

Service Provider Form for Students Requesting Emotional Support Animals

Section I: Student Information:

Student Name: Last:	First:	Middle:
<hr/>		
Date of Birth:	Student/Tech ID:	
<hr/>		
Home Address:		
<hr/>		
City	State	Zip
<hr/>		
Phone:	Email:	
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Section II: Authorization to Disclose Health/Diagnostic Information

I, the above named student, do authorize:

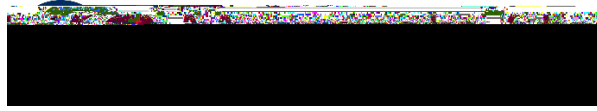
- Minnesota State Community and Technical College Accessibility Resources to receive information from the service provider listed below.
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Student Signature:	Date:
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Section III: Notes regarding ESA requests:

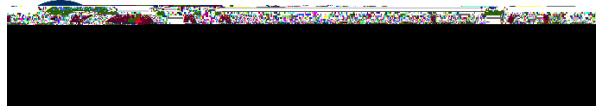
ESAs may not be brought to the residence hall until official approval has been given from the Accessibility Services Office. Please submit all necessary information with enough lead time to allow the office to fully consider your request.

The health care provider need not use this specific form, but all the information requested here is necessary for the institution to have in order to consider the request for an ESA; the form is provided as a convenience.



Generally, we prefer documentation from providers in the State of Minnesota or the student's home state who have personal knowledge of the student, consistent with their professional obligations.

Some websites sell certificates, registrations, and licensing documents for assistance animals to anyone who answers certain questions or participates in a short interview and pays a fee. Under the Fair Housing Act, a housing provider may request reliable documentation when an individual requesting a reasonable accommodation has a disability and disability-related need for an accommodation that are not obvious or otherwise known.



Section IV: Health Information (Completed by the Service Provider)

Information About the Student's Disability

Federal law defines a person with a disability as someone who has a physical or mental impairment that _____ one or more major life activities. That suggests that a diagnosis (label) does not necessarily equate with a disability (substantial limitation). What is the nature of the student's mental health impairment (that is, how is the student _____?)

Documentation of disability must come from a source with sufficient direct personal knowledge of the individual to clarify the need for the ESA and the nexus between the disability and the presence of the animal in housing.



What specific symptoms is this student experiencing, and how will those symptoms be mitigated by the presence of the ESA? General assessments are typically insufficient. For example, a statement that “The animal alleviates anxiety” is too general and does not explain HOW the animal may alleviate the symptoms of this student’s disability.



Information About the Proposed ESA

there are some restrictions on the kind of animal that can be approved for the residence hall; it is possible the student may be approved for an ESA, based on the information you provide here, but may not be allowed to bring the specific animal named.

Name of Animal:

Type of animal:

Age of animal:

Size of the cage/crate needed for containment:

Dogs and cats are most often requested as ESAs, and seem best suited



This student was provided with a copy of the policies surrounding the presence of an animal in residence in in