Long Beach City College

Crisis Prevention and Intervention
Procedure Manual
2009 - 2010

Edited by
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Liberal Arts Campus: 4901 East Carson Street, Long Beach, CA 90808
Pacific Coast Campus: 1305 East Pacific Coast Highway, Long Beach CA 90806
Long Beach City College
Counseling & Student Development Department
Emergency Telephone Numbers

Numbers are written as you would dial from your office phone. Remember to dial "9" for off campus numbers. If using a cell phone you may need to dial the area code.

Emergency
Long Beach Police, LAC or PCC 4911 or 562 938-4911
Long Beach Police Non Emergency 4910 or 435-6711
Long Beach Fire Department (9) 570-2500
LA County Mental Health Department 24 hours (9) 1 800 854-7771

Counseling/Mental Health
LBCC Counseling & Student Development LAC 4559 or 4560
LBCC Counseling & Student Development PCC 3922 or 3920
Disabled Student Services 4558
LA Mental Health Urgent Care Center 24 hour 790-1860
LA County Health Care Center, Long Beach 599-8787
Long Beach Mental Health Department 599-9280
Harbor Free Clinic Psychological Services (310) 547-0202
Voice Mail for appointments (310) 856-8484
South Bay Center for Counseling (310) 414-2090
Family Service of Long Beach (562) 493-1496
Department of Children & Family Services (213) 351-5602
National Domestic Violence Hotline (800) 799-SAFE (7233)
Child Abuse Registry (800) 540-4000
Suicide Prevention (310) 391-1253
Toll Free Suicide Prevention (877) 727-4747

Hospitals/Clinics/Health Services
LBCC Student Health Services, LAC 4210
LBCC Student Health Services, PCC 3992
Memorial Medical Center 933-2000
Saint Mary Medical Center 491-9000
Poison Control Center 876-4766
West Side Neighborhood Clinic 595-5509
Long Beach Veteran's Affairs Medical Center 494-2611
# Long Beach City College

## Crisis Prevention and Intervention Procedure Manual

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Long Beach City College
Counseling and Student Development
Student Health Services

Crisis Prevention and Intervention Procedure Manual

To: Long Beach City College Faculty and Staff

Long Beach City College is an open access institution serving a large and diverse population. For a number of complex reasons related to societal influences and mental health treatment issues, there is an increasing number of students with crises or serious mental health problems on our campuses. As an educational institution, our goal is to provide learning opportunities to all students including those with disabilities due to mental illness.

The purpose of this publication is to assist faculty, staff and administrators in their efforts to respond to Long Beach City College students who may be disruptive or in crisis. The Manual provides information about what constitutes disruptive behavior, guidelines for actions during a crisis, and emergency numbers. It was adapted from materials from local community colleges and various mental health resources. We hope this information will be helpful to you in working with troubled students. This manual is an ongoing project and comments or suggestions for improving the quality of our service to students are appreciated.

Additional, more detailed information about helping emotionally disturbed students is available in the LBCC Guide: Faculty/Staff Guide to Assisting the Emotionally Disturbed Student. Personal copies of these manuals are available at the College website in the Personal Counseling section: (http://counseling.lbcc.edu/PersonalCounseling/index.cfm).

I hope you will find the emergency numbers helpful. For comments about the Manual, please contact Dr. Katy Reynolds at extension 4174.

Respectfully,
Katy R. Reynolds, RN PhD
Long Beach City College
Crisis Prevention and Intervention
Procedure Manual

INTRODUCTION

WHAT CONSTITUTES CRISIS BEHAVIOR?

Long Beach City College, like all community colleges, serves some troubled students who may cause disruption while on campus. Disruptive behavior includes all those behaviors that interfere with the normal functions of the college. Procedures for handling disruptive behavior on campus have been developed to safeguard the quality of education for all students at Long Beach City College.

