Department of Biomedical & Health Sciences
Guidelines for Workload effort for Teaching Activities

Submitted by Eyal Amiel (serving as BHSC Department Chair), in collaboration with BHSC
faculty
Approved by the BHSC Department on 11/12/25 by a vote of 13-0-1
Approved by the CNHS Dean's Office 12-12-25
PROVOST APPROVED 1-9-2026

I. One 3-credit lecture course (= 1 course equivalent, 1 CE). This equates to .33 CE per credit.
4-credit courses with lab 1.33CE

II. New course development/modality changes:

 a) Standard effort for teaching a course for the first time or developing a new course: 0.5 CE
 b) Standard effort for converting a course from one modality to another OR Major Course
    Revision: 0.25 CE

III. Large class:
  a. asynchronous (online): courses larger than 30 students- 0.1 CE should be added to
     the standard 1.0 CE for every 10 additional students.
  b. synchronous (in person or remote): >50 students:
    - 51-75: 1.25 CE
    - 76-100: 1.5 CE
    - 101-125: 1.75 CE
    - 126-150: 2.0 CE

IV. Workload effort will be counted for non-practicum teaching/mentoring activities that include
fulfilling the <u>primary faculty mentor</u> role for thesis, dissertation, independent study, credit-based
individualized research or clinical mentoring that results in a project/product.

- Students must be registered for the activity via course/credit registration
- Workload effort does not apply to supervision of students engaged in non-UVM activities.
- CE to be assigned with each workload
  - Undergraduate research/thesis –.1 CE per student or per project per semester
  - M.S. thesis–.1 CE per student or per project per semester
  - Doctoral dissertation - .1 CE per student per semester
  - In general, faculty will not have more than 0.5 CE of this type of assignment on
    workload per academic year

V. Clinical Practicums/Service Learning/Clinical Courses

a. Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc.
    a. Coordinators of clinical courses, service-learning courses, practicums, travel courses,
       etc. This applies to course coordination that is separate from teaching. Course teaching is
       still assigned as above in I-III

- Administrative workload for the administrative component(s), will be assigned based on time studies/faculty experience with respect to the amount of effort allotted to these administrative components.

b. Clinical teaching, practicums, clinical supervision:

- Effort will be based on the amount of effort each role takes – including preparation, instructional time, grading/feedback, and other coordination tasks that aren't largely administrative.

These percent effort levels will have to be determined within each program in the department because there is a great deal of variation from program to progra

c. Internships

- Oversight of independent internships will be assigned as 0.05 CE per student.

VI. The following department-specific courses have been assigned adjusted CE values based on the discipline-specific nature of the work that exceeds standard instructional expectations.

Specific BHSC Courses with Adjusted CE	CE
MLS 3400 (4-credit with lab)	1 for lecture, 1 for lab
BHSC 3820 (1 credit lab)	0.5
BHCS 3440 (1 credit lab)	0.5
HSCI 3500 (Capstone)	1.5

November 12, 2025

CNHS Workload Guidelines: Communication Sciences and Disorders
Approved by the CSD Department Faculty May 14th, 2025
Approved by the CNHS Dean's Office: December 12, 2025
Approved by the UVM Provost's Office: February 20, 2026.

I. One 3-credit lecture course (= 1 course equivalent, 1 CE). This equates to .33 CE per credit.

II. Course Modality:

Instead of dividing courses into "in person" and "online, now there are the following two categories:
   a. synchronous: which could be either in person or remote
   b. asynchronous: online i.e., recorded lectures (or other instructional materials) that students view (or carry out other activities based upon) at varied times

A faculty member or chair can propose development of a course or conversion of an in-person course to an online course (synchronous or asynchronous), or vice versa. It is the responsibility of the chair or program director to ensure that only faculty who have completed training (CTL Teaching Effectively Online) or demonstrated successful online teaching will be eligible to teach online. Rationale/feasibility will include faculty who are available and willing to teach the course.

