

TYPE:	Academic
TITLE:	Students-at-Academic Risk
NO.:	ACAD-114
RESPONSIBILITY:	Vice-President, Academic and Students
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	April 2026

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 graduation rates.

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 academic success. It is intended to support the outcomes of the College Academic Progression policy, which determines eligibility for progression in a program, based on a student's semester grade point average.

3. Definitions

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

4. Policy statements

- 4.1. [Students](#) and academic [employees](#), who deal directly with students in their academic studies, are active partners in the teaching and learning process.
- 4.2. All academic employees will identify, provide support and refer students at risk of not progressing in a course(s) or their program of study to appropriate services in a timely manner and to formally document referrals if required. This must be completed while maintaining confidentiality.
- 4.3. Students have an obligation 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.

- 4.5. It is the responsibility of academic employees to identify students at risk of not progressing in a course or their program, to make referrals to available support services as appropriate, and to formally document guidance/direction through the Academic Referral Form, where required.
- 4.6. 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: Harassment and Discrimination Prevention and Response; Student Well-being and Involuntary Withdrawal; Academic Integrity; Sexual Violence; and Student Conduct.
- 4.7. Processes may differ for students studying through Professional and Part-time Learning (PPL).

5. Procedure

- 5.1. Initial efforts by academic employees to provide support or refer students to additional supports for progression in a course(s) or program will be done informally and without documentation.
- 5.2. When additional support is deemed necessary to support student success, academic employees may formally document their concerns on the Academic Referral Form. There are a range of academic concerns that may be identified to indicate a need for support, including, but not limited to: missed assessments; poor attendance; lateness to class; leaving class early; and/or lack of class participation. In instances of low final grades, [grade point average](#) or a lack of progress in a program of studies, review of the Durham College Academic Progression Policy should take place prior to providing direction or support.
- 5.3. 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.
- 5.4. 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.
- 5.5. Where required, the student advisor or designate will determine and document appropriate referrals.
- 5.6. 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. 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.

7. Non-compliance implications

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

8. Related forms, legislation or external resources

- Academic Referral form