

University of Vermont
College of Education and Social Services
Department of Counseling Human Development and Family Science
Course Equivalencies
Approved by the Department 12/18/2025
Approved by the CESS Dean's Office 12/18/2025
Approved by Office of the Provost 12/19/2025

Part I. DEPARTMENT GUIDELINES SHARED ACROSS HDFS AND COUNSELING

A. THESES AND INDEPENDENT WORK GUIDELINES

Supervision or advising of theses and/or independent studies that are part of a credit-bearing course or for which faculty are receiving compensation cannot be counted twice.

Any activity that is not supervisory/advising in nature, for example, chairing student committees, serving on student committees, reading comprehensive exams, reviewing portfolios, or engaging in professional service to one's scholarly associations is already covered in the Workload Policy for CESS.

Recognizing differential demands in supervision/advising of student theses and dissertations, the Department Chair retains the right to provide course releases to mitigate inequities that may emerge in workload. The following equivalency guidelines are therefore established for theses, dissertations, and independent work:

Independent Study

Faculty members with approved independent study earn the equivalent of 1 CE for every 30 credit hours of Independent Study (i.e., 10 3-credit sections or their equivalent). Independent Study must be completed before a faculty member is eligible for a one 3-credit course equivalency. Earned CEs can be accumulated up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 3-credit hours) into the workload annually in discussion with the Chair. All Independent Studies (including undergraduate research) must be pre-approved by the Chair, using approved departmental procedures and forms. Faculty will be responsible for documenting Independent Study sections approved and taught and must include this information in discussions with the Chair during the annual performance review.

Theses and Dissertations

Theses and dissertations are defined by intellectual inquiry and demonstration of independence at the appropriate developmental level (undergraduate, master's, and doctoral levels). Definitions and guidelines for theses and dissertations are provided at the program, college, and graduate college levels and must be adhered to throughout the process. Faculty will be responsible for documenting all theses advised and must include information in discussions with the Chair during the annual performance review.

Undergraduate and Master's theses

Faculty members actively engaged in advising undergraduate students in thesis work will earn the equivalent of 1 CE for every 10 theses. Undergraduate theses include those conducted in association with the Patrick Leahy Honors College and CESS Scholar of Distinction guidelines, or as part of a faculty member's research efforts. Graduate College faculty members who are actively engaged in advising master's students will earn the equivalent of 1 CE for every 30 hours of thesis credits. Earned CEs can be accumulated for up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 1 thesis) into the workload annually in discussion with the Chair.

Doctoral dissertations

Advising a dissertation involves substantive investment across a student's development and programming and includes membership and governance by the Graduate College. Dissertation advising presumes content-area expertise related to the student's interest and methodological familiarity or expertise related to the student's topic. The provisions that follow do not apply to serving as an external chair of a dissertation committee or academic advisor, as these are covered by workload components of service and advising respectively.

Dissertation Advisors: Faculty members actively serving as the major dissertation advisor for CESS dissertations will earn the equivalent of 1 CE for every 5 students successfully proposing and defending a dissertation. Earned CEs can be accumulated up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.2 CE = 1 dissertation/student) into the workload annually in discussion with the Chair. Faculty will be responsible for documenting all dissertation advising and will share plans for dissertation advising with Chairs during the annual performance review and workload meeting. Faculty members who experience disruptions in student completion may approach the chair for consideration of workload adjustments for time earned through student credit hours. If two faculty members agree to and are approved to co-chair a doctoral student, the earned CEs may be divided accordingly in discussion with the Chair.

Doctoral Dissertation Committee Methodologists: A faculty member who serves as a Doctoral Dissertation committee member and research methodologist on committees where they are not the student's dissertation advisor is eligible for one 3-credit course release for every 10 dissertations completed. Earned CEs can be accumulated up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 1 dissertation) into the workload annually in discussion with the Chair. Their role in the committee must be verified by the student's dissertation advisor. Faculty will be responsible for documenting all dissertation advising and will share plans for dissertation advising with Chairs during the annual performance review and workload meeting.

B. Alternatives to 3 Credit Classes

Course equivalencies for 1, 2, and 4 credits will receive adjusted CEs. The following equivalencies are recommended; however, the final decision is at the Chair's discretion.

- a) 1 credit course: .5 CE
- b) 2 credit course: .75 CE
- c) 4 credit course: $\frac{1}{4}$ of a CE should be added to a 4 credit course, after determining the CE based on class size and determining GTA support based on class size and class pedagogy.

Part II. CESS COURSE LOAD: As of December, 2025, standard course loads in all CESS academic departments are 4 course equivalents (CEs) per academic year for a full-time tenured/tenure track faculty member, 6 course equivalents for a full-time clinical faculty member, and 8 course equivalents for a full-time lecturer/senior lecturer.

The standard course enrollment for CHDF classes (excluding Internship and Practicum classes) is 30. Adjustments are made as noted below for classes with larger enrollments.

