

Department of Anthropology
Course Equivalencies
Approved by Department February 1, 2017
Approved by CAS Dean's Office June 16, 2023
Approved by Office of the Provost October 23, 2023

A: Full-time tenured/tenure-track faculty members will normally be assigned 5 course equivalents (CEs) per academic year. A full-time lecturer is typically assigned 8 CEs per academic year.

B: The number of CEs awarded for courses is summarized in the following tables.

In-person, hybrid, and synchronous online courses:

Course Type	Course Credits	Course Capacity *	CE's Awarded	Exceptions/Notes
1XXX to 4XXX	3	>200	2.5	
1XXX to 4XXX	3	100-199	2	Svc. learning courses may be awarded 2.5 pts**
1XXX to 4XXX	3	<99	1	Svc. learning courses may be awarded 1.5 pts**
1 cr. Lab	1	0-20	0.5	1 point will be awarded per lab section
1XXX to 4XXX	1	unspecified	0.5	

* On rare occasions, a course will have a predicted capacity in one CE category and actual enrollments might fall within a lower category during a particular semester. In this instance, the course will nevertheless count as the predicted CEs. The chair and faculty will consider applying a lower maximum capacity in the future.

** SL courses will receive additional credit as indicated above when such courses involve substantial additional instructor time and effort before, during, and/or after the semester in coordinating and collaborating with community partners. Faculty member will inform the Chair well in advance of any course preparation, and the Chair will assign the additional credit.

Asynchronous online courses:

Note: While synchronous online courses are similar in workload to in-person courses, asynchronous online courses are substantially different and require their own CE Policy.

Course Type	Course Credits	Course Capacity *	CE's Awarded	Exceptions/Notes
1XXX to 4XXX	3	<30	1.0	
1XXX to 4XXX	3	31-45	1.5	
1XXX to 4XXX	3	46-60	2.0	

* On rare occasions, a course will have a predicted capacity in one CE category and actual enrollments might fall within a lower category during a particular semester. In this instance, the course will nevertheless count as the predicted CEs. The chair and faculty will consider applying a lower maximum capacity in the future.

C. One course equivalency for departmental tenure-track faculty will be awarded for 12 points of accumulated work as PRIMARY ADVISOR of the following student activities (points are awarded upon a student's successful completion of the course credits).

Activity	Credits Earned by the Student	Points
Honors/CAS Thesis Supervision	6	3
Undergrad Independent Study	3	1
Internship Supervision	3	1
HEC/Independent Study	1	0.33
Primary Supervisor of MA/MS Student	N/A	3/yr
Primary Supervisor of PhD Student or AMP Student	N/A	4/yr
Grad Independent Study	3	1

Although the department sets no limits on individual decisions by faculty to supervise student work, a faculty member may accrue **no more than 12 points within two academic years** or no more than 12 points in four semesters if an accrual period is broken up by a leave.

D. Faculty must present the requests for course releases from accrued points to the Chair in writing; the request must include details on the accrued points (courses, students supervised, timing). The timing of the faculty member's course release will be negotiated with the Chair but must be honored within three years of the submitted request, unless sabbatical or other leaves or departmental teaching needs necessitate the delay of its use, in which case it will be honored as soon as possible beyond the three-year period (with specific timing to be determined by the Chair in consultation with the faculty member).

E. Instructional capacity lost due to course releases may be addressed by increased capacities in other departmental course offerings in the event that the College or University does not provide the financial resources to replace the course(s) lost.

CAS	Art and Art History 52040
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Art. 16.15	Art. 16.17	Art. 16.18
June 18, 2012	October 16, 2012 (Last Modified)	October 16, 2012 (Last Modified)
Provost Approved	Provost Approved	Provost Approved

Additional Info:

The following policies were approved unanimously by the faculty of the Department of Art & Art History at its department meeting of October 16, 2012.

16.18 I. Department of Art and Art History Large Class Course Equivalency Policy (v.2)

Courses with projected enrollments of 100 or more students (typically ARTH 05, ARTH 06 and ARTH 08) count as two course equivalents.

II. Department of Art and Art History Non-Classroom Teaching Course Equivalency Policy (v.2)

Full time tenure track teaching workload is five 3 credit courses per year.* Supervision of Readings and Research/Independent Studies, Honors Thesis and Internships will earn instructional credit for these activities using the following formula:

16.17 One course equivalent for departmental tenure-track faculty will be allocated for 12 points of accumulated work as PRIMARY ADVISER of: Honors Theses, Readings & Research, and Internship according to the following allocations (points are awarded upon a student's successful completion of the course credits, or for an honor's thesis, the student must participate, but not necessarily be successful in the defense).

2 points- Honors Thesis Advisor (6 credits)

1 Point- Readings and Research/Independent Study primary supervisor (for 3 credits)

0.25 Point- Internship Sponsor (for 3 credits)

A. Tallies will be maintained by individual faculty members and reviewed and accepted by the chair during the annual review.

B. A faculty member will not receive credit for more than 12 points within a period of three academic years. Departmental policy is no more than 4 points per year per faculty.

C. The course equivalency should be used within 2 years of accumulating 12 points unless leaves or department teaching needs necessitate the delay of its use (to be determined by the Chair in consultation with the faculty member).

D. The timing of the course release (for 12 points) is contingent upon the ability of the department to accommodate the release as determined by the Chair and approved by the Dean.

E. Instructional capacity lost due to these course releases may be addressed by increased capacities in other departmental course offerings in the event that the College or University does not provide the financial resources to replace the course(s) lost.

***Note: Studio Art courses meet 3:50 hours per week for 3 credits**

Art Dept Online Course Policy 6/18/12

16.15

Department of Art and Art History Online Course Policy

1. Courses offered under the same number should meet the same curricular standards, regardless of the mode of delivery.
2. The Curriculum Committee and the Departmental Chair must review and approve all online courses, as they do all Art Department curriculum.
3. The decision to offer an online course should be based primarily on pedagogical and curricular needs.
4. Requests from a Chair for a faculty member to offer a course online are contingent on the explicit consent of the faculty member.
5. Faculty who agree to teach online can receive the support and technical training necessary to implement the class and, where appropriate, additional compensation or course release to facilitate the development and implementation of the course.
6. All web-published course materials are to be used only by that faculty member, unless otherwise agreed upon with explicit permission given.

CAS	Asian Languages & Literatures 52350
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
October, 2012	October, 2012	October, 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

Course Equivalency Guidelines (Revised)
Department of Asian Languages and Literatures
October, 2012

To help determine course equivalencies when assigning instructional workloads to faculty members in the Department of Asian Languages and Literatures, the following equivalency guidelines have been set up in accordance with the Agreement between the University of Vermont and United Academics.

I. For tenure-track and tenured professors:

- a) The teaching load is 5 course-equivalents per academic year.
- b) No distinction is made between 3- and 4-credit language courses (i.e., a 4-credit language course is still counted as 1 course-equivalent); however, no more than one 4-credit language course per semester is assigned to a tenure-track or tenured professor.
- c) A 1-credit course is counted as a half course-equivalent; however, no more than two 1-credit courses per semester are assigned to a tenure-track or tenured professor.
- d) A 3-credit Independent Studies or Readings and Research or Internship course offered to one student is worth 25 points. Course of this kind may only be offered when instructors are available or when students need to take them to meet their major requirements.
- e) Acting as the supervisor for one honors thesis (the student who writes the thesis needs to register for 6 credits of Honors Thesis) is worth 50 points.
- f) A maximum of 300 points may be accumulated per academic year, and one course release is given within two academic years after 300 points are accumulated.
- g) Course releases should not affect resource requirements by the department in order to meet enrollment targets. (This also applies to Section II.)

II. For lecturers and senior lecturers:

- a) The teaching load is 8 course-equivalents per academic year.
- b) No distinction is made between 3- and 4-credit language courses (i.e., a 4-credit language course is still counted as 1 course-equivalent); however, no more than two 4-credit language courses per semester are assigned to a lecturer or senior lecturer under normal circumstances.
- c) 1-credit courses can be counted as a half course-equivalent; however no more than two 1-credit courses per semester are assigned to a lecturer or senior lecturer.
- d) A 3-credit Independent Studies or Readings and Research or Internship course offered to one student is worth 25 points, and the accumulation of 300 points is allowed in one academic year and is counted as one course-equivalent, for which one course release is to be given within two academic years.
- e) Senior lecturers having at least 6 students as advisees and acting as the faculty director of the language house program at the Global Village for a semester may have 0.5 course release. No more than one course release per academic year should be given for this purpose.
- f) Senior lecturers and lecturers who have no advising assignments but hold the language table once a week or organize at least four extracurricular activities per semester may have 0.5 course release. No more than one course release per academic year should be given for this purpose.

III. Large enrollment classes and online courses

- a) No large enrollment Asian language classes will be offered. If the enrollment of a non-language course must exceed 100 students, then 2 course-equivalents are given.
- b) Asian language faculty members are encouraged to interact with students face-to-face in classrooms and to create and use online teaching materials to facilitate their classroom teaching as much as possible. However, if a course is to be conducted online rather than in a regular classroom, it must be approved by the department for its integrity and feasibility in comparison with those of a course conducted in a regular classroom. Once it is approved, its course-equivalent will not exceed the one given to a regular course.

