

## Provider Request for Information (re: ESA) Input Form

The following form is meant to help inform decisions regarding the approval of an Emotional Support Animals (ESA) as an accommodation for students who reside in Randolph College housing. While a provider is not required to complete this form specifically, the information requested on this form is very helpful for the College's Special Accommodation Committee when making determinations about the presence of a disability and the student's need for an ESA. The completion of this form specifically is not a requirement; it is provided as a convenience to help ensure the Special Accommodation Committee has adequate information when reviewing and considering ESA requests.

Please note that signing the application, you have given the College permission to contact your provider, if needed, for clarification or additional input during the review process.

Randolph College fully recognizes that some students require an Emotional Support Animal to reside with them in College housing in order to provide an equitable and accessible housing experience. All requests for ESAs are carefully and individually reviewed by the College's Special Accommodation Committee. This provides a well-rounded and holistic approach to ESA request reviews.

In this regard, a Randolph College student has indicated that you are the health care provider who has suggested that having an (ESA) reside with them in their residence hall will have therapeutic benefit in alleviating one or more of the identified symptoms or effects of the student's mental health disability. Generally, we prefer documentation from providers in Virginia or the student's home state who have personal knowledge of the student, consistent with their professional obligations and expertise. Letters purchased from the internet for a set price rarely provide the information necessary to support the need of an ESA request.

So that we may better evaluate the student's request for an ESA, please answer the following questions:

Student's First and Last Name: \_\_\_\_\_

1. Federal law defines a person with a disability as someone who has a physical or mental impairment that substantially limits one or more major life activities. This suggests that a diagnosis (label) does not necessarily equate with a disability (substantial limitation). With this information in mind, what is the nature of the student's mental health impairment (i.e. in what way/how is the student substantially limited?)

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2. Does the student require ongoing treatment? \_\_\_\_\_

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3. When did you first meet with the student regarding this mental health diagnosis, and in what context (e.g. face-to-face, virtual interaction, etc.)?

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4. When did you last interact with the student regarding this mental health diagnosis?

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**Information about the Proposed Emotional Support Animal**

(Please note that there are some restrictions on the kind of animal that can be approved to reside in a residence hall; it is possible the student may be approved for \*an\* ESA, but may not be allowed to bring the specific animal that you have recommended or that they would like to bring. If this is the case, we will work with the student to help identify an appropriate type of animal. Please refer to the policy for types of animals that are not permitted on campus.)

1. What type of emotional support animal have you and/or the student proposed/discussed?

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2. Is the proposed ESA one that you specifically prescribed as part of a treatment plan for the student, or is it a pet that you believe will have a beneficial effect for the student while in residence on campus? \_\_\_\_\_

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3. What specific symptoms will be reduced by having an ESA and/or how will those symptoms be mitigated by the presence of the ESA? \_\_\_\_\_

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4. Is there evidence that an ESA has helped this student in the past or currently?

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**Importance of Emotional Support Animal to Student's Well-Being**

1. In your opinion, how important is it for the student's well-being that an ESA be in their residence on campus? (not at all important, minimally important, fairly important, very important, extremely important, unsure) \_\_\_\_\_

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2. What consequences (in terms of disability symptomology), if any, may result if a student is not approved for an ESA?

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3. Have you and the student discussed the responsibilities and potential limitations associated with properly caring for an animal while engaged in typical college activities and residing in campus housing?

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4. Do you believe those responsibilities and/or limitations might exacerbate the student's symptoms in any way? \_\_\_\_\_

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5. Is there anything else you would like the Special Accommodation Committee to know when reviewing this student's application for an emotional support animal?

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### **Provider Information**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax and/or email: \_\_\_\_\_

Type of License: \_\_\_\_\_

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

Signature: \_\_\_\_\_