

Student Handbook

Center for Student Accessibility

Eastern Kentucky
University

Welcome to Eastern Kentucky University

Eastern Kentucky University welcomes all students to our main campus in Richmond and extended campuses in Corbin, Hazard, Lancaster, and Manchester. EKU is recognized for its outstanding commitment to provide campus and academic accessibility for ALL qualified students, staff, and faculty.

This student service handbook is designed to assist each qualified student with a disability in learning the ‘know how’ to:

- Access campus disability resources
- Address both architectural and academic accommodation requests
- Acquire the knowledge to become a successful self-advocate towards the advancement of personal / education goals
- Learn what your rights are under disability law
- Learn what you are responsible for as a student receiving services
- Read what “reasonable accommodations” are as they pertain to particular diagnoses
- Read valuable tips for **STUDENT SUCCESS**
- Be involved with CSA activities
- Explore avenues for advocacy and appeals committees

Mission Statement

It is the mission of the Center for Student Accessibility (CSA) to ensure that all students, at Eastern Kentucky University, are provided equal access to the campus at large, the physical environment, university-related programs, and activities by providing individualized accommodations and/or modifications, advocacy, academic guidance, collaborative programming, and outreach.

This handbook is available in an alternative format upon request.

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THE LAW

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act Of 1973 states that...

"No otherwise qualified person with a disability in the United States shall, solely by reason of a disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance."

A person with a disability includes...

"Any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has record of such an impairment, or (3) is regarded as having such an impairment."

A qualified person with a disability is...

"One who meets the academic and technical standards requisite to admission or participation in the education program or activity."

Maintaining Academic Integrity as Supported by Section 504

The University is not required to lower its academic standards. Section 504 does require the university to provide [reasonable accommodations](#) that afford an equal opportunity for persons with disabilities. Achieving reasonable accommodations for a person with a disability involves shared responsibility among the CSA Office, students, faculty and staff.

Section 504 of the Rehabilitation Act of 1973 contains more specific information about compliance issues in postsecondary education than the Americans with Disabilities Act (ADA). The ADA did extend the law to cover private institutions of higher education as well as those receiving federal funding.

Modified Attendance Policy Protocol

Attendance is recognized as an essential component of the total effort put forth to succeed as a student in post-secondary education. As such, students are expected to comply with class attendance policies. The University recognizes, however, that there may be times when a student cannot attend class because of the direct implications and/or particular exacerbations of a disability. *Regardless of the issue a student **cannot miss more than 20% of class meetings**. This amount may increase or decrease depending on the nature of the course, and faculty expectations.*

Upon the individual request of a student with a disability and review of current disability information which meets the “EKU Documentation Guidelines”, the Center for Student Accessibility (CSA) may recommend that an instructor relax or modify their attendance policy. In doing so, the student continues to be required to fulfill all course requirements and evaluation standards, as specified in the course syllabus. *The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 state that Universities are not required to reduce (or substantially alter) the technical standards of a course in order to accommodate a student with a disability.*

Students approved by CSA will submit a Letter of Accommodation to current instructors for a confidential discussion to determine if and how reasonable implementation of this accommodation for each course can occur. A **Modified Attendance Written Plan** is attached for completion to address how the accommodation will be implemented and what consequences will be in effect if absences become excessive, as defined.

- What expectations do the course description and syllabus indicate regarding attendance and class participation?
- Does the fundamental nature of the course rely upon student participation as an essential method for learning?
- To what extent do student contributions in class constitute a significant component of the learning process?
- To what degree do a student’s absences constitute a significant loss to the educational experience of this student or other students in the class?
- Is there a reasonable alternate method to consider for fulfilling these course requirements?
- What is the method by which the final course grade is calculated?

A copy of the Letter of Accommodation, is provided to each instructor by the student for acknowledgment. The letter of accommodations as well as the written plan for modified attendance, is to

be signed and dated and given to the student for their personal file. Letters for online courses are typically sent by the student as an e-mail attachment. The student and online faculty member may discuss accommodations via phone or e-mail. In the event of any anticipated absence, students are expected to contact their instructors with as much advance notice as possible. For unexpected absences or emergencies, instructors are to be notified within 1-2 days. It is critical for the student to verify whether an absence is directly related to their ADA recognized condition.

- Accommodations are effective 5 business days after the delivery of the letter to instructors.
- Letters of Accommodation ***are not retroactive***.
- Students are to be made aware that absences beyond what is agreed upon can have academic consequences.
- It is the student's sole responsibility to make arrangements for making up any missed quizzes, tests, or assignments in a timely and previously agreed-upon manner.

Modified Attendance is not approved for summer sessions without close scrutiny. Such examination may include course requirements and objectives, number of scheduled meetings, when the course is offered, and the student's disability status. Questions regarding this policy can be addressed to the Center for Student Accessibility at (859) 622-2933.

For more information look at these web sites...

[ADA Information and Technical Assistance](#)

[The Council for Disability Rights](#)

[American Association of People with Disabilities](#)

ABOUT OUR SERVICES

Center for Student Accessibility

Our main office is located on the third floor of the Whitlock Building. To contact this office or to make an appointment with our staff call (859) 622-2933. Entrance into the CSA Office is Room 361.

The CSA- Interpreter Offices are located on the **third floor of Mattox** in rooms 321 - 326. Refer to these rooms and phone numbers for contacting this office.

Staff Interpreters	Room 324	622-2935
Staff Interpreters	Room 325	622-2936
Staff Interpreters	Room 326	622-5075
Interpreter Coordinator	Room 322	622-2937

Individual Services

The Center for Student Accessibility is designated as the office responsible for the general coordination of support for services for students, with disabilities. The CSA Office coordinators and ASL interpreters are responsible for reviewing, evaluating, and determining eligibility for any requested services and accommodations. The Center for Student Accessibility may also provide undiagnosed individuals with possible sources of assessment, other supports on campus, or in the community, and to inform faculty, staff and campus administrative offices of support services and accommodations. The Center for Student Accessibility will directly provide some support services and will maintain confidentiality of disability related information. The Center for Student Accessibility will also serve as a resource for students, faculty, staff and administrators within the University on disability related issues.