Department of Biology
Course Equivalencies
Approved by Department August 15, 2022
Approved by CAS Dean's Office June 16, 2023
Approved by Office of the Provost December 1, 2023

Course Type	Course Credits	Course Capacity	CE's Awarded	Exceptions
1XXX to 3XXX	3	<100	1	NSCI 3610 & BIOL 3505 (or similar, enrollments 50-99, see below) = 1.5 CE
1XXX to 4XXX	4	<100	1.5	NSCI 2100/2105 = 2.5 CE, BIOL 4405 & BIOL 4205 (or similar, enrollments 60-99, see below) = 2 CE
1XXX to 4XXX	3-4	>99	2	
Lab/Field	4	<40	1.5	BIOL 4360 and BIOL 4365, BIOL 4410 (or similar, enrollments 10-20, have 8 contact hours/week, see below) =1.5 CE
1XXX to 4XXX	1	<99	0.5	Courses have 1.25 contact hours/week
1XXX to 4XXX	2	<99	1	Courses have 2.5 contact hours/week

Two and one half course equivalents

NSCI 2100/2105. Four credit integrated core introductory Neuroscience course for majors with lecture, several lab sections and typically 60-70 students. The course requires integrated expertise from PSYS and BIOL and thus both instructors from each are present throughout the course. (1 lecture; 1 CE per instructor, 0.5 CE for the lab—the 0.5 CE is given to a PSYS and BIOL instructor in alternate semesters). If the three-year average falls below 50 students it will drop to 2.0 CEs.

Two course equivalents

- Four (or three in the case of BCOR 2300) credit courses with large enrollments (>99), multiple lab or recitation sections, and TAs/Lab Coordinators
 - BIOL 1400 and BIOL 1450
 - BCOR 1450 and BCOR 1450 (large (>99) lecture sections only)
 - BCOR 2100, BCOR 2300 and BCOR 2500 (1 CE per instructor when team-taught)
- Four credit courses with more than two lab sections, TAs, extensive lab project coordination, and enrollments typically 60 to 70. If three-year average falls below 50 this will drop to 1.5 CEs.
 - BIOL 4405 (1 lecture and labs)
 - BIOL 4205 (1 lecture and labs)
- Three credit courses with large enrollments >99.

One and one half course equivalents

- Three credit courses with large enrollments (60 to 99) and online lab or no lab but meet requirements (time-intensive)
 - BIOL 1100, BIOL 1150, BIOL 1300, BIOL 1200
 - BIOL 1XXX-4XXX that meet criteria. If three-year average falls below 50 this will drop to 1 CE.
 - e.g., BIOL 3505, NSCI 3610
- Lab-only courses (e.g., BIOL 4630 and BIOL 4635, BIOL 4410) with eight contact hours per week.
- Four credit courses with enrollments of less than 100 (typically 12-40), two or fewer lab sections, and one TA
 - e.g., BIOL 4240, BIOL 4260, BIOL 6100, BIOL 6200
- Small sections of BCOR 1400 and BCOR 1450 (Four credits, typically 48 students)
- Four-credit field courses

One course equivalent

1. Three credit courses with no labs and enrollments up to 99. 3000-level courses are typically 25-40 students. 1000 to 2000-level courses are typically 40-60 students.
2. Two-credit graduate-level courses (e.g., BIOL 5990, 6000, 6015, 6990, 7990). Contact time is 2.5 hours per week.
3. Upon completion of mentoring undergraduates in the laboratory for 72 credit hours as part of BIOL/NSCI/BCOR 2995, 3995, 4996 or similar from other departments. This is roughly the equivalent of teaching a three-credit course of 24 students. Note, if a trade-in is desired after 36 credit hours taught, a 0.5 CE credit will be applied. Trade-in will be by mutual consent with the chair.

Activity	Credits Earned by the Student	Points
Honors/CAS Thesis Supervision	6	1
Undergrad Independent Study/Research	3	.5
HEC/Independent Study/Research	1	0.167

1. 12 points = 1 CE, 6 points = 0.5 CE
2. Faculty may accrue no more than 6 points in an academic year.

4. Participation in Biology Graduate Program (regardless of number of graduate advisees). Participation can take multiple forms in addition to supervising graduate students. These include faculty participation on: graduate student committees; graduate committees at the departmental, college or university level; graduate student recruitment; graduate student training; graduate student efforts external to UVM.

One half course equivalents:

1. One credit graduate colloquia or special topics (BIOL 5990, 6020, 6025, 6990). Contact time is 1.25 hours per week.
2. One credit undergraduate special topics courses (BIOL/BCOR/NSCI 1050, 1070, 1075, 1990, 2990, 3990). Contact time is 1.25 hours per week, or 50 minutes per week and extensive programming or coordination of undergraduate TAs and course projects.
3. Natural History Museum Internships 2991/3991.
4. BCOR 4994, teaching assistantship (including teaching assistant training for BCOR 1450)
5. For the entire academic year, organizing and managing courses involving research, internships, teaching assistants, seminars as follows:
 - a. BIOL general internships and research courses (BIOL 2995, 3991, 3995, 4996)*
 - b. BIOL 4994 teaching assistantship
 - c. NSCI research courses (NSCI 2995, 3991, 3995, 4996)*
 - d. BCOR 3000 Biology in Practice
 - e. BIOL 6005 graduate seminar course
 - f. BIOL 6010 Biology seminar course

(*Work for research and internship involves standardizing research proposal submission, research paper writing and evaluation. These are particularly important for the many students with mentors outside of Biology.)

Administrative Releases From CAS:

Biology Chair: 3 CEs (Chair may give 0.5-1 CE to junior Assistant Professor(s) each year, but would teach in their stead)

BCOR/IBS Co-Director (0.5 CE)

Neuroscience Program Director (0.5 CE) to BIOL or PSYS faculty member

Neuroscience Co-Director (0.5 CE) to BIOL or PSYS faculty member

Biology Graduate Program Director (0.5 CE)

Department of Chemistry
Course Equivalencies
Approved by Department October 23, 2023
Approved by CAS Dean's Office June 16, 2023
Approved by Office of the Provost October 23, 2023

Course Type	Course Credits	Course Capacity *	CE's Awarded	Exceptions
1XXX to 7XXX (no lab)	3	<100	1	CHEM 2600 = 1.5 CE
1XXX to 7XXX (no lab)	3	≥ 100	2	
1XXX to 5XXX (with Lab)	3-4	<100	1.5	Additional sections in same semester = 1.5 CE
1XXX to 5XXX (with Lab)	3-4	≥ 100	2.5	
High Contact Labs	1	unspecified	1	
1XXX to 7XXX	1	unspecified	0.5	

- Enrollment: The CE of Chemistry courses that are 3 credit hours is defined by their enrollment.
 - ≤ 99 students: 1.0 CE
 - ≥ 100 students: 2.0 CE
 - exception: CHEM 2600 (Introductory Physical Chemistry) typically enrolls 60-65 students, but the course material is unusually complex and quantitative. It requires additional effort and time on the part of the faculty member to provide mathematical support and is assigned 1.5 CE.
- Laboratory: Many of our courses include a laboratory component in addition to a lecture component. We add 0.5 CE to the total CE for these courses.
- Duplication: We recognize that when an instructor is teaching two sections of a large-enrollment course (≥ 100 students), it is often the case that less preparation is required for the second section. We decrease the CE by 1.0 for the second section in these instances.
- High contact laboratories: Several Chemistry courses are 1 credit hour laboratory courses in which the faculty member provides 3-4 hours of intense supervision and hands-on effort in addition to substantial effort outside of the laboratory. These courses are assigned 1.0 CE regardless of enrollment.
- Seminars: Several graduate and undergraduate courses are 1 credit hour and lecture-only. These typically involve weekly meetings to discuss and evaluate writing, presentation, or research progress. They are assigned 0.5 CE.
- Graduate supervision: Chemistry faculty who are research active are assigned 1.0 CE for supervising graduate research in the Chemistry Ph.D. and M.S. programs, as well as in interdisciplinary Ph.D. programs. This includes direct mentorship and participation on thesis defense and graduate studies committees. "Research active" is defined as serving as the research advisor for at least one graduate student, or, for those without graduate students, submitting proposals for multi-year external funding.

These considerations are summarized in the table below, which provides CEs assigned for our various courses.

CHEM Course #	Course type	Credit ours	Enrollment ≥ 100?	CE
1100	Lec/Lab	4	X	2.5 (1.5) ^a
1150	Lec/Lab	4	X	2.5 (1.5) ^a
1400 & 1450	Lec/Lab	4 each	X	2.5 (1.5) ^a
1580	Lec/Lab	4	X	2.5 (1.5) ^a
1500 & 1550	Lec/Lab	4 each		1.5
1410 & 1460	Lab	1 each		1.0
1050	Lec	3		1.0
2050	Lec/Lab	3		1.5
2310	Lec/Lab	4		1.5
2400	Lec	3		1.0
2580 & 2585	Lec/Lab	4 each	X	2.5 (1.5) ^a
2600	Lec	3		1.5 ^b
2605	Lab	1		1.0
3602	Sem	1		0.5
2010 & 2012	Sem	1 each		0.5
2014	Sem	1		0.5
3325	Lab	1		1.0
6050	Sem	1		0.5
6015	Sem	1		0.5
6020	Sem	1		0.5
6700	Sem	2		0.5
7015	Sem	1		0.5
All other 1XXX-7XXX	Lec	3		1.0

^aSee point #3. First section = 2.5 CE; second section = 1.5 CE.

^bSee point #1c.