Development and conversion of courses:

A "new" course is a course that the faculty member is teaching for the first time, regardless of whether or not someone else has been teaching it. Factors such as the nature of the course, the extent to which the person has received prior materials, whether they are co-teaching with a senior mentor, whether or not graduate or undergraduate TAs are available, etc. will be taken into account in deciding the actual CE for teaching a new course. Suggested maximum amounts of CE credits are indicated below:
   a. Effort for developing a new course – regardless of modality: maximum 0.5 CE in addition to the usual workload effort for the class
   b. Effort for converting a course from one modality to another (synchronous to asynchronous [online] OR vice versa): maximum 0.25 CE in addition to the usual workload effort for the class

III. Large class:

   a. asynchronous (online): courses larger than 30 students- 0.1 CE should be added to the standard 1.0 CE for every 10 additional students.
   b. synchronous (in person or remote):): The following scale will be used for class sizes >50 students:
      c.
         - 51-75: 1.25 CE
         - 76-100: 1.5 CE
         - 101-125: 1.75

- 126-150: 2.0
- >150: to be negotiated

Note: For faculty members who teach in the summer outside of their academic year contract, summer courses are under the purview of Professional and Continuing Education. Check with PACE for their guidelines

IV. <u>Undergraduate Courses for Graduate Credit:</u>

CNHS offers several 3000-level courses that are approved for graduate credit (entry level graduate professional programs). In these courses, graduate-level objectives are distinct from the undergraduate-level objectives and instructors are required to differentially assess the two populations of students. The additional work associated with these courses will vary depending on the nature of the course and assessments. The faculty member and Chair/Vice Chair/Program Director should discuss the impact of the and determine if additional CE is warranted.

V. <u>Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc:</u>

a. The Chair will work with faculty involved with these courses/experiences to separate the effort devoted to the administrative component (e.g., finding clinical sites, conducting site visits,...) from the effort devoted to the teaching component. Then:
b. Faculty should get credit for the *teaching component* as per the previous proposals, above
c. The Chair will assign administrative workload for the administrative component(s), based on time studies/faculty experience with respect to the amount of effort allotted to these administrative components.

VI. <u>Co-teaching, clinical teaching, practicums, clinical supervision, labs:</u>

a. Effort should be based on the nature and intensity of each role – including preparation, instructional time, grading/feedback, and other coordination tasks that are not largely administrative (see Coordinators of Clinical courses… above).
b. These percent effort levels are determined by the department following the effort guidelines given above (10% of annual effort = 1 CE).

VII. <u>Other instructional activities:</u>

This includes independent study, undergraduate honors thesis (HColl or CNHS), MS thesis, doctoral dissertation; other credit-based individualized research or clinical mentoring. Because of the varied nature of these activities, flexibility is built into the guidelines below, such that the chair and the faculty member will decide the amount of credit that should be allocated.

The following is the range of possible CE allocations to faculty per academic year (prorated for # months and % time):
- Undergraduate – 0 to .1 per student or per project (for "0", see section "e" below).
- M.S. – 0 to .2 per student or per project
- Doctoral – .1 to .25 per student

a. Credit would be allocated to the primary mentor of the student/the project, not to other committee members.
b. Effort would be allocated beginning in the year in which the student begins work leading to the independent project, not while assisting the faculty member in other research activities. Most faculty who mentor students in research have allocated research time; extra time should not be allocated for research activities that they would do in any case, just because a student is involved, or for training a student to carry out activities that support the faculty member's regular research program.
c. The specific number of CEs allocated will be determined, through discussion during the development of the workload for the upcoming year, based upon:
    1. the extent to which the student's work is contributing to the faculty member's overall research (or clinical mentoring) agenda
    2. the amount of oversight required for a given project or a given student
    3. the number of students per project/thesis; in some cases, the CE should be determined by the number of projects, if multiple students are involved in a given project.
    4. The length of time of the project (# of semesters)
    5. other departmental or program considerations
d. The chair and the faculty member will negotiate, during workload discussions for the upcoming year, the extent to which a given faculty member engages in these activities. For example, a faculty member might not be allowed to take on multiple research students in order to secure a course release for the upcoming academic year, if the department cannot replace that faculty member in that teaching assignment.
e. 0 CE is recommended only if the faculty member agrees and if the project/instructional activity contributes to their scholarly (or clinical mentoring) workload effort for the year.

*Note: if 0 CE is allocated for one of these activities, **it should not be put on the workload document** but should be documented in the annual evaluation document.*

CSD Formula for Clinical Supervision Workload Assignments

	CE	Approximate time/week
9 month	1.0*	8 hrs
12 month	.75*	8 hrs

* ~4 full time (1x/week, 1 hr) treatment clients and average of 1 dx/month in the fall

If a supervisor has a reduced treatment client caseload, the # of dx's might increase or vice versa.

