

University of Vermont
Rubenstein School of Environment and Natural Resources
Course Equivalencies
Approved by the RSENR Faculty 12/09/2025
Approved by the RSENR Dean's Office 12/17/2025
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Individual courses within the school have course equivalents that reflect variability in course content (e.g., multiple sections, service-learning), course enrollment, and course delivery (e.g., co-teaching coordination), which will continue to be used. Course offerings and enrollment will be informed by student demand, programmatic needs, strategic directions, and available staffing.

The baseline for determining course equivalency is guided by the following CE categories driven by enrollment, credits, and instructional support across sections.

Table 1: Course equivalent definitions by course type

	0.5 CE	1 CE	1.5 CE	2 CE	2.5 CE	3.0 CE
Credit bearing under grad cohort mentoring (internships, research, independent study)	> 20 SCH					
1-credit courses	40-69	70-124	125-174	>175		
2-credit courses	30-49	50-79	80-150	>150		
3-credit courses	15-26	27-59	60-89	90-149	150-224	225+
4-credit courses	11-21	22-43	44-74	75-131	132-176	>177

Note: CEs for graduate level courses follow these same categories with one third of the enrollment listed above for undergraduate courses. For example: a 3-credit, 1 CE graduate level lecture course would have between 9 and 20 students enrolled.

CE Bumps: To support RSENR incentivized high impact practices, additional CE (up to 0.5) may be included in the total course CE for any of the following special considerations:

0.5 CE course bump for:

- CELO sponsored service-learning courses with community partner coordination led by faculty (with formal **SL** and Global Citizenship (GC2) designation in the course catalog).
- Lab courses where field labs are led by the faculty instructor rather than TA's
- Lead instructor coordinating complex instructional teams across multiple sections (e.g., NR 1060, WFB 2010, NR 2100); Note: if coordination is shared, the bump is split accordingly
- Honors College courses
- New course release to prepare teaching a course for the first time or implementing significant assigned curricular revisions

0.25 CE course bump for:

- CELO sponsored civic-learning courses with community partner coordination led by faculty (with formal **CL** and Global Citizenship-GC2 designation in the course catalog).
- Coordinating/mentoring large TA teams (e.g., > five TAs) that require weekly meetings for planning and assessment norming

Additional 0.25 CE Faculty co-teaching bumps to support complexity of instruction:

- Faculty (non-lead) participating in complex instructional teams supporting multiple independent sections (e.g., NR 1050, NR 1060, NR 2100, WFB 2010) with weekly team planning meetings
- Faculty pairs, co-teaching large courses (e.g., ENVS 1500, ENVS 1510, NR 1010, NR 1020, NR 2030)
- Each unique course prep (*distinct course, not including multiple sections of the same course*) after four in an academic year

Additional Considerations:

- CEs for courses, including bumps, will be rounded to 0.25 CE
- Teaching FTEs will be calculated using a two-year rolling average, allowing underloads in one year to be offset by increased teaching in the subsequent year. Similarly, teaching overloads may be compensated through overload pay in a given year or by reducing teaching expectations in the following year
- Co-teaching assignments split the assigned CE based on effort percentages
- The CE for any given course, including bumps, will be capped at 3
- Teaching assistants and graders are assigned in consultation with the ADs. See Table 2 for baseline TA support allocations
- Course enrollment and frequency of offerings is determined based on student demand and curricular needs
- All faculty should have the opportunity to periodically offer Graduate and Honors College courses, and courses with Service Learning, or other innovative pedagogies that align with undergraduate and graduate instructional needs
- Faculty may propose to take on specific course assignments, in consultation with Program Directors and the Associate Dean for Programs and Curriculum. However, per CBA guidelines, final faculty teaching assignments are determined by the Associate Dean(s) in order to meet programmatic needs (e.g., staffing required courses)
- Enrollment in all courses should meet at least 75% of the enrollment target unless prior approval is given to allow low enrollment. Courses may be cancelled, and workloads reassigned to match student demand per CBA guidelines; Impacted faculty may revise their assigned teaching workload in other semesters or subsequent years to make up for any deficit in teaching FTE; Courses that do not meet enrollment targets as noted above may be offered less frequently and affected faculty will be asked to take on other teaching assignments to ensure they are able to meet their teaching FTE and that the school is able to meet its programmatic obligations
- In general, a faculty member is expected to update courses they teach routinely as a component of their teaching assignment
- Efforts expended on mentoring students through credit-bearing internships, research, or independent study that do not meet the cohort minimum (>20 SCH) fall under service
- 10% course releases are typically provided for directors of major programs and assigned under ‘Administration’