Revised: March 2019

Activity	Student Credit Hours	Points
Honors/CAS Thesis Supervision	6	2
Undergrad Independent Study / Research	3	1
Internship Supervision	3	.5
HEC/Independent Study	1	0.33
Successful MA/MS Thesis as Primary Supervisor	1 CE for Graduate Supervision	
Successful Comprehensive Exam		
Successful PhD Defense as Primary Supervisor		
Grad Independent Study	3	1

1. 12 points = 1 CE

2. Faculty may accrue no more than 6 points in an AY, 10 points if points include an MA/MS or PhD defense

CAS	Classics 52100
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
October 29, 2012	October 29, 2012	October 29, 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

16.15 Online Courses (Art. 16.14):

As a general principle and in practice, the Department does not permit nor require faculty to teach courses online during the regular academic year. Only in extraordinary circumstances may faculty propose a course for online teaching during the semester. Application to teach such a course must be made to the Chair, with a rationale given for why the course should or must be taught online. The Chair, in consultation with the entire Department, will evaluate the proposal to determine if it meets the minimum requirements of rigor and student engagement that a course conducted in a traditional setting would entail. In no instances, however, can an online course interfere or overlap with regular courses being taught live, in person. To teach online courses in the summer session through Continuing Education, however, is permissible, but is subject to the same application and review process described above. Also, the 4th hour of introductory language courses may be taught using an online interface—in lieu of a language lab—in which case arrangements must be made to ensure that that 4th hour is mandatory and participation monitored as in a face-to-face setting.

16.17 Instructional Credit for Non-classroom Teaching (Article 16.16)

The standard teaching load for the Classics department, as for other departments in the College of Arts and Sciences, is five courses per academic year. In addition, all faculty members in the Department regularly participate in additional teaching (i.e., readings and research/independent studies, Honors, and MA thesis supervision) and each is responsible for advising approximately 15-30 undergraduate students. Individual faculty members may undertake no more than 18 credit hours of non-classroom teaching activities per academic year. If a faculty member participates in the maximum of 18 credit hours of non-classroom instruction/supervision in a given year, s/he will receive—if s/he so chooses—an instructional credit of 20%, or 8 percentage points, toward the 40% effort allotted to teaching (i.e., 48%), and that faculty member's service expectation will be reduced accordingly.

16.18 Instructional Equivalencies for Large Courses (Article 16.17)

Any course whose enrollment is at 100 or above, for which no Graduate Teaching Assistant is provided, counts as 2 course equivalents.

**Department of Economics
Course Equivalencies**

Approved by Department October 7, 2022

Approved by CAS Dean's Office June 16, 2023

Approved by Office of the Provost October 23, 2023

<u>Course Type</u>	<u>Course Credits</u>	<u>Course Capacity</u>	<u>CEs Awarded</u>	<u>Exceptions</u>
1xxx to 4xxx	3	< 100	1	
1xxx to 4xxx	3	> 99	2	
1xxx to 4xxx	1	unspecified	0.5	

- A. Normally a full-time tenured/tenure-track faculty member will be assigned 5 course equivalents (CEs) per academic year. A full time lecturer will be assigned 8 CEs per academic year.
- B. A 3-credit lecture course with capacity of more than 100 students counts for 2 CEs. All other 3-credit courses count for 1 CE.

It can happen that a course with enrollment capacity of over 100 students enrolls fewer than 100 students during a particular semester. In this instance, the course will nevertheless count as 2 CEs, but the chair and Dean's Office may decide to offer the course at a lower capacity or less frequently in the future.

- C. One course equivalency for departmental tenure-track faculty will be allocated for 12 points of accumulated work as PRIMARY ADVISER of an honors thesis, Independent Study, or Internship according to the following allocations (points are awarded upon a student's successful completion of the course credits).

<u>Activity</u>	<u>Credits Earned by Student</u>	<u>Points</u>
Honors Thesis if the student proceeds to the oral defense (successful defense is not required)	6	2
Independent Study (per topic for up to 3 students per topic; includes 3-credit Honors Enrichment Credit courses)	3	1
Internship Supervision (not offered as a 3-credit course with standard capacity)	3	0.5
Honors Enrichment Credit	1	0.33

- Although the department sets no limits on individual decisions by faculty to supervise student work, a faculty member may accrue **no more than 6 points within an academic year** if no graduate supervision is involved.
- Faculty participating as a thesis or dissertation advisor in graduate education conducted in another department or program will receive points consistent with faculty elsewhere in the College.
- Points will be awarded beginning with the 2022-23 AY.

- The course equivalency earned through this point system should be used within 2 years of accumulating 12 points unless leaves or department teaching needs necessitate the delay of its use (to be determined by the Chair in consultation with the instructor).

CAS	English 52150
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
September 12, 2016	April 2012	April 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

16.17 **Course Equivalency Guidelines for Non-Classroom Teaching**
English Department: accepted 2016

Policy:

Supervision of an M.A. or Honors Thesis = 4 points (awarded on successful defense)

Supervision of a one-semester three-credit independent study or internship = 1 point (a maximum of 4 points per year may be earned for independent studies and internships)

For faculty teaching 3/2 or 4/4, 15 points = 1 course release

For faculty teaching 2/2, 19 points = 1 course release

Earned releases must be taken within two years of accumulating the required number of points; within that two-year period, the department chair will exercise, in consultation with the faculty member, discretion in view of departmental needs as to the semester in which the release is granted. Releases will not be awarded for work compensated beyond base academic-year salary (e.g., during the Summer semester for faculty on nine-month contracts or for faculty with other course equivalencies).

We generally expect that the second reader of a thesis will have limited responsibilities; however, when a lecturer who is second reader of a thesis has substantial involvement with the project, s/he will receive the points for supervision of the thesis.

We will begin counting points with all non-classroom teaching recorded on 2015 annual activity forms.

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16.15 English Department On-Line Course Policies

1. All courses offered under the same number should meet the same curricular standards, regardless of the mode of delivery.
2. Selection of a different delivery mode for a course shall be based on curricular, pedagogical and student access considerations determined by the department.
3. The Department Chair and the English Curriculum/Scheduling committee, the FTS committee, the Graduate committee and/or the Composition committee shall review and approve all courses and instructors using an online or hybrid delivery mode.
4. Requests from a Chair for a faculty member to offer a course online or as a hybrid are contingent on the explicit consent of the faculty member.
5. The faculty member shall receive the support and training necessary to implement this delivery mode, and, where appropriate, additional compensation or course release to facilitate the development and implementation of the course.
6. The English curriculum/scheduling committee, the FTS committee, the Graduate committee and the Composition committee are responsible for the development and review of guidelines for all on-line courses, subject to approval by the department.

II

English Department Enrollment and Course-Equivalencies

16.18

- 1-course equivalencies: 35 seats under the 100-level (ENGS 86 caps contingent on faculty teaching it); 18 seats for all writing courses and seminars; 30 seats at the 100-level.
- 1.25-course equivalencies (only available to T/TT faculty choosing the 2/2 scheduling option): 22 seats for all writing courses and seminars; 40 seats for all other courses.
- 2-course equivalencies (curriculum now "vets" the pedagogical appropriateness for all large lectures): 100 seats below the 100-level; 75-seats at the 100-level.

Each course release for departmental service may count as 1.25 since they involve some summer work

before and after semesters; anyone with MORE than one release must count those releases as 1-course equivalencies.

III

Revised in
2016

Course Equivalency Guidelines for Mentoring/ Non-Compensated Teaching

The following compensation system is designed to address the following needs:

- *An increased number of undergraduates writing theses.
- *An increased number of undergraduates pursuing internships.
- *A provision in the most recent contract that faculty be compensated for non-classroom teaching.
- *A decreased number of graduate college faculty who will be available to direct graduate exams and theses for the English MA students (as per new Eng/Fts Mou).

The following policy for the compensation of non-classroom teaching was approved by the English department faculty at its meeting of April 23, 2012:

1. Tenured and tenure-track Professors and Lecturers shall be compensated for serving as first or second readers for undergraduate theses and directing undergraduate independent studies and internships.
2. Members of the Graduate College shall be compensated for serving as first or second readers of graduate theses, chairing graduate defenses, directing graduate independent studies and setting sections of the graduate exams.
3. Each of these tasks shall be credited in the following manner:
 - a. Three points shall be earned for serving as first reader on any thesis.
 - b. Two points shall be earned for serving as second reader on a graduate thesis.
 - c. One point shall be earned for chairing a thesis defense, setting a section of our graduate exams, directing an independent study or directing an internship. In academic years in which FTS provides a course for its students undertaking internships, FTS faculty may not earn credit for directing FTS internships.
 - d. Tallies should be maintained by individual faculty members and reviewed and accepted by the chair during the annual review.
4. Once one accrues 15 points, one may request one course release for a subsequent semester.
 - a. Such requests should be made in writing prior to the Chair's request for the next year's teaching preferences.
 - b. As with sabbatical leave, approval is contingent upon the ability of the department to accommodate this as decided by the Chair and approved by the Dean.
 - c. Course release shall not result in enlarging the size of existing classes.
 - d. Once one accrues 15 points, one begins to count toward a second course release.

CAS	Geography 52160
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
November 28, 2012	November 28, 2012	November 28, 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

Department of Geography

Guidelines for course equivalencies

Approved 28 November 2012

Normally, a full-time tenured/tenure-track faculty member will be assigned 5 course equivalents (CEs) per academic year and a full-time lecturer will be assigned 8 course equivalents per academic year.

All instructors in the Geography department, including tenured/tenure-track faculty, full-time lecturers, and part-time lecturers are eligible for the following option. Tenured/tenure-track faculty may use this option no more than once per academic year, full-time lecturers may use this option no more than three times per academic year. Part-time lecturers are hired by the course and thus are eligible to use this option as determined by the nature of the course(s) they are hired to teach.

Two course equivalents are granted for:

- classes whose target enrollment is > 100 students
- classes with a regularly scheduled technical lab component or field courses requiring sustained logistical effort and additional student contact hours every week (as documented to the Chair)

Department of Geography

Guidelines for providing instructional credit for the following activities: supervising theses and dissertations; independent studies; reading and research; and internships.

