



Academic Resource Center Accessibility Services

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Dear Student,

Welcome to Accessibility Services at Concordia University Wisconsin – Ann Arbor (CUWAA). Our mission is to ensure that qualified students with disabilities are granted services and accommodations that provide equal access to the activities and programs on CUWAA campuses. Our goal is to promote personal and academic growth, while helping students to develop independence, confidence, and self-advocacy skills as they adjust to life as a college student. We strive to create a compassionate and supportive environment for all students.

The Academic Resource Center (ARC) provides supports and accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008. ARC works closely with students, faculty, and staff in order to ensure that students with disabilities are able to participate in and have equal access to all programs and activities offered on CUWAA campuses.

This resource manual will guide you through the services for students with disabilities at CUWAA. It is important that you review these guidelines thoroughly so that you understand your rights and responsibilities, as well as what is required of you as a CUWAA student registered with the ARC. You are encouraged to contact the ARC Director with questions about the information in this manual, or any other accommodation-related questions you may have throughout your college career.

Blessings,

Jan Chapman, CUW Director of Academic Resources & Accessibility Services
Tori Negash, CUAA Director of Academic Resources & Accessibility Services

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Disability Law

CUWAA Non-Discrimination Statement

Concordia University Wisconsin/Ann Arbor admits students of any age, race, color, gender, and national and ethnic origin, and does not discriminate on the basis of personal attributes including, but not limited to: physical and/or mental conditions and developmental disabilities. All rights, privileges, programs, and activities generally accorded are made available to all students at the school. Concordia University does not discriminate according to age, race, color, gender, and national and ethnic origin in administering admissions and educational policies, scholarship and loan programs, athletic, extracurricular, and other school-administered programs. Admitted students enjoy the rights, privileges, programs, and activities generally offered to all Concordia University students.

Section 504 of the Rehabilitation Act and the Americans with Disabilities Act

CUWAA is governed by two laws: Subpart E of Section 504 of the Rehabilitation Act of 1973 and both Title III of the Americans with Disabilities Act of 1990 (ADA) and the Americans with Disabilities Amendments Act of 2008 (ADAAA). Both Section 504 and the ADA are civil rights laws which ensure that no otherwise qualified person with a disability is denied the benefits of or excluded from participation in a federally funded program simply because he/she has a disability.

Under Section 504:

- A person is considered to be a person with a disability if he/she is someone with a physical or mental impairment that substantially limits one or more major life activities. This includes care for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
- A person is considered to be a person with a disability if he/she has the disability, has a record of the disability or is regarded as having the disability.

Qualified Individual with a Disability

These regulations state that a “**qualified individual with a disability**” is one who, “**with or without reasonable modifications** to rules, policies, or practices; the removal of architectural, communication, or transportation barriers; or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by (the postsecondary institution).”

Reasonable Accommodations

If the interaction between a student’s disability and the physical environment or the manner in which a program or service is offered results in unequal access, a post-secondary institution makes reasonable accommodations to eliminate the barriers to equal access. Reasonable accommodations are adjustments or modifications in any given component of the post-secondary educational opportunity, from admission to graduation.

An accommodation is not reasonable if:

- Making the accommodation or allowing participation poses a direct threat to the health or safety of others;
- Making the accommodation means making a substantial change in an essential element of the curriculum or a substantial alteration in the manner in which the University provides services;
- Making the accommodation poses an undue financial or administrative burden on the University.

Privacy and Release of Information

The ARC is committed to ensuring that all medical, educational, and psychological information regarding a student's disability is maintained as private as required or permitted by law. The following guidelines incorporate all federal and state regulations and have been adopted by the ARC.

- Information contained in ARC files is protected by the Family Educational Rights and Privacy Act (FERPA).
- No one has immediate access to student files except appropriate ARC staff. Any information regarding a student's disability is considered private and will be shared only with others within the institution on a need-to-know basis as determined by the ARC staff. Some examples include:
 - If there is a threat to the safety of the individual or that of others;
 - When information about the functional impairments resulting from a disability is needed in order to determine the legitimacy of accommodations requested;

Sensitive information in ARC files will not be released except in accordance with federal and state laws which require release (See: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>).

- By filling out a **Consent for Release of Confidential Information** form, a student may give written authorization for the release of information to individuals or agencies outside the institution when he/she wishes to share it with others. Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released.
- A student has the right to change to whom outside of the CUWAA community he/she gives the ARC permission to communicate. This can be done at any time by filling out a new Consent for Release of Confidential Information form. The most recently dated form will be considered current permission.
- A student has the right to review his or her own file as provided by applicable law.
- Concordia University Wisconsin/Ann Arbor cannot guarantee the privacy of information conveyed by electronic means, such as e-mail. The majority of ARC's communication is sent via the CUWAA student email system. Be sure to check this account regularly.

Rights and Responsibilities

Students with disabilities have the right to:

- Full and equal participation in the services and activities at Concordia University Wisconsin/Ann Arbor
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services
- Privacy and confidential treatment of personal information
- Limited access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible form

Students with disabilities have the responsibility to:

- Meet CUWAA qualifications (as determined by Admissions) and maintain essential institutional standards for courses, programs, services, jobs and other campus activities. This includes but is not limited to: student code of conduct, residence hall standards, all academic requirements as written in a syllabus, degree requirements, general education requirements and essential functions of student employment
- Identify as an individual with a disability when an accommodation is needed and seek information
- Demonstrate and/or document how the disability limits their participation in courses, programs, services, jobs, and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or requesting barrier removal

The University, through faculty and staff, has the right to:

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis
- Determine the appropriate standards in developing, constructing, remodeling, and maintaining facilities
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations)
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university

The University has the responsibility to:

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

CUWAA faculty have the responsibility to:

- Be aware of and comply with CUWAA’s policies and procedures for providing academic accommodations
- Announce to the class at the beginning of the semester that students who may need accommodations due to a disability should see you during your office hours to privately discuss their needs or contact the ARC to receive accommodations
- Include a syllabus statement inviting students to disclose their disability and accommodation needs to the ARC
- Maintain confidentiality of a student’s disability
- Provide student tests to the ARC Testing Coordinator prior to test time for students who are taking their tests with accommodations
- Contact the ARC on campus with questions, concerns or clarification if needed
- Provide approved accommodations (i.e. recording devices, laptops for notes, sign language interpreters, note takers, extended time, etc.)

Accessibility Services Registration

CUWAA is committed to removing barriers that prevent students with disabilities from achieving their academic goals. Accessibility Services strives to ensure that all students with disabilities can freely and actively participate in all aspects of college life. To ensure that students with disabilities have equal access, AS provides reasonable accommodations and/or auxiliary aids.

