



Mississippi
College

A CHRISTIAN UNIVERSITY

Disability Services Handbook

Student Counseling & Disability Services

Alumni Hall

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I. Office of Student Disability Services

Purpose

The Mississippi College Office of Student Disability Services is committed to ensuring that educational programs are accessible to all qualified students. The mission of the Office of Student Disability Services is to create an environment that fosters academic excellence, personal responsibility, and growth in students with disabilities.

The University strives to create an environment of equal access for students with disabilities. Mississippi College is committed to meeting the needs of the campus community. This commitment is demonstrated by the University's dedication to providing qualified students access and opportunity to academic courses, programs, and activities.

It is the responsibility of the Office of Student Disability Services to provide assistance to students with disabilities in the form of accommodations, advising, and referral services so they may have equal access to the academic and non-academic programs at Mississippi College and participate fully in all aspects of student life. To guard against discrimination on the basis of disability, the Office of Student Disability Services in conjunction with the Accessibility Committee provides reasonable accommodations on a case by case basis for otherwise qualified students who have demonstrated a need for these services.

Location

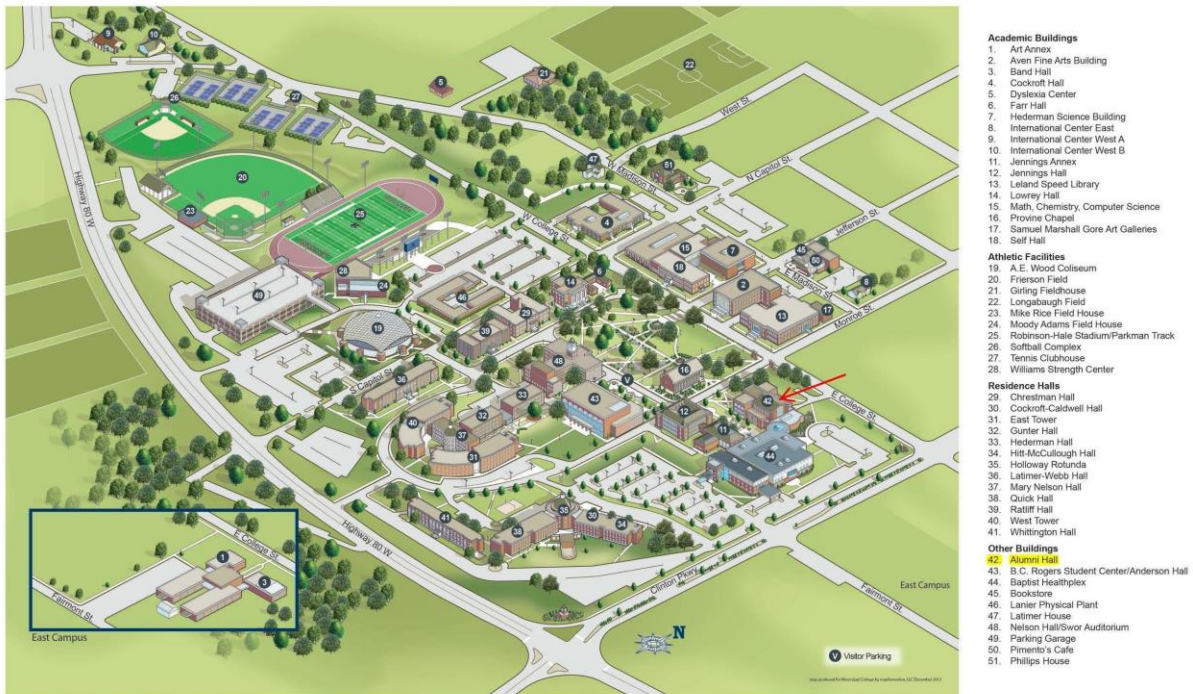
The Office of Student Disability Services is located in the Student Counseling Center on the 4th floor of Alumni Hall.



**MISSISSIPPI
COLLEGE**

A Christian University

Campus Map



II. Disability Rights Law

General

The Americans with Disabilities Act of 1990 (ADA) is a statute designed to protect qualified individuals with disabilities. The ADA prohibits discrimination against disabled individuals in private, state and local government employment; public accommodations; public transportation; state and local government services; and telecommunications. A private institution of higher education is covered as both a private employer and a public accommodation operated by a private entity.

Universities have been subject to many of the non-discrimination provisions contained in the ADA for a number of years, as the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability by programs receiving federal financial assistance. In addition, the Architectural Barriers Act of 1968 contains requirements for handicap access to buildings constructed, altered or leased with federal funds.

Both the ADA and the Rehabilitation Act offer protection against discrimination to qualified persons with physical or mental impairments that substantially affect major life activities, those with records of such impairments and those who are regarded as so impaired.

A reasonable accommodation in the student setting is a modification or adjustment to a class or program that will enable a qualified person with a disability to participate in the program or class or to enjoy the rights and privileges offered by the university. Modifications that impose an undue burden or pose a health or safety risk are not considered reasonable. The university is required to make reasonable modifications only to known and validated disabilities. The university requires the student to give reasonable notice of the request for modifications. The school or department must coordinate the provision of modifications with the Office of Student Disability Services. Medical records supporting the need for an accommodation are submitted to the Office of Student Disability Services and not to the school in question. This arrangement is consistent with the confidentiality requirements of the law and with Mississippi College policy.

A university is not required to provide any aid or service or make any modification that would result in a fundamental alteration in the nature of the program. For example, where a course requirement is essential to the program of instruction taken by the student, the university is not required to waive the requirement. In evaluating whether the requested program modifications would require substantial program alteration or would fundamentally alter academic standards or programs, the program administrator should consider the underlying academic reasons for the program components, the academic standards institutionalized in the program, how the

challenged components are consistent with the program standards, and how the requested accommodations would be inconsistent with the academic goals and standards of the program.

A university need not make modifications or provide auxiliary aids or services if it constitutes an undue burden. In determining whether or not an undue burden exists, the factors to be considered are the nature and cost of the action needed in the context of the overall financial resources of the university.

Transition from High School to College

In high school, The Individuals with Disabilities Education Act (IDEA) regulates services for a student with a disability. The emphasis is on the school's responsibility to identify and provide accommodations for the student with a disability. The special education teachers are to draw up Individual Education Plans (IEP's) for the student and try to help the student meet the academic goals.

At the college level, however, there is an entirely different set of circumstances governed by Section 504 of the Rehabilitation Act of 1973. The responsibility shifts from the school to the student. A student must find the service providers on campus, provide documentation of the disability, and request accommodations, if needed. If new documentation is needed, the student must bear the cost of testing. Each student must become a self-advocate. The university is responsible for providing the student with reasonable accommodations, but it is the student who must prove eligibility and request services.