The following are examples of disruptive behavior that could lead to a crisis:

- Verbal or behavioral expressions that interfere with the learning environment
- Verbal or written threats or abuse aimed at students or college personnel
- Physical threat or assault
- Willful damage to college property
- Use of drugs or alcohol on college grounds
- Persistent inordinate demands for time and attention from faculty and staff
- Threats or attempts to commit suicide or self-injury
- Possession of a weapon

ASSUMPTIONS UNDERLYING THE APPROACH IN DEALING WITH THE STUDENT IN CRISIS

1. Faculty, staff and administrators must be aware of their rights to protection as well as their legal responsibilities in dealing with disruptive student behavior. The California Education Code, California Penal Code, and Long Beach City College Code of Student Behavior outline the specific rights, responsibilities and actions to be taken. These documents are available through the Office of the Dean of Student Affairs (LAC E206 ext, 4154).
2. The sole basis for imposing disciplinary sanctions on a student is the student's behavior. The fact that a student has a mental disability or underlying emotional problem is irrelevant when deciding how to respond to dangerous behavior. Sanctions will be determined based on individual student circumstances.

3. Faculty, staff and administrators should be aware that appropriate student behavior is outlined in the Long Beach City College Student Code of Conduct. Students are responsible for becoming familiar with and following the Code of Conduct which is available in the college catalogue, college website (policies #5012) and schedule of classes. The student also has rights and is protected by the Student Due Process and Grievance Procedures, which are outlined in the Long Beach City College Catalog. The Code of Conduct is available in its entirety in the office of the Dean of Student Affairs, (LAC E206 ext. 4154).

4. The purpose of disciplinary intervention for disruptive students is to articulate to the student appropriate and acceptable behavior and to enforce the student’s adherence to those behaviors while on campus.

**ROLES AND RESPONSIBILITIES OF TEAM MEMBERS**

**FACULTY, STAFF, AND ADMINISTRATORS**

Responsible for initiating crisis response by:

1. Contacting the Long Beach Police (ext. 4911) who will activate the Crisis Prevention and Intervention Team which may include:
   - Dean of Student Affairs
   - Counseling Department Psychologist, Counselors
   - Student Health
   - Disabled Student Services

2. Providing additional information required by Long Beach Police,


**DEAN OF STUDENT AFFAIRS OR ADMINISTRATOR ON DUTY**

Responsible for:

1. Intervening, assessing and assisting with resolution to disruptive situations

2. Initiating formal disciplinary actions when appropriate

3. Informing faculty, staff, or administrator as to the resolution of disruptive behavior
4. Conferring with student, assuring that due process is observed and authorizing student’s return to class, if appropriate

5. Notifying Long Beach Police of situations requiring enforcement

6. Dean of Students may initiate a Progress Note which describes the requirement for personal counseling prior to return to class.

LONG BEACH POLICE

Responsible for:

1. Intervening in any situation where the safety of any individual is in jeopardy

2. Initiating arrests when necessary

3. Initiating a 5150 (Involuntary 72 hour Hold): a law allowing an individual who is dangerous to self or others or gravely disabled to be transported, without their consent, to a mental health facility for assessment and treatment for their mental state

CRISIS INTERVENTION TEAM MEMBERS

Responsible for:

1. Providing consultation during any step in the process involving crisis or disruptive behavior by a student when requested

   Consulting may involve:
   - discussions to assess disruptive behavior
   - clarification of action to be initiated
   - steps to rectify situation satisfactorily
   - escorting student to counseling office

2. Direct intervention and mediation with individual involved in crisis

3. Providing brief crisis counseling to individuals where appropriate, or providing referrals to counseling services in the college and the community

PROCEDURES TO FOLLOW IN HANDLING DISRUPTIVE STUDENT BEHAVIOR

1. Prevention techniques should be used by faculty, by staff or administrators during initial involvement with students.

2. Appropriate student behavior and the Student Code of Conduct should be incorporated into class syllabi, initial class meetings and orientation. Application of conduct rules should be
consistently and fairly applied. Responding to conduct issues immediately can prevent escalation.

3. Most disruptive situations will be handled informally by faculty, staff or administrator and the involved student. In some cases the Dean of Student Affairs and/or a member of the Crisis Intervention Team may be invited to participate.

4. When a student, member of the faculty, staff, or administration is menaced, threatened or attacked, staff is obligated to report the incident to the Long Beach Police Department. The Dean of Student Affairs must be notified in writing so formal disciplinary measures may be initiated.