Part II.A. HDFS PROGRAM SPECIFIC COURSE EQUIVALENCY GUIDELINES with GTA Support

1. COURSE ENROLLMENT CLASS GUIDELINES (EXCLUDING Internship)

Assigned CE	Course Enrollment	TA*
1.0	Up to 30	Chair discretion
1.25	31-50	Chair discretion
1.5	51-74	10 hrs
1.75	75-99	10 hrs
2.0	100-125	20 hrs
2.25	126-150	20 hrs
2.5	151-175	30 hrs
3.0	176-299	30 hrs

*The Chair may assign 10 hours GTA for time-consuming classes such as SL, writing intensive, etc. In HDFS, all our classes are time consuming in that they are writing intensive, even in large classes where faculty continue to require written assignments and/or open-ended questions on exams. Such writing requirements are viewed as pedagogically necessary. We also note that a true seminar course would be 12-15 students, and any seminar courses that are larger—starting at 20 students—call for GTA support. Thus for our small but writing intensive classes (all 3000 level seminars, HDF 1010, HDF 2009), service-learning (HDF 1010; note that HDF 4991 Internship is handled separately), challenging topic courses (HDF 2009, HDF 2890), and large

but writing intensive courses (HDF 2010, HDF 2204, HDF 2410, HDF 2610) we believe that GTA support is critical to sustain the quality teaching and faculty availability we are known for.

2. INTERNSHIP SEMINAR COURSE

Assigned CE	Course Enrollment
1.0	Up to 15
1.1	16-17
1.2	18
1.3	19-20
1.4	21
1.5	22*

*An Internship Course that reaches the class size of 28-32 would ideally be split into two separate sections of Internship. For every 5 additional students, the CE should be increased by .25, and the GTA support by 5 hours.

Part III. B. COUNSELING PROGRAM SPECIFIC COURSE EQUIVALENCY GUIDELINES (assuming 10% per Course on Workloads) with GTA Support. The Chair will apply discretion in awarding the level of support to the faculty member.

The standard course enrollment in Counseling is 30, with the exception of practicum and internship courses as noted below.

Courses exceeding 30 will receive the same CEs and TA support as noted for HDF:

Assigned CE	Course Enrollment	TA*
1.0	Up to 30	Chair discretion
1.25	31-50	Chair discretion
1.5	51-74	10 hrs
1.75	75-99	10 hrs
2.0	100-125	20 hrs
2.25	126-150	20 hrs
2.5	151-175	30 hrs
3.0	176-299	30 hrs

1. A 1-Course equivalency for CNSL 6630 Counseling Practicum. 6:1 student : faculty ratio (3cr). Courses designated as “practicum” are required by our CACREP Accreditation standards to be limited to 6 students per instructor. Instructors meet weekly for individual/triadic supervision in addition to scheduled

class time and also review notes and are on call for students seeing clients as part of their practicum experience.

2. A 1-Course equivalency for CNSL 6991 Counseling Internship and CNSL 6750 Foundational Counseling Skills - 12:1 student faculty ratio (3cr). This restriction is due to the field-based supervision that is required in addition to the group meeting. CACREP Accreditation enrollment limits for graduate programs apply.

COUNSELING CLASSROOM GUIDELINES (standard enrollment courses)

Current CE: 1

Enrollment: 18 – 24

TA Support: Chair Discretion

COUNSELING LAB/SUPERVISION-BASED COURSES

Current CE	Enrollment	Prop. CE	Enrollment	TA Support per week
CNSL 6750 FOUNDATIONAL COUNSELING SKILLS				
1.0	Up to 12	1.00	Up to 12	4 hrs. across 2 sections
CNSL 6630 COUNSELING PRACTICUM				
1.0	Up to 6	1.00	Up to 6	N/A
CNSL 6991 COUNSELING INTERNSHIP				
1.0	Up to 12	1.00	Up to 12	N/A

Part IV. ONLINE COURSE MODALITY GUIDELINES

The Online Course Modality Guidelines for CESS were last updated in 2024. Please see these guidelines.

**University of Vermont
College of Education and Social Services**

**Department of Education
Course Equivalencies**

Approved by the Department 12/18/2025

Approved by the CESS Dean's Office 12/18/2025

Approved by Office of the Provost 12/19/2025

Course equivalencies are guidelines to address the differential activity and work associated with all forms of credit-bearing teaching and supervision.

Article 16.15 of the UA contract (Final September 2025; December 8, 2024-June 30, 2028)

The faculty and the Chair in each department or equivalent unit shall develop course equivalencies for all credit-bearing instructional activities to which faculty may be assigned. This shall include, but not be limited to: course instruction, regardless of the mode of delivery (i.e., lecture, discussion, laboratory, studio, online, hybrid, etc.) or size of the class (i.e. seminar, medium-size lecture, large enrollment, etc.); and supervision of theses and dissertations, independent studies, reading and research, and supervision of internships. This shall be completed with the participation of department faculty and put to a vote of all faculty in the department or equivalent unit. Following the participation and vote of the faculty, the Chairperson/Dean's designee shall prepare a faithful summary of the advice received, both favorable and unfavorable on the guidelines. Those guidelines will be sent to the Dean, Provost, and faculty of the department or equivalent unit, along with the summary and a written record of the vote, for review. Upon approval by the Dean and Provost, these course equivalency guidelines shall be distributed to faculty and posted electronically, and also sent to United Academics, and shall be implemented in the immediately subsequent academic year.

These guidelines shall be used by Chairs when making instructional workload assignments.

Approved course equivalency guidelines for each department or unit shall be housed on the Provost Office's website.