Eligibility

To receive services from CUWAA’s Accessibility Services, the student, according to Section 504, must have a physical or mental impairment that substantially limits one or more major life activities. This includes care for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Registering with Accessibility Services

Specific procedures have been established to enable students with a documented disability to obtain services from the ARC. Such services are implemented in order to allow the student equal access to an

education at CUWAA. Students with disabilities must self-identify with the ARC Accessibility Services (AS). To begin the registration process students will need to complete the online [Request for Accommodations](#) and submit current medical documentation supporting his/her disability and need for accommodations. This is done through the Accessible Information Management (AIM) system, where a student profile is created and used to manage accommodations each term.

Documentation Guidelines

Students requesting reasonable accommodations from ARC are asked to upload their documentation with their request for accommodations. Students may also fax, mail, or bring in their medical documentation supporting their disability. It is the student's sole responsibility to provide documentation for the purpose of establishing eligibility for services. The mere presence of a condition or impairment does not necessarily qualify a student for accommodations.

Accommodations will not be provided to a student prior to the ARC Director receiving and having the opportunity to review both the request for accommodations and the documentation. The ARC Director is responsible for evaluating documentation and determining eligibility for accommodations.

All documentation submitted for review must include:

- The name, title, and professional credentials of the evaluator, including information about license or certification, area of specialization, place of employment, and state/province in which the individual practices.
- A comprehensive statement which includes the following:
 1. Evidence of existing impairment
 2. Relevant testing information, including a description of the diagnostic criteria and/or diagnostic test(s) used
 3. Specific diagnosis(es)
 4. Statement of how the disability functionally limits the student in the academic environment
 5. Treatments, medications, assistive devices, or services currently prescribed or used
 6. Recommendations for specific accommodations and rationale for those recommendations
- Please note that an Individualized Education Program (IEP) *may be* considered acceptable if it includes full educational testing and results.

Intake Appointment

After the ARC Director reviews both the request for accommodations and the student's medical documentation, he/she will determine the student's eligibility for services. The student will then be invited via their CUWAA student email account to schedule an intake appointment with the ARC Director. The intake appointment is an interactive process during which the ARC Director and student will discuss his/her accommodation plan and adjustments to the plan can be made, if necessary.

In addition, all policies and procedures will be discussed as they relate to the student's accommodation plan. Once the intake appointment is complete, the student is considered registered and may begin to utilize his/her eligible accommodations. Each term, accommodations must be requested by the student through his/her AIM profile.

Please note that accommodations will not be considered "active" in a course until the faculty notification of accommodation letter has been sent by the ARC Director. Accommodations are not retroactive.

Student E-Forms

Students are required to periodically electronically sign e-forms through their AIM profile acknowledging that they agree to comply with policies and procedures. See policies listed below.

Testing Center Policies

- All requests for tests with accommodations must be made by the student at least 3 business days (not including Saturday and Sunday) prior to the test date. If a request is made less than 3 days, efforts will be made to accommodate the student but are not guaranteed. Students should watch for an email confirmation.
- Students are expected to take their tests with accommodations at the same time as the class. Any variances require the professor's approval.
- Tests must be completed Monday through Friday between 7:30 a.m. and 4:30 p.m. Different testing hours may apply at CUAA, on a term-by-term basis. Information will be provided through your CUAA email account.
- Hours for final exam testing with accommodations are extended based on student needs.
- Tests not taken at the scheduled time will be returned to the instructor/professor.
- Please notify the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA) if your test is cancelled, postponed, or if you decide to take it in class.
- All changes to testing times or days must have the instructor's written approval.
- If you are unable to take your test at the scheduled date and time that you requested due to a medical condition, you must notify the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA) and your professor prior to beginning the test.
- Students arriving late for their test will have that time deducted from the total time allowed.
- Students may not leave the testing area once the test has begun. The restroom should be used prior to the start of the test. If you need to use the restroom during an test, an ARC staff member must escort you to the restroom.
- No textbooks, notes, or calculators are allowed in the testing area unless otherwise instructed in writing by the professor. Books, bags, backpacks, and electronic devices must be secured with staff in the testing area.
- Faculty may choose to proctor tests on their own, but must adhere to the student's accommodations.
- Faculty may choose to give oral tests to students with a vision and/or permanent hand mobility impairment.

- Students must abide by the academic policies outlined by CUWAA in regard to academic honesty and integrity. Any suspected evidence of cheating or use of unauthorized resources will be documented by testing area staff and reported to the appropriate faculty member.

Privacy and Release of Information

The ARC is committed to ensuring that all medical, educational, and psychological information regarding a student's disability is maintained as private as required or permitted by law. The following guidelines incorporate all federal and state regulations and have been adopted by the ARC.

- Information contained in the ARC files is protected by the Family Educational Rights and Privacy Act (FERPA).
- No one has immediate access to student files in the ARC except appropriate ARC staff. Any information regarding a disability is considered private and will be shared only with others within the institution on a need-to-know basis as determined by ARC staff. Examples of a need-to-know include:
 - If there is a threat to the safety of the individual or that of others
 - When information about the functional impairments resulting from a disability is needed in order to determine the legitimacy of accommodations requested.
- By completing the Consent for Release of Confidential Information form, a student may give written authorization for the release of information to individuals or agencies outside the institution when he/she wishes to share it. Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released.
 - ***Note: A student has the right to change to whom outside of the CUWAA community he/she gives the ARC permission to communicate. This can be done at any time by filling out a new Consent for Release of Confidential Information form.***

Copyright Agreement for Accessible Materials

- I understand that CUWAA bookstore may have electronic text available by request and it is recommended that I should check this and other options for direct purchase of an electronic text if I will want to utilize a text to speech option. Please contact the CUWAA bookstore directly or the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA) for further options.
- I understand that I must submit my request for alternative format textbooks as soon as possible, preferably at least 4 weeks prior to the start of the semester. Alternative format text requests will be honored as they are received by the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA).
- I understand that I must provide the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA) with a copy of the receipt from my book purchase before I am able to receive the alternative format texts (Center students disregard).
- I understand that if my textbook is needed to scan into alternative format that the binding on my textbook will need to be removed to ensure a quality scan. I also understand that the ARC will have the textbook rebound by the print center.
- I understand that I will be notified via my CUWAA student email account when my electronic copies are ready.

- I understand that any alternative text supplied to me is solely for my own educational purposes. I will not copy or distribute any such alternative text. I understand that to do so would be in violation of the Copyright Revisions Act of 1976.

Recording Agreement

- I understand that faculty members have copyright interest in their class lectures and I agree not to infringe on this right in any way.
- I will use these recordings only for my personal academic use during this course. I will not upload, broadcast, transcribe, share, or release all or any part of the recordings to other student or for any public use (e.g., websites such as Facebook, YouTube, Instagram, and Tumblr).
- I also understand that the faculty member and students in the class have privacy rights and I agree that I will not violate those rights by using the recordings for any reason other than that of my own personal study.

