CALIFORNIA STATE UNIVERSITY, LONG BEACH

BOB MURPHY ACCESS CENTER

BMAC GUIDELINES FOR DOCUMENTATION

In order to register with the Bob Murphy Access Center (BMAC), students must provide supporting documentation containing a clear diagnosis from a treating professional for BMAC review and determination of appropriate accommodations and services. To assist students with the process of obtaining documentation from their treating professionals, disability documentation guidelines are to guide the treating professional in clearly communicating the student's disability limitations and needs. Students are encouraged to submit as much documentation as possible, even if the disability documentation does not meet all elements stated within BMAC guidelines (i.e. IEP or 504 Plan). Provisional BMAC services may be available during this process on a case-by-case basis.

A qualified healthcare professional may choose to submit a narrative report or other records if they contain all information listed in the documentation guidelines.

If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the University has the discretion to request additional documentation. If the student does not currently have a health care provider that can update documentation, BMAC staff can help the student identify local providers who may be of assistance.

Comprehensive documentation will include the following:

1. **Documentation Template:** Documentation should have the date of the report, written in English and printed on letterhead of the evaluator
2. **Verifying Professional Requirements:** The verifying professional's name, license number, or credential information.
    a. The verifying professional should have specific expertise related to the diagnosed condition.
    b. The verifying professional should not be related to the student.
3. **Diagnostic Criteria:** Documentation should be current, relevant, and comprehensive and demonstrate the substantial impact to one or more major life activities.
    a. Provide a clear diagnosis, including diagnostic sub-types (i.e. diagnostic DSM codes) where relevant, that describes the disability and provides information on the functional impact of the disability.
    b. Describe the diagnostic criteria, evaluation methods, procedures, and/or evaluations and dates of administration and the specific results. When appropriate, include detailed assessment reports and scores (i.e., audiograms, learning disability assessment results including score reports for administered tests such as WAIS-IV, WJIV, WRAT-4, Nelson Denny Reading Test, and/or other relevant measures of aptitude and achievement utilized to diagnose, etc.)
4. **Functional Limitations**: Describe how the symptoms result in a functional limitation that will impact participation in the academic program or activity. Please identify the scope of the symptoms in terms of severity, frequency, and pervasiveness.
    a. State whether the symptoms are stable and permanent or are subject to change and/or fluctuate over time and context. If cyclical or episodic in nature, please identify known or suspected environmental triggers to episodes. Include recommended timelines for re-evaluation as appropriate.
    b. Conditions that fluctuate may require more recent documentation. If absences from class or campus are anticipated, please identify the projected frequency and extent of each absence (i.e. misses class twice a month for 1-2 days each episode).

5. **Current Treatment**: Describe current treatment in the form of medication or therapy, as well as identify any significant side effects from current medications that may impact physical, perceptual, behavioral, or cognitive performance.
6. **Accommodations**: Describe current and past accommodations and/or services, if known. Please include their effectiveness in the functional impacts of a student's disability.
    a. Recommend reasonable accommodations for BMAC professional staff to consider that address the known functional limitations the student experiences as a result of their disability.

Note: All information and documentation submitted to BMAC is kept separate from academic records and is considered private under the Family Education Rights and Privacy Act (FERPA). HIPPA privacy and confidentiality guides do not apply to documents submitted to BMAC because they are not being used for treatment. Under FERPA guidelines BMAC cannot guarantee complete confidentiality as there may be times when sharing some information with other Long Beach State staff/faculty is necessary in the facilitation of the accommodation process.