The faculty and Chair in each department or equivalent unit shall review and may revise at any time these course equivalencies following the procedures described above, but the review will happen at least every three (3) years. Proposed changes will be sent to the Dean, Provost, and faculty of the department or equivalent unit, along with the summary and a written record of the faculty vote, for review. Upon approval by the Dean and Provost, the standards will be distributed to faculty, and also sent to United Academics, and will be implemented in the immediately subsequent academic year.

Article 16.2 of the UA contract (Final September 2025; December 8, 2024-June 30, 2028) It is recognized that, given the diverse nature of faculty work, the varying types of faculty appointments and the needs of the departments and academic units, the weighting of assignments and the particulars of individual assignments will vary both between and within individual departments and academic units. Faculty will only be assigned work in the categories listed in Article 16.1 for which an appropriate percentage of effort is allotted... Chairs and Deans will also

take into account fiscal considerations, the overall needs and mission of the school or college and the University, and sound pedagogical practices

THESES AND INDEPENDENT WORK GUIDELINES (Ref CBA Article 16.12)

Recognizing differential demands in supervision/advising of student theses and dissertations, the Department Chair retains the right to provide course releases to mitigate inequities that may emerge in workload. Credit-bearing activities for which faculty are receiving compensation cannot be counted twice. Any activity that is not supervisory/advising in nature, for example, chairing student committees, serving on student committees, reading comprehensive exams, reviewing portfolios, or engaging in professional service to one's scholarly associations is already covered in the CESS Workload Policy.

Independent Study, non-student teaching internships, guided research.

Guided support by faculty in high-impact learning opportunities that are not required for degree are supported in the professional literature for strong learning outcomes, student retention, and later enrollment into graduate programming. As such they are a valuable but highly varied part of the curriculum reliant on faculty expertise and student-faculty relationships.

Independent Study 1CE: 30 SCH

Faculty members with approved, completed independent study earn the equivalent of 1 CE for every 30 credit hours of Independent Study (i.e., 10 3-credit sections or their equivalent). Earned CEs can be accumulated and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 3-credit hours) into the workload annually in discussion with the Chair. All Independent Studies (including undergraduate research and non-student teaching internships) must be pre-approved by the Chair, using approved departmental procedures and forms. Faculty will be responsible for documenting approved and completed Independent Study sections and must include this information in discussions with the Chair during the annual performance review.

Theses and Dissertations

Theses and dissertations are defined by intellectual inquiry and demonstration of independence at the appropriate developmental level (undergraduate, master's, and doctoral levels). Definitions and guidelines for theses and dissertations are provided at the program, college, and graduate college levels and must be adhered to throughout the process. Faculty will be responsible for documenting all theses and dissertations advised and must include information in discussions with the Chair during the annual performance review.

Undergraduate and Master's theses 1CE: 10 Theses

Faculty members actively engaged in advising undergraduate students in thesis work will earn the equivalent of 1 CE for every 10 theses. Undergraduate theses include those conducted in association with the Patrick Leahy Honors College and CESS Scholar of Distinction guidelines, or as part of a faculty member's research efforts. Graduate College faculty members who are actively engaged in advising master's students will earn the equivalent of 1 CE for every 30 hours of thesis credits. Earned CEs can be accumulated to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 1 thesis) into the workload annually in discussion with the Chair.

Doctoral dissertations

Advising a dissertation involves substantive investment across a student's development and programming and includes membership and governance by the Graduate College. Dissertation advising presumes content-area expertise related to the student's interest and methodological familiarity or expertise related to the student's topic. The provisions that follow do not apply to serving as an external chair of a dissertation committee or academic advisor, as these are covered by workload components of service and advising respectively.

Dissertation Advisors ICE:5 Dissertations: Faculty members actively serving as the major dissertation advisor for CESS dissertations will earn the equivalent of 1 CE for every 5 students successfully proposing and defending a dissertation. Earned CEs can be used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (e.g., 0.2 CE=1 dissertation/student) into the workload annually in discussion with the Chair. Faculty will be responsible for documenting all dissertation advising, sharing plans for dissertation advising, and providing documentation of advising with Chairs during the annual performance review and workload meeting. Faculty members who experience disruptions in student completion may approach the chair for consideration of workload adjustments for time earned through student credit hours. If two faculty members agree to and are approved to co-chair a doctoral student, the earned CEs may be divided accordingly in discussion with the Chair.

Dissertation Methodologists: ICE:10 Dissertations A faculty member who serves as a Doctoral Dissertation committee member and research methodologist on committees where they are not the student's dissertation advisor is eligible for one 3-credit course release for every 10 dissertations completed. Earned CEs can be used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE =1 dissertation) into the workload annually in discussion with the Chair. Their role in the committee must be verified by the student's dissertation advisor. Faculty will be responsible for documenting all discussions advising and will share plans for dissertation advising with Chairs during the annual performance review and workload meeting.

COURSE EQUIVALENCIES FOR SERVICE LEARNING, SEMINAR, WRITING INTENSIVE, AND PRACTICUM AND INTERNSHIP COURSES

Tables 1-4 show standard enrollments for Service Learning, Writing Intensive, Practicum and Internship courses. The CE reflects supervision and accreditation considerations in addition to pedagogy. These categories require additional time on the instructor's part due to demands around assessments, accreditation, development of partnerships, and in some cases, state and federal licensing requirements. Tables 1-3 reflect CE adjustments when these courses exceed standard enrollments.