Information Release Consents

1. Login to your Accessible Information Management (AIM) profile
2. At the top of the page click on the “**My Dashboard**” link
3. In the left side under “**My Accommodations,**” select the person that you would like for ARC staff to have permission to communicate with.
4. Click on the “**Continue to Specify Additional Information**” button
5. Read the “**Consent Description**” and if you agree with the information that it states can be shared, continue. If there is no Consent Description, please specify what information you would like for us to be able to share in the “**Additional Notes**” section
6. The “**Consent Expires On**” date is one year from the present day. You may change this date to limit the time that this consent will be active
7. In the textbox labeled “**Full Name**” please enter the full name of the individual you would like for us to be able to share information with
8. Please enter additional contact information including address and phone number
9. At the bottom of the page, click on the “**Submit Information Release Consent Form**” button.

Accommodations

The purpose of providing reasonable accommodations to students with disabilities is to ensure equal access to an education. Accommodation plans are unique to each student and are created based on the nature and functional limitations of each student’s disability.

Each semester, students will need to request accommodations through their online profile in the Accessible Information Management (AIM) System. Students can submit accommodation requests: (1) after they have registered for class; and (2) no sooner than midterms the semester prior. The ideal time to submit accommodation requests is 1 month prior to the beginning of the semester for which the student wants to use his/her accommodations.

After Requesting Your Accommodations:

- The ARC office will send out your faculty notification emails (typically 1 week prior to the start of the semester if you request accommodations *before* the semester begins)
- You will be CC'd on the faculty notification emails
- You should plan to meet with your professor(s) during the first two weeks of class to introduce yourself and to discuss your needs in their course.

Discussing Accommodations with your Professor

Each professor is an integral part of a student's accommodation plan. It is expected that students will initiate a conversation with their professor regarding their needs and accommodations for the class.

We realize that discussing academic concerns or disability related accommodations with professors can be a difficult experience, especially the first time. Here are some suggestions to help facilitate your student-faculty conversation.

- **Schedule a meeting as early as possible in the semester.** Find a time to speak with your professor privately during his/her scheduled office hours or by appointment.
- **Start in your comfort zone.** If you are feeling anxious about speaking with your professors, start with those who you feel most comfortable around.
- **Let your accommodations guide you.** Focus the discussion on your accommodations rather than on your disability. You are not required to disclose your diagnosed disability to faculty members in order to receive accommodations. It is your decision whether or not to discuss the specifics of your disability.
- **Discuss testing accommodations.** This is the perfect opportunity to talk about when and where you will be taking your exams. If your class schedule doesn't allow you to take your exams at the same time as the class (e.g. night classes or back-to-back classes), now is the time to ask permission to test at a different time.
- **Stay connected with the ARC.** If at any time you find that you are unable to schedule an appointment with your professor, or if you are experiencing barriers of any kind, please contact the ARC Director as soon as possible to discuss the situation. Ask your professor to contact the ARC Director with any questions you are not comfortable answering.

Accessibility Services

The ARC assists students, with supporting documentation, in reaching their educational goals by providing various services. These services include, but are not limited to, testing, note taking, alternative format materials, assistive technology, and interpreters.

Testing Accommodations

Students who are registered with the ARC and are eligible for testing accommodations will be able to request quizzes, exams, and final exams to be proctored by ARC testing staff.

Students must submit requests at least three (3) business days in advance of the test date. Requests to take final exams with accommodations must be submitted by the Friday, one (1) week prior to start of finals week. This means that, if exam week starts on December 10th, all requests must be made by Friday, November 30th. Request reminders will be sent to student's email. We highly recommend that you review your syllabus for each class at the beginning of the semester and sign-up for all exams you plan to take with testing accommodations and proctored by ARC testing staff.

Students making requests to take a test with accommodations and proctored by ARC testing staff must comply with the following policies:

- All regular quizzes/exams must be requested by the student at least three (3) business days prior to the test date. Final exams must be requested no less than one (1) week prior to the start of finals week.
- Students are expected to take their tests with accommodations on the same day and at the same time that the test is scheduled for each class. Any variances in scheduling require the professor's approval.
- Tests must be completed Monday through Friday, between the hours of 7:30 a.m. and 4:30 p.m. during the semester. Hours for final exam testing with accommodations are extended to accommodate student needs.
- Tests not taken at the scheduled time will be returned to the instructor/professor.
- All changes to testing times or days must have the professor or instructor's written approval. Written approval may be submitted via email (CUWAA email account only).
- If you are unable to take your test at the scheduled date and time that you requested due to a medical condition, you must notify the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA) and your professor prior to beginning the test.
- Students arriving late for their test will have that time deducted from the total time allowed.
- Students may not leave the testing area once the test has begun. The restroom should be used prior to the start of the test. If you need to use the restroom during an test, an ARC staff member must escort you to the restroom.
- No textbooks, notes, or calculators are allowed in the testing area unless otherwise instructed, in writing, by the instructor. Books, bags, backpacks, and electronic devices must be secured with staff in the testing area.
- Students must abide by the academic policies outlined by CUWAA in regard to academic honesty and integrity. Any suspected evidence of cheating or use of unauthorized resources will be documented by the Testing Center staff and reported to the appropriate faculty member.

Testing FAQ's

What happens if I'm sick on the day of an test?

A student should notify his/her professor and the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA) as soon as possible. It will be the sole discretion of the student's professor

if and/or when a make-up test is allowed. The student's professor will need to contact the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA) to approve the new date and/or time of the test.

What if I'm late in requesting to take my test with accommodations?

All students eligible to utilize testing accommodations, must make a request through their AIM profile at least 3 business days in advance for regular tests. Requests for final exams must be made no less than 1 week prior to the start of finals week. Request reminders will be sent via the student's email. This policy is in place to ensure that there is reasonable time for the testing staff to process the request and to receive the proctoring instructions and test. In some instances, the testing staff may also need time to convert the test into an accessible format for the student.

If a request is made less than 3 days prior to a test date, efforts will be made to accommodate the student but are not guaranteed. Students should watch for an email confirmation.

Note Taking Services

Students requesting note taking services must be registered with Accessibility Services and have been approved for the note taker accommodation.

Upon receipt of the request, the ARC will email the student a login and password for the Sonocent notetaker system.

Alternative Format Textbooks

Students with disabilities may be eligible to receive alternative formats, as stated in the student's accommodation plan, for their textbook(s) from the ARC. Students are encouraged to directly request a electronic copies of textbooks from the CUWAA bookstore. If an electronic copy is not available, the student is encouraged to contact the Student Support Service Coordinator (CUW)/Director of the ARC (CUAA) for other options for direct purchase of an electronic format.

