

ACCESS

A Guide for Students, Faculty and Staff



Hudson County Community College
Center for Academic and Student Success

ACCESSIBILITY SERVICES

Division of Student Affairs

Accessibility Services
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HCCC Reserves the right to modify services. This document is not intended to supercede policies published in the College Catalog or Student Handbook.

The Student Affairs Division would like to personally welcome you to Hudson County Community College.

As part of the Center for Academic and Student Success, Accessibility Services recognizes and values the uniqueness of individual students and strives to challenge and motivate students to examine their lives and grow toward the achievement of their personal and professional goals. Accessibility Services in partnership with the students, faculty and staff encourages and celebrates accountability, accessibility and self-advocacy in personal endeavors.

Our goal is to collaborate with members of the College community to assist the College in offering quality teaching and student support services to create a learning environment that promotes access and encourages success for all students. Accessibility Services serves as a resource to students, faculty, staff and other community members to provide information, training, and professional development in the areas of the Americans with Disabilities Act, Section 504 of the Vocational Rehabilitation Act of 1973, legal trends, general access issues, cultural considerations, accommodations and accessible technology.

Best Wishes for a successful year!
Accessibility Services Staff

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MISSION STATEMENT

Hudson County Community College is open and accessible to students with disabilities. We are committed to providing assistance to enable students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. Disability Support Services has devoted much energy to meeting the requirements of Section 504, Federal Rehabilitation Act of 1973 and its amendments, and to the Americans with Disabilities Act of 1990. Disability Support Services serves as a full-time advocate for students with disabilities, as well as a resource for faculty, staff and administration.

DISABILITY LAW

The rights of students with disabilities are outlined in Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act. Section 504 is a Federal Civil Rights Law, which prohibits discrimination against individuals with disabilities. Section 504 states:

No otherwise qualified handicapped individual in the United States, as defined in Section 706 of this title, shall, solely by reason of his handicap be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

The Americans with Disabilities Act (ADA) of 1990 expands the scope of institutional and service provider responsibility for providing reasonable accommodations to the disabled. The ADA is a civil rights statute.

It promises protection from discrimination on the basis of disability. It promises equal access to opportunities for persons with disabilities. A person with a disability as defined by law is someone who has a physical or mental impairment that substantially limits one or more major life activity.

IDENTIFICATION OF DISABILITY

Students Disclosing a Disability

Although by federal law, students have no requirement to identify themselves as disabled, students are encouraged to register with Disability Support Services immediately upon acceptance to HCCC.

Many students choose to delay disclosure until encountering difficulties. The consequence of delayed registration may be a delay in receiving accommodations.

A form requesting disclosure of a disability is included in the Admission Application and must be returned to Disability Support Services. At this point it is the responsibility of the student to advise Disability Support Services that he or she has a disability and the types of services and accommodations that will be needed. This is an important step because early planning is essential for smooth transition to college.

All accommodations are provided at no expense to the student and are based upon the individual needs of the student. The responsibility for determining eligibility for accommodations rests with the Disability Support Services Staff.

Faculty Referral

Members of the faculty are encouraged to announce at the beginning of the semester and put a statement in the syllabus inviting students with disabilities to schedule an appointment to discuss the nature of the disability. If the faculty member suspects that a student has a disability, he or she should discuss the concern with the student, and then, if appropriate, refer the student to Disability Support Services.

If a disability is brought to the attention of the faculty member, the faculty member is encouraged to contact Disability Support Services to verify the disability and to discuss accommodations.

Students wanting to request disability-related services must identify themselves to Disability Support Services. DSS must receive complete documentation of the disability, which substantiates the need for each accommodation requested. Eligibility for reasonable and appropriate accommodations will be determined on an individual basis. DSS will, based on documentation and with the student's participation, coordinate and/or recommend necessary accommodations with the appropriate College personnel.

In most cases, the date of evaluation described in the documentation must be within three years from the initial presentation to the College. The student, in most cases, will not be asked for a re-evaluation during matriculation. However, in the case of some variable forms of disability (i.e. some psychiatric disabilities, some health conditions), a more recent date of evaluation or periodic re-evaluations may be required to verify the need for accommodation. The final determination for current status of the documentation rests with the institution.

Disability Support Services assumes responsibility to maintain confidentiality of the evaluation and will not release any part of the documentation without the student's informed and written consent.

If accommodations are not clearly identified in a diagnostic report or letter, the disability service provider will seek clarification and, if necessary, more

information. The appropriate accommodations will be designated by the disability service provider, and will be based on the student's documentation. The final determination for providing appropriate and reasonable accommodations rests with Hudson County Community College.