While it is not practical to list them all, there are some key points to know. The changes reflect the fact that the college student is no longer a minor and is now responsible for making decisions as to his or her education.

Transition from High School to College

Students with disabilities often face additional transitional changes at the postsecondary level.

	High School	College
<u>PRIMARY LEGISLATION</u>	★ Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973	★ Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990
<u>ASSESSMENT</u>	★ School conducts assessment and provides student with documentation of disability.	★ Student must provide current documentation of disability by a qualified professional.
<u>SERVICES AND MEETINGS</u>	★ School initiates services and sets up meetings for student (e.g., IEP, 504).	★ Student initiates requests for services, accommodations and meetings with university staff.
<u>EDUCATIONAL GOALS</u>	★ School often creates and monitors progress for student.	★ Student develops and monitors own progress.
<u>COURSE WORKLOAD</u>	★ May be modified.	★ Will not be modified.
<u>HOMEWORK</u>	★ May consist of one to two hours of study time per	★ Student can expect to study two to three times

	day, much of it done in class.	the number of hours spent in class per week.
<u>READING</u>	★ Requirements for classes may be done with minimal outside work.	★ College is a reading-intensive environment—analytical skills are required.
<u>ACCOMMODATIONS</u>	★ Determined by broader educational and legal mandates.	★ Determined by impact of disability, qualified individual and based on individual need.

III. Mississippi College Nondiscrimination Policy

Mississippi College complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, national or ethnic origin, sex, age, genetic information, veteran status, disability or the provision of services. Mississippi College does not discriminate on the basis of disability in admission or access to, or treatment, or employment in its programs and activities consistent with Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990.

IV. Disability Defined

Section 504 defines individuals with disabilities as persons with a physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered. Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning. Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness. For purposes of receiving services, education or training, qualified individuals with disabilities are persons who meet normal and essential eligibility requirements.

V. Rights and Responsibilities of the University

Rights

Mississippi College has the right to:

- identify and establish standards for courses, programs, services, activities, and facilities and to evaluate students on that basis
- request and receive current documentation that supports requests for accommodations
- select among equally effective accommodations, adjustments, and/or auxiliary aids and services
- deny a request for accommodations if the documentation demonstrates that the request is not warranted, the student fails to provide appropriate documentation, or the student fails to register with the Office of Student Disability Services by a predetermined deadline
- refuse accommodations, and/or auxiliary aids and services that impose a fundamental alteration of a Mississippi College program or activity or create an undue burden

Responsibilities

Mississippi College has the responsibility to:

- provide information to students with disabilities in accessible formats upon request
- ensure that courses, programs, services, activities, and facilities, when viewed in their entirety, are available and usable in the most appropriate settings
- evaluate students on their abilities and not their disabilities
- provide or arrange reasonable accommodations for students with documented disabilities in courses, programs, services, activities, and facilities
- maintain appropriate confidentiality of records and communication

VI. Rights and Responsibilities of the Student

Rights

Students with documented disabilities have the right to:

- equal access to courses, programs, services, jobs, activities and facilities available through the college
- information available in accessible formats

- individualized professional assessment of the documentation supporting the disabling condition and its impact on function in an academic environment

Responsibilities

Students with documented disabilities have the responsibility to:

- meet the essential qualifications and institutional standards of Mississippi College
- register with the Office of Student Disability Services when seeking an accommodation each semester
- follow the specific procedures for obtaining appropriate and reasonable accommodations
- provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for special accommodation
- develop self-advocacy skills and motivation leading to self-reliance and independence

VII. Reasonable Accommodation Examples

A reasonable accommodation is a modification or adjustment to a course, program, service, activity, or facility that enable qualified students with disabilities to have equal opportunity to attain the same level of performance or to have equal benefits and privileges as are available to similarly situated students without a disability. Mississippi College is only required to make reasonable accommodations to the known limitations of otherwise qualified students with disabilities.

A. Academic

Reasonable accommodations are individualized and flexible, based on the nature of the documented disability and the requirements of the specific courses the student is taking each semester. Some of the more commonly requested academic adjustments, auxiliary aids, and accommodation include:

- extended time on exams
- preferential classroom seating
- permission to record class lectures
- use of spell checker/calculator for in-class work
- audiobooks
- captions for films and videos
- assistive technology

B. Housing

Mississippi College is committed to ensuring that, to the degree possible for our institution, our housing facilities, programs and services are available to all students. Reasonable accommodations are available to meet the special needs of students. Examples of accommodations include:

- wheelchair accessible residence hall
- avoid stairs and/or must be on a lower level
- wheelchair accessible shower
- lowered closet rods
- wheelchair access to elevator
- shower seat
- wheelchair accessible furnishings
- rooms equipped with attached bathrooms

VIII. Accommodations Not Arranged by the University

Postsecondary institutions are not required by the ADA to reduce or waive requirements of a course or program; conduct testing and assessment of learning, psychological, or medical disabilities; provide personal attendants, provide personal or private tutors, or prepare “Individual Education Plans”. Whenever possible, the Office of Student Disability Services will refer students to agencies that may provide personal assistance of that nature.

IX. Other Campus Services

Office of Student Success

Guided by passion for the development of the whole student, dedication to academic excellence and commitment to cross-campus collaboration, the Office of Student Success will:

1. SUPPORT students as they identify and address academic concerns, connecting them to the appropriate campus resources and services,
2. ASSIST students in setting and meeting educational goals, providing general advising resources and one-on-one consultations,
3. HELP students become successful, independent learners who are able to confidently navigate the University, and
4. ENCOURAGE all students to assume responsibility for their decisions as they move toward their goals

Library

Speed Library is a key partner in the academic, professional, and personal success of Mississippi College students, faculty, and staff. This includes not only ‘library as place’, but excellent resources and services to promote and inspire teaching, learning, and research.

Writing Center

The Mississippi College Writing Center offers writing consultations free-of-charge to MC students. The Center is staffed by highly-qualified undergraduate tutors who conduct interactive, one-on-one sessions with students of all disciplines. Our goal is to help clients become better writers - not just to improve one piece of writing. Therefore, we do not simply serve as a proofreading or editing service; instead, we help our clients understand and improve their writing processes.

Counseling Center

Student Counseling Services assists students as they explore educational options, establish career directions and cope with personal adjustments. Because each individual is viewed as a whole person with personal, academic, and career concerns that are interrelated, they offer a variety of services.

Tutoring

Tutoring and supplemental instruction are provided in nearly every department. Explore the tutoring link to see the most current hours being offered. If you have any questions, please visit either the individual department office or make an appointment by calling 601.925.7776.

Career Services

The Office of Career Services is a resource for students throughout their time at Mississippi College and for up to four years after graduation. The professionals in the Career Services office facilitate the career development process by discussing future career plans, promoting available job opportunities, assisting in the refinement of resumes and providing interview coaching as well as job search guidance.

