1. **Assurance of Regularity.** Please choose either option “A” or “B” as indicated below. Provide additional details if necessary. The general goal should be that in online classes, as in onsite classes, in most cases instructors and students will be in a (virtual) classroom every week and instruction and interactions will occur.

**The Education/TEACh3 Department chooses Plan A:** All courses will have weekly online instruction and at least one RSI activity per week. This requirement may be waived for up to two weeks in a 16 week course or one week in an 8 week course (e.g., during midterm or final exam week).

1. **Core RSI activities.** Describe in as much detail as possible the types of assignments that will provide RSI, based on either option “A” or “B” indicated below. The description should take into account how these assignments will mesh with the Regularity plan above.

**Plan A:** Describe the core weekly RSI activity or mix of activities that best suits instruction in this discipline or disciplines.

In Education/TEACh3 courses, RSI will be delivered primarily through discussion forums and/or individual feedback on assignments. In more detail…

**Discussions** – In all EDUC/TEACh3 courses, substantive interaction will be found in the instructor’s participation in the forum itself and/or in the private grading/feedback comments to students offered via Speedgrader.

**Individual feedback** – In all EDUC/TEACh3 courses, substantive interaction will be found in the grading/feedback notes to students offered via Speedgrader comments for assignments and/or quizzes/exams.

**Rubrics** – In most EDUC/TEACh3 courses, instructors will offer substantive feedback in the form of clear rubrics, written in everyday language, so a student understands what he/she did well and what he/she could do next time to improve.

**Written evaluation forms** – In some EDUC/TEACh3 courses, instructors may provide substantive interaction using written evaluation forms, which are rubrics that allow the instructor to offer more detailed written feedback and direction to each student.

**Announcements** – In some EDUC/TEACh3 courses, instructors may provide substantive interaction via Announcements, giving general feedback to the class on overall performance and achievement, identifying what the class as a whole seems to have learned well and noting what could be improved.

**Closure statements** – In some EDUC/TEACh3 courses, instructors may provide substantive interaction by offering closure statements to the entire class to summarize/clarify lessons and offer general feedback after particular assignments. This may come in the form of Discussion post, Announcement, College email, or Canvas Inbox.

**Individual assistance** – In most EDUC/TEACh3 courses instructors will offer individual feedback to students who need help with certain academic aspects of the course. This may come in the form of Speedgrader comments, College email, or Canvas Inbox.

1. **Volume of RSI Contact:** Describe in as much detail as possible the expected volume of instructor interactions with students for each type of RSI assignment, based on either option “A” or “B” indicated below. The general rule should be that ALL students in a virtual classroom will experience interactions with the instructor on a regular basis. In some cases this may be the instructor interacting with the entire class (such as posting on a discussion forum) or providing individualized interactions to each student, for instance through substantive feedback in the Canvas Speedgrader. The plan should also be clear in terms of what is considered to be a “substantive” interaction.

**Plan A:** Individual departments will establish their criteria for an appropriate volume and type of substantive interactions on all core RSI activities.

Faculty within the Education/TEACh3 discipline will ensure that substantial online instruction is offered every week. In addition, each course will offer weekly substantive interaction between the instructor and students in the form of discussions and/or Individual feedback to students. Instructors may deliver additional RSI through the other vehicles listed above.

This will be appropriately adjusted based on the number of weeks in the course, number of students in the course, and the number of course units. But, regardless of those factors, students in all EDUC/TEACh3 courses will receive weekly substantive interaction.

EDUC/TEACh3 instructors will make every reasonable effort to offer substantive interaction to each individual student in his/her class every week. At minimum, each student can expect to receive direct substantive interaction with the instructor every other week during the course.

When possible, instructors will initiate interaction as they continuously monitor student performance, look for weaknesses and learning opportunities, and reach out to help individual students with advice, feedback, and assistance.

All discussions, assignments, and tests will be graded no later than one week after their due dates (often sooner).

Definition: “Substantive interaction” includes comments from faculty to students that address course content and help students achieve the learning outcomes/objectives. Comments such as “Great work!” and “Remember the paper is due this Monday,” are necessary and helpful to students, but are not considered “substantive” or academic in nature.