To request an electronic copy from the ARC, a student must complete and submit an Alternative Format Request Form (available on the Accessibility Services webpage under the "Forms/Handouts" tab) along with a copy of receipt of purchase/rent. Students are encouraged to submit the form and receipt four to six weeks prior to the first day of class, or as soon as possible. All requests will be processed in the order in which they are received.

Students will receive "Alternative Format Text is ready for pick up" notices in their CUWAA student email when electronic copies are ready. The process of obtaining alternative format textbooks cannot begin until the student has submitted an Alternative Format Request Form and the proof of purchase to the Student Support Services Coordinator (CUW)/Testing Center Coordinator (CUAA).

Students may not revise, convert, disassemble, modify, sell, license, rent, loan, or otherwise share the alternative format with any other person.

Service Animals

Concordia University recognizes some students with disabilities may require the use of a service animal. Service animals are defined as dogs that are individually/specifically trained to perform certain tasks for people with disabilities. The task that the dog has been trained to provide must be directly related to the person's disability in order for that dog to qualify as a service animal. Dogs whose sole function is to provide emotional assistance do not qualify as service animals under the Americans with Disabilities Act.

When it is not obvious what service the animal provides, students and campus visitors may be stopped by University personnel and asked the following questions:

- 1. Is the dog a service animal required because of a disability?**
- 2. What task has the dog been trained to perform?**

While not required, it is beneficial for students and campus visitors with service animals to register their dogs with the appropriate campus ARC Director. The ARC Director will, in turn, coordinate efforts across campus (faculty, residence life, student life, and campus safety, among others) to ensure that the student or campus visitor and their service animal have a safe and enjoyable experience while on campus.

Emotional-Assistance Animals

Concordia University enforces a no-animal policy in its residence halls and campus facilities. Emotional-assistance animals must be registered through the ARC at CUW and ARC at CUAA. Emotional-assistance animals are asked to be registered within five (5) business days of beginning classwork, co-curricular involvement, or other school activity.

This is an addendum to the student housing contract only. Abiding by this housing addendum policy protects CU students and ensures the safety of the student and their emotional- assistance animal.

CUWAA is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. The use of an Emotional-Assistance Animal (EAA) is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. This determination will be made on a case-by-case basis, as described below. The needs of the student will be balanced with the impact that the animal has on programs or other members of the campus community.

Sufficient information and documentation may be required to determine whether the animal qualifies as an emotional-assistance animal under the applicable law. Documentation is requested to be provided on the letterhead of a treating physician or licensed mental health provider, and permit a determination as to whether:

- **The individual has a disability for which the animal is needed;**
- **How the animal assists the individual, including whether the animal has undergone**

- **any training;**
- **The relationship between the individual’s disability and the assistance the animal provides.**

The University reserves the right to enforce all relevant guidelines for the use of animals through the Code of Student Conduct (see Articles IIE (21) and IIIC). The University also reserves the right to revoke permission granted for the campus presence of any emotional-assistance animal whose owner fails to follow the requirements set forth in these guidelines.

Requests for emotional-assistance animals in University housing and campus facilities will be reviewed under the University’s policy and provided to the Director of Academic Resources & Accessibility Services at CUW or at CUAA.

Definition Emotional-Assistance Animals:

An “emotional-assistance animal” (EAA) is an animal that is owned by an individual to alleviate the symptoms of a documented mental health/emotional disability. An emotional-assistance animal is not a service animal. Emotional-assistance animals do not accompany the individual with the disability at all times or outside of University housing.

Please note that CUW owns a Comfort Dog, named Zoey. A Comfort Dog is a service-trained golden retriever that is specifically prepared to assist in ministry opportunities by being a bridge/agent/prop to touch others with the Mercy, Compassion, Presence and Proclamation of Christ. These dogs are exclusively trained by Lutheran Church Charities for their ministry role and are managed by a team of trained handlers who have also been coached for this unique ministry outreach (Description taken from Lutheran Church Charities).

Approval Process to Request an Exemption to the General Policy

The Director of Academic Resources & Accessibility Services at CUW and CUAA serve as the campus authorities for the approval for students requesting an emotional-assistance animal to be present in University housing. Students planning to bring an emotional-assistance animal to campus must notify the appropriate campus Director of Academic Resources & Accessibility Services and provide appropriate documentation.

The documentation provided should follow the same guidelines as documentation required for disability accommodations. The Director of Academic Resources & Accessibility Services will then meet with the Dean of Students, and the Director of Residence Life, as appropriate, to determine if the animal in question will be allowed to be present and/or live on campus.

The determination will be made on a case-by-case basis. If the exception is granted, it is in effect for the semester. Approval for registration must be sought each semester. If approval is not granted, the student may follow the grievance protocol for the Academic Resource Center to request another review of the application. If approved, Campus Safety will be notified of the approved emotional-assistance animal and keep a list of all approved emotional-assistance animals on campus.

Requirements of Animals and User/Owners.

The University takes no responsibility for the behavior, health, safety, or care of any emotional-assistance animal on its campus. Any animal used on the Concordia University campuses are the sole responsibility of the owner/user at all times, and must comply with the following requirements:

- The user/owner must have completed the requirements outlined in these guidelines
- The user/owner must complete the following forms included in these guidelines, listed in *Appendix B*:
 1. **Request for Emotional-Assistance Animal**
 2. **Medical/Health Care Provider Form**
 3. **User/Owner Statement for Emotional-Assistance Animals**
 4. **Animal Registration Form for Emotional-Assistance Animals**
- The animal must be registered with the appropriate campus Director of Academic Resources & Accessibility Services.
- The user/owner must ensure that animals are on a leash at all times when outside of University housing and crated or caged in the dormitory room when the user/owner is not present. The user/owner must take responsibility for the behavior of the animal in private and public places, and for due care and diligence in the use of the animal on campus. The animal must not be walked on central campus (e.g., Chapel Courtyard), nor around the housing facilities.
- The user/owner is responsible for any property damage caused by the animal.
- The user/owner must clean up after the animal and properly dispose of the waste.
- Use of the animal shall not constitute a direct threat to the health and safety of others
- If an owner/user obtains a new or different animal to be used under the provisions of this procedure, the new or different animal must be registered and approved. The Director of Academic Resources & Accessibility Services will need to be notified of any changes and notify Campus Safety.
- The user/owner of the animal must be in full control of the animal at all times. Care and supervision of the animal is the sole responsibility of the contract holder.
- The contract holder is also responsible for ensuring the prompt cleanup and sanitary disposal of the animal's waste, and must toilet the animal in the area agreed upon by Facilities Staff. At CUAA, the animal will be taken outside the hall to the immediate area north of the hall, but south of the gardener's house and not on the Manor grounds. At CUW, the animal is to be taken outside of door #59, which is located off the east side of the Albrecht Student Center.
- In order to provide for exercise for the animal, it may be taken to the grounds north of the east parking lot, east of the east driveway, only before 8am or after 8pm at CUAA.
- At CUW, upon approval, the student will have a space identified by the Director of Residence Life for the exercise of the animal.
- The animal must be immunized against diseases common to their species and appropriately documented (e.g., current vaccination against rabies and wear a rabies vaccination tag). The user/owner is responsible for the health of the animal and must provide verification from a qualified veterinarian that all vaccinations appropriate for that type of animal are current.
- The animal must be in good health. The animal must have an annual clean bill of health

from a licensed veterinarian and a copy given to the Residence Life staff. University Housing has authority to require that the animal receive veterinary attention.