Table 1 Service Learning & Seminar Courses (Catamount Core/CELO designated courses)

Assigned CE	Course Enrollment
1.0	Up to 25
1.25	26-35
1.5	36-45
1.75	46-55

Table 2 Writing Intensive Courses (Catamount Core designation)

Assigned CE	Course Enrollment
1.0	Up to 20
1.25	21-30
1.5	31-40
1.75	41-50
2.0	51-60

Table 3 Practicum Courses (Catalog and SOC listing)*

Assigned CE	Course Enrollment
1.0	15

*syllabi must reflect faculty and student responsibilities/hours commensurate with UVM definition of a credit.

Table 4 Student Teaching Internship Courses (Catalog and SOC listing)*

Assigned CE	Course Enrollment
1.0	5

*syllabi must reflect faculty supervision and student hours commensurate with UVM definition of a credit.

COURSE EQUIVALENCIES FOR UNDERGRADUATE LECTURER/DISCUSSION COURSES 1CE: 30 students (3cr)

Table 5 shows standard course enrollments for undergraduate lecturer/discussion courses, including CE adjustments to be made when courses exceed standard enrollments. Chair discretion for TA assignments will be made for courses with enrollments up to 50 students.

Table 5. Undergraduate Lecturer/Discussion Courses

Assigned CE	Course Enrollment	TA*
1.0	Up to 30	Chair Discretion
1.25	31-50	Chair Discretion
1.5	51-74	10 hrs
1.75	75-99	15 hrs
2.0	100-125	20 hrs
2.25	126-150	20 hrs
2.5	151-175	30 hrs
3.0	176-299	30 hrs

*Chair discretion is noted for courses up to 50; however, discretion may be exercised for larger classes when the faculty member and chair deem it appropriate.

COURSE EQUIVALENCIES FOR MASTER'S (1CE:25) AND DOCTORAL COURSES (1CE:20)

Tables 6 and 7 show course equivalencies to be assigned for master's and doctoral courses with standard enrollments, including CE adjustments to be made when courses exceed standard enrollments.

Table 6 Master's Courses

Assigned CE	Course Enrollment
1.0	Up to 25
1.25	26-35
1.5	36-45

Table 7 Doctoral Courses

CE	Course Enrollment
1.0	Up to 20
1.25	21-30
1.5	31-40

CHAIR DISCRETION. The guidelines are meant to aid faculty and chairs in determining equivalencies between courses. Explicit syllabi communication supports decision making. Final determinations will be specified through the workload process. The Department Chair retains the right to provide support for courses to mitigate inequities that may emerge in workload and to ensure quality experiences for students. Additionally, the Chair retains the right to increase a course equivalency or provide TA support for other reasons, including the nature of the course, high impact practices used in a course, the amount of field work supervision associated with courses, and the actual workload involved in preparing and teaching the course.

TEACHING ASSISTANTS/ GRADUATE TEACHING ASSISTANTS. Courses with qualifying, anticipated enrollments (see Table 5) shall be assigned teaching assistant support as indicated and agreed upon by the faculty and Chair. If appropriate teaching assistant support is not identified and secured at the time of add/drop, faculty will meet with the Chair to discuss how this impacts their workload and identify an appropriate adjustment.

Timely requests for GTA/TA support are the responsibility of the instructor/program depending on the department protocol for GTA/TA requests. Requests for GTA/TA support must be made in advance. GTA/TA support requests for Fall are due by April 15 of the previous year GTA/TA support for Spring are due by October 15th of the previous semester.

CO-TEACHING. Co-teaching arrangements are typically initiated by faculty-to-faculty peer conversations but may be requested by a Chair for purposes of course-handoff, multi or interdisciplinary content, supervision needs, or workload. The 1 CE is divided equitably between faculty based on syllabi review and explicit responsibility.

WORKLOAD CREDIT ASSIGNMENT. All courses are assigned a 1 course equivalent on the workload, unless as noted above for larger sections, specific course types, or the exception for historical enrollment patterns. At the conclusion of the Add/Drop period, workload adjustments will be discussed by the faculty member and Chair and will reflect when the instructor will earn additional CEs. Accumulated earned CEs for enrollment are applied in the following year in consultation with the faculty member. The default use of the earned CE is an adjustment in teaching, faculty may also request earned adjustments in advising, or service load.

Prior Enrollment Exception. The chair may use discretion in reviewing prior enrollment history to assign a greater than 1.0 CE assignment for courses that are traditionally enrolled above 1CE or

have been overenrolled within the last two years. In such cases, the equivalency can be applied at the time of annual workload review.

CONDITIONS OF UNANTICIPATED ENROLLMENT

Faculty member and the Chair will discuss expected enrollment numbers carefully during the annual workload meeting based on historical enrollments and good faith predictions for large enrollment classes. Faculty are expected to monitor their enrollment and participate in reasonable recruitment efforts. Anticipated enrollment numbers are also carefully monitored by the Dean's office and Chair during and after enrollment periods and through the start of the semester during which the course will be taught. Unanticipated enrollment is identified a week or more prior to the start of the semester and faculty and program consultations are sought in decision making.