Educational and Medical Evaluations

HCCC does not provide educational or medical evaluations. However, if a student has not been identified as having a disability in the past, and thinks that he or she may have a learning disability, Disability Support Services will conduct a pre-screening. The case is then referred to the New Jersey City University Learning Disabilities Center for a full evaluation.

CERTIFICATION OF ELIGIBILITY FOR SERVICES

Documentation

The type of documentation required for each type of disability (i.e. hearing, visual, physical, psychiatric, traumatic brain injury, learning (LD), attention-deficit hyperactivity disorder (ADHD), and health) is described below. Each subsection by type of disability will address the following

- Qualifications of the Evaluator
- Substantiation of the Disability
- Recommendations for Accommodations

Disabilities of Hearing

Qualifications of the Evaluator: A licensed audiologist, certified by the American Speech Language Hearing Association, or a licensed medical doctor with certification in otology, or otolaryngology, will be viewed as qualified to substantiate disabilities of hearing. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices, should be clearly stated. All reports/letters should be on letterhead, typed, dated signed and otherwise legible.

Substantiation of the Disability: The requisite document will be audiogram which has been completed within the last year. The audiogram should include verification (for both ears) of hearing sensitivity by pure-tone frequency, speech thresholds, and discrimination. The audiogram should be accompanied by a report of letter describing the nature of the disability and the need for accommodations.

Recommendations for Accommodations: The report or letter should include specific recommendations for accommodations and an explanation as to why

each accommodation is recommended.

Disabilities of Vision

Qualifications of the Evaluator: A licensed Doctor of Optometry or a licensed medical doctor with certification in Ophthalmology will be viewed as qualified to substantiate disabilities of vision. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

Substantiation of the Disability: The required document will be a report or letter of assessment from the Optometrist or Ophthalmologist describing visual acuity and field of vision, the nature of the disability and the need for accommodations.

Recommendations for Accommodations: The report or letter should include specific recommendations for accommodations and an explanation as to why each accommodation is recommended.

Physical Disabilities

Qualifications of the Evaluator: A licensed physical therapist, licensed social work professional, or licensed medical doctor will be viewed as qualified to substantiate physical disabilities. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

Substantiation of the Disability: The required document will be a report or letter of assessment from the physical therapist or physician describing the nature of the disability and the need for accommodations.

Recommendations for Accommodations: The report or letter should include specific recommendations for accommodations and an explanation as to why each accommodation is recommended.

Learning Disabilities

Qualifications of the Evaluator: Evaluator should have experience or training in the assessment of learning problems in adolescents and adults. Clinical or educational psychologists, school psychologists, learning disabilities specialists and some medical doctors will be viewed as qualified to substantiate learning disabilities. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports should be on letterhead, typed, dated, signed and otherwise legible.

Substantiation of the Disability: The required document will be a comprehensive diagnostic evaluation report. An IEP or 504 plan is NOT sufficient as documentation, but may be attached to the comprehensive diagnostic report. The complete diagnostic report should include a diagnostic interview, assessment of aptitude, academic achievement, and information processing, a specific diagnosis, test scores, and clinical summary with recommendations for accommodations.

Recommendations for Accommodations: The recommendations should indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. The specific test results or clinical observations should support the recommendations.

Psychiatric Disabilities

Qualifications of the Evaluator: A licensed psychologist or a licensed social work professional, or a licensed psychiatrist will be viewed as qualified to substantiate psychiatric disabilities. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

Substantiation of the Disability: The required document will be a report or letter of assessment from the psychologist, social work professional, or psychiatrist describing the nature of the disability and the need for accommodations.

Recommendations for Accommodations: The report or letter should include specific recommendations for accommodations and an explanation as to why each accommodation is recommended.

Attention Deficit Hyperactivity Disorder

Qualifications of the Evaluator: Professionals conducting assessments and rendering diagnosis of ADHD must have training in differential diagnosis and the full range of psychiatric disorders. Clinical psychologists, neuropsychologists, psychiatrists or neurologists will be viewed as qualified to substantiate ADHD. The name, title and professional credential of the evaluator, including information about license or certification, as well as the area of specialization, employment and State/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

Substantiation of the Disability: Documentation of ADHD must be current (within 3 years) and must be comprehensive. An IEP or 504 plan is NOT sufficient as documentation. A complete diagnostic report should include evidence of early impairment and with a statement of presenting problem and diagnostic interview. The diagnostic report must rule out alternative diagnosis/explanations and must

report relevant testing such as neuropsychological testing, identify DSM-IV criteria, include a specific diagnosis and include an interpretive summary. Each accommodation recommended by the evaluator should be substantiated with a rationale. The preferred documentation of ADHD will be a complete neuropsychological report with psychometric data; this report may be required for certain types of accommodations requested

Recommendations for accommodations: The recommendations should indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. Specific test results or clinical observations described in the letter should support the recommendations.