Final Approval: 28 November, 2012

16.17

Faculty in the Department of Geography regularly supervise Readings & Research (GEOG 197/8, GEOG 297/8) and Internships (GEOG 191) as part of their academic year work load. These credit-bearing courses allow students to gain valuable research and professional training experience. Since the inception of the Honors College and the required thesis option for Honors College scholars, Geography faculty have also been called upon to advise theses to help these students meet degree requirements. Although the Geography Department does not have a graduate program, several faculty in the Department have secondary appointments in units granting graduate degrees (College of Education and Social Services, Department of Geology and the Rubenstein School of Environment and Natural Resources). In addition, several faculty are affiliated with the Food Systems TRI Spire and anticipate the supervision of graduate students through the recently approved Masters degree program in this area. Finally, as new interdisciplinary doctoral programs are initiated by the Graduate College it is likely that Geography faculty will be tapped for supervisory roles and thus we anticipate involvement with PhD students in the future.

We also acknowledge that the field-intensive, state/federal-affiliated and community-based research programs which form the basis of many of our faculty members' scholarship relies upon the work supplied by the students our faculty advise as part of research or thesis experiences. Although this work may appear to be "voluntary" on the part of the faculty member, it is in fact integral to the conduct of research in which our faculty are engaged.

At a Departmental Meeting on 13 March 2012, and in a further meeting to refine the details on 28 November 2012, the faculty approved the following policy to provide instructional credit for the activities outlined above as well as any others in which we engage. We have created a point-based system by which to allocate a course release once the agreed upon number of points has been earned.

The department offers course release credit for the following instructional activities that are not part of the faculty member's regular teaching load of five (5) course equivalents.

TABLE 1. POINT ACCUMULATION FOR INSTRUCTIONAL CREDIT TO BE EARNED FOR INSTRUCTIONAL ACTIVITIES

ACTIVITY	POINTS EARNED
Directing a UVM PhD (awarded upon the student's completion of the defense, regardless of outcome)	4
Directing a UVM M.A. or M.S. thesis (awarded upon the student's completion of the defense, regardless of outcome)	3
Serving as an Honors thesis advisor (awarded upon the student's completion of the defense, regardless of outcome)	2
Supervising a 3-credit graduate readings and research (1/3 of a point per credit hour per person)	1
Supervising a 3-credit undergraduate readings and research (1/3 of a point per credit hour per person)*‡	1
Directing a 3-credit internship in the Vermont State Climate Office (1/3 of a point per credit hour per person)	1

* Certain internships that require significant faculty supervision may qualify for the equivalent points as an undergraduate readings and research, pending written application to and approval by the Chair.

‡ This provision is intended for research-focused independent studies and does not include supervising a teaching assistant.

Although the department sets no limits on individual decisions by faculty to supervise student work, all supervised student work must be reported to the Chair and department administrator by the end of the 'add' period of every semester for tracking purposes, AND a faculty member may accrue no more than six (6) points per academic year.

One course equivalent = 18 points, accumulated through any combination of the above, to be exercised as a course release no more than once every three (3) years, retroactive to the beginning of AY 2011-2012.

When a faculty member has accumulated 18 points, he or she will present the request for the course release to the Chair in writing, including details on the manner and timing within which the points were earned. The timing of the faculty member's course release will be negotiated with the Chair but must be honored within two (2) years of being earned, unless sabbatical or

Approved G. Nunley

other leaves or departmental teaching needs necessitate the delay of its use (to be determined by the Chair in consultation with the faculty member). Instructional capacity lost due to these course releases may be addressed by increased capacities in other departmental course offerings in the event that the College of Arts & Sciences or the University does not provide the financial resources to replace the course(s) lost.

The department will develop a system for tracking and accounting for the points accumulated.

Department of Geography
Guidelines for the selection and instruction of online and hybrid courses
Final Approval: 28 November 2012

16.15

General Guidelines

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.).

Courses with the same course number must include the same number of “contact hours” per credit, including direct communication between student and instructor, dissemination of course content, etc. However, it is understood that the mode of instruction and the mode of student acquisition of knowledge and skills between face-face and online courses will differ.

Courses with the same course number must cover appropriate and similar content.

In all cases, the instructor is expected to be a consistent and continuing presence in the elements of the course implemented online, posting regular announcements, offering students feedback on completed work, and responding to student emails or posted requests for information. As in a face to face instructional environment, instructors should expect to contribute to and/or provide feedback on posted discussions and other work.

On-line courses may be offered during the summer or in the winter break term. On-line courses can only be offered during the academic year as appropriate to the needs of the department and in negotiation with the Chair.

All online and hybrid course proposals will be reviewed by the Geography department faculty. The proposals will include a course description, course goals, assessments, textbook and/or sample readings list, expectations of students, and a description of the on-line modes of instruction. All courses will be reviewed each year.

Courses must be offered in the Learning Management System (LMS) supported by the University of Vermont (currently Blackboard), unless the instructor receives approval from the Chair to employ another format.

Faculty Selection and Preparation

The opportunity to teach on-line courses that contribute to the department’s core curriculum will be offered first to full-time Geography faculty members (tenured, tenure-track and lecturers), then to part-time lecturers.

Faculty offering hybrid or fully online courses must have completed sufficient training and/or demonstrated proficiency in designing and implementing online courses. Acceptable training includes successful completion of Teaching Effectively Online at the Center for Teaching and Learning (recommended), or training completed at another university. In addition, faculty should initially work with the Center for Teaching and Learning (either through tutorials or workshops) to design the course, implement instruction, and develop assessments. Where appropriate and

available, faculty developing online courses for the first time will receive compensation for training and development.

Specific Guidelines: Online and Hybrid Courses in the Geography Department

1. The department encourages faculty to follow the guidelines for online components of their course as outlined on the Center for Teaching and Learning “Guidelines for Online Course Design” page: <http://www.uvm.edu/ctl/resources-teaching/course-design/index.html>
2. In both fully online and hybrid courses, instructors are expected to provide clear instructions and guidelines to students regarding submission of assessments online (including any exams, quizzes, assignments or blog posts). In cases where students must utilize tools external to the Learning Management System (Blackboard), faculty are responsible for making requirements and security concerns regarding external accounts clear to students, and to ensure that student work posted to public sites does not violate FERPA regulations.
3. As per the CBA [article 16.15], requests from a Chair for a faculty member to offer a course online or as a hybrid are subject to the explicit agreement by the faculty member to this assignment, including the number of students to be taught in the online or hybrid section. The faculty member should expect to receive the support and training necessary to implement this delivery mode for the course, and where appropriate, additional compensation or course release to facilitate the development and implementation of the course.
4. In consultation with and at the discretion of the department Chair and approval of the department curriculum committee, faculty may request a hybrid or online delivery mode for one or more courses. Selection of a delivery mode for a course should be based on pedagogical and student access considerations and not solely on faculty convenience. Accommodation of faculty disability (e.g., mobility issue, etc.) may also be taken into consideration.
5. Workload agreements, per the CBA, are subject to approval of the Dean, and they, not delivery mode, will determine the size of given courses. Thus for example a course capped at 40 students will not necessarily be reduced in size for an online implementation.

Hybrid course implementation

A hybrid course implementation is defined as one in which some of the instructor contact time occurs in an online environment. It does not refer to courses in which students do supplemental or graded work in an online environment but receive instructor contact time in a face to face environment.

1. Instructors planning a hybrid course implementation must have Chair approval of their hybrid course plan. If the Chair so requests, the instructor can meet with the department faculty, which can make a recommendation to approve or not approve the hybrid course plan. The hybrid course plan should describe how instructor contact will be structured in the course.

2. In general, it is expected that hybrid implementations will meet within standard meetings patterns for courses, although they may not use all of the scheduled classroom time.
3. The course syllabus should clearly indicate course expectations to students and outline how the hybrid component of the course will work. All expectations for work to be completed online and face-to-face should be stated, including how such work contributes to students' grades.

Fully Online course implementation

A fully online course is defined as one in which all of the course material is delivered in the online environment, for example through the University's Learning Management System (currently Blackboard) and/or using other online tools and platforms. Online courses can be taught synchronously (meetings in which faculty and students interact together at the same time through audio, video, text chat or other means) or asynchronously, where faculty and students contribute content, but are not necessarily all online interacting with one another at the same time.

1. Fully online courses should be made available to students the first day of classes or earlier.
2. Fully online courses, because they do not have regular meeting patterns, should provide students will clear deadlines for completing and submitting all work for the course, including discussion posts, assignments, journal entries, and so forth.

CAS	Geology 52170
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
November 2012	November, 2012	November, 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

Approved G. Nunley

GEOLOGY DEPARTMENT POLICY STATEMENTS, November 2012

16.17 Course equivalency guidelines for mentoring and non-compensated instructional activities

A provision in the most recent contract requires that faculty receive instructional credit for non-classroom teaching and mentoring activities. The Department of Geology proposes to use a point system to address credit for such activities.

Based on the type of activities prevalent in the Geology Department, the following compensation system was designed to address workload related to:

- Post-doctoral student mentoring: ½ point
(Requires approval from the Chair. Mentoring activities must be clearly documented)
- PhD student thesis supervision (after successful completion): 3 points
- Masters student thesis supervision (after successful completion): 2 points
- Undergraduate student Honors thesis supervision (after successful completion): 1 point
- Above average mentoring (i.e., more than one student per year) of undergraduate research and fieldwork activities (GEOL 197, GEOL 198, and GEOL 201; all 3 credits minimum): ½ point

Deleted: all

A faculty member may accrue no more than 12 points within a period of 2 academic years. The course equivalency should be used within 2 years of reaching the CE target (12 points for courses that count as 1 CE and 24 points for release from courses that count as 2 CEs).