5. Each incident of disruptive student behavior must be documented.

6. Formal disciplinary procedures are initiated at the discretion of faculty, staff or administrator when an impasse has been reached with the student.

A. Disciplinary procedures are initiated by notifying the Dean of Student Affairs in writing.

B. The Dean of Student Affairs will evaluate and invoke any disciplinary action as appropriate.

a. Each case will be handled individually.

b. The Dean of Student Affairs will notify appropriate faculty, staff or administrators of any probations, suspensions or expulsions.

c. The suspended student will be allowed to return to campus only after meeting with and obtaining written permission from the Dean of Student Affairs.

7. Faculty, staff or administrator may request that a member of the Crisis Intervention Team assist in the process of dealing with a disruptive student.

GUIDELINES FOR ACTION

These actions should be followed by members of the faculty, staff or administration when a student is observed exhibiting class I, II, or III behavior.

CLASS I BEHAVIOR: SITUATIONAL

Observable behavior may include:
- Anxiety
- Inability to concentrate
- Anger
- Seeking excessive assurance or support
- Depression
- Appearance of being under the influence of drugs or alcohol
- Unfocused demeanor
- Expression of suicidal thoughts
Suggested Action:
- Talk with student privately and confidentially
- Register concern
- Inform student of personal counseling services provided by Counseling Office (LAC 4559, PCC 3922).
- When a student expresses suicidal thoughts take it seriously and get help immediately. Follow guidelines for Class III behavior (listed below).
- Arrange for someone to accompany student to Counseling Department (Bldg A – LAC, Bldg GG, PCC)

CLASS II BEHAVIOR: ABERRANT

Observable behavior may include:
- Irrational or inappropriate verbalizations
- Unrelated or bizarre comments
- Verbal Abuse
- Defiance
- Anger
- Inappropriate attention-getting behaviors

Suggested Action:
- Protect Personal safety and safety of others
- Protect quality of the learning environment
- If discussion with student seems appropriate, safe, and potentially effective:
  * Speak with student privately and confidentially.
  * Register your concern
  * Set limits for acceptable behavior in the situation.
- Discuss the situation with the Dean of Student Affairs
- If discussion with student seems inappropriate, dangerous, or not potentially effective:
  * Request that student leave classroom
  * Contact Long Beach Police (ext. 4911, LAC or PCC)
  * Notify the Dean of Student Affairs or administrator on duty.
  * Student will receive written permission and guidelines from the Dean of Student Affairs before being re-admitted to class

CLASS III BEHAVIOR: DANGER TO SELF OR OTHERS

Observable behavior may include:
- Violent behavior towards self or others
- Threat to harm or kill self or another
- Exhibitionism

Suggested Action:
- Protect personal safety and safety of others if possible
- Immediately call Long Beach Police at ext. 4911 (LAC or PCC)
- If College extension is unavailable, immediately call 911 (dial 9 first to get an outside line).
- Call the Dean of Student Affairs at ext. 4154
- Call counseling office and request assistance of psychologist or counselor
- Talk calmly with the student, do not antagonize

DEFUSING DIFFICULT SITUATIONS

GUIDELINES FOR ASSISTING EMOTIONALLY DISTRAUGHT OR DISTURBED PERSONS

If you assess that a student is potentially dangerous to himself or others it is imperative that you get immediate assistance from Long Beach Police and the counseling department as soon as possible. Follow the above guidelines related to Class III behavior. In all cases, personal and student safety are primary issues. The guidelines below are useful when you have determined that effective listening can be helpful in resolving the situation.

I. Effective listening is the key to assisting all persons but especially those who are emotionally distraught or disturbed.

   A. Start by conveying a sincere concern for the disturbed person. You might say, "You seem really upset about (state the situation). Let's see if we can find a solution to the problem."

   B. If possible, arrange a facilitating environment for listening/conversing - preferably a private room, office, or other quiet location. Sit face-to-face without a desk or table separating the persons who are conversing.