Disabilities of Health

Qualifications of the Evaluator: A medical practitioner will be viewed as qualified to substantiate a health disability. The name, title and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization, employment and state/province in which the individual practices should be clearly stated. All reports/letters should be on letterhead, typed, dated, signed and otherwise legible.

Substantiation of the Disability: The required document will be a report or letter of assessment from the physician describing the nature of the disability and the current need for accommodations.

Recommendations for Accommodations: The recommendations should indicate why specific accommodations are needed and how the effects of the specific disability are accommodated. The specific test results or clinical observations should support the recommendations.

ACCOMMODATIONS

Accommodations

Disability Support Services will write individualized letters to faculty members certifying that students have disabilities and stating the determined reasonable accommodations. The provision of accommodations is often shared among faculty, students, and the DSS office; the letters detail the provisions of recommended accommodations, including:

- ✓ Who is responsible for the provision of the accommodations?
- ✓ When the accommodations will be provided.
- ✓ How they will be provided?

The letters also invite faculty to contact Disability Support Services if there are concerns or questions about the accommodations. Instructors will be expected to assist with the provision of accommodations when reasonable and necessary.

Instructors are not required to compromise essential elements of the course or evaluation standards.

- ✓ Letters of Accommodation are provided at the beginning of each new semester.
- ✓ Students with disabilities will be responsible for delivering the individualized letters to faculty.
- ✓ Disabled students will be responsible for contacting the DSS office if reasonable accommodations are not implemented in an effective or timely manner. Disability Support Services will work with HCCC personnel and disabled students to resolve disagreements regarding recommended accommodations.
- ✓ Students with disabilities who believe they have been discriminated against on the basis of their disability may file a grievance. Grievance procedures are outlined on page 14 of this manual.

Determining Reasonable Accommodations

A reasonable accommodation is a modification or adjustment to a course, program, service, job, activity, or facility that enables qualified students with disabilities to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges as are available to a similarly situated student without a disability. HCCC is obligated to make reasonable accommodation only to the known limitations of otherwise qualified disabled students. To determine reasonable accommodations, Disability Support Services may seek information from appropriate personnel regarding essential standards for courses, programs, services, jobs, activities, and facilities. Final determination of reasonable accommodations is made by Disability Support Services.

Reasonable accommodations are determined by examining:

- ✓ The barriers resulting from the interaction between the documented disability and the campus environment
- ✓ The possible accommodations that might remove the barriers
- ✓ Whether or not students have access to the course, program, service, job, activity, or facility without accommodation
- ✓ Whether or not essential elements of the course, program, service, job, activity, or facility are compromised by the accommodations.

Accommodation Letters

The institution is under no obligation to provide accommodations unless students have fulfilled their obligations in the process.

In the process of arranging accommodations for classes, students must make an appointment to see Disability Support Services personnel at the beginning of the semester.

Student accommodations will be the same each semester, unless there are changes in the disability or other accommodations are discussed. If any changes need to be made, these need to be discussed at the time of the appointment.

It is recommended that students make an appointment to meet with all of their instructors as soon as possible at the beginning of the semester. Students should take their letters to these meetings with the instructors. At the meetings, the following should be discussed:

- ✓ The disability
- ✓ The approved accommodations
- ✓ How the accommodations will be carried out
- ✓ Any alternatives that might be considered
- ✓ The students responsibilities per agreement

If there are any problems in adhering to the accommodations outlined in the letters, the students are expected to notify Disability Support Services immediately.

Academic Accommodations

Reasonable accommodations are individualized and flexible, based on the nature of the disability and the academic environment. Below is a partial list of common academic accommodations:

- ✓ Accessible classroom/location/furniture
- ✓ Assistive computer technology
- ✓ Assistive listening devices
- ✓ Captions for film and video material
- Document conversion (alternative print formats: large print, tape, electronic)
- ✓ Exam modifications: alternative test formats that do not compromise the essential nature of the course, computer or calculator for exams, private and/or quiet exam room, time extensions.
- ✓ Readers and scribes
- ✓ Note-taking
- ✓ Sign Language Interpreters
- ✓ Taped lectures (Instructors may limit use and dissemination.)
- ✓ Time extension on assignments

Attendance

Class attendance policies are not determined by DSS. Because attendance may be integral to the pedagogic process, policies are set by faculty at the College, departmental, or individual level. Members of the faculty are not required to lower or affect substantial modifications of standards for accommodation purposes. Faculty announces attendance policies and procedures for make-up work. Course syllabi include attendance policies. It is ultimately at the discretion of the

faculty member to address attendance policies with any student.

