



UF QUEST

Guide to Course Modalities, Formats, and Enrollment Capacities

Credits, Contact Hours, and Student Workload

- A student who successfully completes a UF Quest course will receive 3 credits toward their undergraduate degree.
- One contact hour of instruction equals one 50-minute period of a 15-week semester (or the functional equivalent in the case of asynchronous instruction).¹
- A UF Quest course is required to provide three contact hours of instruction per week of a 15-week semester (i.e., one contact hour per week for each credit).
- A student is expected to do 2 hours of work per week to prepare for each contact hour of instruction of a UF Quest course for a total of 6 hours per week of a 15-week semester. Faculty may use an online Course Workload Calculator ([Basic](#) or [Enhanced](#)) to calculate how much time it will take students to complete assigned work.

Course Modalities

- In-Person Instruction: Students are required to attend in-person instructional meetings at regularly scheduled times and locations on campus as specified in UF's [Schedule of Courses](#) and in accordance with UF's [Attendance Policies](#).
- Synchronous Online Instruction: Students are required to participate in online instructional meetings from separate locations at regularly scheduled times as specified in UF's [Schedule of Courses](#) and in accordance with UF's [Attendance Policies](#).
- Asynchronous Online Instruction: Students are required to watch online instructional videos at separate times and locations and/or participate in other online instructional activities, such as faculty-mediated discussion boards, over an extended period of time rather than simultaneously. To meet contact-hour requirements, asynchronous instruction must be the functional equivalent of in-person meetings that it replaces.

¹ For the asynchronous equivalent to an in-person contact hour, please consult, ["Calculating Hours in Online and Hybrid Classes," USC Annenberg School for Communication and Journalism](#).

- Hybrid: Instruction is delivered to a section in multiple modalities. For example, two contact hours in person and the third contact hour or its functional equivalent online.
- HyFlex: Instruction is delivered simultaneously to multiple sections in different modalities. For example, a course may consist of two sections that meet together for instruction on Monday, Wednesday, and Friday Period 3. One section may meet in person while the other attends virtually via Zoom. This instruction is not hybrid because each section receives instruction in only one modality. The in-person section receives all instruction in a classroom while the other section simultaneously receives all instruction virtually in a synchronous modality.

Course Sections

- **A Course with One Section:** A course will consist of only one section if it is offered only to residential students and any required weekly meetings, whether in person or online, are at the same time for all registered students.
 - Example 1 (100% in person, no GTAs, 35 residential students):
Monday, Wednesday, Friday Period 3 Matherly 104
 - Example 2 (100% in person, 1 GTA @ 0.50 FTE, 76 residential students):
Tuesday Period 3, Thursday Periods 3-4 Dauer 342
 - Example 3 (Hybrid, 66% in person & 34% asynchronous online, no GTAs, 35 residential students):
Tuesday and Thursday Period 3 Matherly 104. The rest of the instruction is async.
- **A Course with UF Online Sections:** A course will consist of multiple sections if it is offered to both residential and UF Online students.
 - Example 1 (100% Asynchronous Online, 76 residential AND UF Online students, 1 GTA @ 0.50 FTE), two sections:
1 section of 38 residential students and 1 section of 38 UF Online students. All instruction is async.
 - Example 2 (100% Asynchronous Online, 156 residential AND UF Online students, 2 GTAs each @ 0.50 FTE), two sections:
1 section of 76 residential students and 1 section of 76 UF Online students. All instruction is async.

- **A Course with Break-Out Sections.** The professor delivers two contact hours of instruction to the combined sections. For the third contact hour, students will attend a separate section meeting led by a GTA.

Example 1 (100% in person, 66 residential students, 1 GTA @ 0.50 FTE, 3 break-out sections, 22 students per section):

Section 1: Monday and Wednesday Period 3 Pugh 170 (professor's instruction)
Friday Period 3 Matherly 104 (GTA-led discussion)

Section 2: Monday and Wednesday Period 3 Pugh 170 (professor's instruction)
Friday Period 4 Matherly 104 (GTA-led discussion)

Section 3: Monday and Wednesday Period 3 Pugh 170 (professor's instruction)
Friday Period 6 Anderson 228. (GTA-led discussion)

Example 2 (hybrid, 33% in person & 67% asynchronous online, 66 residential students, 1 GTA @ 0.50 FTE, 3 break-out sections, 22 students per section):

Section 1: Thursday Period 3 Matherly 104 (GTA-led discussion)
Professor's instruction is async

Section 2: Thursday Period 4 Matherly 104 (GTA-led discussion)
Professor's instruction is async

Section 3: Thursday Period 6 Turlington 2204 (GTA-led discussion)
Professor's instruction is async

GTA Support

- The amount of funding provided by UF Quest to support a graduate teaching assistant (GTA) will depend on the enrollment capacity of the course and whether the course will have break-out sections.
- Most GTAs for UF Quest courses are hired at a 0.50 FTE (full-time employment) to do 20 hours of work per week.
- Your department, not UF Quest, will be responsible for selecting and appointing the GTA for your course.
- Before requesting GTA support for their UF Quest courses, faculty should consult with their units regarding the availability of graduate students to assist them in the semester they will be teaching, the rules and regulations regarding the appointment of graduate assistants, and the kind and amount of work that may be assigned to a GTA.

Course Formats and Enrollment Capacities (Fall and Spring Semesters)

- Faculty may choose to teach to residential students or to both residential and UF Online students. Residential sections may be taught 100% in person, 100% online, or hybrid. UF online sections must be 100% online with no more than 33% of the instruction in a synchronous online modality.²
- Residential Sections
 - 35 students, 0 GTAs, no break-out sections.
 - 46 students, 1 GTA @ 0.25 FTE, no break-out sections. Your department will need to provide your GTA with an additional assignment to reach a 0.50 FTE.
 - 66 students, with 1 GTA @ 0.50 FTE, 3 break-out sections.
 - 76 students with 1 GTA @ 0.50 FTE, no break-out sections.
 - 132 students, with 2 GTAs @ 0.50 FTE (each), 6 break-out sections.
- Residential AND UF Online Sections³
 - 66 students, 33% synchronous & 67% asynchronous, 1 GTA @ 0.50 FTE, 3 break-out sections.
 - 76 students, 100% asynchronous, 1 GTA @ 0.50 FTE, no break-out sections.
 - 132 students, 33% synchronous & 67% asynchronous, 2 GTAs @ 0.50 FTE (each), 6 break-out sections.
 - 152 students, 100% asynchronous, 2 GTAs @ 0.50 FTE (each), no breakout sections.

² Faculty teaching in an online modality are expected to maintain the same high level of engagement with their students in their UF Quest courses as faculty who teach in person. UF has a wide range of instructional support and resources which faculty should consult if they intend to offer a course with an online component. Before teaching to UF Online students, faculty are required to work COIP instructional designers to prepare their course for the online modality, and for this work, they may apply to receive a [UF Online Course Development Stipend](#), ranging from \$1,000-\$6,000.

³ If there will be some synchronous content, no more than 1 contact hour per week may be synchronous. The weekly meeting may be in person or online to the residential students and only online to the UF Online students.