Depending on individual needs, particular disabilities, severity of the disabilities, course requirements and time frame, the following services or accommodations may be provided:

- Handicapped parking decal provided by ECU Parking and Transportation Office
- Testing accommodations
- Campus housing accommodations
- Interpreting services
- Note taking software
- Assistive technology

How to:

[Apply for Services](#)

You may apply for services at any time by going to our [Apply for Services](#) webpage. The *application for services* is brief and provides us with your background information, your accessibility needs, as well as your viewpoint on what has been most helpful for your academic success. You will also need to provide documentation identifying your diagnosis and accommodation suggestions by your treating medical or mental health professional. The CSA office has created specific *Documentation Guidelines* based on mental health conditions, medical conditions, and learning differences. These guidelines are available online so you can readily share them with your medical or mental health provider. The last piece of information you may need is a *Consent to Release Information* form. Your medical or mental health provider may require you complete this form before giving the CSA Office a copy of your documentation.

When the CSA Office receives your application and documentation, we will contact you for an *intake interview*. This interview will allow us to get to know you and allow you to ask any questions you may have regarding your *Letter of Accommodation or LOA* (Appendix A). As a college student you will provide your LOA to your faculty. The letter of accommodation lists the academic adjustments you are entitled to according to your documentation. The CSA will email your letter to you so you can provide your faculty with an electronic copy of your letter. If you prefer, you may also schedule an appointment with our office to pick up hard copies of your letter. *Please provide your LOA to your faculty as soon as possible*. Accommodations are *NOT* retroactive. Your *accommodations will go into effect 5 business days after your faculty receives your letter*.

Schedule Exams

Required Procedures for scheduling your exams with the CSA Office:

The Center for Student Accessibility proctors hundreds of exams each semester. Due to the high number of exams being administered, students are **required** to adhere to the following procedures to schedule their exams. Failure to adhere to scheduling procedures could lead to the denial of exam requests. If you have any questions, please contact the CSA Office, accessibility@eku.edu , or (859) 622-2933.

1. You **MUST** meet with your CSA Coordinator to complete the testing request contract before you are eligible for your testing accommodation.
2. Students **MUST** use the CSA Exam Scheduling Form (Appendix B). Failure to do so will result in testing accommodations being denied. This form is available online or can be emailed to you in advance.
3. Students **MUST** request the accommodation five business days in advance. Weekends DO NOT COUNT. (Example: If you have an exam on Wednesday morning, November 14th, at 10am, a request must be received by CSA at or before 10am, Wednesday, November 7th.)
4. Exams will *only be given on the same day and time as your class is scheduled to take the exam.* Any rescheduling must be approved by both the professor and CSA. Exam dates/times may be adjusted due to course schedule conflicts; however, adjusting exam dates/times due to preference is not permitted. Circumstances such as family or medical emergencies will be considered for test rescheduling.
5. By default, we add extended time to the end of the test. If you have class immediately following, we will add extended time to the front of the test so you can end on time and get to class.
6. Final Exams: Testing Request Form must be submitted no later than Dec. 4th 2019 @ 4:00pm.

Request Digital Books & Physical Book Copies

NOTICE: [EKU's BookSmart](#) program provides undergraduate and graduate students free textbooks. You may click the above link to learn more. You will receive an ECU Barnes and Noble email after confirming your classes. Follow the instructions closely. When you receive this email, it will tell you if your textbooks are digital copies or hard copies. If your course does not offer a digital copy, follow the steps below. Those of you who have digital books but require a physical copy may do the same; note that you are requesting a physical copy of your textbook.

- If you would like to request a digital copy from our office, visit the Center for Student Accessibility website. Older books may still be available to us.
- On the left side of the page, under “Explore,” there is a tab for the Digital Book Request Form
- Students can request up to six books per form. If you require more than six books, fill out a new form.
- The form then goes directly to a CSA staff member who will try to locate your books in an accessible format. The Center for Student Accessibility works with two companies to locate an accessible digital version of your book as quickly as possible.
- If, for any reason, an accessible digital book is not found, we will contact the publisher to request a digital copy. This process is time-consuming and may take 2-6 weeks to complete.
- The last step is receiving your digital or physical books. Physical books can be picked up at ECU Barnes and Noble. You will receive an email when your book arrives. The CSA Office uses WeTransfer to send the digital book(s).
- WeTransfer permits the ECU CSA staff member to track and ensure you receive your books.
- You will receive an email from WeTransfer at your ECU email. You will have seven days to download the material.
- Downloads will be deleted after seven days. If this occurs, you will need to request a resend of your downloads. by contacting the CSA office
- It is essential that you download the material when you receive the email. If you experience technical difficulty with the download, please stop by the CSA Office, Whitlock 361, immediately for assistance

Live Note Taker Request

Deaf and Hard of Hearing students are given the option of using a live note taker. Hearing students with note taking as an accommodation, and who are enrolled in a course where note taking software may not be compatible, are also given this option.

To request a live note taker:

1. You must meet with your coordinator to verify that your documentation qualifies you for a note taking accommodation. If your documentation substantiates the need for a note taker it will be added to your Letter of Accommodation.
2. Katelyn Snodgrass will send you a Note Taker Request contract via ECU email.
You must sign and return the contract via email before we can begin hiring your note takers.
3. You must send your schedule for the semester. In addition, you must specifically state in which classes you will need a note taker, to katelyn.snodgrass@ecu.edu . **Please note:** The hiring process for a note taker can take anywhere from 1-4 weeks, you need to be patient and proactive while waiting for your note taker.
4. Once the note taker has been hired and is able to start, the note taker will reach out to you via ECU email.
5. ***It is your responsibility to let the CSA office know, as soon as possible, If:***
 - a. ***Your note taker is not taking adequate notes.***
 - b. ***Not paying attention.***
 - c. ***Not coming to class.***
 - d. ***Not supplying notes in a timely manner.***

**We do not track note takers. If you need assistance, you must let us know immediately.*

Apply for Accessible Parking Decal

Handicapped Parking Services and Procedures

Richmond Campus: Instructions for Obtaining an Accessible Parking Decal

Parking and Transportation Office, Commonwealth, 2nd Floor, Suite A
Office Hours: Monday to Friday 7:30 am - 4:30 pm

To apply for an accessible parking decal, please read and follow the instructions.

Download the Accessible Parking [Request Form](#)

(Form is also available at the Parking and Transportation office in Commonwealth, 2nd Floor, Suite A).

Fill out Section 1 and sign the form.

A. Have your physician fill out Section 2 and sign the form.

The impairment must be checked either permanent or temporary. If temporary, the end date must be stated.

Return the completed form to the Parking and Transportation office.

Or

B. Bring the form and your State handicap permit or registration form to the Parking and Transportation office.

The cost of the permit will be billed to your account and is equivalent to all student/employee fees.