Underenrolled Courses: Where under-enrollment triggers a CE change, the faculty member and Chair may agree that the course is unlikely to reach the initially anticipated enrollment and will make workload and TA adjustments as needed and in alignment with Article 16.1 of the CBA.

Overenrolled Courses: Where over-enrollment triggers a CE change after Add/Drop, the faculty's workload shall be revised to reflect the actual course equivalency and teaching assistant support shall be added or increased in alignment with course equivalency guidelines and Article 16.1 of the CBA and the CESS workload credit assignment section (this page).

ONLINE COURSE PROPOSED GUIDELINES

(Ref CBA Article 16.16) Article 16.16 states that, "each department or equivalent shall have guidelines for the selection and instruction of online courses."

All courses offered under the same number should meet the same curricular standards, regardless of the mode of delivery (face-to-face/classroom, online, hybrid, etc.) as decided by the program or department. There shall be no special considerations for assigning credit hours to online and hybrid courses than the same in-person courses. Selection of a delivery mode for a course should be based on pedagogical and student access considerations and not on faculty or administrative convenience.

Programs and the instructional Faculty members have input in determining whether a course on their load is appropriate for online delivery. The Department Chair will seek consultation on decisions regarding delivery modes for courses. Faculty requests to offer a course using an online or hybrid delivery mode on load should be vetted by the Program prior to meeting with the Department Chair as part of the annual workload meeting. Faculty proposing to offer an online/hybrid course or those required to teach online/hybrid courses will also be required to provide evidence of having received online teaching training provided by CTL prior to the beginning of the class, and certification in online instruction is highly regarded.

Under UVM's Intellectual Property Policy (see sections § 2.3.4 and § 2.3.5), "unless the materials have been developed under a separate agreement for additional compensation, online course materials, like materials for traditional courses developed by faculty members, remain their own intellectual property." Except as expressly set forth in §2.4 of this Policy, "Intellectual Property developed by University faculty and staff within the scope of their employment is owned by the

University to the extent permitted by law.” In instances when a faculty member ceases to teach a course before the end of the semester/summer session.....the University has the authority to provide the faculty member’s instructional materials to another instructor to ensure that there is course continuity.”

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Preamble and Statement of Principles

The Department of Social Work is committed to teaching, scholarship, and public service that prepares students for professional social work practice, advances social work knowledge, helps meet the human service needs of Vermont, and contributes to human rights and social justice.

These guidelines are based on the faculty's desire to maintain delivery of a rigorous and experiential curriculum to our students while allowing adequate time for high quality, community-engaged research and meaningful service to the institution and the profession. These guidelines provide a framework to inform conversation between faculty and administrators to distribute workload individually and collectively so that we achieve common goals.

The Department of Social Work offers professional degree programs that must satisfy the requirements of the Council on Social Work Education Board of Accreditation. Accordingly, Social Work faculty have curricular responsibilities that are more extensive than those facing faculty in most other degree programs. As faculty, we take seriously our responsibility to support and mentor students in their professional development as social workers who engage in the many dimensions of complex, ethical practice with individuals, families, and communities that are among the most marginalized and oppressed. This requires partnering with students in a relationally-centered, critically reflective way that centers not only their professional growth but that also centers the well-being of all those who are served by our students during practicum and post-graduation. As a department that engages in a model of cohort learning, students are both learners and co-teachers, and we embrace the importance of cultivating sustained connection, collaboration, and shared inquiry.

Article 16.15 of the Collective Bargaining Agreement (CBA):

The faculty and the Chair in each department or equivalent unit shall develop course equivalencies for all credit-bearing instructional activities to which faculty may be assigned. This shall include, but not be limited to: course instruction, regardless of the mode of delivery (i.e., lecture, discussion, laboratory, studio, online, hybrid, etc.) or size of the class (i.e. seminar, medium-size lecture, large enrollment, etc.); and supervision of theses and dissertations, independent studies, reading and research, and supervision of internships. This shall be completed with the participation of department faculty and put to a vote of all faculty in the department or equivalent unit. Following the participation and vote of the faculty, the Chairperson/Dean's designee shall prepare a faithful summary of the advice received, both favorable and unfavorable on the guidelines. Those guidelines will be sent to the Dean, Provost, and faculty of the department or equivalent unit, along with the summary and a written record of the vote, for review. Upon approval by the Dean and Provost, these course equivalency guidelines shall be distributed to faculty and posted electronically, and also sent to United Academics, and shall be implemented in the immediately subsequent academic year.

Approved course equivalency guidelines for each department or unit shall be housed on the Provost Office's website.

These guidelines shall be used by Chairs when making instructional workload assignments.

The faculty and Chair in each department or equivalent unit shall review and may revise at any time these course equivalencies following the procedures described above, but the review will happen at least every three (3) years. Proposed changes will be sent to the Dean, Provost, and faculty of the department or equivalent unit, along with the summary and a written record of the faculty vote, for review. Upon approval by the Dean and Provost, the standards will be distributed to faculty, and also sent to United Academics, and will be implemented in the immediately subsequent academic year.

CESS COURSE LOAD: Standard course loads are 4 course equivalents (CEs) per academic year for a full-time tenured/tenure track faculty member, 6 course equivalents (CEs) for clinical faculty, and 8 course equivalents (CEs) per academic year for a full-time lecturer or senior lecturer.