- Requests should be made in writing prior to the Chair's request for the next year's teaching preferences.
- Approval is contingent upon the ability of the department to accommodate the request as decided by the Chair and approved by the Dean, but the request must be accommodated within two years.
- Instructional capacity lost due to these course releases may be addressed by increased capacities in other departmental course offerings in the event that the College or University does not provide the financial resources to replace the course(s) lost.
- Once one accrues 12 points, she/he begins to count toward a second course release (or towards release from a 2 CE course).

16.18 Equivalencies for instruction in large enrollment classes

All large-enrollment Geology courses (200-300 seats) equal 2 course equivalents. For example, due to their large enrollments and the need to supervise 6-8 GTAs who run the labs (GEOL 001) or discussion sections (GEOL 007), Geology 1 and 7 each equal two course equivalents.

GEOLOGY DEPARTMENT POLICY STATEMENTS, November 2012

16.15

Guidelines for 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.).

Selection of a delivery mode for a course should be based on pedagogical and student access considerations and not on faculty convenience.

Faculty requests to offer a course using an online or hybrid delivery mode should be vetted by the Department Chair. If the Chair decides not to allow a course to be offered in an online or hybrid delivery mode, the faculty member may request a written explanation justifying the decision.

Requests from a Chair for a faculty member to offer a course in online or as a hybrid, are subject to the explicit agreement by the faculty member to this assignment. The faculty member should expect to receive the support and training necessary to implement this delivery mode for the course and, *where appropriate*, additional compensation or course release to facilitate the development and implementation of the course.

The Geology Department will develop course equivalency standards for courses offered online if appropriate.

Department of History
Course Equivalencies
Approved by Department October 4, 2022
Approved by CAS Dean's Office June 16, 2023
Approved by Office of the Provost October 23, 2023

- 1) All classes with capacities below 100 receive a course equivalency of one. Normally, these classes range in size from 15 (the standard for 200-level seminars) to 20 (for History Methods), to 40 (the normal capacity for other 100-level classes).
- 2) Classes with capacities between 100 and 199 (usually 108) carry a course equivalency of two. These classes can expect a teaching assistant.

Activity	Credits Earned by the Student	Points
Honors/CAS Thesis Supervision	6	2
Undergrad Independent Study	3	1
Internship Supervision	3	.5
HEC/Independent Study	1	0.33
Successful MA Thesis as Primary Supervisor	N/A	4
Successful Comprehensive Exam	N/A	0.33
Grad Independent Study	3	1

1. 12 points = 1 CE
2. Faculty may accrue no more than 6 points in an AY, 10 points if points include an MA/MS or PhD defense.

The department offers course release credit for the following teaching activities that are not part of the faculty member's regular teaching load of five course-equivalents.

Directing an M.A. thesis to successful completion	4 pts
Directing an Honors thesis to successful completion	2 pts
Supervising a Graduate Readings & Research class (3 credits)	1 pt
Supervising an Undergraduate Readings & Research class (3 credits)	1 pt

Directing a Departmental honors project to successful completion (1 sem.) 5 pt

Directing an Honors Enrichment Contract Project (1 credit) .33 pt

One course release = 12 accumulated points, accumulated through any combination of the above, with a limit of 6 points earned in a year. In practice, when faculty members have accumulated 12 points, they will present a request for a course release to the chair in writing, with details as to how and when the points were earned (pulled from a document maintained by the Administrative Assistant). The exact timing of the course release will be negotiated with the chair, according to the curricular needs of the department, but must be honored within two years.

****Note: In scheduling course releases, the chair will ensure that the impact on instructional capacity is minimal and that a full complement of classes is offered, ensuring the timely completion of undergraduate and graduate degrees.

****Note: While lecturers will not typically supervise theses or conduct independent studies, in the event that they do the same point system applies. Should a lecturer accumulate 12 points, they too will be eligible to request a course release.

Department of Philosophy
Course Equivalencies
Approved by Department October 25, 2021
Approved by CAS Dean's Office June 16, 2023
Approved by Office of the Provost October 23, 2023

The philosophy department has reviewed its course-release policy in light of feedback from the Dean's office and by comparing its earlier policy to that of other departments in CAS. It has endeavored to craft a policy that is both fair and consonant with those of other departments in CAS.

The department offers course release credit for the following teaching activities that are not part of the faculty member's regular teaching load.

Directing an Honors thesis for a semester or supervising an Undergraduate Readings & Research project for a semester. ¹ (3 credits)	1 pt
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Directing an Honors Enrichment Contract Project (1 credit)	1/3 pt
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Supervising a student who is attending a (3-credit) course offered at a given level (e.g., 0-level), but is receiving credit for it as a class taught at a higher level (e.g., 100-level)	1/3 pt
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One course release = 10 total points, accumulated through any combination of the above, with a limit of 16 points earned in a year. Since Honors theses are two semesters in length, they earn two points.

When faculty members have accumulated 10 points, they will present a request for a course release to the chair in writing, with details as to how and when the points were earned (pulled from a document maintained by the Administrative Assistant). The exact timing of the course release will be negotiated with the chair, according to the curricular needs of the department, but must be honored within two years (barring special circumstances).

If a faculty member has earned points, there is no expiration date for them.

Courses taught with a capacity of less than 100 students will receive one CE, while larger courses will earn two CEs. If a class fails to meet its capacity, the faculty member will receive two CEs. However, the Dean's office will determine whether that class will be offered again with that capacity.

*Note: In scheduling course releases, the chair will ensure that the impact on instructional capacity is minimal and that a full complement of classes is offered, ensuring the timely completion of undergraduate and graduate degrees.

**Note: While lecturers will not typically supervise theses or direct Readings & Research projects, in the event that they do, the same point system applies. If lecturers were to accumulate 10 points, they too will be eligible for a course release.

¹ Sometimes faculty direct a single Readings & Research project that incorporates multiple students. In such a case, a faculty member will receive 1 point for the first student and 1/3 a point for each additional student.

***Note: Sometimes faculty members have course releases due to other arrangements (e.g., being chair). The department is committed to honoring those arrangements, which are wholly independent of whether these faculty have earned course releases through the policy articulated in this document. As such, course releases due to different arrangements may be aggregated.

CAS	Political Science 52280
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
October 2012	March 23, 2012 (Revision date)	May 9, 2012 (Revision date)	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

Political Science Department
University of Vermont

16.18

Policy on Class-size equivalencies:

1. All classes with capacities below 100 are given a course equivalency of one. Normally these classes range in size from 17 (the normal capacity for 200-level seminars) to 41 (the normal capacity for other 'regular'-sized classes).
2. Classes with capacities between 100 and 199 (usually 108) are given a course equivalency of two. Classes with capacities greater than 150 can expect an undergraduate teaching assistant for that class.
3. A credit of one course release is given to the Director of Undergraduate Studies who handles administrative duties related to transfer credit, study abroad approvals, representation of the Department at Admitted Student days, supervision of the Departmental Honors program and the like.
4. For courses co-taught by two faculty members, each is given a course equivalency credit of 0.5 if the course capacity is under 100 or 1.0 if the course capacity is between 100 and 199.
5. The normal work load for faculty under these rules is 5 course equivalents per academic year, excepting sabbaticals and a 2-course equivalency reduction for junior faculty during one pre-tenure semester that allows relief from all teaching. New tenure-track hires also normally receive a 1-course equivalency reduction during the first year of service. Full-time lecturers, by College policy, have a load of 8 course equivalents per academic year.

[Adopted at the department meeting of March 23, 2012; amended by e-mail vote October 2012]

Political Science Department
University of Vermont

16.17 Policy on Course equivalencies for honors thesis supervision, independent study and internships:

- a) A faculty member will be eligible for one course equivalent release upon the completion of 10 units worth of honors thesis supervision, readings and research supervision and internship supervision. Units will be counted as follows: completed honors thesis supervision – 1 unit; completed one semester 3-credit readings and research – 1/3 unit (fewer credits pro-rated); supervision of any UVM-funded, non-credit summer research project (where faculty member is not already receiving compensation for his or her work) – 1/3 unit; any completed one semester internship supervision – 1/12 unit.
- b) Department policy advises faculty to take on no more than two honors thesis supervisions in a year, but under some circumstances faculty may choose to do more than two. As part of the chair's existing responsibility to assign curricular duties, the chair will monitor faculty non-classroom teaching loads to assure quality instruction is being provided.
- c) The registrar will be the final arbiter of whether a supervision has been completed, viz. credit is given to the student for the work undertaken.
- d) The Chair will decide when, as close to the completion of 10 units as possible, the faculty member may have the course release, taking into account the curricular needs of the department. Normally, the department expects that there will be one course release granted per semester.
- e) Course releases will not affect resource requirements by the department in order to meet enrollment targets.

[Adopted as amended at department meeting of May 9, 2012; further amendments approved by e-mail vote October 2012]

Political Science Department
University of Vermont

16.15 Policy on On-line courses:

- a) All courses offered under the same number should meet the same curricular standards, regardless of mode of delivery.
- b) No faculty member will be required to teach an on-line or hybrid delivery method class without his or her expressed willingness to do so.
- c) Faculty requests to offer courses on-line or using hybrid delivery methods will be vetted by the Department Chair with advice from the appropriate department committees (eg., Curriculum Committee, Chair's Advisory Committee) as necessary. If the Chair decides not to allow a course to be offered on-line or by hybrid delivery methods, the faculty member may request a written explanation of the decision.
- d) No course at the 200-level will be offered on-line or by hybrid delivery methods.
- e) In the case where more than one faculty member wishes to offer the same on-line or hybrid delivery methods course during the same semester or summer school period, the Chair will assign the responsibility for the on-line or hybrid delivery methods course. Faculty members who develop on-line or hybrid delivery methods courses can expect to be permitted to teach those courses at least twice, to justify the effort to develop such courses.
- f) No on-line course in the department will have an enrollment of more than 20 except in unusual circumstances, with the agreement of the chair and the instructor. The enrollment limit is established because well-taught online courses are time intensive for the instructor.