Temporary handicap permits may be issued while waiting for information from your physician. There is no additional charge for these permits.

Follow this link for the [Handicapped Parking Map](#).

accessible_parking_form.pdf	240.76 KB
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Campus Housing Accommodation Requests

If appropriate, adapted housing is available on campus upon request. Accessible rooms are available in many of our residence halls as well as rooms configured with visual or audible alarms. For consideration of any residence hall or apartment living accommodation, seek out the Center for Student Accessibility and complete the Housing Request form available in the Center for Student Accessibility, WHITLOCK 361. Contact the Center for Student Accessibility as soon as you apply to the University so that we can discuss the appropriateness of your request and inform the Office of Housing & Residence Life of your particular needs.

Once in your residence hall, please refer to your Residential Community Guide which include the Emergency Evacuation Procedure for persons with disabilities. Within these guidelines, you are to self-identify your disability status and preferred mode of communication to the Residential Hall Staff. This information is to be written on an index card and made available to the front desk for emergency room evacuation procedures. Kentucky State Law 164 requires universities provide campus housing and security authorities with an updated list of students with disabilities living in residence halls. In the case of an emergency evacuation, your room will be monitored for proper evacuation by either the Residential Staff, Public Safety or the Fire Department.

Individual Responsibilities

Individuals with disabilities are responsible for the following:

- Identifying your disability to the CSA Office.
- Meeting with the CSA Staff as soon as possible to document and plan for needed services.
- Obtaining the appropriate evaluations and professional reports needed which clearly state your medical condition and / or disability and bringing those to the Center for Student Accessibility.
- Obtaining letters of accommodation to give out to your instructors and others on a "need to know" basis.
- Meeting with instructors to discuss your needs and discussing about how those accommodations will take place.
- Completion of paperwork to obtain services.
- Adhering to CSA and ECU Housing & Residence Life policy on safe building evacuation
- Becoming your best "advocate" when asking for accommodations.
- Informing the Center for Student Accessibility when an accommodation is not in place which may adversely affect your success.

ABOUT YOUR DIAGNOSIS

Learning Disorders

A learning disorder is a permanent neurological disorder that affects the manner in which information is received, organized, remembered, and then, retrieved or expressed. Students with learning disabilities possess average to above average intelligence. The disability is demonstrated by a significant discrepancy between expected and actual performance in one or more of these basic functions: memory, oral expression, listening comprehension, written expression, and basic reading skills, reading comprehension, mathematical calculation or mathematical reasoning. Learning disorders are diagnosed by a clinical professional using the standards set forth in the Diagnostic and Statistical Manual of Mental Disorders - Fifth Edition (DSM-V). Learning Disorders are diagnosed into three major learning categories; written expression, mathematics and reading comprehension.

Documentation

Documentation of a Specific Learning Disorder should be presented to the Center for Student Accessibility. For guidelines, refer to the "Guidelines for Documentation of a Specific Learning Disorder." [Guidelines](#) may be obtained online or in the Center for Student Accessibility. Once documentation is presented and eligibility is established, the Center for Student Accessibility, along with the student, will discuss reasonable accommodations.

Accommodations may include:

- Digital Book Requests: Please complete the digital book request form.
- Priority seating
- Tape record lectures
- Testing accommodations: scribe, extended time, separate testing space, computer word processing software
- Please provide an advanced notice of 5 business days of class or exam schedule changes

Deaf/ Hard of Hearing

Deafness and hearing loss are explained in terms of decibels and common sounds. A person with deafness may have a severe loss (60 - 95 dB) or a profound (over 95 dB) hearing loss. They may hear loud sounds such as a lawn mower or a jet at 1000 feet, but cannot hear speech. Deaf individuals often adapt to speech visually

Deafness and Hard of Hearing (DHH)

Deafness and hearing loss are explained in terms of decibels and common sounds. A person with deafness may have a severe loss (60 – 95 dB) or a profound (over 95 dB) hearing loss. They may hear loud sounds such as a lawn mower or a jet at 1000 feet, but cannot hear speech. Deaf individuals often adapt to speech visually through lip reading and / or use sign language. Those individuals who are hard of hearing may have a mild to moderate loss (25- 60 dB). They can hear some sounds and are able to hear speech if it's amplified. Often, individuals with hearing loss adapt with the use of hearing aids or assistive listening devices. All deaf and some hard of hearing individuals are a part of the Deaf community.

Documentation

Documentation of a Hearing Loss includes presenting the CSA Office with a copy of a complete audiogram. This audiogram will allow the Interpreter Coordinator to discuss services best suited to your needs.

Accommodations may include:

- Preferential seating in front of the class
- Written supplement to oral instructions, assignments and directions
- Visual aids as often as possible
- Requests that speaker face class during lectures and repeat instructions as needed
- Use of note taking software
- Peer not taker if recommended by medical or mental health professional
- Interpreting services
- Test accommodations

If you want to know more about deaf or hard of hearing services...

- If you are requesting an interpreter, please plan in advance. Contact the CSA-Interpreter Coordinator, located in Mattox 321 to discuss services or call 859-622- 2937. Obtain the Interpreter Request form online at from the office or print a copy from the web site listed below. Return as soon as possible.
- If you are requesting note taking services, please contact the CSA Office for our free note taking software.
- Services Web page: [Deaf and Hard of Hearing Services](#).
- For more information on the CSA Deaf and Hard of Hearing Office, read our [DHH Student Handbook](#)

Speech and Language Disorders

Speech and language disorders may result from hearing loss, cerebral palsy, learning disabilities, or physical conditions. The disorder may result in stuttering, problems with articulation, voice disorder, or aphasia.

Documentation

Students desiring to provide the Center for Student Accessibility with disability documentation based on a Speech and or Language Disorder should consider the following:

1. Documentation should be provided to the CSA Office before services are rendered.
2. Documentation can be in a letter form or a copy of an evaluation completed by a licensed professional or physician who is or has given treatment or established a diagnosis. The letter or evaluation should be typed, dated and on official letterhead.
3. Documentation must contain these elements; date first diagnosed, observations or tests used in diagnosis or treatment, most recent diagnosis (within three years), types of treatment, severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations for academic accommodations or physical access that the student may need for course work or campus life. Documentation guidelines are available in the Center for Student Accessibility located in WHITLOCK 361.

Accommodations considered are; modifications of assignments such as one-on-one presentations, alternatives to speaking out loud in class or use of computer with a voice synthesizer. Additional modifications considered are substitute methods of course work proficiency to replace oral class reports.

