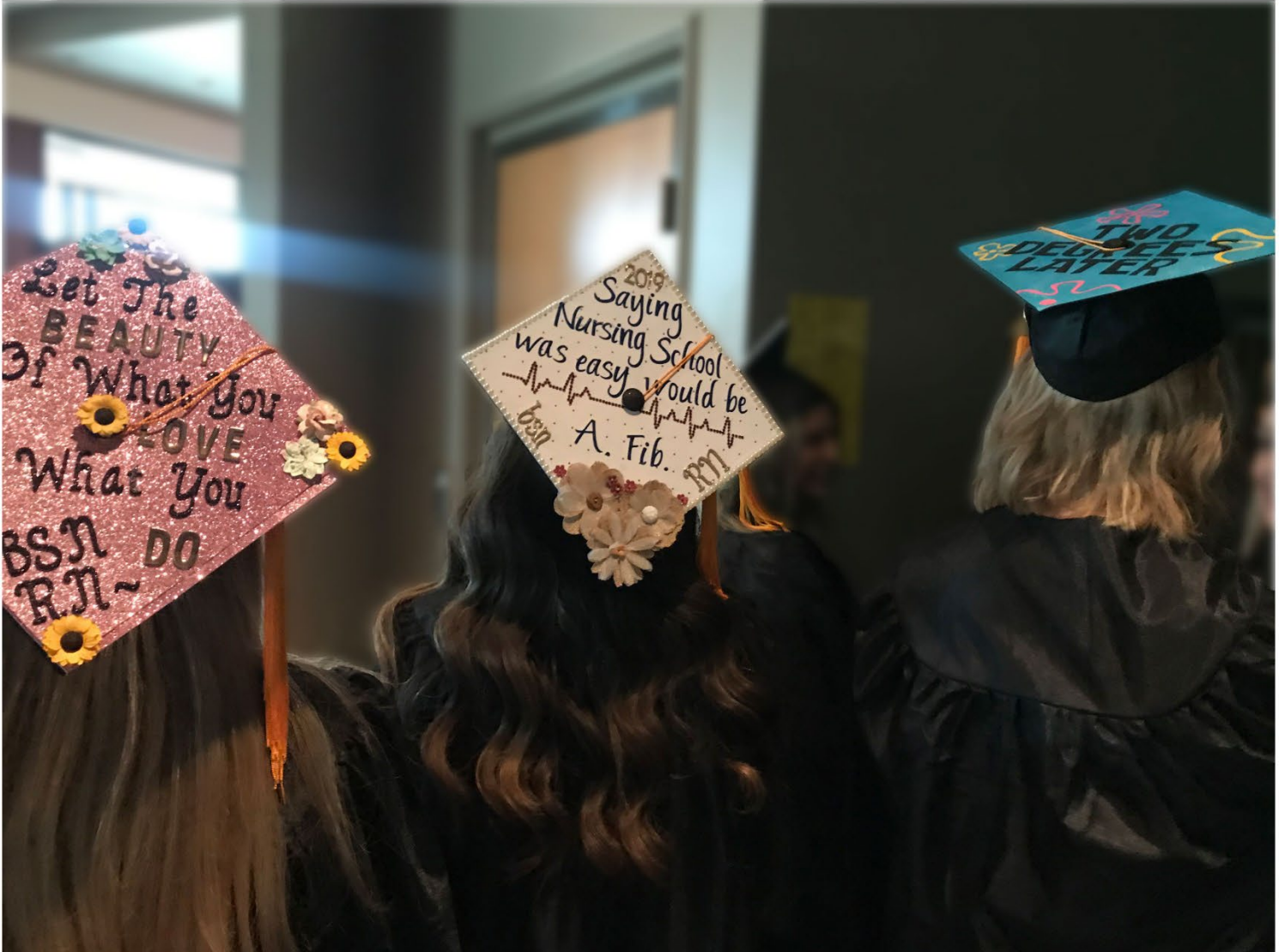


# Resource Guide for Students with Disabilities





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## **Vision**

Bellin College will be the leader in health science higher education.