- University Housing may place other reasonable conditions or restrictions, depending on the nature and characteristics of the animal.

Exclusion of Animals:

An emotional-assistance animal may be excluded from a facility if that animal poses a direct threat to the health and safety of others, or conflicts with another approved animal. This decision will be made by any and all appropriate University officials, including the Director of Academic Resources & Accessibility Services, a representative of Academics, Student Life, Campus Safety, Counseling & Health Services, and/or Residence Life.

An animal may be excluded from a facility if that animal's behavior, such as barking or displaying aggressive behavior, is disruptive to the other participants within the facility. This decision will be made by any and all appropriate University officials, including the Director of Academic Resources & Accessibility Services, a representative of Academics, Student Life, Campus Safety, Counseling & Health Services, and/or Residence Life.

An animal will be excluded from a facility where the animal is prohibited due to safety or health restrictions, where the animal may be in danger, or where the animal's use will compromise the integrity of other program (e.g., food preparation areas, research laboratories, and areas requiring protective clothing). This decision will be made by any and all appropriate University officials, including the Director of Academic Resources & Accessibility Services, a representative of Academics, Student Life, Campus Safety, Counseling & Health Services, and/or Residence Life.

Removal of Animal

The contract holder may be required to remove the animal from University facilities if the contract holder or animal fails to comply with this addendum or existing University Housing policies. The following describes behaviors which may result in the removal of the animal:

- **Disruptive Behavior:** Unruly or disruptive (e.g., biting, barking, howling, growling, aggression) behavior is prohibited. If such behavior persists, the owner may be prohibited from having the animal until the contract holder takes necessary remedial steps to correct the animal's behavioral problems. It is the owner's responsibility to contact Campus Safety if he/she witnesses disruptive behavior by the animal.
- **Uncleanliness:** Failure to properly clean up and dispose of the animal's waste is prohibited. The animal must be sufficiently groomed, clean, and free from offensive odor.
- **Emergencies:** In the case of the owner suffering an emergency, and in need of hospitalization or otherwise indisposed, an emergency contact person must be available to pick up and care for the animal.

In cases where the animal has been removed, permission to bring the animal back is at the discretion of the Director of Academic Resources & Accessibility Services, Dean of Students, Director of Counseling & Health Services, and Director of Residence Life.

Meal Plan Exemption Process

To begin the registration process students will need to complete the online [Request for Accommodations](#) and submit documentation of the need for a meal plan exemption and current medical documentation supporting his/her disability and need for accommodations. This is done through the Accessible Information Management (AIM) system, where a student profile is created and used to manage accommodations each term.

The Accessibility & Accommodation Form **must indicate the specific diagnosis that supports the accommodations the student is requesting, a dietary plan including the foods that can and cannot be eaten with any special food preparation/storage requirements, and/or other limitations or special needs regarding diet.**

Once the request and documentation is reviewed by the Director of Academic Resources & Accessibility Services, a meeting is set up with the foodservice company, Sodexo, to verify that they can or cannot accommodate student dietary needs. If the student is found eligible for services as a student with a dietary disability, then appropriate accommodations are identified and implemented. For dietary accommodations, this may include working with Sodexo for special diet needs.

Sodexo is able to accommodate a variety of special dietary needs. It is extremely rare for a student to receive a meal plan exemption.

Temporary Impairments

Under the ADAAA, temporary conditions that are minor do not qualify as disabilities. For example, colds, the flu, and sprains generally won't qualify as disabilities, assuming they don't have serious, long-term consequences. Although these conditions may be temporary, their consequences and effect on major life activities is not substantially limiting.

Temporary impairments are a short-term illness or other condition that has long-term complications. For example, a student who suffers a mild concussion in a bike accident, but recovers fully within a few days, likely does not have a disability. If, however, the student suffers a traumatic brain injury as a result of the accident, which would generally qualify as a disability. CUWAA will review each request on an individual basis and will attempt to accommodate students with temporary impairments on a limited basis.

Based on a case-by-case basis, documentation is reviewed and a decision will be made as to whether the temporary impairment and the projected duration of the temporary impairment substantially limits a major life activity. Accommodations provided under the Temporary Impairment will conclude at the end of the term to be reevaluated for continued need for accommodations.

Temporary impairments include, but are not limited to, broken limbs, burns, post-surgery recovery, and other similar conditions that temporarily substantially limit one or more major life activities. Students with a temporary impairment may be eligible for the accommodations listed below. This is not an extensive list of possible accommodations; however, accommodations do not include excused absences

from classes. There may be other accommodations provided based upon the specific nature of the impairment;

- Note-taking Assistance
- Alternative Testing
- Alternative Format Text
- Elevator Access
- Scribe Services for Exams

If a student will be absent from campus and classes because of a temporary impairment, the student must notify his/her professors of the upcoming absence and projected recovery time to make up any missed class work. Accessibility Services cannot excuse any absence.

Requesting Accommodations for a Temporary Impairment

To request accommodations based on a temporary impairment, students enrolled at CUWAA are required to complete the online [Request for Accommodations](#) and submit documentation of the need for a meal plan exemption and current medical documentation supporting his/her disability and need for accommodations. This is done through the Accessible Information Management (AIM) system, where a student profile is created and used to manage accommodations each term.

Required Documentation

Documentation must be recent and include an evaluation by a licensed clinical professional describing the current impact and limitations of the impairment. It is the student's sole responsibility to provide recent, professional, medical document of his or her temporary impairment. The documentation should include the following:

- A comprehensive statement identifying the impairment/condition, date of the current diagnostic evaluation, and the date of the original diagnosis;
- A description of the diagnostic criteria and /or diagnostic test(s) used;
- Treatment plan, medications, assistive devices/service currently prescribed or being used;
- A description of the current functional limitations of the impairment and the estimated recovery time frame;
- Recommendations for specific accommodations and rationale for those recommendations; and
- The credentials of the diagnosing professional(s), which enabled the person capable of making the diagnosis(es).