Formula is based on 1.0 FTE 12 month appointment. These formulas are based on national data of supervisory loads for CSD clinical educators.

For every 1 CE on workload:

- 4-6 Full time (1x week 1 hour) treatment clients and average of 1 dx/month over the course of the semester.

- If a supervisor has a reduced treatment client caseload, the # of dx's might increase or vice versa.

Formula is based on 1.0 FTE 9 month appointment. These formulas are based on national data of supervisory loads for CSD clinical educators.

For every 1 CE on workload:

- 3-5 Full time (1x week 1 hour) treatment clients and average 1dx/month over the course of the semester.
- If a supervisor has a reduced treatment client caseload, the # of dx's might increase or vice versa.

These numbers are based on national data of supervisory loads for CSD clinical educators.

Department of Nursing Course Equivalencies (CEs) Guidelines
Department/Dean's Office Approved 01/12/2023
Office of the Provost Final Approval 02/27/2023
Revised and approved by the Dept. of Nursing October, 2025
Approved by the CNHS Dean's Office, December 23, 2025
Approved by Provost, February 23, 2026

Teaching Modality	Current Course Equivalent	Revised Course Equivalent	Examples/Rationale
*First time teaching course	+0.5 CE per course	utilized for up to 0.5CE per semester	*This additional 0.5 workload credit will be removed after the first semester and be replaced with additional workload.
UVM/Department Requested Modality Conversion	+0.25 CE per course		
UG Large class size: Asynchronous*	>40 students= +1CE		**Asynchronous rationale:** Research literature shows that there is a higher level of faculty engagement required in order to keep students engaged in asynchronous courses. Furthermore, there is more written work (e.g., Discussion Boards) to be reviewed in asynchronous classes. Finally, faculty report a much higher volume of emails than in synchronous classes (remote or in-person). Lowenthal, P. R., Nyland, R., Jung, E., Dunlap, J. C., & Kepka, J. (2019). Does class size matter? An exploration into faculty perceptions of teaching high-enrollment online courses. *American Journal of Distance Education, 33*(3), 152-168. For further information, see: Burch, B. (2019, August 20). Class size in online courses: What the research says. *Quality Matters, August 20, 2019*, NP.
UG Large class size: Synchronous (in person & remote)	51-75=+.25CE 75-99= +0.5 CE 100-125= + 1CE 126-150= +1.25 CE >150: +1.5 CE		**Synchronous Rationale**: *other units within UVM define large classes as >100 students and assign 2CE's.* Course with over 50 students may be granted TA's/Readers on a case by case basis.
Course Development Mentor	+0.25 CE per course		Is defined as mentoring new faculty member who is co-teaching the course, as defined by the vice chair in your established course.

Other Teaching Activities	0 CE		These tasks fall under clinical practice and should not be credited under "Other" Example: Epic training/E-Value training for faculty training or student training

Teaching Modality	Current Course Equivalent	Revised Course Equivalent	Examples/Rationale
Lab Teaching	NA		DON utilizes "clinical" as an overarching term for simulation, lab, and bedside care.
Clinical Course Lead	Up to +0.25 CE per course	0.5 CE if >5 instructors in course	If Co-leading a clinical course, the faculty will split the 0.25 CE allotment evenly. Additional responsibilities include securing adjunct clinical faculty, clinical faculty oversite, booking clinical sites, creating syllabi & course standards, set-up/synchronize online platform. (Currently captured under teaching-other)
Undergraduate Clinical/Simulation Lab	1 clinical credit = 0.4 CE 2 clinical credit = 0.8 CE 3 clinical credit = 1.2 CE		Hours, days and shifts vary per course across the curriculum. To provide consistency recommend defining clinical CEs by credit hour. 1 credit undergrad clinical = 42 hrs 2 credit undergrad clinical = 84 hrs 3 credit undergrad clinical = 126 hrs UG float med/surg, orientation of new clinical faculty
Faculty Liaison: Indirect oversight of UG Clinical Groups	0.5 CE per 8-12 students		Faculty may oversee multiple sections per semester. Thus, calculation of CE is based on student #. Example: senior practicum oversight, senior seminar, Public Health, grading Responsibilities include site visits, student evaluations, monitoring of student progress and initiation of academic improvement plan.
DEPN/DCNL Clinical/Simulation Lab	1 clinical credit = 0.6 CE 1.25 clinical credit = 0.75 CE 2 clinical credit = 1.2 CE 3 clinical credit = 1.7 CE 4 clinical credits = 2.4 CE		Grad hrs/credit vary from undergrad definition. Hours, days and shifts vary per course across the curriculum. To provide consistency clinical CEs are defined by credit hour. 1 credit grad clinical = 60 hrs 1.25 credit grad clinical = 75 hrs 2 credit grad clinical = 120 hrs 3 credit grad clinical = 180 hrs 4 credit grad clinical = 240 hrs

