THE COLLEGE IBS ACCOMMODATION PREPARATION CHECKLIST

Prepare Early. Communicate Clearly. Feel Supported.



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02

The College IBS Accommodation Preparation Checklist
Prepare Early. Communicate Clearly. Feel Supported.

Use this checklist to organize one university support request, from identifying barriers to checking that agreed arrangements are in place. Begin with the next action you can take.

Open, complete, save

- [ ] Download the PDF. Keep an untouched original and save a working copy for your semester.
- [ ] Open the downloaded copy in **Adobe Acrobat Reader** on PC, tablet, or phone. Other readers may work; first check their form and saving support. [6]
- [ ] Tap the square boxes to check tasks; tap white answer fields to type. Use short notes. For longer records, keep a separate private document.
- [ ] Test one field and one checkbox. Save, close, and reopen the same copy. Confirm both remain, then clear the test and save again.

Tap ROADMAP or QUICK CARD to jump; use < and > to move between pages. On a phone, use portrait view and zoom. Browser or messaging previews may not support forms. Print at “Fit” for paper use.

> **Scope and privacy.** Educational organization only; no medical or legal advice. This PDF is not clinical documentation or an official request form. Procedures and decisions vary; approval is not guaranteed. Keep health information private and follow your clinician’s care plan. Do not delay medical care to complete this checklist.

Your Preparation Roadmap

03

Tap a row to open that step. Page numbers include the cover. Mark a task only after it is complete; note “not applicable” in a nearby field when needed.

01 **MAP + ANTICIPATE**
Identify barriers and prepare support questions — **04-05**

02 **MAP + PREPARE**
Find your office, dates, and existing documents — **06-07**

03 **PREPARE**
Prepare the appointment and record the meeting — **08-09**

04 **NAVIGATE**
Log the submission and review the decision — **10-11**

05 **EMAIL TEMPLATES**
Professor + academic advisor — **12-13**

06 **NAVIGATE**
Follow up, verify, and address delays — **14-16**

07 **KEEP HANDY**
My Support Quick Card + semester reset — **17**

08 **REFERENCE**
Sources + publication information — **18**

The Campus Flare-Proof Method™: connect symptoms, your academic calendar, campus geography, and a response plan. Here, that means matching each access barrier to a question, contact, deadline, and confirmed next step. Preparation cannot promise a symptom-free semester.

Identify the academic barrier

04

Describe what makes participation difficult, not just the name of a condition. Choose one priority course or assessment to begin.

Semester / year

Priority course / assessment

Check the situations that need discussion

- [ ] Long classes, labs, or presentations make brief restroom exits difficult.
- [ ] Timed exams raise questions about breaks, re-entry, or the exam clock.
- [ ] Recurring symptom episodes affect attendance or assignment completion.
- [ ] Room location or a tight campus transition creates an access barrier.
- [ ] Another academic situation needs review: describe it below.

My priority barrier

Situation + what happens + effect on participation. No detailed symptom diary is needed.

> **Example:** “During a 90-minute exam, urgent restroom needs can interrupt my work. I need to ask how approved breaks, re-entry, and timing would be handled.” This describes a barrier; it does not establish eligibility.

Upcoming date + the first person or office to contact

Turn barriers into questions

05

These are discussion topics, not a list of benefits you are automatically entitled to receive. The office evaluates requests individually. [1, 2]

- [ ] **Restroom access:** ask whether brief exits, re-entry, or practical seating arrangements can address my barrier.
- [ ] **Testing:** ask how breaks, supervision, location, and time accounting would work if approved.
- [ ] **Episodic absences:** ask whether attendance flexibility is appropriate and how notification, limits, and missed work would be handled. [4]
- [ ] **Deadlines:** ask about any approved flexibility, its boundaries, and the steps required before using it.
- [ ] **Other settings:** if housing or dining creates a separate barrier, ask which office and process apply.

My priority question: barrier + support to discuss

What needs to be clarified for this particular course?

Include labs, participation requirements, exam rules, or other essential activities.

> **Keep the request focused.** A clinician’s recommendation informs review; it does not automatically authorize a specific arrangement. Confirm the decision and course implementation before relying on it. [2]

Find your office + deadlines

06

Start early. A personal target date is not an official deadline. Ask about lead times even when a formal cut-off is not listed. [1]

- [ ] Find my university’s disability/accessibility services page and official intake route.
- [ ] Confirm the contact, appointment options, and secure documentation channel.
- [ ] Check request, testing-booking, letter-sharing, and renewal requirements.