   C. Agitated persons may pace, but it is advisable to get them to sit, if possible, by being positively assertive (using friendly but not condescending persuasion). Leave a fair amount of space between you and the agitated person so she/he does not feel that their personal space is being invaded. A clear path to the exit is recommended. Do not lean forward. Do not touch an agitated person. A quiet voice encourages a quiet conversation.

   C. Try to get persons who are shouting to speak more calmly and slowly. Using your own words, paraphrase the following: "It’s really hard for me to listen when you talk so loud. It would really help if you spoke quietly."

II. Effective listening requires:

   A. Listening for feelings. It isn’t enough to hear the words or story alone. Focus on what is the real meaning behind the incident.

      EXAMPLE: "It’s the last day of school." The feelings that accompany these words may convey ecstacy for a student and pronounced relief for a teacher.
EXAMPLE: "I feel like I’m a lost cause." For a person struggling in a math class the feeling is likely to be discouragement, but for the person to gain the acceptance of others, it may mean that life is no longer worth living.

B. Suspend your needs, biases, judgments and preconceptions as much as possible.

1. Try to keep from perceiving emotional outbursts as threats to your authority, control or competence. Focus on the agitated person's needs, rather than your own, unless there is a threat to your physical well being.

2. This nonjudgmental, unbiased listening technique has been characterized as "naive" listening. Prior experience is suspended so you don't have a feeling reaction that distorts your perception of what the person is saying.

C. Give feedback statements that convey your perception of the unspoken meaning of what the person is saying. Try to use appropriate feeling words in your feedback statements. Examples of feeling words include: fear, resentment, hurt, discouragement, embarrassment, disgust, anger, hatred, loneliness, worthlessness, being used, treated unfairly, rage, overwhelming, confusion, etc. A good stem for framing feedback statements is: "I hear you saying . . .

Feedback statements serve to:

1. Check the accuracy of your perception and encourage clarification, if needed, by the other person.

2. They make the person feel that you care and you understand. This usually has a calming effect.

3. They encourage the person to more thoroughly express the problem.

4. The feeling words help the person understand and deal with the problem.

EXAMPLE: Agitated statement of a re-entry student: "I must be the stupidest person at this College. I can’t even do this simple math."

Possible feedback statements: "You seem angry at yourself because you can’t understand your math" or "you’re afraid you might flunk your math course."

EXAMPLE: A former steelworker who injured his back and was unable to perform the only job for which he was trained. "How would you like it if you had a wife and three kids to support, you couldn’t go back to work and you were being forced to go back to school?"

Possible feedback statement: You seem to resent that your injury messed up your life and you’re overwhelmed by the responsibilities for your family and being faced with college. (Note: questions are more difficult to decode than statements and there is a tendency to fall into the trap of trying to answer the question rather than give a feedback statement.)
EXAMPLE: A somewhat emotionally disturbed middle-aged female student who couldn't afford to repair her car asked an automotive instructor to repair her car as she had no way to get to school without it. The instructor told her that the work couldn't be done until the needed repair was the topic of instruction. "They don't give a damn if I have to drop out of school and spend the rest of my life on SSI. You can bet your ass if somebody like the President asked them to fix his car, they'd do it right away! I know they would because I've seen them do it."

Possible feedback statement: "You resent the way they treated you and you think it's because you're just a student to them." or "You think it's unfair the way they treated you and they wouldn't care a bit if you had to quit school."

Remember to just give feedback, not answer the question for the student.

III. Employing effective listening skills often seem awkward and even phony initially. It's hard to listen for the feeling (the real meaning) and to be a "naive" listener. It doesn't feel natural to give feedback statements. The good news, however, is that the whole world can be used as a lab for practicing effective listening. It's usually easier to practice and learn the process in comfortable relationships before employing it in emotionally charged situations.

IV. Good listening often enables a disturbed or distraught person to resolve a problem. If a resolution does not result the listener has two options, discuss possible solutions with the troubled person or refer him/her to the Counseling Department or a member of the Crisis Intervention Team.

V. The assistance of the Police should be requested in any situation when an agitated person appears to be potentially violent or does not follow clear, reasonable directions. It is advisable to alert Long Beach Police in any instance where aggressive behavior or significant disturbance seems likely.