Exam Modifications

Because disabled students are best served when accommodated in the most integrated setting possible, Disability Support Services strongly encourages instructors to provide test accommodations within their own departments.

When test accommodations cannot be provided by the instructor, DSS provides the service as a convenience for faculty and students. Test administrations handled by DSS involve only physical assistance in accordance with the student's functional limitation (e.g., reading, writing, marking answer sheets, time extensions).

DSS hosts exams only when instructors cannot provide students with accommodations. The service is structured to provide students with a fair opportunity to demonstrate their knowledge of course content without resulting in a competitive academic advantage over other students.

Students are not allowed to use notes, books, tapes, or any supplementary materials unless specified by the instructor to DSS staff and in a manner applicable to all students in the course. DSS does not make copies of exams and does not maintain an exam file. Exams are received and returned according to prearranged instructions.

The following procedures should be followed when setting up test accommodations with Disability Support Services:

- ✓ The student and Coordinator of DSS discuss the accommodation needed.
- ✓ DSS notifies the instructor of the disability-related need for test accommodations. DSS provides consultation and advocacy if necessary.
- ✓ The instructor contacts DSS if the department cannot host the exam.
- ✓ The instructor makes arrangements to have the exam delivered to DSS. Exams that need to be tape-recorded must arrive at DSS at least three working days before the exam is to be administered. The student's name must appear on all exams.
- ✓ DSS administers the exam and returns it according to pre-arranged instructions.
- ✓ If the student does not keep the appointment for the exam, the exam is returned to the instructor. It is the student's responsibility to contact the instructor to seek permission to reschedule the exam.
- ✓ Exams are to be scheduled at the same time as the regular class exam. The student may start before or run later in order to allow for extra time. This should be arranged with the instructor/proctor in advance.

Guidelines for Meeting with Instructors

When meeting with your instructor regarding your disability, or class performance in relation to accommodations, keep in mind the following guidelines to good communication:

Things to DO:

- ✓ DO state the disability
- ✓ DO explain the affiliation with Disability Support Services
- ✓ DO go to the meeting prepared with suggestions about what can be done to provide an equitable opportunity to learn the material
- ✓ DO, if appropriate, make faculty aware of past successes
- ✓ DO discuss specific details about how examinations and any in-class accommodations will be handled
- ✓ DO make it clear that, as a serious, motivated student, the class experience will be successful if a reasonable allowance is made for a specific problem in a specific area
- ✓ DO, as appropriate, engage faculty in a problem-solving process when there are no immediate, obvious solutions to the problem
- ✓ DO be on time for the scheduled appointment
- ✓ DO be calm and courteous, and do not interrupt

Things NOT to do:

- ✓ DON'T quote applicable laws
- ✓ DON'T dictate policy
- ✓ DON'T get mad
- ✓ DON'T request unreasonable adjustments
- ✓ DON'T make demands for large amounts of faculty time

Note-takers and Readers

The note-taker/reader position is an important and invaluable resource to many students. Disability Support Services coordinates a note-taker service for students, who due to a disability or disabilities are unable to take notes or need class notes to supplement their own notes. Note-takers also serve as Readers for students who need their tests and exams read aloud.

Note-taker accommodations are based on the student's disability documentation. Students who receive this accommodation characteristically have a hearing or visual impairment, physical disability, learning disability, traumatic brain injury or attention deficit disorder.

Students receiving note-taker/reader services are required to attend each class. Note-takers introduce themselves to the class professor/student and discuss how notes will be exchanged (hard copy, electronic copy, etc.).

Notes Should Include:

- ✓ Main points of lecture
- ✓ Explanations, examples, and comments given by the professor and other students as appropriate
- ✓ Information from the blackboard or overheads
- ✓ Details about exam dates, quizzes, papers and other important class information

Sign Language Interpreters

Interpreters are professionals who facilitate communication between hearing individuals and people who are deaf or hard of hearing. The role of the interpreter is similar to that of a foreign language translator: to bridge the communication gap between two parties. All sign language interpreters hired by HCCC are NJ and/or NY state certified interpreters.

Deaf students or students with hearing deficiencies often request interpreters from DSS when they register for classes. In the unlikely event that a student shows up on the first day of class without an interpreter, the student should be referred to DSS. DSS will then schedule an interpreter. Faculty and staff may request an interpreter for meetings with a deaf student by contacting DSS.