University / office name

Contact name / role

Official website + email or phone

Next exam / event date

Official requirement + deadline

My earlier action date

Appointment date / time / time zone

Lead time, source of the rule, and date checked

> **Do not wait for a perfect packet.** Ask whether you can begin a conversation while gathering documentation. Intake rules differ: some offices allow students to get started before provider documents are available. [3]

Gather what you already have

07

Check your own university’s instructions before arranging a new assessment or requesting a new letter. Documentation rules are institution-specific. [1, 5]

- [ ] List existing provider letters, reports, or other records that may be relevant.
- [ ] Ask what is required: format, provider credentials, recency, and functional-impact information.
- [ ] Ask whether prior support records are useful; do not assume a high-school IEP or 504 plan transfers automatically. [1]
- [ ] If something is missing, ask the office what is needed and discuss that request with my clinician.
- [ ] Store copies privately. Send only requested information through the verified channel.

My document inventory

Document 1: title / provider / date / private storage location

Document 1: meets requirements? What is missing or needs clarification?

Document 2: title / provider / date / private storage location

Document 2: meets requirements? What is missing or needs clarification?

> **No diagnosis or incomplete records?** Ask which intake or temporary-support routes are available. Do not self-diagnose or describe this checklist as medical evidence. Keep original records unchanged.

Arrive with the right questions

08

Check questions you want to ask. After the meeting, record answers on page 9; a checked question here means selected, not answered.

- [ ] How does your office assess my barriers, and what documentation do you need?
- [ ] What support options fit my courses, and what limits apply?
- [ ] If breaks are approved, how do restroom exits, re-entry, and exam timing work?
- [ ] Who issues and shares the accommodation letter? What must I do for each course or term?
- [ ] What lead times apply to exams, bookings, changes, and renewals?
- [ ] What information reaches instructors, and how is documentation kept private?
- [ ] What should I do if a request is delayed, declined, or not implemented?

My two priority questions / topics

Before the appointment

- [ ] Confirm the location or meeting link; prepare my barrier summary, relevant records, and course dates.

Meeting access / route / restroom option, if useful

Record the meeting

09

Use short, factual notes. If you are uncertain whether something was agreed or merely discussed, ask for clarification.

Meeting date

Staff member / role

What was discussed about my barriers and possible support?

What is confirmed? What is still pending?

Record the office’s wording; keep a copy of any written decision.

Additional document / action

Who will do it + by when?

Letter, instructor contact, and testing arrangements: next steps

- [ ] I confirmed how and when I will receive an update or written outcome.
- [ ] I recorded my next action and its date rather than relying on memory.

My next action + date

Log your submission

10

Keep this as your personal record. Submit the actual request through your university’s official process.

- [ ] Use the required university forms and verified submission channel.
- [ ] Check files are readable, correctly named, and relevant; review recipients.
- [ ] Keep a private copy of what I sent and any receipt or confirmation.

Submission 1

Date sent

Office / recipient / channel

Files sent / receipt or reference / remaining action / expected reply

Submission 2

Date sent

Office / recipient / channel

Files sent / receipt or reference / remaining action / expected reply

> **If there is no receipt:** verify submission using the official portal or office contact. Avoid sending duplicate sensitive records to several recipients. For additional entries, use a fresh working copy of this page.

Review the written decision

11

Keep “requested,” “pending,” and “approved” distinct. Ask the office to explain an unclear outcome before acting on an assumption.

Decision date + where I saved the official response

Outcome in the office’s words

Approved, pending more information, not approved, or another outcome.

Approved arrangements + scope + effective dates, if applicable

- [ ] Confirm which courses, settings, or assessments the decision covers.
- [ ] Confirm any limits, notice requirements, booking steps, and renewal dates.
- [ ] Confirm how the letter is shared and what remains my responsibility. [2, 3]

Implementation action + person responsible + deadline

If the request is pending or not approved: ask what information is missing, what alternatives may address the barrier, and whether a review or appeal route is available. Do not assume the request applies to past assessments. Go to page 16 for the next-action plan.

Email your professor

12

Use the first template after receiving an official accommodation letter. Replace every bracketed item; copy the text into your email app. This PDF does not send email.

After approval: confirm implementation

Subject: Accommodation implementation - [Course / section]

Dear Professor [Last Name],

I am enrolled in [course / section]. I have shared my accommodation letter through [official process]. Could we confirm how [approved arrangement] will be implemented for [class / assessment] on [date]?

I would appreciate clarification on [specific logistics, such as restroom exit, re-entry, and time accounting, if covered by the letter]. Please let me know whether any booking or advance notice is required.

If there are implementation questions, we can coordinate with [office / access consultant].

Thank you,
[Name]

While a request is pending

Subject: Course planning question - [Course / section]
Dear Professor [Last Name], I am discussing a health-related access issue with [office]. My request is still under review. With [assessment / date] approaching, could you clarify the existing course procedures for [specific issue] and whom I should contact? I understand that any exception or interim arrangement needs confirmation. Thank you, [Name].

- [ ] Check the course, date, approval status, recipient, and requested next step.
- [ ] Share the official letter as instructed. Keep medical records within the office’s process; avoid unnecessary diagnostic detail.

My email customization notes + planned send date

Email your academic advisor

13

Ask for academic planning and the correct referral. Your advisor’s role may differ from that of the office responsible for formal accommodations.