Smarthinking via MC Moodle

Smarthinking is a student-centric service that supplements on-campus courses and academic support systems. Using the Smarthinking service, institutions will be able to create a true on /off-campus hybrid educational model that addresses a range of student needs and learning styles. Smarthinking provides academic assistance in the same manner its clients do on campus. Our tutors do not give answers or rewrite / edit papers.

XI. Academic Accommodation Process

A. Traditional Face to Face Classes

- Step 1: Schedule an appointment with the Office of Student Disability Services.
- Step 2: Register with the Office of Student Disability Services by submitting a completed Disability Services Registration Form.
- Step 3: Submit the appropriate documentation by the submission deadline.
- Step 4: The Office of Student Disability Services will provide a Student Academic Accommodation Request Form for the student to deliver to appropriate professors.

B. Distance Education Courses

- Step 1: Contact the Office of Student Disability Services by either e-mail or telephone.
- Step 2: Register with the Office of Student Disability Services by submitting a completed Disability Services Registration Form.
- Step 3: Submit the appropriate documentation by the submission deadline.
- Step 4: The Office of Student Disability Services will deliver a Student Academic Accommodation Request Form to the appropriate professors.

XII. Housing Accommodation Process

A. Process

- Step 1: Schedule an appointment with the Office of Student Disability Services.
- Step 2: Register with the Office of Student Disability Services by submitting a completed Disability Services Registration Form.
- Step 3: Submit a completed Housing Accommodation Request Form and the accompanying documentation by the submission deadline.

B. Accessibility Committee

Requests for non-academic accommodations, such as housing, food service, and campus activities, are reviewed by the Accessibility Committee. Committee members include a

representative from Student Affairs, Residence Life, Disability Services, Public Safety, Physical Plant, Dining Services, Student Success, and a faculty representative. Reasonable and appropriate accommodations depend upon the disability, the housing environment, and the measures necessary to ensure equal access. Requested accommodations may not be granted if deemed unreasonable, unduly burdensome or if alternative accommodations are available. The Committee meets prior to the beginning of each semester to review requests. Within one week of review, students will be notified of the Committee's decision via email and will be given instructions for proceeding with room selection.

XIII. Temporary Disabilities

Students who experience temporary physical injuries that affect mobility may apply to the Office of Student Disability Services for temporary accommodations. Students should provide documentation from a medical source describing the nature of the injury and indicating the duration of the mobility impairment. Once the review process has been completed, students will be informed of the approved accommodations.

XIV. Pregnancy and Pregnancy-Related Conditions

Students may contact the Office of Student Disability Services to discuss possible accommodations (e.g., classroom furniture, location to retake exam) if you need assistance with a pregnancy-related condition. The Office of Student Disability Services may request information including, but not limited to, documentation from a medical professional to assist in providing the same adjustments, accommodations, and/or support services available to others with similar medical needs.

XV. Guidelines for Documentation

A. Learning & Attention Deficit Disorders

Introduction

Students who desire accommodations from the Office of Student Disability Services on the basis of a diagnosed learning disorder (LD) or attention deficit/ hyperactivity disorder (ADHD) are required to submit documentation to verify need and eligibility under Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 (ADA). Protection under these civil rights statutes is based on documentation of a disability that substantially limits one or more major life activities, such as learning. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA. Since the goal of Mississippi College is to provide reasonable and appropriate support services for students with disabilities, students are required to provide current and comprehensive documentation of their disorder justifying a need for accommodation. The following guidelines are provided to assure that documentation is appropriate to verify

eligibility and is supportive of requests for reasonable accommodations on the basis of a learning or attentional disorder.

I. Qualifications of the Evaluator

Professionals conducting assessments, rendering diagnoses of learning and attentional disabilities, and making recommendations for appropriate accommodations must be qualified to do so. The assessment must have been conducted or formally supervised and co-signed by a physician, licensed clinical psychologist, or one who holds a doctorate in neuropsychology, clinical psychology, educational psychology, or other appropriate specialty. Such evaluators are required to: 1) be trained in psychiatric, psychological, neuropsychological and/or psychoeducational assessment; 2) have at least three years' experience in the evaluation of students with learning disorders, ADHD, or psychiatric disabilities; and 3) be competent in working with culturally and linguistically diverse populations. The diagnostician should be an impartial individual who is not a family member of the student.

II. Currency of Documentation

The provision of all reasonable accommodations is based upon assessment of the current impact of the student's disorder on his/her academic performance.

Therefore, students should provide recent and appropriate documentation relevant to the college learning environment. In most cases, this means testing that has been conducted within the past three years, with an updated section on how the learning or attentional disorder will impact the student in the new and different college setting. If the documentation is outdated or inadequate in scope or content, it may be necessary to update the evaluation report or to request clarification or further information.

III. Comprehensive Documentation

A single test, an individualized education program (IEP) or a 504 plan are not considered sufficient for the purpose of diagnosis. The following elements must be included in the evaluator's report in order for a student to be considered for appropriate accommodations:

- A. Specific DSM-V-TR diagnosis and level of severity.
- B. Past and present symptoms that meet the DSM-V-TR criteria for diagnosis.
- C. Approximate duration of disorder (with a diagnosis of ADHD, some evidence of early impairment during childhood should be provided).
- D. Clinical history and family history.
- E. Description of past disability services or accommodations received.
- F. A clinical summary of procedures and instruments used to make the diagnosis, to include a diagnostic interview and testing in the following areas: 1. Aptitude: A complete intellectual assessment with all subtests and standard scores reported. 2. Academic

Achievement: A comprehensive academic achievement battery is essential with all subtests and standard scores reported for those subtests administered. The battery must include current levels of academic functioning in relevant areas such as reading (decoding and comprehension), mathematics, and oral and written language. 3.

Information Processing: Specific areas of information processing (e.g. short- and long-term memory, sequential memory, auditory and visual perception/processing, processing speed, executive functioning and motor ability) should be addressed. 4. Behavioral Rating Scale.