Interpreters are bound by the code of ethics developed by the National Registry of Interpreters for the Deaf. The code specifies that interpreters are to serve as communication intermediaries who are not otherwise involved. Thus, when an interpreter is present, one should speak directly to the deaf person, rather than to the interpreter and avoid using phrases such as “tell him” or “ask her.”

- ✓ Relax and talk normally, noting that there may be lag time between the spoken message and the interpretation.
- ✓ When referring to objects or written information, allow time for the translation to take place. Replace terms such as “here” and “there” with more specific terms, such as “on the second line” and “in the left corner.”
- ✓ In a conference room or class environment, the deaf student and the interpreter will work out seating arrangements, with the interpreter usually located near the speaker.
- ✓ Inform the interpreter in advance if there is an audiovisual element in a presentation so arrangements can be made for lighting and positioning.
- ✓ Be sensitive to sessions that extend longer than one hour. The interpreter may require a short break to maintain proficiency in interpreting.

Adaptive Technology

- ✓ Tape Recorders
- ✓ Text Telephone Device — used to communicate with people who are deaf or hearing impaired. This device is also located in Enrollment Services
- ✓ Closed Captioned Televisions — magnification of hard copy
- ✓ Zoom Text- Magnification of computer image
- ✓ Jaws for Windows — speech access
- ✓ Braille Windows — refreshable Braille

CENTER FOR ACADEMIC AND STUDENT SUCCESS

The Center for Academic and Student Success was created to provide students with easy access to an integrated system of support services. These services include:

- ✓ Advisement and Counseling
- ✓ Career and Transfer Services
- ✓ Disability Support Services
- ✓ Educational Opportunity Fund (EOF)
- ✓ Faculty Advisement Program

All students are strongly encouraged to meet regularly with a member of the CASS staff from the start of their career at Hudson County Community College.

GRIEVANCES

Students with disabilities are responsible for contacting Disability Support Services if reasonable accommodations are not implemented in an effective or timely way. DSS works with College Personnel and disabled students to resolve disagreements regarding recommended accommodations. Students with disabilities who believe they have been discriminated against on the basis of the disability should contact DSS and speak to the Coordinator. If this is not possible, the student should contact the Director of Advisement & Counseling.

HUDSON COUNTY COMMUNITY COLLEGE

Disability Support Services

Reasonable Accommodation Request Form

To the student-All accommodations requested must conform to the documentation that has been provided to Disability Support Services. Any requests made that do not conform with the documentation will not be provided.

Name: _____

Student I.D. _____

Academic Year: _____

Students with disabilities are eligible to receive accommodations as provided by Section “504” of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990. Accommodations are designed to allow the student to perform in the class at the same level while maintaining the standards set by Hudson County Community College and the class instructor. Your current accommodations are marked below.

Accommodations being requested:

Testing Accommodations:

- ___ extended time
- ___ separate test environment
- ___ reader
- ___ note taker/scribe

Hearing Disabilities:

- ___ sign language interpreter

Visual Disabilities:

- ___ Enlarged Printed Materials

Adaptive Technology:

- ___ computer/word processor
- ___ spellchecker
- ___ calculator
- ___ tape recorder (with instructor’s permission)
- ___ closed captioned television

Other:

- ___ *extended time on written assignments
- Please specify _____

Physical Environment:

- ___ preferential seating
- ___ alternative chair/table
- ___ opportunity to stand or move about

* A reasonable amount of time will be determined by the professor in conjunction with the student.

Student Signature

Date

Disability Support Services Coordinator

Date

HUDSON COUNTY COMMUNITY COLLEGE

Disability Support Services

Student Intake Form

Name: _____ Date: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____

Student I.D. _____ Age: _____ Birthdate: _____

DISABILITY INFORMATION

1. For what diagnosed disability are you seeking disability accommodations?

(check all that apply)

- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Blind / Visual Impairment
- Deaf / Hard of Hearing
- Health Impairment
- Learning Disability (LD)
- Mental Health / Psychological / Psychiatric Impairment
- Mobility / Physical Impairment
- Speech Impairment
- Other Impairment (please specify) _____

2. When was your disability first identified or diagnosed? _____

3. Have you received disability accommodations for this disability in the past?

Yes No

If yes, where did you receive these accommodations? (check all that apply)

- Elementary school
- Middle school
- High school
- Community college
- Another university/ 4-year college

4. Please list any medication(s) you currently are taking that **may affect your performance as a student** and the side effects of those medication(s):

All information will be kept confidential by the Disability Support Services Program.

Student Signature Date

Disability Support Services Coordinator Signature Date