must be during the regular academic year," as opposed to during summer. Some also suggested changing the wording of SR 630.A (vis-à-vis 630.E) to clarify the definition of "in residence" as matriculation in a college or school, distinct from physical presence on a UC campus.

Members also discussed the broader merits and challenges of online learning with respect to course quality, academic integrity, and grade inflation. Some felt that UC should not stifle online programs in order to support innovation and equity. Others felt that expanding online options would better allow the University to honor the goals of the California Master Plan, whereas limiting them may exclude students—particularly in rural areas of the state—who cannot physically access many UC campuses. Overall, members emphasized the importance of Academic Senate oversight in ensuring that online programs be designed with best practices in mind to achieve educational excellence.

Thank you for the opportunity to opine. Please direct any questions to Council analyst Julia Nelsen at [jnelsen@senate.ucla.edu](mailto:jnelsen@senate.ucla.edu).

CC: April de Stefano, Executive Director, Academic Senate  
Andrea Kasko, Vice Chair/Chair-Elect, Academic Senate  
Julia Nelsen, Undergraduate Council Analyst  
Anne Warlaumont, Vice Chair, Undergraduate Council  
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*Chair of the Assembly of the Academic Senate  
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1111 Franklin Street, 12th Floor  
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September 1, 2022

**CHAIRS OF SENATE DIVISIONS AND COMMITTEES:**

Re: Systemwide Senate Review of Revision to Senate Regulation 630

Dear Colleagues,

I am forwarding for systemwide Senate review an amendment to Senate Regulation 630 proposed by the University Committee on Educational Policy (UCEP) and endorsed by the 2021-22 Academic Council.

The amendment clarifies the residency prerequisite for an undergraduate Bachelor's degree by adding new paragraph 630.E, requiring undergraduates (both transfers and freshman admits) to complete six units of in-person courses in a quarter/semester for one year, with the in-person course defined as having at least 50 percent of instruction occur in a face-to-face manner. 630.E will also permit individual Senate divisions to maintain a higher threshold for required in-person course credits per term or for the number of terms in which a threshold applies. The regulation also closes a loophole that allows campuses to potentially create a fully online degree program through individually-approved online courses.

For additional background, faculty are invited to review two documents:

- 1) A June 2022 letter<sup>1</sup> from 2021-22 Senate Chair Horwitz to Provost Brown that summarizes the 2021-22 Academic Council's discussions about fully online undergraduate degrees, describes next steps for consideration of online degrees, majors, and minors, and discusses a pedagogical basis for why fully online degrees are not prudent at this time
- 2) An open letter to the Senate<sup>2</sup> from Chair Horwitz proposing a framework for the consideration of fully online undergraduate degrees and restoration of a residency requirement

Please submit comments to the Academic Senate office at [SenateReview@ucop.edu](mailto:SenateReview@ucop.edu) by November 14, 2022 to allow us to compile and summarize comments for the Academic Council's November

<sup>1</sup> [https://senate.universityofcalifornia.edu/\\_files/reports/rh-mb-next-steps-fully-online-degrees.pdf](https://senate.universityofcalifornia.edu/_files/reports/rh-mb-next-steps-fully-online-degrees.pdf)

<sup>2</sup> <https://ucop.box.com/s/vho3f9gs29owpxctdn10jbceenfap11b>

21 meeting. As always, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

Please do not hesitate to contact me if you have additional questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Cochran", written in a cursive style.

Susan Cochran, Chair  
Academic Council

Cc: Senate Directors  
Executive Director Lin

Encl.

June 14, 2022

**ROBERT HORWITZ, CHAIR  
ACADEMIC COUNCIL**

**RE: Proposed Language to Amend the Residency Requirement**

Dear Robert,

At its meeting on May 25<sup>th</sup>, 2022, Academic Council tasked UCEP to draft language to amend the residence requirement for undergraduate students to include a minimum of one year where students take courses in-person on their home campus. At our meeting on June 6<sup>th</sup>, UCEP members voted to endorse language presented below for Academic Council's review, with 7 members supporting and 2 opposed.

Reasons for supporting this language amending the residence requirement were diverse. These included the desire to ensure students' direct connection with campus services to support student success. There was also a sense that bringing students to learning in the same location as instructors and their cohort is important in establishing a sense of belonging to aid academic persistence, building social and professional networks to aid future endeavors, and providing opportunities for experiential learning. In addition, the language would allow faculty and academic departments with wide latitude for experimentation with online courses, minors, and majors should the Senate decide to approve online majors in the future.

Reasons for opposition centered on skepticism regarding whether physical location is important to these aims, and concerns that the language below would preclude fully online undergraduate degrees absent further amendment to Senate Regulations. UCEP wishes to make this implication clear to Academic Council.

**PROPOSED LANGUAGE TO AMEND SENATE REGULATIONS**

Proposed Senate Regulation 630.E

A minimum of six units of course credits per quarter (or semester) for three quarters (or two semesters) completed by each candidate for the Bachelor's degree must be earned in courses which are designed to deliver to any enrolled student at least 50 percent of instructional hours in-person on a campus of the University of California or physical locations affiliated with programs listed in Senate Regulation 630.D or in prison environments. At least two quarters or one semester must be during the regular academic year. "In-person" means instructors and students are in the same physical location. "Instructional hours" refer to time when instructors are presenting to or interacting with students during designated class times (e.g., lecture, laboratory, discussion, field work, problem sessions). For the purposes of this regulation, instructional hours do not include office hours, or recorded lectures provided as a supplement to designated hours

interacting with students. Individual Divisions may maintain a higher threshold for required in-person course credits per term or for the number of terms in which a threshold applies.

