



**Augustana**  
COLLEGE

# **Disability and Accessibility** Student Guidebook



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# **Introduction**

Welcome! The purpose of this handbook is to give you the resources you need to make the most of your journey at Augustana College.

## **What is Disability & Access Resources, and What Can It Do for Me?**

Disability & Access Resources (DARS) exists to help you find and put in place academic accommodations that help minimize the impact of your disability on your education so that you can learn with fewer barriers. We can help you work with your instructors to make sure you are set up for success in their class, help you develop self-advocacy tools, and support you while you navigate college.

We're not only here for students with life-long or long-term disabilities, we also help students with short-term disabilities like a broken arm, concussion, cancer, or surgery recovery.

The goal of Disability & Access Resources is to work with you to make sure you have the tools, resources, and support you need to be successful at Augustana. We know that having a disability makes college life challenging, so we're here to cheer you on and make sure you get the access you need.

## **Mission Statement of Disability & Access Resources**

Disability & Access Resources supports students with disabilities through individualized accommodations and guidance. We champion holistic disability support through campus partnerships that reduce barriers and develop

inclusive learning environments. We foster a climate of empowerment and acceptance through education and communication that encourages students to maximize their potential.

## Meet your Accommodation Staff



### **Rachael Souhrada (she/her)**

Rachael is the Coordinator of Disability & Access Resources and works with all students needing accommodations in the classroom and campus activities.

Rachael has a Bachelor's degree in American Sign Language (ASL) interpreting and a Master's degree in Disability Services for Higher Education. She has a passion for advocacy and making sure students have an equitable college experience.

Office: Olin Center, Room 320

Phone Number: (309) 794-8818

Email: [disabilityservices@augustana.edu](mailto:disabilityservices@augustana.edu)

Calendar: [calendly.com/augustana-dars](https://calendly.com/augustana-dars)



**Amanda Tumbarello  
(she/her)**

Amanda is the Assistant Director of Residential Life. She works with all students needing accommodations for housing.

Office: Residential Life, Andreen Hall

Phone Number: (309) 794-2686

Email: [amandatumbarello@augustana.edu](mailto:amandatumbarello@augustana.edu)

# Getting Started with Accommodations

## Accommodations for the Classroom

- ❑ Complete the [Accommodation Request Form](#) to apply for academic accommodations
- ❑ Submit documentation of your disability from your healthcare provider
- ❑ Check your Augustana email for an invitation to schedule your first appointment
- ❑ Schedule your first appointment with your Accessibility Provider by [booking online](#) or calling the office at (309) 794-8818
- ❑ Attend your first appointment with your Accessibility Provider
  - In your meeting, you'll talk about how your disability impacts your education, the accommodation process, and your accommodations
- ❑ Connect with your instructors and email them your Accommodation Letter
- ❑ Check in with your Accessibility Provider as needed and at the beginning of each new semester if any changes are needed.
  - Your classes will change every semester, and so might your accommodation needs! Make sure to connect with DARS to discuss your new classes.

## Accommodations for Housing

- Complete the [Housing Accommodation Application](#) form to apply for housing accommodations
- Have your medical provider complete and submit the Housing Accommodation form. This form is emailed to you within 48 business hours after you submit the accommodation application.
- Attend an intake meeting with the Assistant Director of Residential Life.  
→ This may or may not be necessary depending on your request and documentation submitted.

The most common types of housing accommodations are:

- Air conditioning
- Rooms on the ground floor or elevator-accessible
- Non-lofted beds
- Private or non-communal bathrooms
- Single rooms
- Emotional Support Animals

The Office of Residential Life works to meet all students' accommodation needs with the space available.

## Making Changes to your Academic Accommodations

Your accessibility needs may change during your time at Augustana. You may start with only a little support and then realize you need more, or start with a lot of support and end up only needing a little. Different classes can also affect the accommodations you need. It is completely normal to need to make changes—especially for students

who are in their first year of college or who are brand new to accommodations

If you need to make changes to your academic accommodations at any time, just email DARS or schedule a Support meeting with Rachael.

## **Types of Academic Accommodations and Other Important College Terms**

New to college accommodations? We've created this quick reference guide to help you navigate the unique terminology. This is not an exhaustive list of everything DARS can do to support access needs. There many other ways we can support students.

### **Accommodation Definitions**

**Adaptive Furniture in Classroom** – The student may need a classroom modification such as a different desk and/or chair.