**Hostage Situations**

Frank Boltz (1987), former chief hostage negotiator for the New York City Department outlined the following basic ways you can protect yourself and your students.

1. Don't be a hero. Accept the situation and be prepared to wait. This will take a long time. The police are waiting for the optimal moment, so don't rush the situation.
2. Follow instructions. Especially in the first minutes after being taken hostage, it is **extremely** important to follow instructions. The hostage-taker is highly agitated and impulsive in the first few minutes of the act of hostage-taking. They must feel that they are in control and your calmness will carry on to them. A common way to demonstrate that they are in control is to hurt someone, physically in the opening few minutes.
3. Don't speak unless spoken to. Forgetting this rule is often the precursor to someone being harmed.
4. Don't make suggestions. It is important for hostage takers to feel in control and often, well meaning good suggestions end in negative results.
5. Try to rest even though this may feel impossible at the time. No one knows how long the situation will last and at any moment you could be called upon to be fully alert and act in a logical and capable manner. Most situations end with a major physical exertion, so save your energy. Remember to take deep breaths.

6. Carefully weigh escape options. Any attempt at escape should be weighed very carefully against the chances of being caught. The odds must be higher in your favor.

7. Request aid from your captors if needed, but only after the initial takeover has passed and some stability occurred. Do this directly and quickly and do not dwell on this issue.

8. Be observant. Often some people are released early, and your observations will be useful in helping authorities free the remaining hostages. Being observant helps you keep mentally busy, avoid panic, and adapt to conditions that may change rapidly.

9. Do not be argumentative. Do nothing that makes you stand out. Get rid of anything that could cause you to be construed as a source of their hostility, things as simple as Police Explorer card, a badge or a pin on your clothing.

10. Be patient. Much of the time, it seems as if nothing is happening at all.

11. Treat captors with deference and respect. Maintain eye contact but do not take a physically aggressive stance. Speak politely when spoken and gently establish a personal relationship with the hostage-taker.

12. Do not attempt to inject humor into the situation. It works well in Hollywood movies, but not in reality.

13. When under stress and out of control, the captor will make many dumb mistakes. Do not add to their embarrassment in any way. Divert your eyes when it occurs.

14. When rescue comes, follow the rescuers' directions precisely. Temper the urge to stand up and run if there could be any confusion over the identification of the captors. Lay flat on the ground with your hands up until told to put your arms down by authorities.

15. Talk your feelings out after the release. The police will need your report and it is best if you provide it right after the release. Talking about it is beneficial for you in the regaining of a feeling of control and empowerment.

LEGAL BASIS FOR HANDLING DISRUPTIVE STUDENT BEHAVIOR

Federal, State, and local laws speak specifically to disruptive behavior in educational settings. These laws are written to assure the protection of students, staff, faculty, and the institution in terms of discrimination, legal retribution, and due process. In essence, they assure that individual rights are protected.

These laws include the Rehabilitation Act of 1973, California Governmental Code, California Education Code, Title 5, California Mental Health Act, California Penal Code, and the Standards of Student Conduct for the Long Beach Community College District. In addition, specific regulations exist within the LBCCD policy manual and speak specifically to how these laws are enforced through procedures.

College policy also grants authority to employees of the District to act within the scope of their position to discipline students who are disruptive. For specific or more detailed information regarding any of these laws, policies, or regulations, contact the Office of the Dean of Student Affairs.
While students have a fundamental right to attend elementary through secondary schools, they do not have a fundamental right to attend postsecondary institutions. Community colleges are required to admit only those students who can benefit from instruction. The behavior of a student is the sole basis for imposing disciplinary sanctions and may be an indicator that s/he may not benefit from instruction. Where disruptive behavior of the student has been properly documented, the laws allow and in some situations mandate that action be taken.

**Maintaining Student Confidentiality**

Federal law gives students two rights concerning their education records kept by the college. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, college officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the college.

**Family Educational Rights and Privacy Act (FERPA)**

The following information was taken from the LBCC website 2009.