## **Values**

Excellence – being the best

Integrity – honest and ethical behavior

Community – collaboration and inclusion

Caring – empowering relationships based on empathy and respect

## **College Purposes**

- To provide innovative programs.
- To create an intellectually stimulating environment.
- To contribute to the community's well-being.
- To promote a culture of inclusion and engagement.
- To model the principles of quality improvement.

## **Philosophy of Teaching and Learning**

Bellin College faculty are facilitators, role models, and resources in the learning process. We provide an environment that supports a diverse student population. We pursue excellence in education by assisting students to develop critical thinking skills with a commitment to the College values of Excellence, Integrity, Community, and Caring.

Teaching/learning is a dynamic process of discovery attained through interaction and engagement. Faculty members implement cooperative teaching strategies in partnership with students to achieve program outcomes. Students share the responsibility of achieving their learning goals through participation in the education process. As co-creators of their learning, students have a responsibility to develop a scholarly approach to learning through assimilation and integration of new knowledge, utilization of technology, and life experiences.

Graduates of Bellin College are prepared to function in leadership roles and affect social, ethical, political, and economic issues surrounding health care.

## **Bellin College Students with Disabilities Policy Statement**

The Bellin College Board of Trustees and the President's Cabinet of Bellin College ensures that no qualified persons shall be denied access to the benefits of education, activities or programs at the College, solely by reason of disability. For each qualified student, accommodations shall be granted to ensure equal access to educational opportunities, programs and services according to the needs of the student.

## **Rehabilitation Act of 1973 (Section 504)**

Title V of the Rehabilitation Act of 1973 is generally regarded as the first nation “civil rights” legislation for persons with disabilities.

**Section 504** is a program access statute that applies to entities that receive federal funds. (It is this mandate that has promoted the development of disability support service programs in colleges and universities over the last 20 years). It requires that “No individuals with disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by an executive agency.” A “program or activity” is defined as including all of the operations of a local educational agency, system of vocational education, or other school system.

**Subpart E of Section 504** deals specifically with the institutions of higher education. It requires that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same program and activities available to students without disabilities.

Under the provisions of **Section 504**, colleges may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have (a) self-identified, (b) provided documentation of his/her disability, and (c) requested a reasonable accommodation, are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all education programs and activities.

**Section 504** specifies that colleges (i) may not limit the number of students with disabilities admitted, (ii) make pre-admission inquiries as to whether or not an applicant has a disability, (iii) use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, (iv) exclude a student with a disability from any course of study, or (v) establish rules and policies that may adversely affect students with disabilities.

## **Americans with Disabilities Act (ADA)**

The ADA, initiated in 1990, reinforces the provisions of the Rehabilitation Act and extends compliance requirements to all state and local entities regardless of federal funding. The ADA requires that “No qualified individual with a disability shall, by reason of such disability, be excluded from participation or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any such entity.”

The ADA consists of five sections or “Titles”. **Title III of the ADA** covers privately funded schools. All public or private schools that receive federal funding are required under Section 504 of the Rehabilitation Act to make their programs accessible to student with disabilities.

## **Faculty and Staff Expectations from Student with an Accommodation**

Each student with an identified and documented disability has the right to receive appropriate and reasonable accommodations from Bellin College. These include:

1. Equal access to courses, programs, facilities, services and activities offered through the College.
2. Equal opportunity to learn, receive appropriate accommodations, academic modifications, and equipment needed to ensure equal access.
3. Adherence to confidentiality of all information regarding their disability and the right to choose to whom information about their disability is disclosed, except as permitted or required by law.
4. Accessibility to necessary information and resources will be available in reasonable formats, pertaining to the student's individual disability.