**Allow Audio Recording of Class** – The student may audio record lectures. The student must sign a recording agreement with their instructor and is responsible for providing their own recording device (e.g., SmartPen, tablet, phone, notetaking software). Any electronic text, notes, or recordings made from any recording, as well as any other materials provided for accommodation purposes are for personal use only and cannot be shared or posted.

**Allow Short Breaks During Class or Exams** – The student may need a short break during class or exams. How the break is used and what it will look like will depend on the student's needs. The student may not leave a proctored area during exams unless arranged with the instructor.

**Alternatives for In-class Presentations** – The student should be provided alternative assignments or methods to conduct in-class presentations.

**Alternative Format Textbooks or Materials** – Students may need a textbook in a different format such as a Braille, audio, or e-text. They may also need materials to have large fonts or in an electronic format that can be enlarged.

**Captions** – Videos and audio material should have captions turned on. PowerPoint and Slides also have options for live captions during lecture.

**Class Notes** – Class Notes accommodation makes sure that students with qualifying disabilities have notes similar to what they would take if their disability did not interfere with note-taking. This accommodation does not replace attendance.

Notes can be provided in many ways. The method is decided by DARS and the student, depending on how the disability impacts note-taking. Students can use LiveScribe Smart Pen, a smart pen that audio records and computerizes handwritten notes; Instructor-provided or classmate-provided notes; or notetaking software.

**Deadline Modification** - Occasionally, a student may need flexibility for a specific assignment. The amount of flexibility is decided by DARS and the student, based on their disability needs. The student is expected to adhere to all deadlines as per the syllabus unless discussed with the instructor at least 24 hours before the original deadline.

**Deaf and Hard of Hearing Accommodations** – Accommodations for Deaf/Hard of Hearing students may include ASL interpreters, Captioned videos, transcriptions of audio materials, and Assistive Listening Devices.

**Modification of Attendance Policy (MAP)** – This accommodation provides flexibility for students whose disabilities occasionally prevent class attendance. While

MAP extends the standard attendance policy, it has specific limitations and requirements:

1. Instructors do not need to change important parts of the class and can mark some days as 'mandatory', regardless of accommodation.
2. Students must still try to complete and submit assignments on time
3. Students are responsible for making up all missed work, including quizzes and tests
4. Absences that amount to over the accommodated limit are still subject to the consequences outlined in the course syllabus.

**Grammar and Spelling** – If the student has a language-based disability, and correct grammar and spelling are not an core component of an assignment, their grade is not affected by incorrect grammar or spelling.

**Testing Accommodations** – Testing accommodations can cover a wide range of support. Students may need accommodations for extra time; a reduced-distraction environment; using noise-cancelling headphones; using technology to type their answers, have their test read to them or dictate the answer out loud; to be able to pause or reschedule their exam to manage disability-related symptoms; or move exams to avoid multiple exams in one day.

**Text-to-Speech Software** – Text-to-Speech software (e.g., Read&Write, JAWS, Narrator, VoiceOver) allows digital materials to be read aloud to students.

**Memory Aid** – A memory aid is a tool used to help students remember information they studied but may have a hard time processing or recalling. The memory aid does not list all the facts or concepts but helps the student remember. The information on the aid must be approved by the instructor.

**Paper Materials Instead of Digital** – Students may need PowerPoints, readings, or other materials provided on paper as available.

**Preferential Seating** – Students may need a specialized location or assigned seat in the classroom. Where the seat is located depends on the student's needs.

**Priority Registration** – The student will be the first in their class cohort to be able to register for classes. They still have to follow regular registration windows, but will have first-choice within their window.

**Qualitative Reasoning Substitution** – Offers specific alternatives to the accepted classes that fulfill the Quantitative Reasoning degree requirement, as long as there is an acceptable alternative based on the student's major.

**Second Language Substitution** – Substitutes specific culture classes for language classes to fulfill the Second Language degree requirement, as long as there is an acceptable alternative based on the student's major.

**Use of a Computer** – Students may need to use a computer in the classroom for reasons like typing instead of handwriting, using a screen-reader program, using a voice-to-text program, or using a screen magnifier.

## **Important College Terms**

**Academic Advisor** – A person who is trained to help students plan their academic journey related to classes and majors, as well as connect them to other campus resources

**Cohort** – A group of students who are expected to graduate or go through a program at the same time.

**Credit** – Classes taken in college are measured in credit hours. Credits are based on the number of hours spent in class per week.