Context: Course equivalency refers to if the course “counts” on workload as 1 or more/less courses. Teaching allocation time is 10% across the academic year for a 3 cr hour course or approximately 150 hours of faculty time. The student experience for a 3 cr hour course = the equivalency of 3 hours direct contact + 6 hours outside assignment weekly for 15 weeks. This is a UVM guideline.

ENROLLMENT STANDARDS*:

PROFESSIONAL COURSES

Professional courses are typically delivered via seminar.

1. **Standard** course enrollments of 30 are considered standard for 1- 2-credit courses (35-70 student credit hours).
2. **Standard** course enrollments of 25 are considered standard for 3-credit courses (90 student credit hours)
3. **Standard** courses enrollments of 20 are considered standard for 4-credit courses (100 student credit hrs.).

PRE-PROFESSIONAL COURSES

Pre-Professional courses are typically delivered via lecture.

1. **Standard** course enrollments of 35 are considered standard for 1- 2-credit courses (35-70 student credit hours).
2. **Standard** courses enrollments of 30 are considered standard for 3-credit courses (90 student credit hours)
3. **Standard** courses enrollments of 25 are considered standard for 4-credit courses (100 student credit hrs.).

*Exceptions may only be made by the Chair based on accreditation stipulations about course maximum numbers, requirements for licensure and supervision, and other department level specifications at the Chair's discretion.

PRACTICE COURSES AND PRACTICUM ENROLLMENT GUIDELINES

The Council on Social Work Education requires that each program identifies and distinguishes courses that are “practice” courses. A 1-Course equivalency for Social Work Practice and Practicum courses. This includes BSW Social Work Practice, Foundation MSW Social Work Practice, and all Specialized Practice courses, as well as all Practicum and Practicum Seminar courses in the BSW and MSW programs.

15:1 student faculty ratio (3cr). Courses designated practice or practicum require justification and Chair approval.

SERVICE-LEARNING COURSES

Service-learning courses may be designated as pre-professional, professional, or practice courses based on student eligibility, required prerequisites, and course objectives. For example, a service-learning course open to all University students in their first or second year would be classified as pre-professional with a standard enrollment of 30. In this case, a TA would be assigned to the course given the scope and complexity of service-learning courses. In contrast, a service-learning course offered in the junior year of the BSW program would be classified as a practice course with a standard enrollment of 15.

LARGE ENROLLMENT CLASS GUIDELINES

When courses are over-enrolled, additional CE credit will be provided.

For standard enrollment professional courses:

1. A 0.25-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 26-35 at the completion of the Add/Drop period.
2. A 0.5-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 36-45 at the completion of the Add/Drop period. Faculty can also request 10 hours per week of TA support.
3. For generalist social work core/required courses (BSW junior year, FMSW year), if enrollment exceeds 46, an additional section will be created.

CE	Course Enrollment
1.0	Up to 25
1.25	26-35
1.5	36-45
1.75	N/A
2.0	>=46

For standard enrollment pre-professional courses:

- A 0.25-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 31-50 at the completion of the Add/Drop period.
- A 0.5-Course equivalency credit will be provided in the workload for 3-credit courses with enrollments of 51-74 at the completion of the Add/Drop period. Faculty can also request 10 hours per week of TA support.
- For pre-professional courses (first year, sophomore year; pre-BSW major cohort), if enrollment exceeds 99, an additional section will be created.

CE	Course Enrollment
1.0	Up to 30
1.25	31-50
1.5	51-74
1.75	75-99

For practice and practicum courses:

A prorated approach to standard course enrollments between 16 and 22:

- 16 - 17 students = 1.1 CEs
- 18 students = 1.2 CEs
- 19-20 students = 1.3 CEs
- 21 students = 1.4 CEs
- 22 students = 1.5 CEs

If enrollment in practice/practicum courses exceeds 20, an additional section will be created.

CE	Course Enrollment
1.0	Up to 15
1.1	16-17
1.2	18
1.3	19-20
1.4	21
1.5	22

COURSE DEVELOPMENT

Funds for course development may be drawn from sources such as PACE, the Center for Teaching and Learning, CESS Innovation Grants, or the Provost's Office. Depending on the scope and complexity of the work, the Department Chair may exercise discretion in assigning course equivalency for course development.

***NOTE: WORKLOAD CREDIT.** All courses are assigned a 1 Course equivalency on the workload and then if the course is overenrolled, the instructor will earn additional CEs. Earned CEs can accumulate up to three (3) academic years and be used to make workload adjustments (i.e. adjustment in teaching, advising, or service). A faculty member may request to take the prorated CE into the workload annually in discussion with the Chair. The only exception is courses that are traditionally overenrolled or have been overenrolled within the last two years. In such cases, the equivalency can be applied at the time of annual workload review. If the aforementioned courses do not meet the enrollment numbers required to meet the credit articulated in the workload, then the workload shall be revised to reflect the actual course equivalency.

***NOTE: CHAIR DISCRETION.** The guidelines above are meant to aid chairs in determining equivalencies for large classes. Final determinations will be specified through the workload process. The Department Chair retains the right to provide GTA/TA support for courses to mitigate inequities that may emerge in workload and to ensure a quality experience for students. Additionally, the Chair retains the right to increase a course equivalency or provide TA support for other reasons, including the nature of the course, high impact practices used in a course, the amount of field work supervision associated with courses, and the actual workload involved in preparing and teaching the course. Timely requests for GTA/TA support are the responsibility of the instructor/program depending on the department protocol for GTA/TA requests.

