

EMOTIONAL SUPPORT ANIMAL (ESA) UNIVERSITY HOUSING DOCUMENTATION FORM

DISABILITY SUPPORT SERVICES

Today's Date _____

Emotional Support Animal (ESA) University Housing Documentation Form

Disability Support Services and University Housing collaborate to provide resources to support individuals with disabilities. University Housing advocates equal opportunities for students with disabilities based on the principles of independent living, accessibility, and diversity.

Disability

The Americans with Disabilities Act (ADA) defines disability as “a physical or mental impairment that substantially limits one or more major life activities, a record of such impairment, or being regarded as having such an impairment.” Disabilities involve substantial limitations and are distinct from common conditions not substantially limiting major life activities.

The legal definition of a disability includes two elements: (1) a physical or mental impairment which (2) substantially limits one or more of the major life activities of the person in question. Thus, disability has both diagnostic and functional elements, and **BOTH elements need to be documented for appropriate determination.**

Emotional Support Animals

An Emotional Support Animal (ESA) is one that is necessary to afford the person with a disability an equal opportunity to use and enjoy SIU Housing. An ESA provides emotional support, comfort, and companionship which may alleviate one or more symptoms of a mental or emotional disability. ESA's do not perform work or tasks that would qualify them as “service animals” under the Americans with Disabilities Act. An ESA may be permitted, in certain circumstances, in University Housing pursuant to the Fair Housing Act.

Medical Documentation

Documentation required to verify the condition, severity, and functional limitations includes completion of this form or provision of equivalent information on official letterhead by a licensed psychologist, neuropsychologist, psychiatrist, or other licensed treating professional. Professionals completing this form must have first-hand knowledge of the condition, experience in working with students with disabilities and a familiarity with the physical, emotional and cognitive demands experienced by students in an academic setting. Diagnoses of disabilities documented by family members are unacceptable.

Emotional distress resulting from having to give up an animal because of a “no pets” policy does not qualify a person for an accommodation under federal law.

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Student Information

Student Name

First Name

Last Name

Date of Birth

Date: mm/dd/yyyy

Phone Number

Area Code

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Phone Number

Student's SIU Dawgtag

Student's requested accommodation is for the following term:

- Fall
- Spring
- Summer

Year:

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Certifying Professional

Certifying Professional's Name

First Name

Last Name

Credentials/Specialization

License Type

License

State

Expiration Date

Date: mm/dd/yyyy

Email

Mailing Address

Street Address

Street Address Line 2

City

State / Province

Postal Code

Phone Number

Area Code

Phone Number

Fax Number

Area Code

Phone Number

Signature: _____

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Please provide answers to the following questions:

Does the student have a disability under this definition?

- Yes
 No

Diagnosis: (DSM-V)

Severity Level (indicate for each diagnosis if more than one):

Date of first appointment:

Date: mm/dd/yyyy

Date of diagnosis:

Date: mm/dd/yyyy

Number of visits:

Date of last appointment:

Date: mm/dd/yyyy

Please summarize relevant history and/or observations (i.e., how is the student substantially limited in the housing environment by this diagnosis).

Does this student require ongoing treatment? Please explain.

What animal is prescribed?

Is an Emotional Support Animal (ESA) a critical element of the current treatment plan you have developed with the student?

For how long has the animal been a prescribed part of the current treatment plan?

What disability symptoms will be reduced by the student having the proposed ESA in their campus housing with them?

What evidence exists that the proposed ESA has helped reduce the impact of the student's disability in the living environment (currently or in the past)?

In your professional opinion, is the ESA necessary for the student to alleviate one or more of the identified symptoms or the effects of the student's existing disability? What would the impact(s) be, in terms of disability symptoms that may result if the ESA is not allowed?

Please identify if the student is using any measure (e.g., prescriptions, treatment, therapy, etc.) that mitigates the limitations caused by his/her impairment and, if so, if the mitigating measure(s) eliminates the substantial limitations.

Is there a different/another accommodation that could be provided in the living environment to meet this student's needs? If so, please describe below.

Have you discussed the responsibilities associated with properly caring for an animal while engaged in typical college activities and residing in a residence hall? Do you believe those responsibilities might exacerbate the student's symptoms in any way? (And if so, how)?

Note: When an ESA is approved in University Housing, the student will be expected to be able to care, control, feed and clean up after the animal.

Is the ESA necessary in order for the above named student to have the same opportunity that a student without a disability has to use and enjoy the residence?

Is there any additional information that you would like to share?

Using the contact information below, providers should sign and send directly to Disability Support Services.

Certifying Professional's Signature: _____ **Today's Date:** _____

Return form to:

Disability Support Services
Student Health Center 220

Mail Code 4705

374 East Grand Avenue

Carbondale, IL 62901

F: 618-453-5700

P: 618-453-5738

VP: 618-615-4492

disabilityservices.siu.edu