Accessibility Grievance Procedure

Students:

If a current or prospective student with a disability (termed “grievant” in following procedure) believes he or she has: (1) been discriminated against because of a disability; (2) is dissatisfied with the determined accommodation(s); or (3) is dissatisfied with the implementation of an accommodation, the student is encouraged to have a discussion with his/her professor to discuss the situation or accommodation, as well as with the Director of Academic Resources & Accessibility Services. If a satisfactory agreement cannot be reached with the Director of Academic Resources & Accessibility Services, the student may appeal the decision via the grievance process.

Faculty or Staff:

Faculty or staff (termed “grievant” in the following procedure) who believe that an accommodation for a student fundamentally alters the nature or operation of the University’s programs, services, or activities are also encouraged to discuss the situation with the Director of Academic Resources & Accessibility Services . If a satisfactory agreement cannot be reached with the Director of Academic Resources & Accessibility Services, the faculty or staff member may also appeal the decision via the grievance procedure.

A separate grievance procedure exists for employees of the University (when it is not related to student accommodations). Contact the Human Resources Office for appropriate information.

Informal Grievance Procedure

All concerned parties are first advised to resolve a grievance via the informal process. Use of this informal grievance procedure is not a prerequisite to the pursuit of other remedies but is strongly encouraged as the first course of action.

1. The concerned party (here forward titled ‘grievant’) is encouraged to discuss his/her concerns with the Director of Academic Resources & Accessibility Services (here forward titled ‘ARC Director’). The ARC Director, in an effort to clarify and resolve issues, may:
 - a. Discuss the situation with the grievant;
 - b. Discuss the situation with the alleged offender(s)(when appropriate); and/or
 - c. Mediate discussions between a grievant and any alleged offenders, when appropriate
2. The ARC Director will notify the grievant and involved parties of progress, findings, and/or resolutions. Due to the urgency of many issues, every attempt will be made to resolve the issue as soon as possible.
3. If the ARC Director is unavailable, the Assistant Vice President of Academics for Student Success will serve in the ARC Director’s role for both the informal and the formal grievance process.

4. Most situations are resolved through the ARC Director's support and mediation. However, if this avenue does not meet the needs of the parties involved, the grievant may choose to move to the Formal Grievance Procedure.

Formal Grievance Procedure

Any grievant may file a formal complaint, which will be investigated and resolved in accordance with the following procedure.

STEP 1: Completing and Filing a Grievance Form

The student may file a written formal grievance with the Assistant Vice President of Academics for Student Success within 14 business days after the informal grievance procedure has been exhausted. In this grievance, the following information should be included:

1. The nature of the grievance;
2. Date(s) of alleged incident(s) or disagreement(s) or relevant decision(s);
3. Information about attempts to resolve the grievance (if any);
4. Identification and contact information of witnesses who have knowledge of the alleged discrimination;
5. For a student grievant, a signed "Consent for Release of Confidential Information" for any information or documentation in the student's file. Consent forms may be obtained in the Learning Resource Center; and
6. Signature of the grievant at the end of the document stating that everything provided in the written statement is true to the best of his/her knowledge.

All grievances must be filed no later than **30 calendar days** from the date of the alleged violation.

STEP 2: Committee Deliberation

The Assistant Vice President of Academics for Student Success will make every effort to convene the grievance committee within 7 business days of receiving the complaint and will render an immediate decision unless further research is needed. The final decision shall be rendered no more than 4 business days following receipt of the appeal.

STEP 3: Investigation

The Committee will meet in sessions closed to the public. These sessions may consist of one or more meetings with the grievant and the alleged offender to hear their positions respectively, interview witnesses related to the grievance, and gather other related information. If at all possible, the first meeting will be scheduled within 7 business days after the Committee Chair receives the grievance. For situations that warrant it, the Committee may consult with a credentialed professional with expertise pertinent to the situation and/or the University's legal representative.

During the investigation, the grievant and the alleged offender can submit materials he/she believes pertinent to the investigation of the grievance to the Committee Chair. The Committee Chair will present

to the Committee pertinent submitted materials, during which time the grievant and alleged offender may be contacted if the Committee seeks clarification or comment regarding the material.

Appeals

A student may appeal in writing the decision of the Grievance Committee to the Provost of the University within 7 business days of the decision only if he/she can demonstrate due process was not followed.

Grievance Committee

Committee members may include, but are not limited to:

- The Committed Chair (Assistant Vice President of Academics for Student Success)
- One Academic Affairs staff member appointed by the Director of Academic Resources & Accessibility Services
- Vice President of Student Life or his/her designee
- Ad Hoc members shall be invited as needed to sit on the committee depending upon the particular circumstances presented in the grievance letter

Statement of Retaliation

Any retaliation against a person involved in the grievance procedure is strictly prohibited and will be considered a violation of the Concordia University Accessibility Policy. It is also a violation of this Policy to make a false accusation or knowingly provide false information pertaining to a grievance. For those who believe that they are a victim of retaliation, consult with either the Director of Academic Resources & Accessibility Services or the Assistant Vice President of Academics for Student Success.

Statement of Confidentiality

Concordia University will attempt to maintain confidentiality of the grievance and parties involved to the extent permitted by law. Relevant information will be provided only to those persons who need to know in order to achieve a timely resolution of the grievance. The institution will document the formal grievance and its resolution, and maintain the documentation in the Provost's office.

Definitions

Accommodations: Changes in practice, policy or procedure for a student with a documented disability which allows the student equal access and/or an equivalent procedure for gaining access to, participation in, and benefits from the University's programs, services, and activities. This also includes alternate ways of acquiring and demonstrating knowledge and/or ability. Accommodations are not to (1) fundamentally alter the nature of University's programs, services, or activities, (2) cause undue burden to the University, or (3) pose a direct threat to the health or safety of others.

Business days: Do not include legal holidays, weekends, or periods when the University is closed (e.g. December holiday break). If an individual believes a basis for a grievance has occurred during a

time when the grievance cannot be processed, the grievant must initiate the informal grievance process within the next 10 business days.

Disability: With respect to an individual, is defined as: (1) a mental or physical impairment which substantially limits one or more of the major life activities of such individual; (2) a record of such impairment; or (3) being regarded as having such an impairment.

For the purposes of this policy, the term "disability" is used with the understanding that it has the same meaning as "handicap" in state and federal law. (See State Fair Employment Act [s. 111.32 (8)]; Section 504 of the Federal Rehabilitation Act and 45 CFR 85.3; Americans with Disabilities Act and 29 CFR 1630 and the ADA Amendments Act S 3406).