**Financial Aid** – Financial help in the form of grants, scholarships, loans, and part-time work at the school that is given to the student by the government, school, or private sources based on a variety of factors such as financial need, major, grades or test scores, or student statuses and identities.

**Full-time vs Part-time Enrollment** – A Full-time student is enrolled in at least 12 credit hours per semester. A Part-time student is enrolled in fewer than 12 credit hours.

**Grades/Grade Point Average (GPA)** – Classes are graded with the letter grades A, B, C, D, and F. Instructors can choose to include a + or – in addition to the assigned letter. GPA is an average of the grades of the classes you have taken on a 4.0 scale. GPA can show the average for one semester (Term GPA) or all of the classes you have taken at the college (Cumulative GPA). At Augustana, students are required to keep their cumulative GPA above 2.0.

**Peer Academic Coach** – Students who are trained to help other students with studying, time management, communication, and other soft skills needed for college.

**Peer Mentor** – Students trained to help other students adjust to college life and connect students to campus supports and resources when necessary.

**Prerequisite Class** – A class that must be completed with a specified grade before taking a more advanced class. For example, Spanish 1 must be taken before Spanish 2.

**Syllabus** – An outline of the important information about a class. The syllabus is written by the instructor and usually includes important dates, assignments, expectations, and policies for the class. They are important and typically used

all semester. Students should read the syllabus carefully and refer to it often.

**Transcript** – An official list of a student's classes, grades, credits, honors, and degrees at a school. An official transcript has an official school stamp and/or signature, but an unofficial transcript does not have a seal and can be printed from Arches.

**Tuition** – The cost of taking classes at a college. Tuition for one academic year at Augustana covers 34 credits taken during Fall, J-term, and Spring semester (one academic year). Students who live and eat on campus also pay room and board. Tuition, room, and board charges do not include books or fees.

**Tutor** – A person who is skilled in a subject and provides extra teaching or learning support to a student. This can be an instructor or another student.

**Withdrawal** – dropping or removing one or more classes from your student schedule. This must be done before certain deadlines on the academic calendar.

## **Expectations for Using Accommodations**

So, you registered with Disability & Access Resources and have an Accommodation Letter...now what? Clear, written roles make it easier to understand each person's responsibilities and can be referred back to later.

### **Student Responsibilities**

- Know the accommodations you have and the rights you are entitled to.
- Email your instructor(s) a copy of your Accommodation Letter and set up a meeting to talk about it as early as possible each semester.
- If you are using testing accommodations, let your instructor know at least 5 business/school days before the test. (The earlier the better! You can also request the entire semester at once if you think you'll forget)
- Contact DARS if you need any changes made to your accommodations or if you have any problems receiving them.
- Check in with your instructors and DARS at least once every semester.

### **Faculty Responsibilities**

- Provide accommodations after receiving the student's Accommodation Letter. Instructors do not provide accommodations until they receive the student's accommodation letter.

- Work with students and DARS to create a plan of how accommodations will be used in their class.
- If the student is using testing accommodations, submit the testing accommodation form at least 3-5 business/school days before the test.
- Contact DARS with any questions or concerns about implementing the student's accommodations.

## **DARS Responsibilities**

- Determine the accommodations that are reasonable and needed based on collaboration with the student and the classes being taken.
- Write the accommodation letter and email it to the student.
- Schedule student exams in the Testing Center, after receiving the exam information from the instructor
- Work with faculty regarding accommodation concerns or challenges.
- Work with the student to make sure accommodations are being provided and meet their needs.
- Investigate and resolve concerns about accommodations not being provided to the student appropriately.
- Provide support or coaching to students on self-advocacy, assistive technology, time-management, and executive-functioning.

- Listen to student concerns or complaints and manage them accordingly.
- Provide educational opportunities for students, faculty, and staff related to accessibility.

## Using the DARS Testing Center

Students who have testing accommodations or who have the MAP accommodation and miss an exam due to a disability-related absence can use the DARS testing center. The testing center offers a more flexible, low distraction environment that makes sure testing accommodations are provided properly.

1. Student notifies the instructor of their testing accommodations.
2. The instructor submits a form to the DARS Testing Center with information about the student, exam dates and length, and how to give the exam.
3. The testing center contacts the student to schedule their exam and the student selects the best time for their schedule.
4. If there are any scheduling conflicts, the testing center does its best to work with the student and instructor to solve them.
5. On testing day, students come to the DARS office to take their exam.
6. Students are asked to leave all personal items in a locker outside the testing center.