Oversight of Graduate Program Clinical	1 CE per 7-9 DNP students		Faculty may oversee multiple sections per semester.
Teaching Modality	**Proposed Course Equivalent**		**Examples/Rationale**
Academic Advising	+0.5 CE up to 25 students		Graduate, Undergraduate, DEPN, DCNL
UVM Graduate Projects	+0.5 CE up to 3 students		Theses and projects (currently captured in Teaching-other)
UVM Independent Study Supervision			Not previously categorized
Clinical Practice	1 CE 10%		
Committee			Committee eligible for workload: • University level • College level • Department level • Professional Organizations

**Department of Rehabilitation and Movement Science Course Equivalencies (CEs) Guidelines for
Workload Effort for Teaching Activities
Department Approved 11/07/2025
CNHS Dean's Office Approved 12/12/25
PROVOST APPROVED 1-9-2026**

I. One 3-credit lecture course (= 1 course equivalent, 1 CE). This equates to 0.33 CE per credit.
  a. 0.75 CE for the second section of a 3-credit lecture taught by the same faculty member.

II. One 3-credit course with lab (= 1 course equivalent, 1 CE). This equates to 0.33 CE per credit.*

III. One 4-credit course with lab (= 1.33 course equivalents, 1.33 CE). This equates to 0.33 CE per credit and could be a course offered in either of the following formats:
  a. 3 hours per week lecture, 2 hours per week lab
  b. 2 hours per week lecture, 4 hours per week lab

IV. New course development/modality changes:
  a. Effort for developing a new course: 0.5 CE
  b. Effort for converting a course from one modality to another (synchronous to asynchronous [online] OR vice versa): 0.25 CE

V. Large class:
  a. Asynchronous (online): courses larger than 30 students: 0.1 CE should be added to the standard 1.0 CE for every 10 additional students.
  b. Synchronous (in person or remote): >50 students:
    • 51-75: 1.25 CE
    • 76-100: 1.5 CE
    • 101-125: 1.75 CE
    • 126-150: 2.0 CE
    • >150: to be determined on a case-by-case basis

VI. Workload effort will be counted for <u>non-practicum</u> teaching/mentoring activities that include fulfilling the <u>primary faculty mentor</u> role for thesis, dissertation, independent study, credit-based individualized research or clinical mentoring that results in a project/product.
  a. Students must be registered for the activity via course/credit registration or formal designation, e.g., honors thesis, undergraduate research, and graduate thesis/dissertation.
  b. Workload effort does not apply to supervision of non-UVM student activities.
  c. CE to be assigned to each workload:
    • Undergraduate research/thesis: 0.1 CE per student or per project
    • M.S. thesis: 0.1-0.2 CE per student, per project, or per semester
    • Doctoral dissertation: 0.1 - 0.25 CE per student or per semester

VII. Clinical Practicums/Service Learning/Clinical Courses
  a. Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc.:
    • Coordinators of clinical courses, service-learning courses, practicums, travel courses, etc. This applies to course coordination that is separate from teaching. Course teaching is still assigned as above in I-III.
    • Administrative workload for the administrative component(s), will be assigned based on time studies/faculty experience with respect to the amount of effort allotted to these administrative components.
  b. Clinical teaching, practicums, clinical supervision, and practical/skills check retakes:
    • Effort will be based on the amount of effort each role takes – including preparation, instructional time, grading/feedback, and other coordination tasks that aren't largely administrative.
    • These percent effort levels will be determined for each course as there is a large variation across programs within the department.

VIII. *For labs with a large number of students (>30 students) and requiring extensive time for preparation and grading/feedback, one lab credit may equal up to 0.5 CE. This policy also applies to a 4-credit course with lab.