Each student with an identified and documented disability has the responsibility to ensure they meet and follow through to:

1. Meet qualifications and maintain essential institutional standards for courses, programs, services, and activities (i.e. completing assigned work in courses undertaken).
2. Identify him/her in a timely manner as an individual with a disability when accommodations and modifications are needed and seek information and assistance as needed from appropriate sources designated by the College.
3. Provide appropriate and comprehensive documentation when seeking accommodations from an approved licensed professional by (a) describing the nature of the disability, (b) describing how the disability limits the student's participation in courses, programs, services, activities, and facility needs and (c) recommends the type of accommodation needed to afford equal access and opportunity for the student.
4. Follow published procedures for obtaining appropriate accommodations, academic modifications and/or auxiliary aids and services, by meeting with the Accommodations Specialist, who acts as the College's Accommodations Specialist.

## **Responsibility of the Faculty & Staff**

1. Maintain the confidentiality of the student with a disability.
  - a. The Accommodations Specialist will notify faculty of a student(s) with an accommodation who is enrolled in their course.
  - b. The student is not required to present to a faculty member, or any other Bellin College employee, any documentation of, or pertaining to, their disability.
    - i. If the student willingly discloses information about the disability, their faculty is not allowed to share that information with other faculty, staff and/or students, or faculty without the informed, written consent of the student, as required by law.
2. Provide a statement in each course syllabus indicating how a student with a disability may be granted an accommodation following Bellin College's policy.
  - a. Reviewing this statement on the first day of class is required.
3. Encourage students with disabilities to use the available campus resources to ensure their success.
  - a. Campus resources vary based on individual circumstances.
4. Encourage students with disabilities to meet and discuss any issue related to the course and their individual needs.
5. Contact the Accommodations Specialist with questions or concerns about accommodations or a student with a disability.
6. Provide the requested accommodation as indicated on the "Confidential Notification of Accommodation".
7. The faculty member should accommodate the student only with the assistance of the Accommodations Specialist, who will engage others as appropriate.

## **Responsibility of Student Affairs**

1. The Accommodations Specialist will review documentation from student requesting accommodations to validate the disability and ensure that the student qualifies for services as a student with a disability.
2. Grant the request for reasonable accommodation (as determined by the Accommodations Specialist based on current practice, legal requirements, and licensed professional recommendations) in the form of services and/or auxiliary aids that are supported by the student's documentation.
3. Coordinate the granted accommodation.
4. Assist the student in advocating for their documented needs.
5. Assist the faculty in meeting the needs of students with disabilities.

## **Student Support Services for Students with Disabilities**

### **Academic Accommodation Services\***

- Counseling referral
- Testing adaptations
- Note Takers
- Auxiliary Aids/Special Equipment (limited availability)
- Liaison with faculty regarding accommodations

*\*Additional accommodations may be considered but must meet approval of the Accommodations Specialist, Director of Student Affairs, or Dean of Students.*

### **Additional Accommodations Information**

- **Extended Testing Time** will be scheduled with the Faculty and the Library Staff, with the Proctor being approved by the Accommodations Specialist. Each student with this accommodation will be required to provide the required documentation to the Accommodations Specialist and to sign an agreement to the terms of their accommodation prior to the accommodation being initiated.
- **Note Takers** will be hired by the Accommodations Specialist. The identity of both the Note Taker and the Student on the accommodation will be confidential as to protect the privacy of both parties. Note Takers will submit notes electronically to the Accommodations Specialist within 24 hours of each class. The Accommodations Specialist will forward notes electronically to the Student on the accommodation.

## **Disputes Regarding Academic Accommodations (Appeal Process)**

### **Step 1**

The student or faculty member (the complainant) who believes they have a valid basis for complaint regarding a requested academic accommodation shall first attempt to resolve the issue with the student or faculty member involved within 24 hours of the incident.

### **Step 2**

1. If this effort proves unsuccessful, the complainant can provide a written statement regarding the concern and will schedule an appointment with the Accommodations Specialist within three (3) business days following the initial complaint.
2. The Accommodations Specialist shall investigate the complaint and attempt to resolve the disagreement within three (3) business days of notification from the complainant.
3. If a resolution is not achieved, the complainant may choose to initiate the Step 3 in the appeal process. The complainant must do so within five working days after the results of Step 2.