UCEP appreciates the opportunity to comment on this matter. Please contact me if you have any questions.

Sincerely,



Mary Lynch, Chair  
UCEP

## NOTES

1. The proposal is to amend SR 630, as this is the section of Senate Regulations that details residence requirements for undergraduates. SR 610 defines residence, for both undergraduate and graduate students.
2. The descriptor “are designed to” is included to refer to the course as described during the course approval process, so that emergency closures or other contingencies beyond the control of the campus, instructor, or student do not interfere with students satisfying the requirement.
3. The 50-percent threshold to define in-person courses is based on the threshold used by WASC to distinguish between on-site and distance education courses.
4. The descriptor “in-person” is used here instead of WASC’s term “on-site” to avoid any potential for conflicting definitions of “on-site” to arise.
5. The term “instructional hours” is used here instead of WASC’s “substantive interaction” to tie the in-person activity as cleanly and directly as possible to course credit hours.
6. Treatment of hybrid courses: The use of the qualifiers “are designed to” and “any enrolled student” combined with the definition of “instructional hours” here is intended to enable classes with flipped classrooms to satisfy this requirement, but at the same time prevent courses that are designed to provide in-person instruction to only a subset of students from satisfying the requirement.
7. The use of “are designed to” and “any enrolled student” is intended to allow courses where instructors deliver in-person lectures that students may view later if they wish, or where attendance is optional, to satisfy this requirement.
8. The phrase “or recorded lectures provided as a supplement to designated hours interacting with students” indicates that live instruction is required. Asynchronous material is only a supplement to it in this definition. The qualifier “for the purposes of this regulation” is added to preserve the discretion of Divisional bodies to approve asynchronous instruction for such use in other contexts.

## APPENDIX: CURRENT REGULATIONS ([link](#))

### Chapter 1. General Provisions

#### Article 1. Residence

**610.** Residence in any regular term is validated for an undergraduate student by enrollment in at least six units of courses that were created through the Divisional course approval process of the student's home campus. Residence in any regular term is validated for a graduate student with programs of instruction or research approved by the Graduate Council of the student's home campus.

### Chapter 2. Requirements for the Bachelor's Degree

#### Article 1. General Requirements

##### **630.**

- A. Except as otherwise provided in this section and SR 614, 35 (or 24 semester) of the final 45 (or 30 semester) units completed by each candidate for the Bachelor's degree must be earned in residence in the college or school of the University of California in which the degree is to be taken. (Am 9 Mar 83; Am 23 May 01)
- B. When two or more campuses of the University of California have approved a joint program of study, a student enrolled in such a program may meet the Requirement stated in Paragraph A by completing the requisite number of units in courses offered at any or all of the participating campuses. The student's program of study must be approved by the Provost, Dean, or equivalent officer of the School of College in which the degree is to be awarded. (En 13 May 97; Am 10 Nov 04)
- C. A further exception to the rule stated in paragraph (A) above is made in the case of students who meet the residence requirement as provided in [SR 614](#). (Am 10 Nov 04)
- D. Except when Divisional Regulations provide otherwise, a student in the Education Abroad Program, the UC Washington, D.C., Program, the UC Center in Sacramento Program, or the NRS California Ecology and Conservation Course, which are systemwide courses, may meet the residence requirement in accordance with the following provisions: (Am 27 May 99; Am 10 Mar 04; Am 10 Nov 04; Am 10 Apr 17)
  1. A student who completes the graduation requirements while in a systemwide course may satisfy the requirements stated in paragraph (A) in the final 45 (or 30 semester) units preceding the student's entrance into a systemwide course. (Am 9 Mar 83; Am 10 Mar 04; Am 10 Apr 17)
  2. Subject to the prior approval of the department concerned, a student who is enrolled in a systemwide course may satisfy the residence requirement by earning 35 (or 24 semester) of the final 90 (or 60 semester) units, including the final 12 (or 8 semester) units, in residence in the college or school of the University of California in which the degree is taken. (Am 7 Jun 72; Am 9 Mar 83; Am 10 Mar 04; Am 10 Apr 17)
- E. A minimum of six units of course credits per quarter (or semester) for three quarters (or two semesters) completed by each candidate for the Bachelor's degree must be earned in courses which are designed to deliver to any enrolled student at least 50 percent of instructional hours in-person on a campus of the University of California or physical locations affiliated with programs listed in SR630.D or in prison environments. At least

two quarters or one semester must be during the regular academic year. “In-person” means instructors and students are in the same physical location. “Instructional hours” refer to time when instructors are presenting to or interacting with students during designated class times (e.g., lecture, laboratory, discussion, field work, problem sessions). For the purposes of this regulation, instructional hours do not include office hours, or recorded lectures provided as a supplement to designated hours interacting with students. Individual Divisions may maintain a higher threshold for required in-person course credits per term or for the number of terms in which a threshold applies.