

TYPE:	Academic
TITLE:	Students-at-Academic Risk
NO.:	ACAD-114
RESPONSIBILITY:	Executive Vice-President, Academic
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	December 2022
REVISED DATE(S):	
REVIEW DATE:	December 2025

1. Introduction

Durham College (DC) offers a range of support services to students who may experience barriers to progressing in their chosen programs. Through timely provision of support to students at academic risk, DC will enhance student satisfaction while increasing student retention and rates of graduation.

2. Purpose

The purpose of this policy and procedure is to provide a framework for the early and ongoing support of students in need of assistance to facilitate success in their programs of study.

3. Definitions

Refer to [Durham College's Standard Definitions](#).

4. Policy statements

- 4.1. [Students](#) and academic [employees](#) are active partners in the teaching and learning process.
- 4.2. Academic employees will identify, provide support and refer students at risk of not progressing in their programs of study to appropriate services in a timely manner.
- 4.3. Students are encouraged to proactively avail themselves of support services that can assist with addressing challenges or barriers to their academic success.
- 4.4. Academic Referral forms may be used in conjunction with or subsequent to initial efforts of support, to formally document student referrals to appropriate services. An Academic Referral form is not punitive in nature.

5. Procedure

- 5.1. This policy does not address student concerns in instances where a more appropriate college policy or procedure, grievance or appeal process exists, including but not limited to: discrimination and harassment; breaches of [academic integrity](#); [sexual violence](#); [refunds](#); and/or student conduct.
- 5.2. Academic employees will proactively identify students in need of support to progress in their programs. Initial efforts to provide support, or refer students to additional supports, may be done informally and without documentation.
- 5.3. When additional support is deemed necessary to support student success, academic employees may formally document their concerns on an Academic Referral form. Types of academic concerns include, but are not limited to: low grades or [grade point average](#); lack of progress in a program of studies; missed assessments; poor attendance; lateness to class; leaving class early; and/or lack of class participation.
- 5.4. Academic employees will invite the student to meet and discuss the academic concern(s) noted in the completed Academic Referral form. Students who are the subject of an Academic Referral, including those unable or unwilling to meet, will be sent a copy of the form via College email.
- 5.5. Completed Academic Referral forms will be submitted to the appropriate Student Advisor or designate in the relevant Faculty, within five (5) business days of the concern being documented by the academic employee.
- 5.6. Where required, the Student Advisor or designate will determine and document appropriate referrals.
- 5.7. The original completed Academic Referral form will be retained in the Faculty office. A copy will be provided to the student via the College email.

6. Roles and responsibilities

- 6.1. It is the responsibility of the Executive Vice-President, Academic to ensure this policy and procedure is fully implemented.
- 6.2. It is the responsibility of academic employees to identify students at risk of not progressing in their programs, to make referrals to available support services as appropriate and to formally document Academic Referrals if required.
- 6.3. It is the responsibility of students to proactively access recommended support services.
- 6.4. It is the responsibility of Student Advisors or designates to receive Academic Referrals, document a proposed action plan to support the student, and refer the student to the appropriate services.

7. Accessibility for Ontarians with Disabilities Act considerations

Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this policy and procedure and it adheres to the principles outlined in the College's commitment to accessibility as demonstrated by the Multi-Year Accessibility Plan.

8. Non-compliance implications

Failure to comply with this policy may negatively impact student progress, retention and graduation rates.

9. Related forms, legislation or external resources

- Academic Referral form