Knowing more about speech and language impairments...

- Speech and language impairments may be managed by using computerized voice synthesizers or electronic speaking machines.
- Speech therapy is frequently used to improve certain disorders.
- Anxiety and stress often accompany oral communication and exacerbate the problem.
- Students with speech and language impairments may speak slower in class and should be given more time to express thoughts.
- Interrupting or completing a sentence for the student is not helpful and may lead to embarrassment.
- It is appropriate to ask the student to repeat the statement.

Psychological Disorders

Psychological disorders cover a wide range of disorders such as anxiety, depressive, and personality disorders. In most cases, disorders are controlled by using a combination of medications and psychotherapy. An individual diagnosed with any psychological disorder may self - disclose to the Center for Student Accessibility Coordinators or Senior Director and discuss how their particular disorder may adversely affect their academic endeavors. To qualify for services, individuals with a psychological disorder must provide documentation which indicates that the disorder is in fact a disability under the ADA and Section 504 of the Rehabilitation Act of 1973. An increasing number of court cases have set precedents for reasonable accommodations for these types of disabilities. [Documentation Guidelines](#) can be found online, or at the Center for Student Accessibility, Whitlock 361.

Documentation

Individuals desiring to provide the Center for Student Accessibility with documentation based on a Psychological Disorder should consider the following:

1. Documentation should be provided to the CSA before services are rendered.
2. Documentation can be a letter form or in the form of an evaluation completed by an attending licensed therapist and or psychiatrist who is or has given treatment or established a diagnosis. The letter or evaluation should be typed, dated and on official letterhead paper.
3. Documentation must contain these elements; date first diagnosed, observations and or tests used in diagnosis or treatment, most recent diagnosis (within one year), types of treatment severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations for academic accommodations or physical access that the individual may need for course work or campus life. Documentation guidelines are available in the Center for Student Accessibility, WHITLOCK 361.

Accommodations may include:

- Extended time for exams and / or a quiet testing area with a proctor
- Seating arrangements that enhance the learning experience of the student
- Sonocent note taking software
- Special considerations for housing arrangements
- Seating arrangements that enhance the learning experience of the student

Orthopedic / Mobility impairments

A variety of orthopedic / mobility related disabilities result from congenital conditions accidents, or progressive neuromuscular diseases. These disabilities include conditions such as spinal cord injuries (paraplegia, quadriplegia), cerebral palsy, spina bifida, amputation muscular dystrophy, cardiac conditions, cystic fibrosis, paralysis and stroke. Functional limitations and abilities vary greatly and can best be determined by a case-by-case basis. [Documentation Guidelines](#) may be found on our website, or at the CSA Office, Whitlock 361.

Documentation

Students desiring to provide the Center for Student Accessibility with disability information based on a physical impairment should consider the following.

1. Documentation should be provided to the CSA Office before services are rendered
2. Documentation can be in letter form or a copy of an evaluation completed by a licensed medical professional, licensed physical therapist or rehabilitation center. The letter or evaluation should be typed, dated and on letterhead paper.
3. Documentation must contain the these elements; date of first diagnosis or date of accident, observations and or tests used in diagnosis or treatment, (within three years for progressive and limited impairments, original document for permanent disabilities) types of treatment, severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations or physical access that the student my need for course work or campus life. Documentation guidelines are available in the Center for Student Accessibility, Whitlock 361.

Accommodations may include, but are not limited to:

- Accessible location for the classroom and place for faculty to meet with student
- Special seating arrangements
- Note taking software, use of tape recorders, laptop computers, digital books
- Test accommodations: extended time, separate testing space, scribe, access to word processors
- Assistive technology: Screen reader software, low vision technology
- Accessible lab tables
- Accessible parking areas and accessible campus map
- Modified physical education classes that allow student to participate within abilities

Blindness/ Visual Impairments

Visual impairments include disorders in the sense of vision that affect the central vision acuity, the field of vision, color perception, or binocular visual function. The American Medical Association defined legal blindness as visual acuity not exceeding 20/200 in the better eye with correction, or a limit in the vision that is less than a 20 degree angle (tunnel vision). Legal blindness may be caused from tumors, infections, injuries, retrolental fibroplasia, cataracts, glaucoma; diabetes, vascular impairments, or myopia. Visual disabilities vary greatly. Some students may require a guide dog or cane, while others may not require any mobility assistance.

Documentation

Persons with Blindness are not required to document this condition, unless requested by the Center for Student Accessibility. Individuals desiring to provide the Center for Student Accessibility with disability documentation based on a Visual Impairment should consider the following; 1. Documentation should be provided to the Center for Student Accessibility before services are rendered. 2. Documentation can be in a letter form or a copy of an optical evaluation from a licensed optician or a client report of eligibility from the Department of the Blind. 3. Documentation should include the following elements: date first diagnosed, tests and observations made to make diagnosis, most recent diagnosis (within one year) types of treatment, severity and impact of impairment upon the student in a postsecondary environment. It should also include any recommendations for academic accommodations or physical access that the student may need for course work for campus life. Documentation guidelines are available in the Center for Student Accessibility, WHITLOCK 361.

Accommodations may include:

- Digital Book Requests: Please complete the digital book request form.
- Priority seating
- Tape record lectures or use of personal Braille note takers or Braille computer
- Hand out materials in format that the student requires for access
- Testing accommodations: scribe, extended time, separate testing space, computer word processing software, magnification system
- Lab assistance
- Materials presented on board or on transparencies read aloud
- Please provide advance notice of class or exam schedule changes

Attention-Deficit/Hyperactivity Disorder

ADD is officially called Attention - Deficit / Hyperactivity Disorder and is a neurologically based medical problem. It is characterized by a persistent pattern of inattention and / or hyperactivity - impulsivity which has been found to cause maladaptive behavior in one or more major life activity. The results can lead to lifelong struggles. The criteria for making a diagnosis of ADD may be found in the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition, (DSM-V). The terms ADD and ADHD are often used interchangeably.

Documentation

Students desiring to provide the Center for Student Accessibility with disability documentation based on AD/HD should either provide the office with a current educational evaluation that meets the disability documentation guidelines. ADD [Documentation Guidelines](#) can be found online or picked up from the Center for Student Accessibility, Whitlock 361.