### **Step 3**

1. The complainant will provide a written appeal to the Director of Student Affairs and DEI or designee.
  - a. The written appeal will be a detailed description of the complaint with supporting documentation as necessary and must be signed by the complainant.
2. The Director of Student Affairs and DEI or designee has the right to solicit a written response from any other persons involved, as necessary.
  - a. Any other persons must submit their written documentation within 3 business days to the Director of Student Affairs and DEI or designee.
3. The Director of Student Affairs and DEI or designee will review all submitted documents and consider the complainant's statement and the statement(s) of any other persons, and investigate further as it deemed appropriate.
4. The Director of Student Affairs and DEI or designee renders a decision regarding the complaint within ten (10) days of receipt of all final written documentation.
5. The decision by the Director of Student Affairs and DEI or designee will be communicated in writing to the complainant, any other persons, the Accommodations Specialist, and the President of the College.

### **Final Appeal**

1. A student has a right to appeal the decision of the Director of Student Affairs and DEI or designee.
2. The student must appeal via writing to the College President within ten (10) business days of receipt of notification from the Director of Student Affairs and DEI or designee.
3. The student will receive written notification of the final appeal outcome within ten (10) business days of receipt of appeal by the College President.
4. If the final appeal is denied by the College President, the opportunity for further appeal has been exhausted.



## **Disabilities Definitions**

It is useful for faculty to be aware of standard strategies for working with students with similar disabilities but who may require different accommodations. This basic knowledge will better prepare you to work more effectively with students to clarify their needs and feel more comfortable and educated when discussing their accommodation requests. Disabilities include, but are not limited to:

### **Learning Disabilities**

Defined as a documented disability that may affect reading, processing information, remembering, calculating, and spatial abilities. *Accommodations may include:*

- Note Takers
- Extended test time
- Alternative testing arrangements

### **Mobility Impairments**

Defined as a documented disability that makes walking, sitting, bending, carrying, or using fingers, hands or arms difficult or impossible to use. Mobility impairment can result from causes including amputation, polio, club foot, scoliosis, spinal cord injury, and cerebral palsy, etc.

*Accommodations may include:*

- Note Takers
- Lab/Clinical Assistants
- Accessible locations for classrooms
- Adjustable tables and/or seating

### **Health Impairments**

Defined as a documented disability that affects daily living and involve the major body systems and or other body parts. *Accommodations may include:*

- Note Taker
- Extended test time
- Flexibility in attendance requirements
- Service Animals

### **Mental Illness**

Defined by a documented disability which includes mental health and psychiatric disorders that affects daily living. Examples of mental illness may include depression, anxiety, ADHD/ADD, panic disorder, PTSD, autism, Asperger's, etc. *Accommodations may include:*

- Note Takers
- Extended test time
- Non-distracting environment for exams
- Service Animals

## **Hearing or Vision Impairments**

Defined by a documented disability that can make it difficult or impossible to hear/see or understand lectures, access multimedia materials, and participate in discussions.

*Accommodations may include:*

- Note Taker
- FM system
- Written directions for assignments and lab/clinical instructions
- Preferential seating and elimination of unnecessary background noise
- Service Animals

## **Tips for Interacting and Communicating with Students with Disabilities**

Observe the following principles in order to help and to feel at ease and contribute to more successful interactions with each student with a disability in the classroom, lab and/or clinical setting:

- Maintain an open mind about what a student with a disability can/cannot do. Let the student determine his/her own capabilities.
- Ask student if it is okay for you to assist them, especially if they have a physical disability.
- Serve as an advocate for the student with a disability with the same dignity and respect you would any student.
- Always address a student with a disability directly.
  - Speak clearly, at a moderate pace and volume, and allow the student time to respond.
  - Do not address the student's companions, including interpreters and aides, instead of the student.
- Do not speak more loudly than usual to a student with a hearing disability. The louder the voice, the more likely the sound will distort when passing through the hearing aid.
- When communicating with a student with a hearing disability, make sure there is sufficient lighting and that your mouth is not obscured.
  - Be prepared to repeat or rephrase what you are saying to facilitate comprehension.
- Face your class while you lecture.
  - Turning towards the whiteboard while you talk makes it difficult for any student to hear what you are saying.
  - All students benefit, especially those with visual and hearing impairments.
- Listen attentively when talking with a student who has difficulty speaking.
  - Be patient and wait for the person to finish, rather than correcting or speaking for the student.
  - Never pretend to understand.
  - Repeat what you have understood and allow the person to respond.
- Do not lean on or handle the person's wheelchair unless given permission from the student. The chair is part of the individual's personal body space.
  - If a service dog is used, please always ask the student first, if you would like to pet the animal.