(Adopted at the department meeting of March 23, 2012; further amended by e-mail vote October 2012)



The University of Vermont

Department of Psychological Science
Course Equivalencies for Tenure-track Faculty and Lecturers

Approved by Department April 27, 2022

Approved by CAS Dean's Office June 16, 2023

Approved by Office of the Provost October 30, 2023

The Department of Psychological Science reviewed the revised policy at our April 27, 2022, faculty meeting and unanimously supported the revisions.

A: Normally a full-time tenured/tenure-track faculty member will be assigned 5 course equivalents (CEs) per academic year. A full-time lecturer will be assigned 8 CEs per academic year.

B: Unless otherwise provided for, the number of CEs awarded for different courses is summarized in the following table.

Course Equivalents Table

Course Type	Course Credits	Course Capacity *	CE's Awarded	Exceptions
10XX to 60XX	3	<100	1	
10XX to 60XX	3	>99	2	An additional section of the same course in the same semester is 1.0 CE PSYS 2000 and 2010 with a lab is 2.5 CE
Lab	1	unspecified	0.5	
10XX to 60XX	1	unspecified	0.5	

*Advanced Clinical Practicum (PSYS 6220) is a 0-1 credit course and is awarded 1.0 CE owing to the significant level of direct student supervision.

** Current regularly offered lab courses include PSYS 2000, PSYS 2010, PSYS 3200, PSYS 6000 and PSYS 6005. Other lab courses may be offered as resources are available.

In order to avoid year to year fluctuations in CEs awarded for a particular course, enrollment shall be defined as a rolling average across the last three offerings of the course (not counting evening division or summer term offerings). If the rolling average falls below 100, the course would count as 1 CE.

C: One course equivalency per departmental tenure-track faculty will be allocated for doctoral supervision when and only when the following criteria are met (revised Nov. 2007):

- The tenure track faculty member is serving as research advisor of two or more active doctoral students. The faculty member must be primary research advisor for at least one of these students. Supervision of the additional student(s) may include theses/dissertations research, preliminary examination projects, and other doctoral student pilot research that contributes and leads to the doctoral degree.
- The determination of doctoral student supervision load will be calculated by assessing the average doctoral supervision and participation over the previous 2-year period, to allow for fluctuations



The University of Vermont

caused by student degree completion, program departures, etc. over the course of time. During the first year back from a sabbatical or other approved faculty leave, the faculty member may choose to calculate average doctoral student supervision load omitting the sabbatical year (i.e., using the 2-year period prior to the sabbatical leave).

- Full-time tenure track faculty who are new to UVM will receive one course equivalency for doctoral student supervision in each of their first two years at UVM (whether or not they reach the criterion described above) as they establish their research program and actively recruit doctoral students to be involved in their research.

D: One course equivalency will be allocated for 12 points of accumulated Honors Theses, Undergraduate Research, Honors Enrichment, Internship, and Readings & Research according to the following allocations.

Activity	Credits Earned by the Student	Points
Honors/CAS Thesis Supervision	6	2
Undergrad Independent Study	3	1
Internship Supervision	3	1
HEC/Independent Study	1	0.33
Successful MA/MS Thesis as Primary Supervisor	Covered by CE for Doctoral Supervision	
Successful Comprehensive Exam	Covered by CE for Doctoral Supervision	
Successful PhD Defense as Primary Supervisor	Covered by CE for Doctoral Supervision	
Grad Independent Study	3	1

1. 12 points = 1 CE

2. Faculty may accrue no more than 6 points in an AY, 10 points if points include an MA/MS or PhD defense

- A faculty member may earn no more than 6 points in any single academic year.
- The timing of the use of the course equivalency will be at the discretion of the Department chair.
- Earned course equivalency will not expire and should be used as soon as feasible.

CAS	Religion 52300
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
May 22, 2012	May 22, 2012	October 5, 2007	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

**DRAFT OF RELIGION DEPARTMENT EQUIVALENCY STANDARDS
FOR ADVISING THESES, INDEPENDENT STUDY
(READINGS & RESEARCH), AND INTERNSHIPS**

16.17 Religion Department faculty members will receive instructional credit for advising Honors theses, readings and research, and internships according to the following point system:

- supervision of an undergraduate Honors thesis that is successfully defended equals 2 points
- supervision of an undergraduate Honors thesis that does not pass the defense will be converted to two 3-credit readings and research courses, which together equal 2 points
- supervision of a 3-credit readings and research course equals 1 point
- supervision of a 1- or 2-credit readings and research course equals 1/3 or 2/3 of a point, respectively
- supervision of a one-semester, 3-credit internship equals 1 point.

Department faculty members who accumulate a total of 10 points are eligible to receive a one-course reduction in their teaching load; this course reduction must be used within five years after the conclusion of the semester in which the 10 points are accumulated. The department chair, in consultation with the eligible faculty member, will determine the course from which the faculty member is released, in keeping with the curricular needs of the department. Ordinarily, department faculty should not undertake more than nine credits of such independent study advising in any academic year; any independent study advising beyond this level is permitted only with the prior approval of the department chair. The supervision of undergraduate teaching assistants enrolled in REL190-191 does not count toward a course reduction.

The seats linked to the course from which the eligible faculty member has been released will be redistributed to other tenure-track faculty teaching in the department that year in the event that the college or university does not have the financial resources to make up for the course release.

Religion Department
Course Equivalency Policy

Provost Approved

October 5, 2007

- 16.18 All tenured and tenure-track faculty in the Religion Department carry a five-course teaching load each academic year, except for faculty who teach a reduced course load because of administrative responsibilities (e.g., the department chair and the current director of the Integrated Humanities Program). All courses count as one course equivalent, except those that have an enrollment of 100 or more students. In the latter case, such courses count as a two-course equivalent.

16.15

The Religion department understands that the pedagogical relationship between faculty and students is a personal one, and that face-to-face instruction has been and will continue to be the primary mode through which our teaching occurs. At the same time, we recognize that online teaching can serve as a useful adjunct to the department's teaching mission under particular circumstances. These guidelines set out a basic framework for ensuring that the assignment and implementation of online and hybrid courses remain consistent with our standards for regular face-to-face course offerings.

- a. Requests from the Chair to offer a course in an online or hybrid format are subject to the explicit agreement of the faculty member asked to teach the course. Refusal to teach online or hybrid courses shall have no impact on annual reviews or RPT evaluations.
- b. Selection of a delivery mode for a course shall be based on pedagogical and student-access considerations and not solely on faculty or administrative convenience. Courses taught under the auspices of Continuing Education, which reach out to students who cannot take our regularly scheduled face-to-face classes, represent one such justification for online and hybrid teaching. The faculty member assigned to teach online shall have the support and training necessary to implement effectively any online or hybrid course to which they are assigned. The department is not responsible for covering the cost of this instruction.
- c. Online and hybrid courses will be capped at eighteen students, in keeping with the recommendations of many experts in the field of online teaching. Exceptions to that size must be justified on both pedagogical and scholarly grounds, and must have the approval of the department's curriculum committee.
- d. Faculty requests to offer an online or hybrid course must be vetted by the department Chair with advice from the department's curriculum committee. If the Chair decides not to allow a course to be offered in an online or hybrid delivery mode, the faculty member may request a written explanation justifying the decision.
- e. All courses offered under the same number should meet the same curricular standards, regardless of the mode of delivery (face-to-face, online, hybrid, etc.).
- f. No 200-level courses shall be taught online.

CAS	Romance Languages & Linguistics 52310
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
November 19, 2012	November 19, 2012	November 19, 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

DEPARTMENT OF ROMANCE LANGUAGES AND LINGUISTICS, UNIVERSITY OF VERMONT**16.18 COURSE EQUIVALENCY POLICY FOR LARGE CLASSES**

In the Department of Romance Languages and Linguistics, 3-credit courses enrolling 100 or more students by the end of the add/drop period count as two course equivalencies.

16.15 ONLINE / HYBRID COURSE GUIDELINES

In the Department of Romance Languages and Linguistics, face-to-face instruction is the primary mode of teaching. We also recognize that online teaching can serve as a useful element of the department's teaching mission. Although courses taught in a Romance language may not be taught fully online, elementary-level language courses may include a hybrid component. Linguistics, World Literature, and GRS courses may be taught online under particular circumstances. These guidelines are meant to ensure that the teaching of online and hybrid courses remains consistent with our standards for face-to-face course offerings.

1. All online courses must meet the same curricular standards as face-to-face courses, including time commitment expectations for a semester credit hour (45 hours per credit, per semester). These hours should include 15 instructor contact hours per credit, per semester, and 30 hours of preparatory activities. (A semester hour consists of 50 minutes.)
2. All courses offered under the same number should meet the same curricular standards, regardless of the mode of delivery (face-to-face, online, hybrid, etc.).
3. Selection of a delivery mode for a course shall be based on pedagogical and student-access considerations and not solely on faculty or administrative convenience. Courses taught through Continuing Education, which reach out to students who cannot take our regularly scheduled face-to-face classes, represent one such justification for online teaching.
4. Faculty requests to offer a course using an online or hybrid delivery mode must be made in writing and vetted by the department Chair with advice from appropriate department committees. If the Chair decides not to allow a course to be offered in an online or hybrid delivery mode, the faculty member may request a written explanation justifying the decision.
5. Requests from a Chair for a faculty member to offer a course online or as a hybrid are subject to the explicit agreement by the faculty member to this assignment. The faculty member should expect to receive the support and training necessary to implement this delivery mode for the course.