- G. A summary of evaluation results, including standardized scores.
- H. Medical history relating to current use of medication and the impact of the medication on the student's ability to meet the demands of the academic program.
- I. Statement of current impact and limitations on student's academic performance with description of how these limitations were assessed and a description of any discrepancies between aptitude and achievement.
- J. An interpretive summary based on a comprehensive evaluative process, including demonstration of the evaluator having ruled out alternative explanations for demonstrated symptoms as a result of psychological or medical disorders or non-cognitive factors.
- K. Recommendations for academic accommodations to compensate for the disorder. Each recommended accommodation must include a rationale.
- L. The name, title, and professional credentials of the evaluator. Information about license or certification as well as the area of specialization, employment, and state or province in which the individual practices should be clearly stated in the documentation. Please also include a physical and e-mail address, phone number, and fax. All reports must be typed on official letterhead. The evaluator must sign and date all materials. By doing so, the evaluator certifies that he/she has conducted or formally supervised and co-signed the diagnostic assessment of the student and that their credentials meet the requirements listed above. Further assessment and/or documentation by an appropriate professional may be required if other disabling conditions are indicated. If psychiatric or physical disorders are involved, please refer to the documentation guidelines for those specific disabilities. Determinations of reasonable and appropriate accommodations are made by the Accommodations Committee and are based on the documentation information, evaluation of the documentation by an outside professional, the student's request for accommodations, and the tasks required for the student's courses as defined by individual faculty members. Accommodations are always individually determined.

B. Psychiatric Disorders

Introduction

Students who desire accommodations from the Office of Student Disability Services on the basis of a psychiatric disorder are required to submit documentation to verify need and eligibility under Section 504 of The Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 (ADA). Protection under these civil rights statutes is based on documentation of a disability that substantially limits one or more major life activities. A diagnosis of a disorder/condition/ syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA. Since the goal of Mississippi College is to provide reasonable and appropriate support services for students with disabilities, students are required to provide current and comprehensive documentation of their disability justifying a need for accommodation. The following guidelines are provided to assure that documentation is appropriate to verify eligibility and is supportive of requests for reasonable accommodations on the basis of a diagnosed psychiatric disorder.

I. Qualifications of the Evaluator Professionals conducting assessments, rendering diagnoses of psychiatric disorders, and making recommendations for appropriate accommodations must be qualified to do so.

Depending on the student's condition, an appropriate evaluator might be a licensed psychiatrist, psychologist, neuropsychologist, or other qualified and licensed mental health or medical professional practicing/evaluating with professional competency. The diagnostician should be an impartial individual who is not a family member of the student.

II. Currency of Documentation

The provision of all reasonable accommodations and services is based upon assessment of the current impact and limitations of the disorder on the student's academic performance. Therefore, it is in the student's best interest to provide recent and appropriate documentation relevant to the student's learning environment. The documentation, in general, should be no more than six months old and more recent documentation may be required in some cases. Due to the nature of psychiatric disorders, updated reports may be requested.

III. Comprehensive Documentation

The following elements must be included in the evaluator's report in order for a student to be considered for appropriate accommodations:

- A. A clear statement of disability including the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition Text Revision (DSM-V-TR) diagnosis and description of severity.

- B. A summary of current symptoms that satisfy the DSM-V-TR criteria. The summary must include:
- A documented therapeutic history;
 - Demonstration of a therapeutic working relationship between student and practitioner; and
 - Length of treatment history.
- C. Date of diagnosis and approximate date of onset and prognosis of the disorder.
- D. A summary of historical information, diagnostic interview, and assessment procedures/evaluation instruments used to make the diagnosis. A summary of evaluation results, including standardized or percentile scores, should also be included.
- E. Statement of current impact and limitations of the disorder on the student's academic performance.
- F. Medical information relating to the student's needs, including current treatments and the impact of medication on the student's ability to meet the demands of the postsecondary environment.
- G. Recommendations for academic accommodations to compensate for the disorder. Each recommended accommodation must include a rationale.
- H. The name, title, and professional credentials of the evaluator. Information about license or certification as well as the area of specialization, employment, and state or province in which the individual practices should be clearly stated in the documentation. All reports must be typed on official letterhead. The evaluator must sign and date all materials. By doing so, the evaluator certifies that he/she has conducted or formally supervised and co-signed the diagnostic assessment of the student and that their credentials meet the requirements listed above. Further assessment and/or documentation by an appropriate professional may be required if co-existing disabilities are indicated. If learning, attentional, or physical disorders are involved, please refer to the documentation guidelines for those specific disabilities. Determinations of reasonable and appropriate accommodations are made by the Special Accommodations Committee and are based on the documentation information, evaluation of the documentation by an outside professional, the student's request for accommodations, and the tasks required for the student's courses as defined by individual faculty members. Accommodations are always individually determined.

C. Physical Disabilities & Chronic Health Impairments

Students who desire accommodations from the Office of Student Disability Services on the basis of a diagnosed physical disability or chronic health impairment are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990 (ADA). Protection under these civil rights

statutes is based on documentation of a disability that substantially limits one or more major life activities. A diagnosis of a disorder/condition/syndrome in and of itself does not automatically qualify an individual for accommodations under the ADA. Since the goal of Mississippi College is to provide reasonable and appropriate support services for students with disabilities, students are required to provide current and comprehensive documentation of their disability justifying a need for accommodation. The following guidelines are provided to assure that documentation is appropriate to verify eligibility and is supportive of a need for reasonable accommodations, on the basis of a physical disability or chronic health impairment.

I. Qualifications of the Evaluator Professionals conducting assessments, rendering diagnoses of physical disabilities, and making recommendations for appropriate accommodations must be qualified to do so.

These individuals include physicians, surgeons, optometrists, audiologists, neuropsychologists, and other relevantly trained healthcare professionals qualified to make such diagnoses. Documentation may be provided from more than one source when a clinical team approach employing a variety of professionals has been used. The diagnostician should be an impartial individual who is not a family member of the student.

II. Currency of Documentation

Documentation should be current within three years, but exceptions may be necessary, dependent upon individual circumstances and the nature of the disability. Since the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in the student's best interest to provide recent and appropriate documentation.

III. Comprehensive Documentation

The following elements must be included in the physician's report in order for a student to be considered for appropriate accommodations:

- A. A diagnostic statement identifying the disability. The diagnostic taxonomies used by the Department of Education, the Department of Rehabilitative Services or other State agencies, and/or the current editions of either the Diagnostic and Statistical Manual of Mental Disorders (DSM-V-TR) or the International Classification of Diseases Manual (ICD-10) are recommended.
- B. A history of presenting symptoms, date of onset, duration and severity of the disorder, and relevant developmental and historical data.
- C. A description of the diagnostic criteria and/or diagnostic test used. This description should include the specific results of diagnostic procedures and diagnostic tests utilized. When available, both summary and specific test scores should be reported as standard scores and the norming population identified. When standard scores are not available, the

mean, standard deviation, and the standard error of measurement are requested as appropriate to the construction of the test. Diagnostic methods used should be congruent with the disability and current professional practices within the field. Informal or non-standardized evaluations should be described in enough detail that a professional colleague could understand their role and significance in the diagnostic process.