## **Note Taker Responsibilities**

### **Confidentiality**

In most cases, you will not know the student(s) you will be taking notes for. If you figure out or know who the student is, please keep that information confidential. Many students do not want to be identified as the student needing notetaking services so please do not approach the student. Disclosing information to others will be grounds for immediate termination.

### **Taking Good Notes**

Please incorporate these notetaking tips to ensure that your notes are providing access to the presented classroom materials.

- Take clear and concise notes in each class.
- Notes should be provided to the accommodation specialist in a Word document or other materials if applicable within 24 hours of class.
- Identify the course/dates notes are for.
- Be on time for class. Faculty may give important information during the first few minutes.
- Be conscientious about the quality of your notes. Ask faculty for feedback. This will not only assist the student, but will also provide a valuable study aid for you.
- Focus on the essence of the lecture or what the faculty is trying to explain as accurately as possible.
- Be unbiased. Do not interject your opinions in the notes.
- Leave blanks if you are unsure, or miss something the faculty says. Fill it in later or ask the faculty for clarification. If you are unsure of spelling, write (sp) next to the word, and correct it later if possible.
- Organize the notes. If you space out the main ideas, the student will be able to process the notes more effectively.
- Make points for emphasis. Underline important words and phrases or use any marks such as asterisks, stars, circles, color coding, etc.
- Use examples given by the faculty. If possible, include diagrams and illustrations given on the whiteboard or on charts brought in by the instructor. Be sure to indicate where the information was obtained.
- Take notes during videos or presentations.
- Printing off materials from Canvas is not sufficient. Supplement these materials with information presented during lecture and discussion/lab sections.

### **If You are Absent**

If you plan on being absent from class or cannot show at the last minute, it is your responsibility to obtain notes from the class you missed. Make arrangements with another student in class to copy their notes for the classes you missed. If the notes are crucial, (i.e. there is a test during the next class session), please have the back-up note taker provide notes to the Accommodations Specialist.

### **Payment**

Note takers are compensated \$25.00 per credit hour (i.e. \$75 for a 3-credit class). You will receive a check from the Bursar following the conclusion of the semester. Note taking for multiple students in a course is compensated at the same rate as one student.

Questions? Please contact the Accommodations Specialist at (920) 433-6656.



## NOTE TAKER AGREEMENT

Thank you for your interest in being a Note Taker at Bellin College. The following parameters will direct you with your note taking responsibilities:

1. Be on time for class. Faculty may deliver important information in the first few minutes.
2. It is preferred that notes are taken in Microsoft Word and sent electronically to the accommodation specialist.
3. Identify notes with the course number, course name, and the date the notes were taken.
4. Take clear and accurate notes in each class.
5. If unclear about something that was said in class, please follow up with the faculty for clarification.
6. Highlight important points or topics of the class if possible.
7. Include examples given by the faculty to better illustrate the main idea for the student.
8. Take notes even during presentations and videos.
9. Do not rely solely on PowerPoints, please include written notes from class.
10. On occasion, ask for feedback from the course faculty about the quality of your notes.
11. If you plan on being absent from class or cannot show at the last minute, it is your responsibility to obtain notes from the class you missed. Please arrange with another student in class to copy his/her notes for the classes you missed.
12. Keep information received confidential, especially your identity and that of the student you are taking notes for.