Planning and coordination template

Subject: Academic planning support - [Semester / course]

Dear [Advisor Name],

I would like help planning around a recurring health-related access barrier affecting [brief academic impact]. I am [planning to contact / working with] [disability or accessibility office].

My immediate concern is [course, assessment, or deadline] on [date]. Could we discuss available academic planning options and which office handles [specific issue]?

I would also like to understand the relevant deadlines and possible consequences before considering any schedule or course-status change.

Could we meet at [two possible times], or could you suggest the next contact?

Thank you,
[Name]

- [ ] Describe the academic impact and ask for one clear next step.
- [ ] Check current dates and avoid claiming approval that is still pending.
- [ ] Confirm any proposed change and its implications before acting.

My specific question + availability

Contact / send date / reply expected

Track replies + follow-ups

14

Use the office’s stated timeline. If an assessment is approaching, give its date and ask for the appropriate urgent contact route.

Contact record 1

Person / office

Sent date + topic

Reply date / key answer / next action + owner / follow-up date

Contact record 2

Person / office

Sent date + topic

Reply date / key answer / next action + owner / follow-up date

Short follow-up template

Subject: Follow-up on [request / course]
Hello [Name], I am following up on my message/submission from [date] about [issue]. My next relevant academic date is [date]. Could you confirm receipt, current status, and any action needed from me? Thank you, [Name].

- [ ] I updated this record after the reply and set a realistic next action.

> **Privacy reminder:** follow up in the existing thread or approved portal when appropriate. Avoid attaching the same medical records again unless requested. Use another working copy for additional records.

Check that support is in place

15

Approval and implementation are separate steps. Complete one check before each relevant assessment and after changes to a course or arrangement. [3]

Course / instructor

Assessment / date / room

- [ ] The current official letter has been shared through the required process.
- [ ] I know who has confirmed the practical arrangements and where that confirmation is saved.
- [ ] Required testing bookings, notices, or other setup steps are complete.
- [ ] Any approved restroom-break procedure is clear: exit, re-entry, supervision, and time accounting.
- [ ] Any approved attendance/deadline process is clear: whom to notify, when, and what limits apply.
- [ ] I have the correct contact for unresolved implementation problems.

Confirmed arrangement: how it works + who confirmed + date

Unresolved issue + office/contact + next action date

> **If something is not working:** promptly tell your access consultant or responsible office, with dates and factual details. Ask for implementation help rather than improvising an unapproved exam arrangement. [3]

When the process stalls

16

Use a calm, factual sequence if you are waiting for a reply, asked for more information, or facing an implementation problem.

- [ ] **Verify:** check portal status, submission receipt, correct contact, and the stated response timeline.
- [ ] **Follow up:** state what is unresolved and give the next exam or deadline date.
- [ ] **Ask about interim options:** find out whether temporary support or ordinary course procedures can help; get any arrangement confirmed.
- [ ] **Seek the correct review route:** ask about a supervisor, reconsideration, appeal, or institutional grievance process if needed. [1]
- [ ] **Protect academic continuity:** ask about available course materials, catch-up work, and advisor support within confirmed rules.

What is delayed or unresolved? Relevant dates + factual details

Next contact / route

My action date

Confirmed interim plan + limits + where the confirmation is saved

> **A Plan B is not authorization.** A pending request does not grant extra time, an exam exit, an extension, or a make-up assessment. Contact the office promptly. If symptoms need medical attention, seek care; do not delay care while waiting for an administrative response.

My Support Quick Card

17

Keep the essential next step in one place. This is a private planning summary, not an accommodation letter. On a phone, zoom into one field at a time.

University office + contact / phone or email

Current request status

Next academic date

My next action + owner + date

Confirmed support + essential procedure / limits

If support is delayed or not working: contact + confirmed Plan B

Reset before the next semester

- [ ] Check renewal, letter-sharing, and exam-booking requirements.
- [ ] Review new courses and barriers; update dates, contacts, and arrangements.
- [ ] Transfer confirmed dates to my Semester Planner and exam details to my Exam Week Workbook.

> **One useful next step is progress.** Keep schedules in the Semester Planner and detailed exam preparation in the Exam Week Workbook. Repeat only what helps.

Sources + publication information

18

Official references inform the process reminders. University examples illustrate variation; they do not set requirements for every campus. Links checked October 5, 2026.

[1] U.S. Department of Education
Students with Disabilities Preparing for Postsecondary Education
Open official reference >

[2] Stanford Office of Accessible Education
Register with the OAE - individualized review and next steps
Open official reference >

[3] University of Minnesota Disability Resource Center
The Interactive Process - roles and implementation
Open official reference >

[4] Stanford Office of Accessible Education
Attendance Flexibility - course-specific consideration
Open official reference >

[5] Stanford Office of Accessible Education
Documentation Guidelines - Stanford-specific requirements
Open official reference >

[6] Adobe Acrobat Help
PDF forms in Acrobat on mobile - interactive form support
Open official reference >

Publication information

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