- D. A description of the functional impact of the disability. The current functional impact on physical, perceptual, and cognitive abilities should be described, including medical information describing the degree to which the current functional limitations restrict the condition, manner, or duration under which the student can perform a major life activity as compared to the average person in the general population. Currency will be evaluated based on the typical progression of the disability, its interaction with development across the lifespan, the presence or absence of significant events (since the date of the evaluation) that would impact functioning, and the applicability of the information to the current context of the request for accommodations.
- E. Relevant information regarding current treatment for this or any other conditions, and the degree of impact on academic performance including relevant information regarding any medications and their impact on the student's performance.
- F. Evidence that alternative etiologies or explanations have been considered in a differential diagnosis and ruled in or out as appropriate. Such alternative explanations include substance abuse; medication effects; psychiatric, learning, and attentional disorders; and motivational factors affecting performance and/or functioning.
- G. Recommendations for academic accommodations to compensate for the disability. Each recommended accommodation must include a rationale. All reports should be typed on official letterhead. The evaluator must sign and date all materials. By doing so, the evaluator certifies that he/she is a physician qualified to make such a diagnosis. Further assessment and/or documentation by an appropriate professional may be required if co-existing disabilities are indicated. If learning, attentional, psychiatric or psychological disorders are involved, please refer to the documentation guidelines for those specific disabilities. Determinations of reasonable and appropriate accommodations are made by the Accommodations Committee and are based on the documentation information, evaluation of the documentation by an outside professional, the student's request for accommodations, and the tasks required for the student's courses as defined by individual faculty members. Accommodations are always individually determined.

D. Emotional Support Animals

The Americans with Disabilities Act gives particular status to Service Animals, a dog or miniature horse that performs a task on cue that partially mitigates an impact of the disability. It does not preclude a request for an emotional support animal whose presence, passive with no

specific cued behavior but verifiably reduces the impact of a disability through its relationship with the owner, as an accommodation to a standing “no pets” policy.

Qualified clinicians are identified as the following properly trained professionals: Counselors, Psychologist, and Psychiatrist.

Please provide detailed information as requested below on official letterhead with signature and licensure number.

As a clinician, you should be diligent in following your professional training, scope of practice and ethics; not to overthink the legal and policy issues. Decision makers need your professional judgement. Specifically, in your judgement does the individual have a disability? Do you believe that the recommended animal serves a role in mitigating the impacts of the disability in ways that go beyond the benefits that the typical individual receives from a pet? The information needed in evaluating an individual’s request for an Emotional Support Animal as an accommodation:

- A. Describe your professional relationship with the individual on which you are basing the information. Is your principle clinical relationship with the individual for the condition for which the animal is prescribed? How many sessions have you had with the client? What is the general nature of your relationship (primary care, single session to review the need for an ESA, file review from another treating professional and confirming interview; crises intervention or trauma aftermath therapy of 1-4 session), limited short term therapy, ongoing/ long term treatment...)?
- B. Confirm that the individual has a mental health diagnosis that you feel rises to the level of disability and what is the diagnosis. What daily life functions is the student impacted or unable to perform as it relates to an educational environment (school work, class attendance, social interactions, learning etc...) Please provide specifics. What is the diagnosis with DSM-5 code?
- C. Explain how the animal helps alleviate the impact of the condition, and what is the impact that the student is experiencing? How is this student’s experience different than other individuals living in a campus environment away from home, family and pets? Is it the long-term relationship that has a broad and diffuse impact that reduces the overall level of symptoms? What are the symptoms experienced by the student and to what extent. Is it interactions in moments of high stress? (please give example)
- D. Are there specific negative impacts of the person's not having the animal with them:
 - In residence/living space?
 - In specific situations or contexts (please describe the situations or contexts)?

- When separated for short periods of time (please describe the time period e.g. cannot be separated at all, not for more than 3 hours, for more than 8 hours, overnight...)
- E. If approved, do the care responsibilities to the animal in this context represent challenges that need to be considered or addressed in a particular way?
- F. Can you validate the specific animal (breed, color, sex, name)?
- G. Are you aware of or have you recommended any training for the animal? If so please describe
- H. If the use of an ESA is a new approach or for a fluid condition provide a date at which the effectiveness or ongoing need should be confirmed.

XVI. Grievance Procedure for Students with Disabilities

Students have the right to file a grievance on discrimination based upon disability. These guidelines provide information on how to proceed if a student believes he/she has been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids, or effective communication or suffered discriminatory harassment as described in Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. These guidelines are not mandatory and students may proceed with their complaint at any of the levels listed below.

Academic: *Discuss Concerns with the Director of Disability Services.*

Level One

The Office of Student Disability Services will attempt to resolve the issues causing concern by assisting the student in discussing issues with the faculty member, department, or program, participating in such discussions, or calling the faculty member and/or head of the department in an effort to clarify and resolve issues. In some instances, the Director of Disability Services may be consulted or a meeting convened in order to develop a resolution. Most situations are positively resolved through support and mediation. The student and involved parties will be notified by the Director of progress, findings or resolution within 10 business days. Due to the urgency of many issues, it is likely that many problems will be resolved much sooner.

If the request is denied and the student wishes to appeal, a letter requesting reconsideration should be sent to the Accessibility Committee within 10 working days of the denial by the Director of Disability Services. Included in the letter should be a statement giving the Office of

Student Disability Services permission to release to the Accessibility Committee all confidential information related to the student's request.

Letters should be addressed to:

Accessibility Committee
% Morgan Bryant, Ph.D., LPC
Box 4016
Clinton, MS 39058

A student who is not satisfied with the resolution at Level One, may choose to proceed to Level Two.

Level Two

Proceed to formal grievance procedures.

If the request is denied and the student wishes to appeal, a letter requesting reconsideration should be sent to the Provost within 10 working days of the denial by the Director of Disability Services or the Accessibility Committee. Included in the letter should be a statement giving the Office of Student Disability Services permission to release to the Provost all confidential information related to the student's request

Letters should be addressed to:

Provost
Box 4029
Clinton, MS 39058

Housing/Dining Services: *Submit a grievance letter to the Accessibility Committee*

Level One

If a non-academic request is denied and the student wishes to appeal, a letter requesting reconsideration should be sent to the Accessibility Committee within 10 working days of the denial. The student will be notified by the Committee of progress, findings or resolution within 10 business days.

A student who is not satisfied with the resolution at Level One, may choose to proceed to Level Two.

Level Two

Proceed to formal grievance procedures.

If the request is denied and the student wishes to appeal, a letter requesting reconsideration should be sent to the Assistant Vice President for Student Affairs within 10 working days of the denial by the Director of Disability Services or the Accessibility Committee. Included in the letter should be a statement giving the Office of Student Disability Services permission to release to the Assistant Vice President for Student Affairs all confidential information related to the student's request.