**I have read the information and agree to the guidelines listed above and acknowledge that I will be paid \$25/credit hour following the conclusion of the semester.**

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Note Taker Signature

Date

## **STUDENT ACCOMMODATIONS POLICY, PROCEDURES, AND FORMS**

8/17, 1/22

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### **PURPOSE:**

The Board of Trustees and the Administration of Bellin College ensures that no qualified persons shall be denied access to the benefits of education, activities or programs at Bellin College, solely by reason of disability. For each qualified student, accommodations shall be granted to ensure equal access to educational opportunities, programs and services according to the needs of the student.

### **POLICY:**

#### **Rehabilitation Act of 1973**

No public or private institution may discriminate against a disability solely by reason of the disability based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. [www.ed.gov/about/offices/list/ocr504faq.html](http://www.ed.gov/about/offices/list/ocr504faq.html)

Bellin College is in compliance with the Americans with Disabilities Act (ADA) to provide all students with the appropriate, necessary, reasonable, and affordable accommodations for those with documented disabilities. If a student anticipates requiring any auxiliary aids or services, they should contact the Accommodations Specialist.

Accommodations are determined as a result of self-disclosure by the student of their disability. This is completed confidentially with the Accommodations Specialist. This is followed up with a comprehensive individualized assessment and review of the required documentation from a licensed professional. The following are the written documentation guidelines:

- Current diagnosis (testing must be within three years)
- Submitted by a licensed clinician qualified to make the diagnosis in the area of specialization.
- Clearly stated diagnosis.
- Names and scores of psychological and psycho-educational instruments used in arriving at the diagnosis.
- How the diagnosis impacts the student's functioning.
- Recommendations for accommodations
- Any related supporting medical or academic documentation

Each academic year students must renew their accommodations by filling out the appropriate documentation and have it sent to the Accommodations Specialist. The exception to this is students in the BSN 15 month accelerated program.

## **Students Rights and Responsibilities**

Each student with an identified and documented disability has the right to receive reasonable accommodations from Bellin College:

1. Equal access to courses, programs, facilities, services and activities offered through Bellin College.
2. Equal opportunity to learn, receive appropriate accommodations, academic modifications, and equipment needed to ensure equal access.
3. Adherence to confidentiality of all information regarding their disability and to choose to whom information about their disability is disclosed, except as permitted or required by law.
4. Accessibility to necessary information will be available in reasonable formats, pertaining to the student's individual disability.

Each student with an identified and documented disability has the responsibility to ensure they meet and follow through to:

1. Meet qualifications and maintain essential institutional standards for courses, programs, services and activities. (i.e. completing assigned work in courses undertaken)
2. Identify themselves in a timely manner as an individual with a disability when accommodations and modifications are needed and seek information and assistance as needed from appropriate sources designated by the college, as soon as possible.
3. Provide appropriate and Bellin College comprehensive documentation when seeking accommodations from approved licensed professional by (a) describing the nature of the disability, (b) describing how the disability limits the student's participation in courses, programs, services activities and facility needs and (c) recommends the type of accommodation needed to afford equal access and opportunity for the student.
4. Once the student has supplied the college with the appropriate documentation the accommodations specialist (or designee) will review the appropriate documents to create an accommodations plan. During this time the college will determine if the accommodations will best benefit the student in their studies and future career.
5. Once an accommodations plan is made the student will have the opportunity to review the plan and sign the release of the accommodation notification.
6. The accommodations specialist will release the accommodations plan to the appropriate people.



