

# REQUEST FOR INFORMATION: Emotional Support Animal

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

Student's Name: \_\_\_\_\_

Student's Email: \_\_\_\_\_ Student's Contact Phone #: \_\_\_\_\_

STUDENT (please sign this form before providing it to your mental health provider to complete):

By signing below, I consent to allowing my health care provider to share any information relevant to my need for an ESA as an accommodation, as shown on this form, with *(personnel from the OAE)* for the next 60 days.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

The above-named student has indicated that you are the health care provider who has suggested that having an Emotional Support Animal (ESA) in the residence hall will have therapeutic benefit in alleviating one or more of the identified symptoms or effects of the student's mental health disability. Generally, we prefer documentation from providers in the State of Louisiana, or the student's home state, who have personal knowledge of the student, consistent with their professional obligations.

Some websites sell certificates, registrations, and licensing documents for assistance animals to anyone who answers certain questions or participates in a short interview and pays a fee. Under the Fair Housing Act, a housing provider may request reliable documentation when an individual requesting a reasonable accommodation has a disability and disability-related need for an accommodation that is not obvious or otherwise known. **In HUD's experience, such documentation from the internet is not, by itself, sufficient to reliably establish that an individual has a non observable disability or disability-related need for an assistance animal.** *(Excerpt from 2020 HUD Guidance)*

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

So that we may better evaluate the request for this accommodation, please answer the following questions.

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

When did you first meet with the student regarding this mental health diagnosis? \_\_\_\_\_

What is the nature of your meetings (i.e., face-to-face meetings or virtual interaction)? \_\_\_\_\_

When did you last interact with the student? \_\_\_\_\_

How often have you seen the student (or plan to see the student) for further counseling/treatment?

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

### **Information About the Proposed ESA**

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

Re: Proposed ESA (if identified):

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

Type of animal: \_\_\_\_\_ Age of animal: \_\_\_\_\_

Size of the cage/crate needed for containment: \_\_\_\_\_

Dogs and cats are most often requested as ESAs, and seem best suited to adapting to the communal living setting of the college residence hall. If another type of animal is being suggested for this student, please explain why you believe that animal is a better choice.

Is there evidence that an ESA has helped this student in the past or currently? If not, why do you believe this may be an effective support for the student now?

Please address the likely impact on the student should the following scenario occur: once the student is living with the animal in the student housing unit, the animal is permanently removed from the unit because of a violation of policy (e.g. the animal injures someone or destroys property) and balance this impact, if any, against the benefit that you expect the animal to provide to the student.

This student was provided with a copy of the guidelines and responsibilities for an animal in residence in the University housing. Has the student shared those restrictions with you?

Yes\_\_\_\_ No \_\_\_\_

Have you discussed the responsibilities associated with properly caring for an animal while engaged in typical college activities and residing in campus housing? Yes\_\_\_\_ No \_\_\_\_

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 it with the student at a later date.)

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*Thank you for taking the time to complete this form. If we need additional information, we may contact you at a later date. The named student has signed this form indicating written permission to share additional information with us in support of the request.*

*We recognize that having an ESA 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 ESA on both the student and the campus community.*

Please provide contact information, sign and date this questionnaire (below), and return it to:

Office for Accessible Education

Loyola University

Pan American Life Student Success Center

New Orleans, LA 70118

FAX : 504-865-3543

Email address: oae@loyno.edu

Professional Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

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