*For exam security, the testing center is monitored live by a proctor via camera and recorded at all times.*

# Know Your Legal Rights and Protections

Several different laws affect you, as a college student with a disability. People with disabilities have legal rights and certain protections from discrimination that are set by the law. College students also have laws protecting their right to privacy.

The rights you are entitled to can depend on the situation and your environment. It's important to know your rights so that you can protect them and use them to benefit you.

## Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act bans discrimination against people with disabilities in programs that receive money from the federal government. The passing of this law was an incredibly important moment in disability rights history and made it so that people with disabilities could access government-funded buildings and services, which includes colleges, however, the protections in this law are limited.

## Americans with Disabilities Act (ADA)

The ADA covers more general accessibility than Section 504. Section 504 was limited to organizations that were government-funded, but the ADA bans discrimination and requires accessibility in all public spaces.

The ADA is separated into 5 titles that cover Employment, Public Entities, Public Accommodations, Telecommunications, and Provisions. The most important bits for you as a student, are summarized below.

**Title 1, Employment** – Employers must provide you the same opportunity as people without a disability and they must provide you with reasonable accommodations to help you do your job (unless it causes “undue hardship” and is

difficult because of resources available). This includes paid internships.

**Title 2, Public Entities** – All buildings designed, constructed, or modified after September 1969 must be accessible!

**Title 3, Public Accommodations** – People with disabilities cannot be discriminated against and have the ability to experience full and equal use of the goods, services, and facilities of any public space. This means that all public spaces must remove accessibility barriers.

**Title 4, Telecommunications** – ensures people with disabilities have access to functionally equivalent internet, radio, and phone.

**Title 5, Provision** – If you use your rights provided by the ADA or help someone else use their rights, you are protected from a person or organization retaliating or getting back at you.

Title 3 is usually the section that people reference the most, but it is good to know how all the titles can benefit you.

## **How is College Different from High School?**

If you used accommodations in high school in the U.S., they were probably set up by a team at school in either a plan called an IEP (Individualized Education Plan) or a 504 Plan. You may have been in a Special Education program or just had some changes to general high school classes.

K-12 students with an IEP are protected by IDEA (Individuals with Disabilities Education Act) from ages 3-21

and have more government standards for support through special education classes. Some general education classes can be included too.

K-12 students who have a 504 Plan are protected by Section 504 of the Rehabilitation Act, which is one of the laws that protects disabled people for their entire lives, but it has special rules for the K-12 setting. It has less strict criteria to be used and usually means small changes to general education classes.

All of this basically says in K-12, you were covered by different laws. You were given extra help without asking for it because the school saw you needed it and you qualified for the support.

In college, we don't know you need support unless you tell us and show us why. You have to be your own advocate.

The goal of K-12 accommodations is to facilitate **success**. The goal of college accommodations is to facilitate **access**. This means that the accommodations and how they are provided may be different.

## Confidentiality

Your Disability documentation and information is considered confidential (as per Section 503 of the Rehabilitation Act and Title I of the ADA). Your information will be kept in the Disability & Access Resources office, and it is secured, with limited access, to be shared only on a need-to-know basis.

Your instructors, classmates, and other staff will never know any information about your disability unless you tell them or it is part of your Accommodation Letter. DARS will not share any specific private information without your consent.

## Family Education Rights and Privacy Act (FERPA)

FERPA is a federal law that started in 1974 to protect students' personal education information. It prevents all information except basic "directory" information like your name, address, contact information, dates of attendance, and enrollment status from being released to anyone without your written permission. This includes family members or anyone else outside of Augustana employees.

You can choose to prevent the school from releasing even your basic directory information. You can also grant specific people access to learn about some or all of your records. FERPA also gives you the right to view your educational records at any time.

All Augustana employees must follow FERPA. We generally keep your information private, even from other Augustana employees, but we can share information with each other if the information is necessary to do our job.



If you have any questions about FERPA, want to allow specific people to have access to your records, or prevent any access, you can contact the Registrar's office at [registraroffice@augustana.edu](mailto:registraroffice@augustana.edu) or in Bahls CLC, Room 109.