- Requests for GTA/TA support for the academic year must be made by April 15th of the previous academic year. For example, GTA/TA support requests for AY2026-2027 are due by April 15, 2026. The course equivalency must be used within 2 years of a faculty member's receipt of a course equivalency credit granted as outlined below. The timing of the use of the course equivalency within the 2-year window will be at the discretion of the Department Chair.

ONLINE COURSE PROPOSAL GUIDELINES

Article 16.16 of the Collective Bargaining Agreement (CBA):

Each department or equivalent shall have guidelines for the selection and instruction of online courses.

The faculty and Chair in each department or equivalent unit shall review and may revise such guidelines at any time but the review will happen at least every three (3) years. Proposed changes will be put to a vote of all faculty in the department or equivalent unit. Following the participation and vote of the faculty, the Chairperson/Dean's designee shall prepare a faithful summary of the advice received, both favorable and unfavorable on the guidelines. Those guidelines will be sent to the Dean, Provost, and faculty of the department or equivalent unit, along with the summary and a written record of the vote, for review. Upon approval by the Dean and Provost, the revised guidelines will be distributed to faculty and will be implemented in the immediately subsequent academic year.

Guidelines for each department or unit for the selection and instruction of online courses shall be housed on the Provost's website.

When assigning online or hybrid courses as part of a faculty member's workload, the Chair shall act in a manner consistent with the guidelines developed by the department.

In such circumstances, it shall be the responsibility of the Department Chair to ensure that the faculty member to whom such an assignment is made has been sufficiently trained on on-line teaching, at University expense, prior to any such requirement. On-line course work will be taken into account as one of the factors that the Chair shall consider in setting the workload of faculty members pursuant to Article 16.2.

Assignment of on-line courses to faculty members shall be consistent with department or unit guidelines developed under this Article and with consideration of the factors delineated in Article 16.2.

Should a faculty member want to change the modality of their course as listed in the Schedule of Courses (SOC), any change that would result in more than two cumulative weeks of online instruction (synchronous or asynchronous) within a semester must be approved by the Provost. Following consultation with the supervisor (chair, director, and/or associate dean), the faculty member shall submit the request through an online modality change request form. On the form, faculty must outline their full plans for communicating with students regarding the modality change and how they will continue to meet instructional responsibilities in the new modality, including any prior experience with online instruction. If the request is approved, it will be communicated to the chair and the dean.

“Online Courses” include reference to the following terms in CESS.

- In-place/in-person (on campus or affiliated locations).
- Hybrid includes both in-place and online.
- On-line is not in-place/in-person.
 - Synchronous
 - Asynchronous

Principles

- All courses offered under the same number must meet the same curricular and accreditation standards, regardless of the mode of delivery (face-to-face/classroom, online, hybrid, etc.) including hours of direct contact or instruction, learning opportunities, opportunity for community, discourse and development of critical skills and interactions. Selection of a delivery mode for a course is based on factors including curricular, pedagogical, programming, staffing, course section availability and accessibility for students.
- Online courses are designated on workload and discussed in the same way as all courses related to size, pedagogy, use in program etc. In response to these requests to offer a course using an online or hybrid delivery mode on load, per 16.2 of the CBA, “the Chair will consider various factors, including but not necessarily limited to the workload demands of specific assignments; availability of teaching support, such as teaching or graduate assistants; the number of classroom contact hours, class size and the total number and type of students taught by the faculty member; the times at which the classes are scheduled; the number of new course preparations; approved distributions of individual effort among criteria relevant to the specific faculty appointment (such as teaching, scholarly activity and service); demands and requirements of externally funded contracts and grants; and the nature of the academic program, which may require flexibility in assignments to maintain program quality. It is further recognized that, in making workload assignments, Chairs and Deans will also consider fiscal considerations, the overall need and mission of the school or college, community and the University, and sound pedagogical practices.”
- Basic online teaching training through CTL or an equivalent provider of professional development prior to the beginning of the class is expected. Documentation should appear in annual evaluations.
- Certification in online instruction is highly regarded and considered meritorious.

Procedural pathway for existing in-person courses changing modality on the SOC requires:

1. When requested by faculty or program, meeting with the chair to:
 - a. Request online in writing for the SOC in accordance with calendar and due dates.
 - b. Discuss evidence of support from the program.
 - c. Reflects checking with programs who use the course.
 - d. Reflects consideration for international students.

