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*College of Science Early Intervention Policy*

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## **POLICY SUMMARY**

Please do the following each term for undergraduate and graduate courses.

### **POST SCORES (OR GRADES) IN CANVAS IN A TIMELY FASHION.**

All College of Science faculty must complete their scoring (or grading) of class work and enter the scores into Canvas no more than 7 calendar days (not business days) after the due date (10 calendar days in extreme cases).

- The Canvas gradebook should be utilized in its full capacity to inform students of their current standing and accurately reflect the grading policies and all credit opportunities of the course.
- Use this [instructional website](#) and contact Canvas help at [Canvas@oregonstate.edu](mailto:Canvas@oregonstate.edu) for assistance setting up the Canvas gradebook in a way that works best for your course and provides the most transparency to students.

### **PROVIDE EARLY SUPPORT FEEDBACK TO STUDENTS IN THEIR COURSES.**

Faculty must reach out to students who are at risk of earning lower than a C- (for undergraduate students) or a B- (for graduate students) early in the term after the first major course assessment or no later than the end of week 4.

- The intention of this outreach is an early support and intervention to provide resources to students early in the term to allow them time to utilize resources and make changes to their practice while it can still positively impact their course performance.
- All faculty must monitor their students' progress and students should have full knowledge of their grade in a course in the Canvas gradebook.
- The outreach to students at risk of these grades should not be alarming or focused solely on grades, but rather welcoming, encouraging, and focused on changes that will lead to success and provide support resources.
- You can use the early support email template (Appendix A) to format your email to students (using the template is not required, it

is offered as a starting place, please alter the template as appropriate for your course). The email can be tailored to the specifics of the course (e.g., dropped lowest exam grades, extra credit opportunities, etc.).

### **PROVIDE GRADE FEEDBACK TO STUDENTS IN THEIR COURSES BY END OF WEEK 6.**

Faculty must reach out to students who are scoring lower than a C- (for undergraduate students) or a B- (for graduate students) and communicate this current grade standing and resources.

- It is required that students have full knowledge of their grade in a course before the final course withdrawal deadline (Friday of week 7 for a 10-week term course and at various points during summer and non-traditional terms, see the [academic calendar](#) for specifics on the summer and non-traditional terms).
- You can use the grade feedback email template (Appendix B) to format your email to students (using the template is not required, it is offered as a starting place, please alter the template as appropriate for your course). The email can be tailored to the specifics of the course (e.g., dropped lowest exam grades, extra credit opportunities, etc.).
- This email should be sent to students at the latest by the end of week 6 for a 10-week term course, or before the final course withdrawal deadline with enough notice to make an informed decision for summer and non-traditional terms depending on the type of summer or non-traditional session. See the [academic calendar](#) for specifics on the summer and non-traditional terms.

### **ACADEMIC RESOURCES FOR FACULTY MEMBERS**

- [Academic Success Center](#) support resources for faculty and staff
- [Student CARE](#) team information
- Canvas help can be obtained by emailing [Canvas@oregonstate.edu](mailto:Canvas@oregonstate.edu)
- [Academic Success Center](#) student outreach resources
- Director of Advising and Student Success Coordinator within the Science Success Center for information on academic policies and student support resources.

### **POLICY HISTORY**

Revision Date	Description
08.20.2019	Initial posting to CoS Policy and Processes website
01.06.2020	Update by Associate Dean for Academic and Student Affairs Henri Jansen
08.01.2023	Update by Associate Dean for Academic and Student Affairs Jessica Siegel

## **APPENDIX A: EARLY SUPPORT FEEDBACK EMAIL TEMPLATE.**

Hello (student name),

This email is to inform you that your engagement and/or performance in this course has room for improvement and I am here to support you. At this early point in the term you currently are not earning a grade of C- or better (or a grade of B- or better for graduate students) in this course. There are many opportunities still in the course to improve your grade. I hope to support you in finding ways to utilize these supports and succeed in the course.

I want you to be successful and am committed to helping you improve your understanding of the material and your performance in this course. Here are some ways you can get additional help with this course:

- Visit my office hours (include hours and location).
- Visit TA office hours (include hours and location).
- Attend review sessions.
- Join a Supplemental Instruction table (SI table)
- Seek content help from (mole, worm, vole holes, MSLC, Writing Center, or others as appropriate).
- Contact your major academic advisor for support.
- Work with other students in our class to create a study group.
- Visit the Academic Success Center (Waldo 125) for help with study skills, time management and test taking strategies and more!
- Visit the Science Success Center (Kidder 109) for help accessing support resources and for general questions.
- [E-campus resources](#) for academic success.

Please don't hesitate to reach out to me with any questions - I am here to help!

(Signature block)

## APPENDIX B: GRADE FEEDBACK EMAIL TEMPLATE.

Hello (student name),

This email is to inform you that you currently are not earning a grade of C- or better (or a grade of B- or better for graduate students) in this course. If not remedied, this could impact your degree progression in addition to requiring you to repeat this course. *Note that some undergraduate majors may only require a D- to pass this course - you should consult with your advisor if you are unclear about requirements for your major.*

OSU requires your cumulative GPA to be a 2.0 or higher in order to graduate, which translates to a C average or higher in course grades. If your term or cumulative GPA goes below 2.0, it will impact your academic standing. See the [Registrar's site on Academic Standing](#) for more information.

I want you to be successful in my course and am committed to helping you improve your understanding of the material and your performance in this course. Here are some ways you can get additional help with this course:

- Visit my office hours (include hours and location).
- Visit TA office hours (include hours and location).
- Attend review sessions.
- Join a Supplemental Instruction table (SI table)
- Seek help from (mole, worm, vole holes, MSLC, Writing Center, or others as appropriate).
- Contact your major academic advisor for support.
- Work with other students in our class to create a study group.
- Visit the Academic Success Center (Waldo 125) for help with study skills, time management and test taking strategies and more!
- Visit the Science Success Center (Kidder 109) for help accessing support resources and for general questions.
- [E-campus resources](#) for academic success.

Please don't hesitate to reach out to me with any questions - I am here to help!

(Signature block)