# Complaint Procedures

If you feel you have been treated unfairly in the classroom or a campus office, you have the right to make a complaint. Augustana has procedures to make sure your complaint is heard and taken care of appropriately.

## Accommodation-Related

If you have an issue relating to accommodations not being properly provided, being denied accommodations, or an issue with Disability & Access Resources itself, you can submit a complaint.

1. Start with an informal process by contacting Disability & Access Resources.
2. If you can't find a solution or are not satisfied with the solution, you may formally appeal in writing by submitting an [Accommodations Appeal Form](#). The Civil Rights Director will review your appeal and provide a final decision within 10 business days.

## Disability Discrimination-Related

If you feel you have been discriminated against because of your disability or because you have accommodations, you can submit a complaint. You have two options for how to do this:

1. Submit a [Bias Incident Report](#) to lodge an official complaint to the Bias Team (BEST). This can be submitted anonymously or with your name.
2. Contact Disability & Access Resources. DARS may be able to intervene and educate and/or help with submitting a Bias Report.

## Instructor or Classroom-Related

If you have a non-disability-related complaint relating to an instructor or a class (policy, procedure, grading, etc.) and have not been able to resolve it by talking with your

instructor first, you should contact the faculty member's Department Chair. If you are not sure who their Department Chair is, you can ask the instructor, DARS, or the Office of Academic Affairs.

## College Resources

Augustana has many offices and resources that exist to cheer you on and help you be successful. Keep in mind that there are more resources than the ones listed here. You can always talk to your advisor, DARS, or other members of your Success Team to get connected with more support.

### Support Offices

Resource	Location & Hours	Contact Information
Academic Coaching	Olin Center 320 <b>By Appointment</b>	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-8818
Academic Resource Collective	Olin Center 320 Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-8818 IG: @augie_lc
Bookstore	Brunner Ground Floor Mon - Fri: 8am - 4:30pm Sat: 11am - 3pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7541 IG: @augiebookstore
Business Office	Sorenson 2nd Floor Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7390 or 309-794-7454
Campus Cupboard & Closet	Brunner Ground Floor Mon-Thurs 3:30-5:30	<a href="#">Website</a> <a href="#">Email</a> IG: @augiecampuscupboard

Campus Ministries	Bahls CLC 2nd floor	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7213
Career Services (CORE)	Olin 1st Floor <b>By Appointment</b>	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7339 IG: @augustana_core
Counseling Services	Bahls CLC 206 Mon & Thurs 8am-4:30pm <b>Appointments encouraged</b>	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7357
Dean of Students	Bahls CLC Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7533
Financial Aid	Seminary Hall 102 Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7174
ITS Helpdesk	Sorenson 1 <sup>st</sup> floor Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Help Portal</a> Phone: 309-794-7293
Library	Gerber Center Mon-Thurs 8am-12am Friday 8am-6pm Sat 11am-6pm Sun 11am-12am	<a href="#">Website</a> <a href="#">Email</a> Phone: (309) 794-7310
Mailing Center	Sorenson Basement Mon-Fri 7:30am-4pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7332

OISSS (Office of International Student and Scholar Services)	Gerber Center 402 Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-8220 IG: @oissss_augie
OSCC (Office of Student Culture and Connection)	Gerber Center 420 Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-8270 IG: @oscc_augie
Reading/ Writing Center	Gerber Center 423 Mon-Thurs 10am-4pm & 7-9pm Fri 10am-2:30pm Sun 7-9pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-8987 IG: @readingwritingcenter
Registrar's Office	Bahls CLC 109 Mon-Fri 8am-4:30pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-7277
STEM/Q Center	Hanson 202 Mon/Wed/Fri 8:30am- 5pm Tues/Thurs 8:30am- 9pm Sun 7-9pm	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-8076
Testing Center	Olin Center 320 <b>By Appointment</b>	<a href="#">Email</a> Phone: 309-794-7145
TRIO-SSS	Olin Center 308 Mon-Fri 8:30am- 4:30pm	<a href="#">Website</a> <a href="#">Email</a> IG: @augietriosss
Tutoring	Hanson 202 <b>Hours vary by subject for individual and drop-in tutoring</b>	<a href="#">Website</a> <a href="#">Email</a> Phone: 309-794-8818

## More Resources

### Transportation

#### Local City Bus System



Augustana partners with the Rock Island County bus system, MetroLINK to provide free bus services when you show your current Student ID. Route 53 and Route 10 buses stop on campus every 30 minutes and you can be picked up/dropped off anywhere along the route. You can see the full bus routes and times on the [QC Metrolink website](#) or by downloading the Transit app.