Accommodations and possible strategies for those with AD/HD may include:

Continue to educate yourself regarding ADD, strategies and accommodations that might be useful. Use a trial –and- error approach. Sit toward the front of the classroom to help you focus. Use a tape recorder or consider note taking software for class. Take time to get to know your faculty and disability support staff and seek them out to request any accommodations or assistance needed. Keep a planner, assignment book or electronic scheduler and a monthly at-a-glance calendar to post all class assignments, quizzes and tests. Plan for your study time as well. Pick out quiet and comfortable areas to study. Generally, your residence hall room is not an ideal place to study. Take frequent breaks to get physical movement and refresh yourself. Ask questions if you do not understand an assignment. Also, find out where and how your instructors can be reached. Visit your instructors to ask direct questions and clarify test material. Think about your semester schedule. Is there at least one class that is of high interest to you? Try to find a balance in your required course work and those classes of which you would highly enjoy.

Note: Accommodations for students with AD/HD include the same as listed for students with learning disabilities. See page 10 for accommodations.

Traumatic Brain Injury (TBI)

Head injury is one of the fastest growing types of disabilities especially in the age range of 15 to 28 years. Over 500,000 cases are reported hospitalized each year. There is a wide range of differences in the effects of a TBI, but in most cases functions that are affected include; memory, cognitive/perceptual communication, speed of thinking, communication, spatial reasoning, conceptualization, psychosocial behaviors, and motor and physical abilities.

Documentation

Students who wish to apply for services at the Center for Student Accessibility should use these [Documentation Guidelines](#) available on our website and at our office, Whitlock 361.

Students with a TBI should consider the following:

1. Documentation should be provided to the Center for Student Accessibility before services are rendered.
2. Documentation should be in a letter form or a copy of an evaluation completed by a licensed professional or physician who is or has given treatment or established a diagnosis. The letter or evaluation should be typed and on professional letterhead paper.
3. Documentation should contain these elements; date of diagnosis or accident, tests and observations, most recent diagnosis or functional limitations, severity and impact upon student in an educational setting. It should also include any recommendations for the student's academic course work and special physical accommodations for campus life.

Special considerations for students with Traumatic Brain Injuries:

- Plan ahead. Take a close look at the college campus and route out your semester schedule. Go from building to building in establishing the most suitable and efficient way from class to the next class.
- Establish your support system. Talk to support staff at the Center for Student Accessibility to establish services and letters of accommodations. Discuss your needs and learning style with your professors, making sure everyone understands the way in which you learn best.
- Work carefully at establishing particular learning strategies that work for you. Strategies could include mnemonic devices, tape recorders, daily lists, and flashcards, pre-reading class material, making visual maps and making weekly or monthly study guides.

Pregnancy

Pregnancy is not considered a disability and therefore it is not covered by the Americans with Disabilities Act. However, pregnancy is covered by Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq.

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter “schools”) receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

If you are seeking accommodations due to pregnancy you would contact the Title IX Coordinator in the Office of Equity and Inclusion. The contact information is listed below for your convenience.

John W. Dixon, J.D.

Director

Department: Office of Equity and Inclusion

Office: Jones 416A

Mailing Address: Coates CPO 37; Richmond, KY 40475-3102

Email: john.dixon@eku.edu

Phone: +1.859.622.8221

Office Hours: M-F 8:00-4:30

Other Health Related Disabilities

A large number of people registered or working at ECU have disabilities that do not necessarily fit into the major categories we've just discussed but are covered by Section 504 and the ADA. The degree to which these conditions affect either a student in an academic setting or an individual in their job performance vary greatly and will help in determining if the condition may be considered a disability. Initially some conditions may not be considered a disability, but if the condition progresses, it may at a later date.

A partial list of these conditions may include:

- Allergies and Asthma
- Cardiovascular disorders
- Cerebral palsy
- Chronic pain
- Diabetes mellitus
- Epilepsy
- Lupus
- Muscular dystrophy
- Neurological Disorders
- Renal - kidney disease
- Sickle cell anemia
- Stroke
- Tourette's syndrome
- Respiratory disorder

Documentation

Students who wish to apply for services at the Center for Student Accessibility should use these [Documentation Guidelines](#) available on our website and at our office, Whitlock 361.

1. Documentation should be provided to the Center for Student Accessibility before services are rendered.
 2. Documentation can be in a letter form or a copy of an evaluation completed by a licensed professional or physician who is or has given treatment or established a diagnosis. The letter or evaluation should be typed and on official letterhead paper.
 3. Documentation must contain as many of these elements as possible; date first diagnosed, a listing of tests and evaluations performed to make diagnosis, most recent diagnosis (within one year) types of treatment, severity and impact of impairment upon the individuals work or educational process. It should also include any recommendations for academics or within the job setting. Documentation guidelines are available in the Center for Student Accessibility.
- Note:* Accommodations for students with other health related issues may include the same as listed for students with learning disabilities. See page 10-17 for accommodations.

UNIVERSITY RESOURCES

Support Personnel

Eastern Kentucky University is committed to offer individuals with disabilities equal access to University programs and services. If you would like to request academic and/or campus accessibility, or discuss any particular problems you may have, the following individuals are available to discuss your particular needs.

Senior Director	Whitlock 361	622- 2933
Interpreter Coordinator	Mattox 322	622- 2937
ADA Coordinator	Jones 416C	622- 8221
Office of Equity & Inclusion	Jones 416C	622- 8221

EKU Counseling Center

The EKU Counseling Center is committed to the promotion and celebration of diversity in all of its forms. We seek to provide a safe, welcoming, and affirming environment for all persons that seek our services-our doors are open to ALL CURRENTLY ENROLLED EKU STUDENTS!

Counseling services are provided at no cost for students who are eligible. These services are confidential as delineated by Kentucky State Law and American Psychological Association (APA) Code of Ethics.

EKU Counseling Center

521 Lancaster Avenue
CPO 52, Whitlock Building Room #571
Richmond, KY, 40475-3152
Phone: (859) 622-1303

Noel Studio for Academic Creativity

The Noel Studio for Academic Creativity is an integrated support service for writing, communication, and research. Our primary service is the consultation, but we also offer technologically sophisticated spaces conducive to the development of creative and effective communication.

If you would like to learn more about the consultations, visit [About the Consultations](#). If you would like to know more about the spaces and technology available in the Noel Studio, see [About the Space](#). If you would like to make an appointment or book a Breakout Room or Presentation Practice Room, see [Scheduling an Appointment](#).

In addition to the consultations, spaces, and technologies available in the Noel Studio, we host events and workshops designed to help you improve your writing, communication, and research practices.