Letters should be addressed to:

Assistant Vice President for Student Affairs
Box 4007
Clinton, MS 39058

XVII. Forms

Application for Reasonable Accommodations

Mississippi College
Office of Student Disability Services
(601) 925-7790
roporter@mc.edu

Personal Information

First Name: _____

Last Name: _____

MC ID#: _____

Phone: _____

E-Mail: _____

Date of Birth: _____

Gender (circle): female male

Local Address: _____

Home Address: _____

Disability Related Information

**Please check all that apply and list specific diagnosis with date of last diagnosis next to indication.*

<u>Check Box</u>	<u>Disability Category</u>	<u>Specific Diagnosis</u>	<u>Date</u>
	Specific Learning Disability		
	Mobility		

	Visual		
	Psychological		
	Cognitive		
	ADD/ADHD		
	Seizure		
	Hearing Impaired		
	Medical Condition		
	Physical		
	Orthopedic		
	Temporary		

Type of Accommodations Requested

**Please check all that apply.*

- ☐ Academic - Traditional Course
- ☐ Academic - Distance Education
- ☐ Academic - Testing
- ☐ Non-Academic - Housing
- ☐ Non-Academic - Meals
- ☐ Other: _____

Academic Information

Are you currently admitted to Mississippi College (circle)? yes no

Academic Status

- _____ Freshman
- _____ Sophomore
- _____ Junior
- _____ Senior

Academic School

_____ Undergraduate

_____ Graduate

_____ Law

_____ Non-Degree Certificate Program

Academic Major: _____

School/Department: _____

Military Information

☐ Active Duty

☐ Veteran

Permission to Record Lectures Release Form

Faculty Member Name: _____

Student Name: _____

Student MC ID#: _____

Class: _____ Term: _____

Students who require an accommodation for note taking have a right to record class lectures and presentations for their **personal study needs**. (84.44 of Section 504 of the Rehabilitation Act of 1973 P.L. 93-112, amended P.L. 93-516). Lectures recorded for this purpose are not to be shared with other people without the consent of the faculty member.

Recorded lectures may not be used in any way against any lecturer or a student whose remarks in class were recorded. All information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the faculty member or speaker without giving proper identity and credit to the person. Recordings of class lectures are to be erased at the end of the semester. Failure to follow these guidelines will result in the student being subject to discipline.

Student Pledge:

I have read and understand the above agreement on recorded lectures. I pledge to abide by the above policy with regard to any lectures that I record while enrolled in the class.

Student Signature: _____

Witness Signature: _____

Date: _____

Student Academic Accommodation Request Form

Office of Student Disability Services

The purpose of this form is to enable the institution to comply with federal laws in providing reasonable academic accommodations to students with documented disabilities. Please review the procedures on the back of this form before completing, sign on the Instructor's signature line, and remove the pink copy for your records.

Student's name: _____

Student's ID number: _____

Instructor: _____

Course Name: _____

Course Number: _____

Instructor Preferred Phone: _____

Student is eligible for the following classroom accommodations:

- ☐ Access to teacher handouts, slides, overheads
- ☐ Additional time on in-class writing assignments
- ☐ Assistive listening device (ALD):
- ☐ Assistive Technology (laptop, note-taking device)
- ☐ Closed Captioned Videos
- ☐ Information on board read aloud for students with visual disabilities
- ☐ Interpreting/ Transcribing
- ☐ Leave classroom when symptoms occur
- ☐ Note taker
- ☐ Occasional exceptions to the absentee/tardiness policy
- ☐ Personal Care Attendant
- ☐ Preferential Seating
- ☐ Record Lectures
- ☐ Other _____

Student is eligible for the following testing accommodations:

- ☐ Additional Time
- ☐ Alternate exam dates during periods of heavy scheduling
- ☐ Alternative testing environment

- ☐ Assistive Technology
- ☐ Calculator
- ☐ No Scantron
- ☐ Scribe
- ☐ Spell-check or points not taken off for spelling
- ☐ Other _____

Student is eligible for the following online course accommodations:

- ☐ My Reader
- ☐ Eye-Pal
- ☐ Inspiration
- ☐ Kurzweil 1000
- ☐ Dolphin Supernova
- ☐ Read & Write Gold

Director of Disability Services Signature: _____

Instructor Signature: _____

Student Signature: _____

Date: _____

Housing Accommodation Request Form

Student Request

To be completed by student:

Name:	MC ID#:
Campus Box:	MC E-Mail:
Phone:	DOB:
Semester/Year of Request:	New/Transfer/Returning Student:

Please list specific housing accommodation(s) and explain the need based upon a documented disability.

Request*

Justification*

Student Signature: _____

Date: _____

*Note - The Accessibility Committee reviews requests to ensure that the claimed disability is a “substantially limiting condition” as defined by the Americans with Disabilities Act.

Physician Documentation

I give permission for the exchange of any medical, educational, or psychiatric information between the Office of Student Disability Services and the members of the Accommodation Committee.

Student Signature: _____

Name of Diagnosing Professional:
Title of Diagnosing Professional:
Address:
Phone/Fax:

This section of the form must be completed by the diagnosing professional, who should not be a relative of the student.

1. Diagnosis

2. What major life activity does the condition substantially limit?

3. Describe the current impact of the condition.

4. Original date of diagnosis: _____

By: _____

Name

Degree/Specialty

5. Diagnostic criteria/tests used.

6. Date of most recent evaluation: _____

7. Treatments/medications/devices or services currently prescribed.

8. Expected duration, stability, or progression of the condition.

9. Recommended housing accommodations.

- ☐ Single Room
- ☐ Wheelchair Accessible Unit
- ☐ Semi-private Bathroom
- ☐ Private Bathroom
- ☐ Accessible building (no steps at building entrance, elevator, and accessible common areas)

- ☐ Partially accessible building (elevator building or ground floor unit with no steps at entrance)
- ☐ Limited accessible building (some steps at building entrance, elevator building or ground floor unit)
- ☐ Other: _____

10. Describe how the recommended housing impacts the condition:

11. Alternative recommendations.

12. Additional comments (optional).

If you are prescribing an emotional support animal for an accommodation for a disability, please answer the additional questions.

13. Have you observed the student interacting with the animal? If yes, please list your observations from the interaction.

14. Is the animal an appropriate fit (size, age, etc.) for the small space and elevated noise of a campus residence room and hall? Please note that a comfort/emotional support animal is only allowed in the student's residence hall room and in the assigned waste elimination space.

Name of Diagnostician: _____

Signature: _____

Date: _____

In addition to this form, please include, ON PROFESSIONAL LETTERHEAD, the date of the most recent office visit of the student, your professional credentials, and your signature.

Please return to the Director of Disability Services, by mail:

Morgan L. Bryant, Ph.D., LPC
Director of Disability Services
Box 4016
Clinton, MS 39058

OR by fax:

601-925-7793

Deadlines

One month prior to the residence hall opening each semester.