*Transit App Icon*

#### Augustana College Express Services (ACES)



ACES is a free student-run shuttle service that runs in the evenings to transport students around campus and the surrounding neighborhoods, similar to Uber or Lyft. It runs 6:00 pm-12:30 am every night. To request a ride, call 309-794-7550 or use the ACES app on iPhone.

ACES also operates a grocery shuttle to Aldi and HyVee on Saturdays. The Andreen/Swanson loop runs from 4:00-5:00pm and the Westerlin loop runs from 5:00-6:00pm. The shuttle loops every 15 minutes.

### Mental Health

Not only do we have the Counseling Center on campus, but we also have a partnership with a telehealth resource, TimelyCare, for ongoing care and providing medical documentation for accommodations as needed.

## **Physical Health**

Augustana Convenient Care provides basic medical care to the campus community at low to no cost through the MercyOne Health system. The clinic is located in Baldur House and is open Mon-Fri 10am-5pm and Sat 9am-1pm. The clinic also has Telehealth services available.

## **Technology Resources and Spaces**

If you need a laptop to use for a couple of weeks or the semester, you can check out one from the library by going to the circulation desk on the second floor. You can also check out headphones, adapters, USB drives, and DVD players.

Computers for open student use are available in the Tredway Library and almost every academic building on campus. If you're not sure where it is in a building, feel free to ask the building administrative assistant.

Students can download Microsoft Office 365 for free. Instructions to download the programs are on the [ITS webpage](#).

## Clubs and Organizations

Get involved! The more you are connected to your school and other students, the better your support system will be. Club and event fairs are hosted once a semester. You can see [the full list of active student organizations](#) online.

## Tips for Success

### Study Tips

- Work with the class material every day.
- Take in the material in as many different ways and formats as possible. This is the difference between memorization and actual learning.
- If possible, write or rewrite notes by hand. Handwriting is linked to memory.
- Create or find a separate space to study. It could be a different room, a different chair, or a place outside your dorm entirely. You can even reserve a study room at the library.
- Spend more time on subjects you struggle with, rather than spending equal time on all classes or focusing more on the ones you like.
- If you have access to old tests or quizzes, look back at them to see what your struggle topics were. Study these more.
- Find study groups who understand the material differently or at a different level than you. If someone understands it better, they can help you learn. If someone understands it less than you, you can learn by teaching them.

- Dedicate time to studying and take short breaks; it's good for your brain to step away every 20-40 minutes!
- Work with a peer academic coach. They're trained to help you succeed with this.

## **Time Management Tips**

- Set reminders, alarms, and put deadlines and meetings on your calendar to keep you on track. You can even try setting the time on your clock or phone fast so that you're early to everything.
- Add the Augustana Academic Calendar to your Google calendar to keep track of important college deadlines.
- Schedule class and studying time on your calendar and give it the same importance you would for a job or a doctor's appointment.
- Be realistic about how your commitments to work, family, and friends impact your time for school.
- Think about how work, your family, or disability-related needs impact your time when making your class schedule.

## **Testing Tips**

- Take deep breaths or spend a few minutes meditating when you get overwhelmed.

- Think positive thoughts. Manifest success and hype yourself up. Do a Power Pose. Anything you can do to feel more confident (even if it's false confidence) will help you think through the test more clearly.
- Spend a few minutes before your test looking over the topics you struggle with most
- When you get into the testing area, but before you even look at the test, use a scratch piece of paper or a whiteboard to write down everything you remember, especially the hard topics you might forget. This gets it out of your brain so you don't have to focus on remembering it, just using it.
- Read the whole test before starting. Some questions may help you answer others.
- Tackle the hard questions first. Those will take the most time and mental energy.
- If the whole question is overwhelming, break it down into parts. Don't be afraid to write notes or draw sketches of ideas.
- Double-check the units and that the answer makes sense
- Use elimination on multiple choice questions to rule out answers you know aren't right.