Psychology Clinic

The Psychology Clinic is a training, service, and research facility operated by the Department of Psychology at Eastern Kentucky University. ECU's Psychology Clinic provides psychological testing, as well as intellectual assessment and academic assessment for children, adolescents, and adults.

EKU Psychology Clinic

521 Lancaster Ave.
Cammack Building Basement
Richmond, KY 40475
Phone: 859-622-1105
robert.brubaker@eku.edu

Speech Language Clinic

The Eastern Kentucky University Speech-Language-Hearing Clinic (EKU-SLHC) is an integral part of the clinical program of Communication Disorders at ECU. We are located on the second floor of the Wallace Building. We are dedicated to serving individuals with communication delays and disorders. The ECU-SLHC provides speech-language pathology services to more than 100 clients each school year, including summers. We offer a full range of diagnostic and therapy services in speech-language pathology for both children and adults. As part of a nationally accredited University Program, our diagnostic and therapy services are provided by upper level undergraduate and graduate student clinicians, under the direct supervision of nationally certified speech-language pathologists.

EKU Speech-Language-Hearing Clinic

521 Lancaster Avenue
245 Wallace Building
Richmond, KY - 40475
Phone: (859) 622-4444

EKU Student Success Center

Your One-Stop for Success!

Located on the first floor of the Crabbe Library, the Student Success Center is designed to serve as a one-stop-shop where students can get assistance with an array of areas like course work, financial aid, study skills, choosing a major, course registration, stress management, and much more.

See the Chellgren Success Series page for detailed information about workshops geared toward helping students with study skills, choosing a major, reading in college, stress and anxiety, major-specific areas, and more.

To learn more about our services and our space, [watch this brief video](#).

Tutoring Lab/ Tutors Offered:

The CSA tutoring lab, located in Whitlock 361, is open 9:00am-4:30pm, with our tutors scheduled throughout the day. Our office currently staffs 6 tutors. We require that they are able to tutor basic general education classes such as math, English, introductory science, and writing. Some tutors are able to help with more in-depth classes because of their major, but this is not a requirement in our lab.

If you feel you work better with a specific tutor, you may block off time with that tutor during their working hours. This will ensure that they are able to work with you during this time.

Committees and Appeals

The Center for Student Accessibility offers several avenues by which an individual can discuss problems, make recommendations to the campus at large or appeal a decision. **Before taking any action we strongly encourage you to take a first step by discussing your complaint, one- on- one, with a member of our professional staff.**

The following offices and / or committees are a part of the appeals and recommendation to campus process for individuals with disabilities;

ADA/Section 504 Coordinator

This individual is responsible for ensuring that all individuals with disabilities on campus are treated fairly and receive the accommodations deemed appropriate for their diagnosis. If you feel you have not been treated fairly and have exhausted all your resources, the Senior Director of the CSA office may request that the ADA Coordinator review your case.

ADA Compliance Committees

These two University appointed committees address students with disabilities appeals, the other serves our faculty and staff with disabilities. Both committees are administered under the authority of the ADA Coordinator. The committee for student appeals is designated to hear cases regarding course waivers and substitutions, appeals from academic dismissals and housing appeals. The committee for faculty and staff hear appeals from decisions concerning job related accommodations. If you wish to present a case to the committee, you should first discuss your case with the Accessibility Coordinator.

ADA Awareness and Accessibility Committee

The ADA Awareness and Accessibility committee serves the University in several capacities. First, the committee sponsors special events like the annual Disabilities Awareness Days and brings special speakers to campus. Secondly, the committee hears and discusses campus accessibility issues and makes recommendations to the campus at large by communicating disability needs to the university administrators, staff, faculty, and student body. The committee meets on a monthly basis during the fall and spring semesters. Membership is by appointment, but anyone interested in disability issues may attend the meetings. Student representatives with disabilities are always welcome.

Financial Assistance Appeals

Individuals who experience an exacerbation of an illness or a sudden onset of an impairment that causes them to request an administrative withdraw from school or cause irreparable damage to their academic standing may meet with the Disabilities Coordinator to discuss their particular situation and possible options. Such situations are considered on a case-by-case basis and may receive support from the Center for Student Accessibility.

EKU Policy and Regulations

[Reasonable Accommodations Policy and Appeals Procedure](#)

Americans with Disabilities Act (“ADA”)/Section 504 of the Rehabilitation Act Compliance Regulation and Appeal Procedures. The complete EKU Policy and Regulations Guidelines can be found at: [Reasonable Accommodations Policy and Appeals Procedure](#) 1.3.4R

Statement

Eastern Kentucky University has a desire and a legal and educational obligation to provide equal access to University resources, coursework, programs, and activities as well as employment opportunities for all qualified individuals.

The Center for Student Accessibility (CSA) is the office responsible for establishing disability eligibility criteria, making disability eligibility determinations, and establishing appropriate Reasonable Accommodations for students, guests, and visitors, as appropriate.

The Office of Human Resources (HR) is the office responsible for establishing disability eligibility criteria, making disability eligibility determinations, and establishing appropriate Reasonable Accommodations for employees, guests, and visitors, as appropriate.

This regulation references EKU Policy 1.4.1P, Non-Discrimination and Harassment. Employees or students who believe that they have been subject to discrimination on the basis of disability may file a complaint with the Office of Equity and Inclusion, Jones 416 CPO 37A, (859) 622-8020 (V/TTY).

Procedures

Otherwise Qualified Individual with a Disability Determination An individual who may require a Reasonable Accommodation(s) must first be determined as an Otherwise Qualified Individual with a Disability under the Americans with Disabilities Act of 1990 and Amendments Act of 2008 (“ADA”) or Section 504 of The Rehabilitation Act of 1973, as amended (“Section 504”).

For students or employees to be evaluated for a determination as an Otherwise Qualified Individual with a Disability under such laws and this regulation, employees or students are required to provide the following information.

- Students: a completed application for services available at: [Apply for Services](#)
And
- Documentation in accordance with the guidelines set forth by the CSA. The CSA documentation guidelines can be obtained at the CSA Office, Whitlock 361, or found on the CSA webpage at: [Apply for Services](#)

[EKU Policy and Regulations 1.3.1P Service & Assistance Animals](#)

Service & Assistance Animals on Campus

Eastern Kentucky University recognizes the importance of Service and Assistance Animals to individuals with disabilities, and is committed to providing reasonable accommodations; fulfilling its responsibilities under federal, state, and local laws and regulations; ensuring the health and safety of the University Community, Guests and Visitors; and preserving the integrity of University Property.