XVIII. Policy for Service and Emotional Support Animals on Campus

I. Service Animals

Mississippi College complies with the Americans with Disabilities Act (ADA) in allowing use of service animals for students, employees, and visitors. The ADA defines a service animal as any dog (or in some cases a miniature horse) that is individually trained to do work or perform tasks for people with disabilities. Other species of animals, whether trained or untrained, are not service animals for the purposes of this definition. The work or task performed by a service animal must be directly related to the person's disability.

For an individual to qualify for having a service animal on campus:

1. He or she must have a disability as defined by the ADA; and
2. The accompanying animal must be trained to do specific tasks for the qualified individual.

Students who require the use of a service animal on campus are encouraged register with the Office of Student Disability Services by submitting a Service Animal Procedure Acknowledgement and Information Form. After the student is registered, the Office of Student Disability Services will work in concert with the Accessibility Committee to make any necessary modifications.

A. Responsibilities of Individuals with Service Animals

Mississippi College is not responsible for the cost, care, or supervision of service animals. Handlers are responsible for the control of their service animal at all times. The handler is responsible for designating an alternative caregiver for the animal if the handler is unable to do so.

Service animals must be restrained with a harness, leash, or tether at all times, unless either the handler is unable because of a disability or the tether would interfere with the service animal's safe, effective performance of work or tasks. If the service animal is not tethered, it must be under the handler's control by voice control, signals, or other effective means.

The handler is responsible for immediate clean-up and proper disposal of all animal waste. Mississippi College will designate specific relief areas. It is the responsibility of the handler to remove the waste from University grounds, dispose of it in a plastic bag, and then place that bag in a waste container outside.

Mississippi College will not require any surcharges or fees for service animals. However, a handler may be charged for damage caused by the service animal to the same extent that Mississippi College would normally charge a person for the damage they cause. A person who

brings a service animal onto University property has all the responsibilities and liabilities placed on a person by any applicable law when that person owns or uses any animal, including liability for any damage done by the animal.

B. Exceptions and Exclusions

Mississippi College may place some restrictions on and/or may exclude a service animal in certain situations. Restrictions or exclusions will be considered on an individual basis in accordance with applicable laws.

A service animal may be excluded from campus, classrooms, or other facilities if, for example:

1. The service animal is found by the University to be out of control and the animal's handler does not take immediate and effective action to control it;
2. The service animal is not housebroken;
3. The service animal is unhygienic;
4. The service animal attempts to enter a place on campus where the presence of a service animal causes danger to the safety of the handler or other members of the campus community;
5. The service animal attempts to enter any place on campus where a service animal's safety is compromised.

For students, the Director of Student Disability Services in conjunction with the Accessibility Committee is responsible for the verification of and making decisions about the exclusion of any service animal. The exclusion process will include an individualized evaluation of all facts supporting the exclusion. The handler will have the opportunity to resolve all issues that would substantiate the exclusion prior to a final decision regarding the exclusion.

C. Grievances

Any handler who wishes to challenge a decision reached by the Accessibility Committee in the request for accommodation may appeal in writing to the Provost and the Assistant Vice President for Student Affairs. The decision of the Provost and the Vice President for Student Affairs is final.

D. Expectations of Members of the Mississippi College Community

To ensure equal access and nondiscrimination of people with disabilities, members of the Mississippi College community must adhere to the following expectations:

1. Do not assume that a service animal is a pet.

2. Refrain from asking questions about a person's disability. However, if an individual's need for a service animal and the qualifications of the animal are not obvious, the handler may only be asked:

- Whether the animal is required because of a disability? and
- What work or tasks the animal has been individually trained to perform?

3. Do not pet or feed a service animal, because it distracts the animal from its work or task and/or could cause harm to the animal.

4. Do not attempt to separate the handler from the service animal.

5. Do not harass or deliberately startle a service animal.

6. Direct all questions and concerns about service animals to the Office of Student Disability Services.

II. Emotional Support Animals

Mississippi College has a "no pets" policy. The following information outlines a potential exception to the "no pets" policy. Emotional Support Animals are defined under the Fair Housing Act and Section 504 as assistance animals that work, provide assistance, or perform tasks for the benefit of a person with a disability, or provide emotional support that alleviates one or more identified symptoms or effects of a person's disability. An Emotional Support Animal is one that is necessary to afford the person with a disability an equal opportunity to participate in educational programs or activities or use and enjoy college housing. Emotional Support Animals may provide physical assistance, emotional support, calming, stability and other kinds of assistance. Emotional Support Animals are not required to be individually trained or certified to perform work or tasks that would qualify them as "service animals" under the ADA. Emotional Support Animals that are not service animals under the ADA may still be permitted in Mississippi College residence halls pursuant to a reasonable accommodation under Section 504 and the Fair Housing Act.

A. Accommodation Request Process

Requests for Emotional Support Animals will be reviewed by Student Disability Services with Residence Life as necessary, on an individualized case-by-case basis. Residence Life consider requests for an Emotional Support Animal if the request satisfies all requirements. The animal must be necessary for the resident with a disability to afford the resident with an opportunity to use the residence, and there is an identifiable relationship between the resident's disability and the assistance the animal provides. An accommodation is unreasonable if it presents an undue financial or administrative burden on the University, poses a direct threat to the life, health, safety or welfare of the university community or constitutes a fundamental alteration of the nature of the service or program. The disability laws do not provide detailed guidance on the considerations; therefore, universities must review the requests carefully on a case-by-case basis to determine reasonableness.

Requests for Emotional Support Animals in Residence Life should be made by:

- a. Registering with the Office of Student Disability Services.
- b. Submitting an Emotional Support Animal Request Form.
- c. Submitting the following required documentation:
 - Documentation from a qualified mental healthcare professional (Therapist, Counselors, Psychologist, or Psychiatrist).
 - Proof of required immunizations.
 - Proof of spay/neuter date if the Emotional Support Animal is dog or cat.
 - Proof of liability insurance for the Emotional Support Animal.

After the required forms and documentation are submitted, the Office of Student Disability Services will work in concert with the Accessibility Committee to consider requests. There must be a link between the animal and the resident's disability, emotional distress resulting from having to give up an animal because a "no pets" policy does not qualify a person for an accommodation under federal law. Emotional Support Animals may not be brought into campus housing without a housing accommodation approval from the Office of Student Disability Services.

B. Responsibilities of Individuals with Approved Emotional Animals

An approved Emotional Support Animal is only permitted in the student's residence hall as an approved accommodation from the Office of Student Disability Services and is not permitted in any other areas except as required for transportation off-campus or to eliminate waste. Emotional Support Animals are not permitted to accompany their owner to any other location(s) on campus where animals are not permitted.