DEPARTMENT OF ROMANCE LANGUAGES AND LINGUISTICS, UNIVERSITY OF VERMONT

POLICY FOR THE COMPENSATION OF NON-CLASSROOM TEACHING

16.17

In the Department of Romance Languages and Linguistics, faculty members receive instructional credit for advising Master's theses, Honors theses, readings and research, and internships according to the following point system:

- supervision of Master's thesis that is successfully defended equals 3 points; if 2 people co-direct a Master's thesis, the points are split between them (1.5 each)
- supervision of a Master's research paper that is approved equals 1.5 points (for M.A. students in French, 2 of these may be completed instead of a Master's thesis)
- supervision of an undergraduate Honors thesis that is successfully defended equals 2 points
- supervision of an undergraduate Honors thesis that does not pass the defense will be converted to two 3-credit readings and research courses, which together equal 2 points
- supervision of a 3-credit readings and research course equals 1 point
- supervision of a 1- or 2-credit readings and research course equals 1/3 or 2/3 of a point, respectively
- supervision of a one-semester, 3-credit internship equals 0.5 point.

When faculty members have accumulated 12 points, they are eligible to receive a course reduction and will present their request to the Chair in writing, with details as to how and when the points were earned. The timing of the course release will be negotiated with the Chair (and approved by the Associate Dean for Enrollment Management as part of the Department's enrollment management negotiations for the year) but must be honored within two years. Readings and research courses and internships always need to be approved in writing by the department Chair. Faculty members shall not accumulate more than 4 points in any academic year; any non-classroom teaching beyond this level will not result in additional points.

In the event that the college or university does not have the financial resources to make up for the course release, the seats linked to the course from which the eligible faculty member has been released will be redistributed to other tenure-track faculty teaching in the department that year.

School of the Arts Program in Music Course Equivalencies

Approved by Program May 17, 2023

Approved by CAS Dean's Office June 15, 2023

Approved by Office of the Provost August 25, 2023

Course Number	Course Title	Course Credits	Equivalency (x 3 = credit hours)	Total Credit Hours/Pay
MU 1010	Topics in: First-Year Seminar	3	1	3
MU 1020	Topics In: LASP Seminar	3	1	3
MU 1110	Intro to Western Music	3	1	3
MU 1120	Intro. to Jazz History	3	1	3
MU 1140	Blues & Related Traditions	3	1	3
MU 1143	US Popular Music Since 1989	3	1	3
MU 1145	History of Rock and Roll	3	1	3
MU 1147	Music & Culture: New Orleans	3	1	3
MU 1170	Intro to World Music Cultures	3	1	3
MU 1175	Music of Latin Amer & Carib	3	1	3
MU 1310	Music Theory Fundamentals	3	1	3
MU 1550	Intro to Teaching Music	3	1	3
MU 1770	Intro to Music Technology	3	1	3
MU 1775	Live Sound Reinforcement	3	1	3
MU 1990	Introductory Special Topics*	var.		
MU 2110	Hist Western Classical Music	3	1	3
MU 2112	Music History & Literature I	3	1	3
MU 2114	Music History & Literature II	3	1	3
MU 2120	Jazz History Styles & Analysis	3	1	3
MU 2170	World Music Cultures	3	1	3
MU 2310	Harmony + Form I	3	1	3
MU 2311	Harmony and Form Lab I	1	.5	1.50
MU 2313	Harmony + Form II	3	1	3
MU 2314	Harmony and Form Lab II	1	.5	1.50
MU 2319	Composition	3	1	3
MU 2320	Jazz Harmony	3	1	3
MU 2321	Jazz Harmony Lab	1	.5	1.50
MU 2327	Theory/Pract. Jazz Improv I	3	1	3
MU 2552	Brass Techniques	2	.75	2.25
MU 2554	String Techniques	2	.75	2.25
MU 2556	Woodwind Techniques	2	.75	2.25
MU 2558	Percussion Techniques	2	.75	2.25
MU 2560	Vocal Techniques	2	.75	2.25
MU 2770	Creating Music for Video	3	1	3
MU 2771	Studio Production I	2	.75	2.25
MU 2772	Studio Production II	2	.75	2.25
MU 2782	Arts Management	3	1	3
MU 2785	Music Business and Copyright	3	1	3
MU 2990	Special Topics*	var.		

* "Standard" CE equivalencies pertain: 3 credits = 1 CE; 2 credits = .75 CE; 1 credit = .5 CE

Course Number	Course Title	Course Credits	Equivalency (x 3 = credit hours)	Total Credit Hours/Pay
MU 3105	Topics In: Composer Seminar	3	1	3
MU 3310	Chromatic Harmony, Large Forms	3	1	3
MU 3311	Chromatic Harmony Lab	1	.5	1.50
MU 3313	Post-19c Theory and Practice	3	1	3
MU 3314	Post-19c Theory Lab	1	.5	1.50
MU 3317	Topics In: Composer Seminar	3	1	3
MU 3319	Advanced Composition	3	1**	
MU 3320	Arranging for Jazz Orchestra	3	1	3
MU 3325	Jazz Small Group Composition	3	1	3
MU 3327	Theory/Pract. Jazz Improv II	3	1	3
MU 3550	General Music Methods	3	.67	2
MU 3551	Practicum in Teaching Music	2	.67	1
MU 3552	Choral Music Methods	2	.67	2
MU 3554	Instrumental Music Methods	2	.67	2
MU 3560	Conducting I	3	1	3
MU 3562	Conducting II	3	1	3
MU 3771	Studio Production III	2	.75	3
MU 3990	Special Topics*	var.		
MU 4110	Senior Project: Music History	1	.1/student	.3
MU 4310	Senior Project: Comp/Theory	1	.1/student	.3
MU 4551	Teaching Internship Seminar	1	.5	1.50
MU 4552	Internship: Student Teaching	11	.25/student	.75/student
MU 4770	Senior Project: MTB	1	.1/student	.3
MU 4771	Internship: MTB	1	.1/student	.3
MU 4990	Special Topics*	var.		
MU 4991	Internship	var.		
MU 4993	Independent Study	var.		
MU 4994	Teaching Assistantship	var.		
MU 4995	Undergraduate Research	var.		
MU 4996	Honors	var.		

** Often taught simultaneously with MU 2319. If so, a total of 1 CE applies.

Course Number	Course Title	Course Credits	Equivalency (x 3 = credit hours)	Total Credit Hours/<i>Pay</i>
MUE 1990	Special Topics	var.		
MUE 2111 A	Catamount Pep Band	1	.5	1.5
MUE 2111 B	Guitar Ensemble	1	.5	1.5
MUE 2111 C	Latin Jazz Ensemble	1	.5	1.5
MUE 2111 D	Percussion Ensemble	1	.5	1.5
MUE 2111 E	Nonet	1	.5	1.5
MUE 2111 F	Jazz Combo	1	.5	1.5
MUE 2125	Jazz Vocal Ensemble	1	.75	2.25
MUE 2200	University Concert Band	2	1	3
MUE 2300	University Concert Choir	2	1	3
MUE 2400	University Symphony Orchestra	2	1	3
MUE 2500	University Jazz Ensemble	2	1	3
MUE 2990	Special Topics	var.		
MUE 3111	Post-Bop Ensemble	1	.5	1.5
MUE 3111	Chamber Music	1	.5	1.5
MUE 3200	Vermont Wind Ensemble	1	.75	2.25
MUE 3300	Catamount Singers	1	.75	2.25
MUE 3990	Special Topics	var.		
MUE 3991	Internship	var.		
MUE 3993	Independent Study	var.		
MUE 3995	Undergraduate Research	var.		
MUE 4990	Special Topics	var.		
MUE 4994	Teaching Assistantship	var.		

Course Number	Course Title	Course Credits	Equivalency (x 3 = credit hours)	Total Credit Hours/<i>Pay</i>
MUL 1111	Beginning Group Lessons: Piano	1	.5	1.5
MUL 1113	Beginning Group Lessons: Guitar	1	.5	1.5
MUL 1115	Beg Grp Less: Taiko Japan Drum	1	.5	1.5
MUL 1200	Basic Private Lessons***	1 or 2	.1/credit	.3/student
MUL 1300	Private Lessons: Non-Majors***	1 or 2	.1/credit	.3/student
MUL 1500	Required Secondary Lessons***	1 or 2	.1/credit	.3/student
MUL 1600	Elective Secondary Lessons***	1 or 2	.1/credit	.3/student
MUL 1700	Basic Private Lessons: MTB***	1 or 2	.1/credit	.3/student
MUL 1990	Special Topics	var.		
MUL 2111	Piano Proficiency I	1	.5	1.50
MUL 2112	Piano Proficiency II	1	.5	1.50
MUL 2113	Piano Proficiency III	1	.5	1.50
MUL 2121	Group Jazz Piano I	1	.5	1.5
MUL 2122	Group Jazz Piano II	1	.5	1.5
MUL 2300	Accompanying	1	.125	.375
MUL 2400	Private Lessons: Minors***	1 or 2	.1/credit	.3/student
MUL 2500	Private Lessons: Majors***	1 or 2	.1/credit	.3/student
MUL 2990	Special Topics	var.		
MUL 3990	Special Topics	var.		
MUE 3991	Internship	var.		
MUE 3993	Independent Study	var.		
MUE 3995	Undergraduate Research	var.		
MUL 4500	Adv Private Lessons: MUMajors***	1 or 2	.1/credit	.3/student
MUL 4550	Senior Recital***	1	.1/credit	.3/student
MUL 4990	Special Topics	var.		