Discrimination: For this process/procedure is any act that discriminates against students with disabilities including applicants to the University. This discrimination on the basis of a disability may include (but is not limited to):

- Bias in policies and procedures for admittance to the University,
- Differential treatment in the classroom that is not an accommodation,
- The refusal to be granted an accommodation,
- Differential treatment when attempting to obtain or perform student employment (unless it is an accommodation).

Grievant (for disability related concerns) must be an individual who:

- Believes he/she has been discriminated against on the basis of his/her disability;
- Believes that she or he has been discriminated against based on being considered a person with a disability (whether being a person with a disability or not);
- Believes that she or he has been discriminated against based on an association with a person with a known disability (whether being a person with a disability or not);
- Wishes to appeal an accommodation decision;
- Wishes to file a complaint and/or grievance regarding the University's compliance with ADA and/or ADAAG; or
- Is a faculty or staff member who does not agree with the accommodations

Major life activities: Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working (Referenced in EEOC and DOJ Titles II and III regulations for the ADA).

Qualified individual with a disability: An individual with a disability who, with or without reasonable modification to rules, policies or practices can meet the essential components of the academic standards of the University.

Reasonable Accommodation: Implemented to grant equivalent opportunity for qualified students with disabilities to demonstrate their acquired knowledge and competence. They should not create unfair advantage for the student(s) with disabilities, cause undue burden for the faculty or institution, nor alter the essential components of the course.

NOTE: There are other University grievance processes for other types of discrimination. Employees should see the Director of Human Resources; students should see the Dean of Students.

Filing a Grievance Outside of Concordia University

Use of this internal complaint procedure is **NOT** a prerequisite to the pursuit of other remedies. At any time, an individual may pursue other remedies available to him/her under applicable state law or federal law. The Federal Office of Civil Rights and/or The Wisconsin Civil Rights Commission will take complaints and will investigate when appropriate.

The OCR office for Wisconsin:

Chicago Office
U.S. Department of Education
Citigroup Center
500 W. Madison Street, Suite 1475
Chicago, IL 60661-4544
Telephone: 312-730-1560
FAX: 312-730-1576; TDD: 800-877-8339
Email: OCR.Chicago@ed.gov

The OCR office for Michigan:

Cleveland Office
U.S. Department of Education
1350 Euclid Avenue, Suite 325
Cleveland, OH 44115-1812
Telephone: 216-522-4970
FAX: 216-522-2573; TDD: 800-877-8339
Email: OCR.Cleveland@ed.gov

Appendix A

Accessibility Services Forms

Concordia University Wisconsin/Ann Arbor
Accessibility Services Documentation Guidelines

Under the Americans with Disabilities Act as Amended (ADAAA) and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities have certain protection and rights to accommodations in colleges and universities. Documentation must be recent and include an evaluation by a licensed clinical professional (who is not related to the person being evaluated) describing the current impact and limitations of the disability. This standard of documentation also applies to housing accommodation requests due to physical or medical conditions. It is the student's sole responsibility to provide recent, professional, medical documentation of his or her disability.

The documentation should include the following:

1. A comprehensive statement identifying the disability/condition, date of the current diagnostic evaluation, and the date of the original diagnosis.
2. A description of the diagnostic criteria and/or diagnostic test(s) used.
3. Treatments, medications, assistive devices/services currently prescribed or being used.
4. A description of the current functional impact/limitations of the disability.
5. Recommendations for specific accommodations and rationale for those recommendations.
6. The credentials of the diagnosing professional(s) including the training and experience which enable the person capable of making the diagnosis(es).

*Please note that an IEP will be considered acceptable documentation if it includes full psycho-educational testing and results.

To send documentation or request further information, please contact:

Jan Chapman CUW Director of Academic Resources & Accessibility Services
CUW - Academic Resource Center & Office of Accessibility Services
Concordia University Wisconsin
Office: Luther Hall 200
Email: janis.chapman@cuw.edu
Phone: 262-243-4299

Tori Negash CUAA Director of Academic Resources & Accessibility Services
CUAA - Academic Resource Center & Office of Accessibility Services
Concordia University Ann Arbor
Office: Zimmerman Library, 1st Floor
Email: tori.negash@cuaa.edu
Phone: 734-995-7582

Concordia University Wisconsin/Ann Arbor
Accessibility Services Assessment Form

The Office of Academic Resources & Accessibility Services provides academic services and accommodations for students with diagnosed disabilities. Students are required to provide documentation that verifies that a diagnosed disability/disorder meets the legal definition of a disability covered under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act - Amendments Act of 2008 (ADAAA).

These laws define a disability as a physical or mental impairment that substantially limits one or more major life activities. Eligibility for academic accommodations is based on documentation that clearly states how the disability/disorder functionally limits the student in an academic environment and demonstrates that one or more accommodations is needed to achieve equal access.

TO BE COMPLETED BY STUDENT

Student Name: _____ F00#: _____

Campus/Home Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ CUAAs Email: _____

TO BE COMPLETED BY LICENSED MEDICAL PROFESSIONAL

Please provide responses to the following items by typing or writing in a legible fashion. Illegible forms will delay the documentation review process for the student.

1. Diagnosis(es): _____

2. Date of Diagnosis: _____

3. What instruments/procedures were used to diagnose the disorder/disability?

4. Please describe the presenting symptoms of this disorder/disability?

5. Is this student currently taking medication for this disorder/disability (Circle One)? Yes No

If yes, please describe any possible side effects of the medication: _____

6. Please describe the impact of this disorder/disability on the student's academic performance.

7. If applicable, please state specific academic accommodation recommendations for this student, and a rationale as to why the accommodation is necessary.

<i>Accommodation Recommendations</i>	<i>Rationale</i>

CERTIFIER INFORMATION/CREDENTIALS

Name: _____ Date: _____

Medical Specialty: _____

License (Type, State, #) _____

Address: _____

Phone: _____ Email: _____

Clinician's Signature: _____ Printed Name: _____

Please send this completed form and any additional information to:

Jan Chapman, CUW Director of Academic Resources & Accessibility Services
CUW - Academic Resource Center & Office of Accessibility Services
Concordia University Wisconsin
Office: Luther Hall 200
Email: janis.chapman@cuw.edu
Phone: 262-243-4299

Tori Negash, CUAA Director of Academic Resources & Accessibility Services
CUAA - Academic Resource Center & Office of Accessibility Services
Concordia University Ann Arbor
Office: Zimmerman Library, 1st Floor
Email: tori.negash@cuaa.edu
Phone: 734-995-7582

Appendix B

Emotional-Assistance Animal (EAA) Forms

Concordia University
Request for Emotional-Assistance Animal

Send to: Director of Academic Resources & Accessibility Services
4090 Geddes Rd.
Ann Arbor, MI 48105

Director of Academic Resources & Accessibility Services
12800 N. Lake Shore Dr., LU 200
Mequon, WI 53097

Student fills out the section below. Please print or type.