**Family Educational Rights and Privacy Act (FERPA)**

All student records of Long Beach City College are maintained in accordance with the provisions of the Family Rights and Privacy Act of 1974. Copies of the complete text of this act are available in the college library (see "Family Educational and Privacy Rights" in Shepherd's Acts and Cases by Popular Names). The two basic elements of the act are the student's right to review and challenge his/her record and the conditions under which information in the record can be released to outside parties.

1. Students may request access to challenge the correctness or appropriateness of any part of the record. However, students are advised that grades, though a part of the record, are considered final as assigned by the instructor and can only be challenged on the basis of clerical error, fraud, bad faith or incompetency.
2. Student information, except for directory information as defined below, cannot be released by the college to any outside agency, except for those entitled to access under the act, without signed permission of the student. The student may further restrict the release of name and attendance verification by completing the appropriate form in the Admissions Office. In the absence of having this form on file, the college may release directory information to any person or agency. Directory information is defined as dates of attendance, degrees, certificates or awards received, verification of student participation in school activities and sports and weight and height of members of athletic teams.
3. Parents may have access to records of their children but only if the children are still their dependents as evidenced by a claim of same on federal income tax returns. Parents desiring access to the records of a dependent child must present the full name, social security number and birth date of the child, their own personal identification and a copy, that the college district may keep, of the current year's federal income tax return indicating the child has been claimed as a dependent. Parents seeking to review records of a dependent child during the early months of the year must be able to demonstrate that they have already filed for the year even though the filing deadline isn't until April 15th.
4. By law, notwithstanding any of the above, all student records must be released under court order. The student will be notified by mail to the last address on file of any such access, and the student shall have the right to request a copy of any information released in this manner.
5. Any questions regarding the student's rights under this act should be addressed in writing to the address below:

Dean of Admissions and Records  
Long Beach City College  
4901 E. Carson Street  
Long Beach, CA 90808
Personal Identity Information and Sensitive Data on the Web

The following information appeared in the October 2006 edition of In-the-Loop:

The incidences of computer theft and data breaches in the news are alarming. The campus community must ensure that sensitive information is stored and transmitted securely to avoid such occurrence of such events here at LBCC. It is important for all those with access to sensitive LBCC data take active measures to protect information and maintain its security. Of particular concern is identity-related information that can be used for identity theft and includes names in combination with

Full Social Security number (SSN)
Date of Birth
Driver's License number
Credit card number
Address

While collection of this information is commonplace for students and employees, the means to obtain the information as well as storing the information must be secured. For example, collecting this information using email is highly unsecured.

Beware of personal data or sensitive information on:

Desktop and laptop computers
Servers
Personal or home computers used for Campus business
Portable electronic devices such as Blackberries, PDAs, and other mobile devices.
Removable media, such as CDs/DVDs, flash drives, disks and backup tapes

Look for campus-related personal identity or sensitive information in email containing, but not limited to, the following types of information:

Personnel or academic related spreadsheets, databases, and files
Student records
Downloads from Peoplesoft Systems or Datawarehouse
Financial spreadsheets
Electronic versions of intellectual property
Appendix A

LONG BEACH COMMUNITY COLLEGE DISTRICT
Long Beach City College
Dean of Student Affairs
Student Health and Psychological Services

Progress Note from Dean of Student Affairs (562) 938-4154

This form is initiated by Dean of Student Affairs when it is decided that personal counseling may be beneficial to a student who has been referred for a behavioral issue.

Student Name: __________________________ Date: ___________ Birth date: ___________

Street Address: __________________________ City, State, Zip: __________________________

Area Code & Phone Number: __________________________ SID#: __________________________

It would be beneficial for you to attend personal counseling in the Department of Counseling & Student Development (562 938-4559) for the following reasons:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You are urged to attend two or more therapy sessions at the discretion of the personal counselor. Bring a copy of this form with you to the first session. Ask for an appointment slip for each date attended. These appointment reminders must be signed by the counselor at the time of each session. Bring these signed forms with you when you return for your follow-up visit with the Dean on __________________________ Date

Comments
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

By signing this form I agree to the requirements listed above.

Student Signature __________________________ Printed Name __________________________ Date ___________

Dean of Student Affairs Signature __________________________ Printed Name __________________________ Date ___________