In accordance with the Americans with Disabilities Act as amended (ADA) and Section 504 of the Rehabilitation Act, the University is committed to allowing individuals with disabilities the use of a Service Animal on University Property to facilitate full participation and equal access to the University's programs and activities. Under federal law, individuals are not required to contact the University in order to have a Service Animal on University Property and may be used without written permission.

In accordance with the Fair Housing Act (FHA), the University is committed to allowing Assistance Animals in University Housing Residences to provide for the emotional support of students with disabilities under certain conditions.

This policy is designed to provide the University Community, Guests and Visitors with guidelines for the use of Service Animals and Assistance Animals on University Property.

EKU defines Service Animals as a dog trained to perform one or more tasks due to a documented disability.

EKU defines Assistance Animals as an animal used for emotional support of students with disabilities when recommended by a medical or mental health professional and can be any number of types of animals. Assistance Animals may be considered for access to University Housing, but are restricted from many areas of University Property. These animals are not covered under the ADA but do have recognition under the FHA.

Students with Service or Assistance Animals must review and comply with the [EKU Policy and Regulations 1.3.1P Service & Assistance Animals](#). **It is not required**, but may be beneficial to the handler of a Service Animal to disclose information verifying the Service Animals training and certification. Students requesting permission for an **Assistance Animal are required to** apply for services with the Center for Student Accessibility. They must also complete an animal verification form, provide vaccination records from a licensed veterinarian, and meet with a CSA staff member to complete the Emotional Support Animal Acknowledgement form.

UNIVERSITY RESOURCES

Campus Accessibility

All major offices are physically accessible. If you find that a particular office or activity is not readily accessible please contact the Center for Student Accessibility. Specific routing information is available by calling 622-2933 or by visiting CSA Office Whitlock 361. An accessible campus map is available in the above - mentioned locations and also at the Admissions Office, Public Safety and the Powell Information Desk.

Graduation Exercises/Campus Events

Students' with disabilities who are graduating and need to inform us of special mobility access to graduation sites are invited to inform their particular colleges and the Disabilities Coordinator of such need. If family members are visiting the campus for graduation or other campus - wide events and physical access or an interpreter is needed, call the Interpreting Office at Mattox 321, 622- 2937.

Campus Safety: Campus Call Boxes

Emergency call boxes are located in the following strategic locations. These call boxes are to be used if you feel your personal safety is at risk or to report crucial information to the campus police. To activate the box, press the center button and speak into the microphone. For those who are deaf or hard of hearing, speech is NOT needed to activate a response. Dispatchers and/ or the campus police will respond when the button is pressed. A blue light is also activated at the top of the call box pole.

Kit Carson Drive @Baptist Student Union
Kit Carson Drive @ Madison Drive
Kit Carson Drive @ Powell Service Drive
Burnam Lot @ Clay Hill
Kit Carson Drive @ Dizney Building
Avenue
John Hanlon Drive @ Dizney Lot
Begley Lot – Southwest corner
Ashland Lot
Perkins Building
AC Lot @ Kentucky State Police Post

AC Building – Southeast corner
Park Drive @ Todd & Dupree
Keen Johnson near Powell
Combs Building near Weaver
University Drive @ Lancaster

Miller near Library
University Drive @Whalin
Crabbe Street @ Foster Bldg.
Ravine @ Jones Lot
Lancaster Lot

Appendix A



Center for Student Accessibility

Research tells us that faculty are the key to student retention and success. Each interaction, inside and outside of the classroom, brings our students closer to graduation. The CSA office appreciates your dedication to all EKU students. If we can be of any assistance please do not hesitate to contact us.

CONFIDENTIAL MEMORANDUM

DATE: July 17th, 2019

REASON: **Academic Adjustment Letter, AY 19.20**
This letter will serve the student throughout the 2019-2020 academic year, unless changes are needed. If this occurs, the student will need to contact the Center for Student Accessibility immediately for assistance.

FROM: **CSA Staff Name, Title**
EKU Center for Student Accessibility

STUDENT: **Isa Colonel**
EKU ID#: **99912345**

The above mentioned student has requested academic adjustments through the EKU Center for Student Accessibility. The student is eligible for services under the Americans with Disabilities Act, as amended and Section 504 of the Rehabilitation Act of 1973 as amended. Under these laws, Eastern Kentucky University is obligated to provide appropriate reasonable accommodations to students with disabilities.

Please discuss with the student how each accommodation will be implemented. The student is also encouraged to contact the instructor.

- **Extended time (time and one-half) for tests and quizzes in a low stimulus environment.**
- **Lecture notes or outlines, if available.**
- **Use of a digital recording device or laptop for notetaking purposes.**

Please discuss accommodations, or questions regarding the manner in which the accommodations will take place, **PRIVATELY**.

THE CENTER FOR STUDENT ACCESSIBILITY OFFICE IS LOCATED IN THE WHITLOCK BUILDING –THIRD FLOOR, ROOM 361. TO MAIL A TEST, SEND TO: CSA OFFICE, WHITLOCK CPO 66. TESTS MAY BE EMAILED TO ACCESSIBILITY@EKU.EDU. If you need further assistance or would like to use the CSA Office test proctoring service, please call the Office 859-622-2933.

Appendix B



Center for Student Accessibility

Testing Accommodations Request and Approval Procedures

Receiving testing accommodations is a standard academic adjustment for many students. Granting this accommodation comes with responsibilities for the student, faculty, and CSA office. Below you will find the necessary steps for requesting testing accommodations, as well as your responsibility as a student to receive these accommodations. ***Failure of the student to follow these procedures may result in the denial of testing accommodation requests.*** Please initial at the end of each statement. This will signify that you have read, understood, and agree to follow these processes.

Student's Printed Name: _____ Student's Email: _____

7. Students **MUST** use the CSA Exam Scheduling Form. Failure to do so will result in testing accommodations being denied.
8. Students **MUST** request the accommodation five business days in advance. Weekends **DO NOT COUNT**. (Example: If you have an exam on Wednesday morning, November 14th, at 10am, a request must be received by CSA at or before 10am, Wednesday, November 7th.)
9. Exams will only be given on the same day and time as your class is scheduled to take the exam. Any rescheduling must be approved by both the professor and CSA. Exam dates/times may be adjusted due to course schedule conflicts; however, adjusting exam dates/times due to preference is not permitted. Circumstances such as family or medical emergencies will be considered for test rescheduling.
10. By default, we add extended time to the end of the test. If you have class immediately following, we will add extended time to the front of the test so you can end on time and get to class.
11. Final Exams: Testing Request Form must be submitted no later than Dec. 4th 2019 @ 4:00pm.