Name _____
Last First M.I.

Student ID Number: F00 _____

Address _____

City _____ State _____ Zip Code _____

AUTHORIZATION TO RELEASE INFORMATION: I authorize the provider listed below to release information related to my request to Concordia University for the purpose of an accommodation to my housing assignment because of a disability, and to discuss this request with a representative of Housing, if necessary. This authorization is valid for 90 days, effective from the date below.

Name of Provider _____

Street Address _____

City _____ State _____ Zip Code _____

Student's Signature _____ Date _____

Medical/Health Care Provider Completes and Signs Section Below

Concordia University
REQUEST FOR INFORMATION

Student's Name: _____

Proposed Emotional-Assistance Animal (EAA)

Name: _____

Type of animal: _____ Age of animal: _____

The above-named student has indicated that you are the (physician, psychiatrist, social worker, mental health worker) who has suggested that having an Emotional-Assistance Animal (EAA) in the residence hall will be helpful in alleviating one or more of the identified symptoms or effects of the student's disability. So that we may better evaluate the request for this accommodation, please answer the following questions:

Information about the Student's Disability:

A person with a disability is defined as someone who has "a physical, emotional or mental impairment that substantially limits one or more major life activities."

What is the nature of the student's emotional/mental health impairment (that is, how is the student substantially limited)?

Does the student require ongoing treatment?

Information about the Proposed EAA:

Is this an animal that you specifically prescribed as part of treatment for the student, or is it a pet that you believe will have a beneficial effect for the student while in residence on campus?

What symptoms will be reduced by having the EAA?

Is there evidence that an EAA has helped this student in the past or currently?

Importance of EAA to Student’s Well-Being:

In your opinion, how important is it for the student’s well-being that the EAA be in residence on campus? What consequences, in terms of disability symptomatology, may result if the accommodation is not approved?

Have you discussed the responsibilities associated with properly caring for an animal while engaged in typical college activities and residing in campus housing? Do you believe those responsibilities might exacerbate the student’s symptoms in any way? (If you have not had this conversation with the student, we will discuss with the student at a later date.)

Thank you for taking the time to complete this form. If we need additional information, we may contact you at a later date. We recognize that having an EAA in the residence hall can be a real benefit for someone with a significant mental health disorder, but the practical limitations of our housing arrangements make it necessary to carefully consider the impact of the request for an EAA on both the student and the campus community.

Please provide contact information, sign and date this questionnaire (below), and return it to the appropriate campus Accessibility Services office.

Provider Contact Information

Address: _____

Phone: _____ Email: _____

License (Type, State, #): _____

Signature: _____ Date: _____

Concordia University

User/Owner Statement for Emotional-Assistance Animals

As the user/owner of an emotional-assistance animal, I have read and accept the guidelines, and make the following statements:

I have provided a health certificate signed by a licensed veterinarian indicating that my animal is up-to-date on all vaccinations and is on a wellness program with a veterinarian.

I understand that my animal must be registered with the appropriate campus Director of Academic Resources & Accessibility Services.

My animal is licensed and wears a valid vaccination tag at all times.

My animal is house broken, well-groomed, odor free, and not infected with external parasites (e.g., ticks, fleas or lice).

I will not bring my animal onto campus if it is in estrus (heat).

I understand that my animal must be on a leash at all times while on campus and when I am not in the residence hall, I understand that my animal must be in a crate or cage.

I understand that I am responsible for the animal and I will not leave it in the care of another person while on campus, unless I have written permission from the VP of Student Life, Dean of Students, or Director of Campus Safety.

I understand that I am responsible for the sanitary disposal of my animal's waste while on campus, and when needing this activity, as well as the proper exercise locations. I understand the designated location(s) on campus for proper waste management and exercise.

I understand that my animal will not be in areas where food is being prepared, research labs, and areas requiring protective clothing, and not walked on central campus, nor around the residence hall facilities.

I understand that I am liable and responsible for my animal's behavior and activities while on campus, including property damage, and am personally responsible for any normal costs incurred with damages.

I understand that I must follow all procedures and requirements of an animal user/owner as outlined in the Emotional-Assistance Animal guidelines, and all other aspects of our Code of Student Conduct (articles IIE(21) and IIIC) apply when living in a campus residence hall (e.g., noise, damages, etc.). Failure to do so may result in a conduct code charge or other consequence.

I understand that I must work with the University to resolve complaints from CU community members, including hall mates, who may have concerns about animal allergies or fears.

I understand that any potential concerns my roommate and suitemates may have about my emotional-assistance animal must be resolved before final approval can be granted (see signatures section below).

I understand that the animal must leave with me when the residence halls are closed for regular breaks and when I leave for the weekend. I understand the animal must not be kept cloistered without a bathroom break in a residence hall for long periods of time.

I understand that the animal will be contained in my contracted suite as my living space, which does not include my residence hall common areas, it is also not allowed to visit people in other rooms and halls.

I understand that if the animal bites someone, I am responsible, and Concordia University is in no way liable.

Finally, I understand that Concordia University reserves the right to revisit this arrangement/accommodation every semester and in the event that the animal becomes a nuisance and/or the owner is not following the terms of the accommodation, and is able to evict me &/or my animal for not following the terms. Failure to follow any of the guidelines may result in a conduct code charge or other University consequence(s).

User/Owner's Signature: _____ Date: ___ / ___ / ___

User/Owner Print Name: _____

Roommate Signature: _____

Suitemate (1) Signature: _____

Suitemate (2) Signature: _____

ARC Director Approval Signature: _____ Date: ___ / ___ / ___

(If needed) Dean of Students Approval Signature: _____ Date: ___ / ___ / ___

Approval Signature: _____ Date: ___ / ___ / ___

Facilities Department Title: _____

(If needed) Approval Signature: _____ Date: ___ / ___ / ___

Residence Life Department Title: _____

Concordia University
Animal Registration Form for Emotional-Assistance Animals

**Animal user/owner must complete all information*

Animal User/Owner's Name: _____

Phone #: (_____) _____ - _____

Address: _____

City: _____ State: _____ Zip Code: _____

Animal's Name: _____

Type of Animal:

Dog: _____ Color: _____ Breed: _____

Other: _____ Type: _____ Color: _____ Breed: _____

Emergency Contact Information:

Name: _____

Phone #: (_____) _____ - _____

Address: _____

City: _____ State: _____ Zip Code: _____

To all visiting emotional-assistance animal user/owners:

Please read and sign the owner statement. If your visiting emotional-assistance animal fails to conform to all the standards listed in the statement, it may be declined access to any or all Concordia University facilities.

We appreciate your cooperation.