Only one animal is permitted per resident. If it is a dog or cat, it must housebroken and it must be spayed or neutered. All approved animals must live with their owners and cannot be supervised by other animal friendly residents for any period of time. Emotional Support Animals may not be left overnight in the student's residence hall without its owner. Animals must be taken with the student if they leave for a prolonged period of time. When the student must leave the residence hall, it is the responsibility of the student to ensure that the Emotional Support Animal is appropriately contained within the room and not able to leave the room. In order to restrain the animal, it is appropriate to use a cage, carrier, crate or other method for this purpose.

Students must provide proof of liability insurance (e.g., Renter's Insurance that covers the animal and the student while they live in a college residence) annually. Emotional Support Animal owners are financially responsible for all consequences caused by the actions of the animal. This includes bodily injury and property damage in which repairs or replacement for furniture,

flooring, walls, and windows. Policy violations, damages to rooms, mistreatment of an animal will not be tolerated.

The student is responsible for immediate clean up and proper disposal of all animal waste. Mississippi College will designate specific relief areas. It is the responsibility of the student to remove the waste from University grounds, dispose of it in a plastic bag, and then place that bag in a waste container outside.

Mississippi College will not require any surcharges or fees for approved Emotional Support Animals. However, a student may be charged for damage caused by the Emotional Support Animal to the same extent that Mississippi College would normally charge a person for the damage they cause. A person who brings an Emotional Support Animal onto University property has all the responsibilities and liabilities placed on a person by any applicable law when that person owns or uses any animal, including liability for any damage done by the animal.

C. Grievances

Any student who wishes to dispute a decision reached by the Accessibility Committee in the request for accommodation may appeal in writing to the Assistant Vice President for Student Affairs. The decision of the Assistant Vice President for Student Affairs is final.

Emotional Support Animal Request Form

Students who wish to have an Emotional Support Animal in connection with Residence Life should complete the Emotional Support Animal Request Form and provide required documentation as indicated. This form should also be completed when there are any changes to information in regards to the Emotional Support Animal. The completed form and all required documentation should be submitted to Student Disability Services a minimum of 1 month prior to the start of the term in which the Emotional Support Animal will arrive on campus. A student **must be registered** with Student Disability Services and submit all required forms and documentation in order to qualify for an Emotional Support Animal. An incomplete file will result in delays. A student will be considered in violation of university rules in an unapproved animal is found in their possession. A written decision regarding the request will be submitted to the student when the review is complete.

Full Name: _____

Local address: _____

Please attach the letter from your certified clinician substantiating the need for the Emotional Support Animal on-campus.

Please identify the type/breed of your Emotional Support Animal:

**Please attach a photo of the Emotional Support Animal.*

Has the Emotional Support Animal ever harmed or shown aggressive behavior towards people?

NO _____

YES _____ (Please explain): _____

If a dog or cat, is the Emotional Support Animal fully housebroken?

NO _____

YES _____

Is the Emotional Support Animal current on shots, including vaccination for rabies? (Record must be attached) This is a requirement for all approved Emotional Support Animals.

NO _____

YES _____

DATE OF VACCINATION(S): _____

If the Emotional Support Animal is a dog or cat, has it been spayed/neutered? (Record must be attached) This is a requirement for all approved cats or dogs serving as Emotional Support Animals.

NO _____

YES _____

Do you have liability insurance for the Emotional Support Animal? (Please attach documentation) This is a requirement for the approval of an Emotional Support Animal,

NO _____

YES _____

I have read and understand the Service and Emotional Support Animal Policy, and by my signature below I agree to follow the policy throughout my time at the Mississippi College.

Signature _____

Date _____

Service Animal Procedure Acknowledgement and Information Form

Student Name: _____

Animal Type (circle one): dog miniature horse

Animal's Breed: _____

Animal's Name: _____

Rabies Vaccination Date: _____
(Record must be attached)

Spay/Neuter Date: _____
(Record must be attached)

As a handler of a service animal, I assume full responsibility for providing adequate care and supervision for the service animal at all times while on Mississippi College property or attending University sponsored events. I have reviewed and understand Mississippi College's Policy for Service Animals on Campus and shall comply with all requirements detailed in that policy.

Additionally, I agree to the following:

1. I assume personal responsibility for any damage to any property and/or harm to others caused by my service animal while on University property or attending University sponsored events;
2. I will register my service animal annually with the Office of Student Disability Services;
3. The University will not be financially responsible for any actions of, or related to, my service animal; and
4. I shall indemnify and hold Mississippi College and its faculty and staff harmless against any and all claims, liabilities and costs for any personal injury or property damages or other damages that the University may sustain arising out of or in connection with my use of a service animal while on University property or attending a University sponsored event.

I accept and agree to be bound by the terms of this Agreement.

Signature of Handler

Date

Printed Name

MC ID#

Signature of Director of Disability Services

Date

Signature of Provost

Date

Signature of Assistant Vice President for Student Affairs

Date

Service/Emotional Support Animal Agreement to Share Residence Form

When a student with a disability has an accommodation for a Service or Emotional Support Animal in campus housing, the University must inform roommates/suitemates that an animal will be living in the residence. All roommates or suitemates of the Owner must sign this agreement acknowledging that the animal will be in the residence with them prior to the arrival of the animal in campus housing. In the event that one or more roommates or suitemates does not approve, Residence Life will make necessary housing changes, if feasible. Students with medical condition(s) that are affected by animals (e.g., respiratory diseases, asthma, severe allergies) are asked to contact Student Disability Services if they have a health or safety related concern about exposure to a specific animal. The University will reasonably accommodate individuals with such medical conditions that require accommodation when living in proximity to Service or Emotional Support Animals. The Office of Residence Life will resolve any conflict in a timely manner. Staff members will consider the conflicting needs and/or accommodations of all persons involved.

By my signature below, I verify that I, _____ (Your Name),
Have been informed that my roommate/suitemate, _____ (Animal
Owner's Name), intends to have a Service or Emotional Support Animal in our residence. I agree
to this living arrangement and have no objection to sharing a residence with the animal. I am
aware that I am not obligated to care for the animal and I am not responsible for the animal's
well-being. I understand that I should contact the Office of Residence Life if I have any future
objections or if the animal impedes my ability to access freely my academic or residential
resources.

Roommate/Suitemate's Signature

Date

Director for Student Disability Services

Date

XIX. Disability Services Handbook Receipt/Acknowledgement Form

**** This form must be submitted to the Office of Student Disability Services before your request for reasonable accommodations can be processed.***

I acknowledge that I have read the Mississippi College Disability Services Handbook and accept responsibility for understanding and complying with the policies and procedures of the Mississippi College Office of Student Disability Services.

I recognize that the policies and procedures may change, and I accept responsibility for maintaining current and accurate information.

Student Name: _____

Student Signature: _____

Date: _____