Department of and Electrical & Biomedical Engineering Course Equivalencies (CEs)

**Department Approved 10/19/2022**

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For Tenure-track faculty, see the Variable Workload Guidelines

1. This course equivalency policy for Biomedical Engineering and Electrical Engineering courses is founded on each faculty member’s responsibility to maintain delivery of a rigorous and experiential curriculum to our students, while allowing adequate time to pursue high quality research and perform meaningful service. It applies to online courses, hybrid courses, and in person courses.
2. In general, each faculty member is expected to teach at least one required undergraduate course per academic year. In addition, each faculty member is expected to teach at least one elective each year. Tenure-track faculty are expected to teach at least one graduate-only course at least every two years.
3. In general, an established faculty member is expected to routinely update the courses that they teach and may have a new course preparation once every two years.
4. In general, a course equivalency of 1.0 represents a 12% work-load effort. For example, a faculty member with an annual teaching workload comprising 36% of their total effort, is expected to teach three (3.0) course equivalents per annum.
5. Note that externally funded research may provide a course release from the annually agreed upon work-load arrangement guided by the variable workload guidelines in the appendix. Any releases need to be discussed and approved by the Chair the Spring prior to a given academic year. Faculty should reference the CEMS Faculty Workload and Teaching Policy for course buyout details.
6. In general, a 1.0 course equivalency equates to a lecture-based, 3-credit 0xx, 1xx, 2xx, or 3xx-level course section that is run (and generally requires meeting a minimum enrollment of 20, 15, 10, or 5 students, respectively) without a teaching assistant.
7. Course equivalencies of 1, 2, 3, 4 and 6-credit courses with laboratory components are generally determined by the Department Chairperson based upon factors such as, but not limited to:
   * the number of laboratory sections being run,
   * the method of instructional delivery,
   * the provided teaching support (e.g., teaching and/or lab assistants, etc.), and
   * course enrollment
8. Because EBE courses range from 1 to 6 credit hours, there can also be a range of credit hours associated with a particular faculty member’s course load. For example, a ``2-2’’ course load can be met with a credit hour total ranging from 11 to 14 credit hours which, in turn, could translate into between 2 to 5 distinct classes or sections (with 4 being nominal). In addition, courses with enrollments exceeding 80 students will be considered to have twice the nominally allocated course equivalency. Likewise, 6-credit courses will be considered to have twice the course equivalency allocated to 3-credit courses having the same enrollment. For non-lab courses, there may be adjustments to this equivalency per the attached guidelines.
9. Faculty who teach more than 700 student credit hours (SCH) on load calculated after the add drop date in a single semester, will be provided with a one-course equivalency the following semester which will count as an overload. If a faculty member is teaching overloads, SCH are calculated from the total SCH multiplied by the appropriate ratio of onload/offload course equivalencies.
10. Items that do not count toward teaching-based course equivalency include, but are not limited to:
    * Individualized / Independent study mentoring. If more than 5 students are signed up for an independent study course, then a(n) (advanced) special topics course should be offered instead.
    * Honors Theses or Capstone Design mentoring.
    * Advising undergraduate and/or MS/PhD students is already accounted for in UVM Service and Research efforts, respectively.
    * Leading College or Departmental service efforts related to learning, such as the EBE graduate student seminar, is considered part of a Service load.

**EBE Workload Equivalency Guidelines for Large Classes without Laboratories**

The Department is committed to high quality teaching and learning. As a result, we are committed to keeping class sizes small when possible. Small class size is defined as fewer than 40 students. Situations could arise, however, where a larger main section with smaller sections or significant graduate student teaching support will be as impactful as many small sections. For example, when there is one expert in the field, and GTAs as support will allow us to open the course to more students.

In cases where the Department, the Department Chair, and the Dean agree that a larger section (over 80) is the best approach for a course without a laboratory component, the following policy applies.

1. With GTA support of 20 hours/week, the course will be equivalent to 1 course.
2. If the course breaks into recitations of 40 students or fewer and the recitation instructors are primarily in charge of grading, the course is equivalent to 1 course.
3. For those teaching 40 student recitations (1 hour/week), each recitation is equal to 1 credit.
4. Otherwise, the course is equivalent to 2 courses.