*** See Addendum for details on Applied Lessons

Addendum

Applied Lessons (MUL 1200, 1300, 1500, 1600, 1700, 2400, 2500, 4500)

- Lessons are calculated by the credit hour rather than by the clock hour (since 1 credit hour of lessons = .5 clock hours).
- For full-time faculty, therefore, an equivalency of 1.0 would be achieved by teaching 10 credits of lessons (or 5 clock hours).

Recitals (MUL 4550)

- Recitals are paid by the credit hour just like lessons for Affiliate Artists.
- For full-time faculty, however, these credit hours would be counted in the same manner as lessons.

"Affiliate Artist" vs. "Lecturer"

- The title "Affiliate Artist" would be applied to any faculty member teaching applied lessons (MUL 1200, 1300, 1500, 1600, 1700, 2400, 2500, 4500, 4550)
- The title "Lecturer" would be used for non-tenure-track faculty teaching other courses. Faculty teaching in both areas may receive both titles.

School of World Languages and Cultures
Program in German and Russian
Course Equivalencies
(In-Person, Synchronous, Asynchronous, Online, Hybrid Courses)

Approved by Department November 17, 2022
Approved by CAS Dean's Office December 5, 2022
Approved by Office of the Provost August 4, 2023

Course Type	Course Credits	Course Capacity *	CE's Awarded	Exceptions
0XX to 3XX	3	<100	1	
0XX	4	<30	1	No more than two courses per semester should be for 4 credits with a meeting pattern of four hours per week
0XX to 3XX	3	>99	2	Instructor will receive 2 CEs if course does not enroll to capacity
0XX to 3XX	1	unspecified	0.5	

1. Full-time workload for tenure track faculty consists of five course equivalents per academic year. No more than two courses per semester should be for 4 credits with a meeting pattern of four hours per week.
2. Full-time workload for non-tenure track faculty consists of eight course equivalents per academic year. No more than two courses per semester should be for 4 credits with a meeting pattern of four hours per week.
3. Courses with capacities between 100 and 199 are given a course equivalency of two. In case the class does not enroll to capacity, the instructor will still receive two CEs. However, the chair and faculty will consider whether it makes sense to use a lower maximum capacity in the future.
4. Faculty teaching a one-credit course will receive 0.5 CE.

Activity	Credits Earned by the Student	Points
Honors/CAS Thesis Supervision	6	2
Undergrad Independent Study	3	1
Internship Supervision	3	1
HEC/Independent Study	1	0.33

1. 12 points = 1 CE
2. Faculty may accrue no more than 6 points in an AY

5. Faculty members supervising an honors thesis will receive 2 bonus points per thesis (6 credits). A faculty member may not direct more than three honors theses per year.
6. Faculty members conducting a 3-credit independent reading and research, or internship will receive 1 bonus point per semester. Faculty members planning to conduct independent reading and research, or internship should seek approval of the chair before embarking on the activity.

A faculty member who accrued 12 bonus points shall be granted a course release within two years of having amassed the points. No more than 6 points can be accumulated in a single year. The timing of the faculty member's course release will be negotiated with the Chair. The chair will register and track the accumulated points for each faculty in TAMS. The faculty member can request a course release as soon as they have accrued 12 bonus points. However, depending on the program's curricula needs, the release might be granted at a later time (but within two years of having amassed the points).

CAS	Sociology 52320
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
December 3, 2012	December 3, 2012	December 3, 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

POLICY ON ONLINE TEACHING AND EQUIVALENCY STANDARDS FOR
INDEPENDENT STUDY/THESIS SUPERVISION AND LARGE COURSES

Department of Sociology
December 3, 2012

16.15

I. Policy on Online Teaching

- (a) Online and hybrid courses must conform to the same scholarly expectations, requirements, and guidelines as regular department courses.
- (b) Online and hybrid courses should be capped at eighteen (18) students, in keeping with recommendations of many experts in the field of online pedagogy. Exceptions to that maximum must be justified on both pedagogical and scholarly grounds, and must be approved by the Department of Sociology Committee on Undergraduate Policy.
- (c) An instructor who is approved to teach an online or hybrid course shall, if he or she deems it necessary, be provided with appropriate training and expert help in the techniques necessary for the particular course. The Department of Sociology cannot be required to provide funds for this training.
- (d) Over the course of a year, no course required for the Sociology major or minor shall be available exclusively online or in hybrid format. Some current sociology majors and minors report discomfort with these formats, and the Department wishes to avoid forcing any student to elect this option.
- (e) No 200-level courses shall be taught online because of the Department's expectation of public speaking experience for these advanced courses. Exceptions to this rule require the approval of the Committee on Undergraduate Policy, and must be based on appropriate pedagogical and scholarly considerations.
- (f) Requests from the Chair for a faculty member to offer a course online or as a hybrid are subject to the explicit agreement by the faculty member to this assignment. No faculty member can be required to teach online or in hybrid format and no faculty member can be required to teach in these formats who has not been provided adequate support and training; if there is a difference of opinion about this latter matter between the Chair and faculty member, it shall be resolved by the Committee on Undergraduate Policy.

16.17

II. Equivalency Standards for Thesis and Readings and Research Supervision

- (a) For purposes of this policy, successfully defended honors theses and successfully completed McNair research projects shall count for two points. A successfully completed Readings and Research course shall count for one point.
- (b) Once a faculty member has accumulated ten (10) points, he or she is entitled to a one course equivalent release or equivalent pay. Instructional capacity lost due to these course releases may be addressed by increased capacities in other departmental course offerings in the event that the College or University does not provide the financial resources to replace the course(s) lost. The release will be granted within a two-year period following the accumulation of ten points.
- (c) Tracking of faculty workload for the purpose of implementing this policy will commence with the 2012-2013 academic year.

16.18

III. Equivalency Standards for Large Courses

- (a) A large lecture of 100 or more seat capacity will count as a two-course equivalent.
- (b) Sociology 100, a four-credit research methodology course, will count as a 1.5 course equivalent.
- (c) Sociology 220, a three-credit Gerontology Internship course, will count as a .33 course equivalent.
- (d) For tenured and tenure-track faculty, the norm will be no more than one large two-course equivalent course per year. If in a given year, there are more requests from faculty to teach large courses than enrollment management strategies and curricular needs deem necessary, priority will be given to those faculty members who have taught large courses least often. Frequency will be measured over the most recent five years that a faculty member has taught (six years for an individual who has been on sabbatical). When curricular needs require that a course requiring specific skills or expertise be offered, the next faculty member in line with those skills or expertise will be given priority.

CAS	Theatre and Dance (Formerly Theatre) 52330
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Art. 16.15	Art. 16.17	Art. 16.18	Notes
November 20, 2012	November 19, 2012	November 19, 2012	
Provost Approved	Provost Approved	Provost Approved	

Additional Info:

Combined Theatre and Dance in Fall 2019

DEPARTMENT OF THEATRE

16.18 **LARGE LECTURE COURSE EQUIVALENCIES**

The department considers 100 seats to be the break line between one course equivalency and two.

16.17 **EQUIVALENCY STANDARDS FOR ADVISING THESES, INDEPENDENT STUDY (READINGS & RESEARCH/PROFESSIONAL PREPARATION), AND INTERNSHIPS**

Department of Theatre faculty members will receive instructional credit for advising Honors theses, readings and research, professional preparation and internships according to the following point system:

- Supervision of an undergraduate Honors thesis (6 credits supervised over the course of one academic year) equals 2 points
- Supervision of a 3-credit readings and research course equals 1 point
- Supervision of a 1- or 2-credit readings and research course equals 1/3 or 2/3 of a point, respectively
- Supervision of a one-semester, 3-credit internship equals 1 point.
- Supervision of a 3-credit professional preparation equals 1 point
- Supervision of a 1- or 2- credit professional preparation equals 1/3 or 2/3 of a point respectively

Department faculty members who accumulate a total of 10 points are eligible to receive a one-course reduction in their teaching load; this course reduction must be used within two years after the conclusion of the semester in which the 10 points are accumulated. The department chair, in consultation with the eligible faculty member, will determine the course from which the faculty member is released, in keeping with the curricular needs of the department. Department faculty should not undertake more than nine credits of such independent study advising in any academic year; any independent study advising beyond this level is permitted only with the prior approval of the department chair.

The seats linked to the course from which the eligible faculty member has been released will be redistributed to other tenure-track faculty teaching in the department that year in the event that the college or university does not have the financial resources to make up for the course release.

DEPARTMENT OF THEATRE

ONLINE COURSE POLICY

- 16.15
- Faculty requests to offer a course using an online or hybrid delivery mode are to be vetted by the Department Chair. If the Chair decides not to allow a course to be offered in an online or hybrid delivery mode, the faculty member may request a written explanation justifying the decision. The explanation will be given to faculty member in the same semester in which the request for the course was made.
 - Requests from a Chair for a faculty member to offer a course in online or as a hybrid, are subject to the explicit agreement by the faculty member to this assignment. The faculty member will receive the support and training necessary to implement this delivery mode for the course and, where appropriate, additional compensation or course release to facilitate the development and implementation of the course.
 - course equivalency standards for courses offered online.
 - Theatre faculty members agree that on line courses and hybrid courses will cover the same material as face-to-face/classroom courses and contain the same amount of academic rigor as face-to-face/classroom courses.
 - Theatre faculty members agree that offering an online or hybrid course must satisfy a particular pedagogical need. These might include courses that use online multi-media accessible only on line, or courses meant to reach a particular students audience, such as students not in residence during winter and summer sessions.
 - Theatre faculty members agree that if numerous instructors teach the same online or hybrid course that they will be constructed with the same amount of academic rigor.
 - Theatre Faculty members agree that online courses when taught are geared toward student need and not convenience of a faculty member.