**ACCOMMODATIONS REGISTRATION AGREEMENT**

**Student:**

- A. I understand that I am registering for accommodations at Bellin College and that I may be eligible for services such as information, referral, reasonable accommodations and/or other individualized services that may be needed for access to courses/labs/clinical, activities, programs, services or facilities.
- B. I understand that Bellin College requires information concerning my disability to provide services.
- C. I understand that as a user of disability services, I am responsible for reviewing the rights and responsibilities pertaining to disability access.
- D. I understand that I may not be eligible for services if I do not provide documentation of a diagnosed disability yearly, do not have a diagnosed disability, or do not follow Bellin College policies and procedures.
- E. If I receive services from the Division of Vocational Rehabilitation (DVR), I authorize and request the exchange of information, records and documentation between my Counselor at the DVR and Student Affairs at Bellin College. I further authorize these offices to discuss my personal, medical and educational needs as they relate to my enrollment or participation in courses/labs/clinical, programs or activities offered by Bellin College. Authorization for exchanging information expires upon graduation or leaving Bellin College.
- F. I understand that if I request Bellin College to facilitate accommodations on my behalf, they may need to consult with other college personnel and/or faculty.
- G. I give permission to have disability related information shared with appropriate college personnel to facilitate such requests.
- H. I understand that any information will be shared on a need-to-know basis only.
- I. I understand this agreement does not include the sharing of medical records or other documentation in my services file; my written authorization is needed before this information can be shared with others.
- J. I understand that this registration agreement must be filled out annually.
- K. My disability may be disclosed as: \_\_\_\_\_

**Student Name (Print):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Accommodation Specialist signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## ADHD, Psychological Disability Documentation

Please type or print neatly

Student name (First, MI. Last): \_\_\_\_\_

D.O.B. \_\_\_\_/\_\_\_\_/\_\_\_\_

What is the diagnosis?

\_\_\_\_\_

When was the diagnosis made? \_\_\_\_/\_\_\_\_/\_\_\_\_ Last date of contact with student:  
\_\_\_\_/\_\_\_\_/\_\_\_\_

Instruments/procedures used to make diagnosis:

\_\_\_\_\_  
\_\_\_\_\_

Level of severity (if applicable): \_\_\_\_Mild \_\_\_\_Moderate \_\_\_\_Severe

If student is taking medications related to this condition, please list medications:

\_\_\_\_\_  
\_\_\_\_\_

If a current treatment plan exists, what is the plan in brief?

\_\_\_\_\_  
\_\_\_\_\_

Provide a description of the student's functional limitations as a result of this condition, and how they might impact this student's academic activities (such as reading, writing, note-taking, concentration, studying, interactions with others, clinical setting, etc.). Please indicate the degree of severity. **(Failure to identify major life activities impacted by disability will result in no accommodations approved).**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Suggested accommodations:

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**Provider's Information**

Provider's Signature:

---

License #: \_\_\_\_\_

Print or type name and title:

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Address:

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City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email:

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Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Direct questions to, or simply submit this form and any additional information via fax, e-mail or mail to:**

Accommodations Specialist  
Bellin College  
3201 Eaton Road  
Green Bay, WI 54311  
**Office Phone:** 920-433-6656  
**Fax: 920-433-1922**  
**Email:** Benjamin.rieth@bellincolleg.edu



## Physical, Sensory, and Health Related Disability Documentation

Please type or print neatly

Student name (First, MI. Last):

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What is the diagnosis?

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Level of severity (if applicable):  Mild  Moderate  Severe

When was the diagnosis made? \_\_\_\_/\_\_\_\_/\_\_\_\_ Last date of contact with student:

\_\_\_\_/\_\_\_\_/\_\_\_\_

Is this condition:  Temporary  Permanent

If **physical or sensory**, please provide specific explanation of disability (such as visual acuity if low/blind; hearing levels if hearing impaired/deaf):

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If **medical or health**, provide a description of your patient's medical condition or symptoms:

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Provide a description of the student's functional limitations as a result of this condition, and how they might impact this student's academic activities (such as reading, writing, note-taking, concentration, studying, interactions with others, clinical setting, etc.). Please indicate the degree of severity. **(Failure to identify major life activities impacted by disability will result in no accommodations approved).**

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Suggested accommodations:

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**Provider's Information**

Provider's Signature:

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License #: \_\_\_\_\_

Print or type name and title:

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Address:

---

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City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Email:

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Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Direct questions to, or simply submit this form and any additional information via fax, e-mail or mail to:**

Accommodations Specialist  
Bellin College  
3201 Eaton Road  
Green Bay, WI 54311  
**Office Phone:** 920-433-6656  
**Fax: 920-433-1922**  
**Email:** Benjamin.rieth@bellincollege.edu