Procedural pathway for new online courses

All new online courses follow the same process as a non-online course with the following additional steps:

1. Explicit statement in the proposal for consideration of impact on international students (required for all).
2. Explicit statement in the proposal for consideration of impact on programs (if relevant, if not relevant say N/A)

At the Faculty Level

- Submits a detailed syllabus to their program coordinator and/or Chair

- Syllabus includes data on needs assessment, as well as faculty experience and formal training on online/hybrid teaching (e.g., CTL course)
- Evidence of appropriateness of online/hybrid teaching module for the course/program at the Program Coordinator Level
- Facilitates discussion about the proposed course at program level meetings and invites faculty input.
- Helps faculty member prepare the final draft and submits to the Department Chair at the Chair Level
- Consults with Program Coordinator and may require/provide additional information to support or pause the process until information or concerns are addressed
- Submits the completed proposal to the Associate Dean for Academic & Faculty Affairs for review.
- At the Dean's Office
- Associate Dean for Academic & Faculty Affairs reviews submitted documents and consults with the Chair, Program Coordinator or faculty as necessary
- Associate Dean helps to facilitate the Courseleaf process courses that are already in the SOC and/or are currently being taught in an in-person modality require approval at the Chair, Dean, and Provost's level when there is a request for a switch to online or hybrid modality during the semester

***NOTE: INTELLECTUAL PROPERTY.** Under UVM's Intellectual Property Policy (see sections § 2.3.4 and § 2.3.5), "unless the materials have been developed under a separate agreement for additional compensation, online course materials, like materials for traditional courses developed by faculty members, remain their own intellectual property." Except as expressly set forth in §2.4 of this Policy, "Intellectual Property developed by University faculty and staff within the scope of their employment is owned by the University to the extent permitted by law." In instances when a faculty member ceases to teach a course before the end of the semester/summer session,..... the University has the authority to provide the faculty member's instructional materials to another instructor to ensure that there is course continuity."

THESES AND INDEPENDENT WORK GUIDELINES (Ref CBA Article 16.12)

As indicated in Article 16.12 of the CBA, workload may include supervision of theses, dissertations, and independent studies.

Supervision or advising of theses and/or independent studies that are part of a credit-bearing course or for which faculty are receiving compensation cannot be counted twice.

Any activity that is not supervisory/advising in nature (e.g., chairing student committees, serving on student committees, reading comprehensive exams, reviewing portfolios, or engaging in professional service to one's scholarly associations) is covered elsewhere in workload policy.

Recognizing differential demands in supervision/advising of student theses, dissertations, and independent studies, the Department Chair retains the right to provide course releases to mitigate inequities that may emerge in workload. The following equivalency guidelines are therefore established for theses, dissertations, and independent work:

Independent Study: Faculty members with approved independent study earn the equivalent of 1 CE for every 30 credit hours of Independent Study (i.e., 10 3-credit sections or their equivalent). Independent Study must be completed before a faculty member is eligible for a one 3-credit course equivalency. Earned CEs can be accumulated up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 3-credit hours) into the workload annually in discussion with the Chair. All Independent Studies

(including undergraduate research) must be pre-approved by the Chair, using approved departmental procedures and forms. Faculty will be responsible for documenting Independent Study sections approved and taught and must include this information in discussions with the Chair during the annual performance review.

Theses and Dissertations: Theses and dissertations are defined by intellectual inquiry and demonstration of independence at the appropriate developmental level (undergraduate, master's, and doctoral levels). Definitions and guidelines for theses and dissertations are provided at the program, college, and graduate college levels and must be adhered to throughout the process. Faculty will be responsible for documenting all theses advised and must include information in discussions with the Chair during the annual performance review.

Undergraduate and Master's theses: Faculty members actively engaged in advising undergraduate students in thesis work will earn the equivalent of 1 CE for every 10 theses. Undergraduate theses include those conducted in association with the Patrick Leahy Honors College and CESS Scholar of Distinction guidelines, or as part of a faculty member's research efforts. Graduate College faculty members who are actively engaged in advising master's students will earn the equivalent of 1 CE for every 30 hours of thesis credits. Earned CEs can be accumulated for up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 1 thesis) into the workload annually in discussion with the Chair.

Doctoral dissertations: Advising a dissertation involves substantive investment across a student's development and programming and includes membership and governance by the Graduate College. Dissertation advising presumes content-area expertise related to the student's interest and methodological familiarity or expertise related to the student's topic. The provisions that follow do not apply to serving as an external chair of a dissertation committee or academic advisor, as these are covered by workload components of service and advising respectively.

Dissertation Advisors: Faculty members actively serving as the major dissertation advisor for CESS dissertations will earn the equivalent of 1 CE for every 5 students successfully proposing and defending a dissertation. Earned CEs can be accumulated up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.2 CE = 1 dissertation/student) into the workload annually in discussion with the Chair. Faculty will be responsible for documenting all dissertation advising and will share plans for dissertation advising with Chairs during the annual performance review and workload meeting. Faculty members who experience disruptions in student completion may approach the chair for consideration of workload adjustments for time earned through student credit hours. If two faculty members agree to and are approved to co-chair a doctoral student, the earned CEs may be divided accordingly in discussion with the Chair.

Doctoral Dissertation Committee Methodologists: A faculty member who serves as a Doctoral Dissertation committee member and research methodologist on committees where they are not the student's dissertation advisor is eligible for one 3-credit course release for every 10 dissertations completed. Earned CEs can be accumulated up to three (3) academic years and used to make workload adjustments (i.e., adjustment in teaching, advising, or service load). A faculty member may choose to take the prorated CE (0.1 CE = 1 dissertation) into the workload annually in discussion with the Chair. Their role in the committee must be verified by the student's dissertation advisor. Faculty will be responsible for documenting all dissertation advising and will share plans for dissertation advising with Chairs during the annual performance review and workload meeting.