Student Signature

Date

CSA Representative

Date

Appendix C

Dear Student,

You are receiving this form following the signing of the testing contract. As described in the contract, this form must be **completed and submitted no later than 5 business days in advance**. For Final Exams there is a designated date that this form must be submitted by, the date is listed on your testing contract and on our website.

STUDENT NAME	FACULTY/ PROFESSOR	Course	Quiz or Exam	DATE AND TIME THE CLASS WILL TAKE THE EXAM			DATE AND TIME YOU'RE REQUESTING TO TAKE EXAM	
				Date	Class Start Time	Class End Time	Date	EXAM Start Time

Please complete this form and return to accessibility@eku.edu

COMMENTS:

Appendix D



EASTERN KENTUCKY UNIVERSITY

Center for Student Accessibility
PH: (859) 622-2933
Fax: (859) 622-6794
www.accessibility.eku.edu

Serving Kentuckians Since 1906

Whitlock 361, CPO 66
521 Lancaster Avenue
Richmond, Kentucky 40475-3102
accessibility@eku.edu

CSA Documentation Guidelines for ESA Request

The Center for Student Accessibility (CSA) provides independent eligibility determinations to enable students to receive reasonable accommodations pursuant to the Americans with Disabilities Act (ADA), as amended (ADAA), Fair Housing Title VIII of the Civil Rights Act of 1968, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. A student must provide CSA with sufficient and appropriate disability documentation, and documentation must be provided prior to the onset of a request for accommodation. Once disability documentation is evaluated by the CSA professional staff, accommodations may be provided.

1. Documentation must be formatted as a professional letter containing the elements listed below or documentation submission may be a copy of a recent evaluation which has been completed by a licensed professional, physician, or specialist and/or who has recently provided treatment.

2. Documentation must be typed, signed, and dated by a professional with appropriate credentials and on official business letterhead and must contain these elements:

_____ **DIAGNOSIS** – Have your treating physician, psychologist or LCSW to state the medical or psychological impairment in DSM-V format. You must have a long-standing (6 months or longer) relationship with your practitioner.

_____ **DATE FIRST DIAGNOSED** - establish an initial date when a diagnosis was made.

_____ **SEVERITY OF CONDITION** - explain manner and degree of how the impairment affects the individual (Example: loss of hearing is considered mild, moderate, or profound).

_____ **RELEVANT TESTS AND OR MEASUREMENTS** used in establishing a diagnosis.

_____ **METHODS OF CURRENT TREATMENT** - include current use of any medications and possible side effects which may adversely interfere with cognitive functioning, ability/inability to control symptoms, pain management system, or current rehabilitation efforts.

_____ **IMPLICATIONS FROM THE CONDITION** which may adversely affect the individual as a student or as an employee in a postsecondary educational environment and/or living or working on a college campus.

_____ **RECOMMENDATIONS** for academic and campus living accommodations.

_____ **VACCINATION RECORDS** must be current and verification provided.

Appendix E



EASTERN KENTUCKY UNIVERSITY

Serving Kentuckians Since 1906

Center for Student Accessibility
PH: (859) 622-2933
Fax: (859) 622-6794
www.accessibility.eku.edu

Whitlock 361, CPO 66
521 Lancaster Avenue
Richmond, Kentucky 40475
accessibility@eku.edu

Assistance Animal Verification Form

Student Name:

This form must be completed by a licensed professional. Please answer all of the questions to the best of your professional ability:

1. Is the individual seeking the approval of a support animal a person with a disability, meaning the individual has a physical or mental impairment that substantially limits one or more of the person's major life activities? Yes No

2. What is the specific diagnosis that requires the prescription of a support animal?

3. Please explain how the Assistance Animal helps with the coping of the disability and/or improves the symptoms of the disability. (attach additional documentation if necessary)

4. How long have you worked professionally with this individual?

5. What type of animal is being prescribed to support this individual?

6. How long has the individual had a relationship with this animal?

6a. If the individual does not currently have a relationship with the animal, please describe how the introduction of this animal will be beneficial in addressing the symptoms caused by their disability. What strategies will be utilized to minimize the stress to the student caused by the animal? (attach additional documentation if necessary)

7. Is the prescription of this animal necessary and required for this individual to live in the residence halls at Eastern Kentucky University? Yes No

Printed Name:

Signature:

Date:

Professional Title:

State License/Certification:

Address:

City/State/Zip

Phone Number:

Fax:

Appendix F

You and Your ESA

At Eastern Kentucky University's Center for Student Accessibility, we evaluate applications and documentation for a variety of physical differences, mental health issues, and learning differences. The Americans with Disabilities Act serves as our guide in this process. The ADA does not sanction the use of emotional support animals; the Fair Housing Act regulates these laws. Therefore, the Center for Student Accessibility acts as a liaison between the student requesting an emotional support animal, and our residence housing office.

As the handler responsible for the care of your support animal, and the person responsible for being aware of and following campus housing regulations, I wanted to remind you of a few of these stipulations in particular. I have selected the items below because of infractions that have already occurred this academic year. Following these and all rules and regulations will ensure a positive relationship with your hall mates, as well as resident housing. In addition, it ensures that your support animal will remain on campus. Compliance with **all** rules and regulations is a requirement of campus residents approved to have emotional support animals. Remember, this is a contract between you and Eastern Kentucky University. Non-compliance with even one regulation will void this contract. Please see the full-list of policies stated in EKU's Service and Assistance Animal Policy 1.3.1P provided, and familiarize yourself with each.

Four Reminders:

1. Emotional Support Animals do **NOT** have permission to be in dining areas, classrooms, athletic complexes or any other campus facility, or event. The animal **has permission to be in your room only**. Exceptions are taking the animal outside to relieve themselves, or for exercise. Even during exercise, the animal must be under your control by voice commands or signaling.
2. You are the sole caretaker of your animal. Feeding, grooming, walking, and taking the animal out for relief is your responsibility.
3. You are responsible for removing your animal's waste from EKU grounds, and residence halls.
4. You cannot leave your animal in your room while you are away from campus for an extended period. This includes, weekends away from campus.
5. If you have the animal trained to become a service animal you must provide this information to CSA and Residence Life.

I, _____ have read and understand the above statement, and

PRINT NAME

received a copy of Eastern Kentucky University's Service and Assistance Animal Policy 1.3.1P.

Student Signature

Date

CSA Representative

Date