## **Communication Best Practices**

- Check your Augustana email at least once every day, maybe even a few times a day.
- Keep semi-regular contact with your instructors—especially if you're struggling! It is their job to help you learn and they want you to do well in their

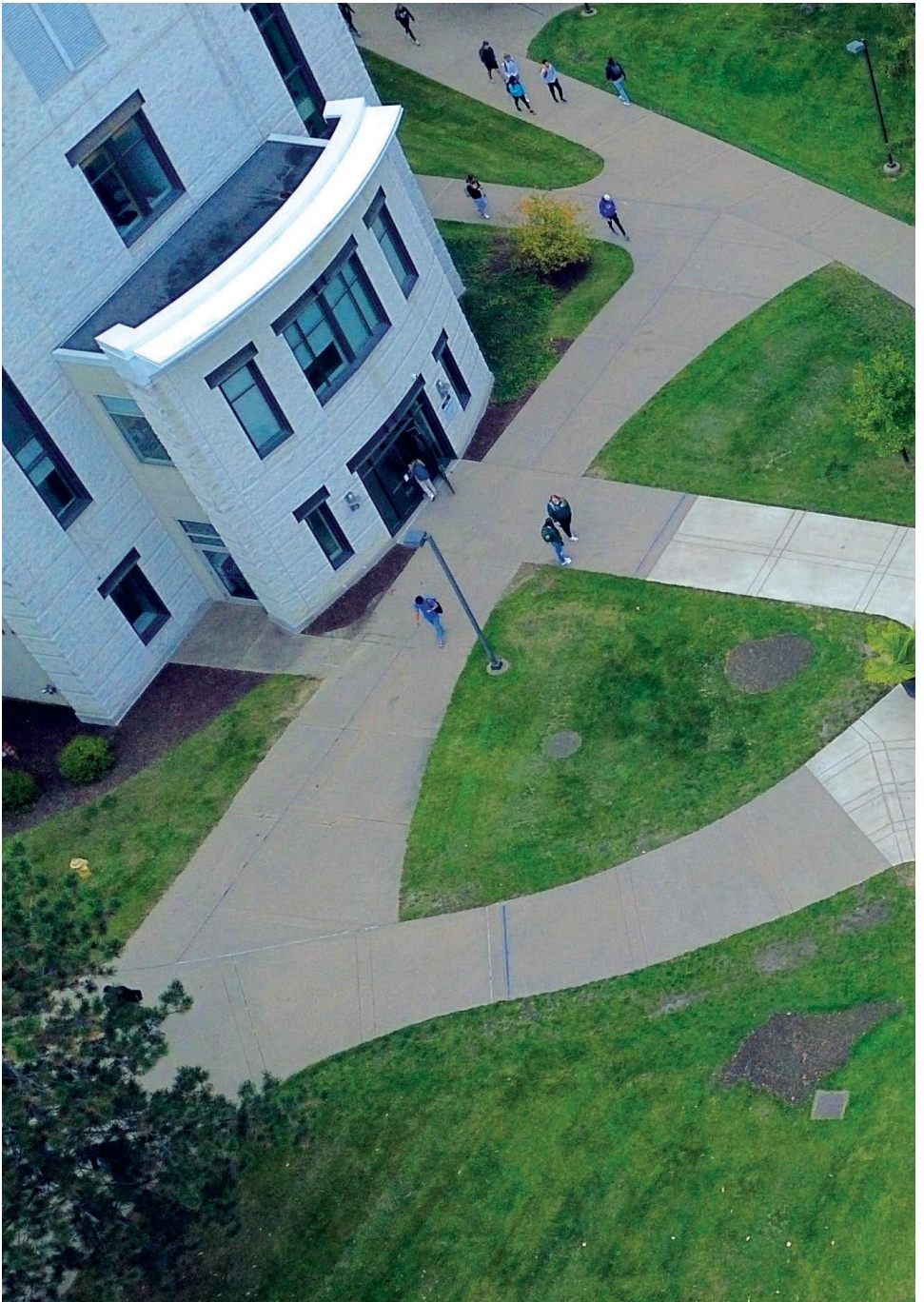
class. They don't know how to help you unless you ask.

- Don't be afraid to talk to your instructors! They want to know how you're doing and what you're going through so that they know how to support you.
- Some kind of communication is better than no communication. If you need help, send an email or a Moodle message, stop by Office Hours, schedule a time to meet, or come early or stay late to class.
- Be professional in your emails or Moodle messages. Think about writing the message like writing a letter or putting on a suit.
- Keep in contact with Disability & Access Resources and let us know if your accommodations aren't working for you or if something doesn't feel right.









**Augustana College**  
Disability & Access Resources