

STETSON UNIVERSITY

Accessibility Services Center

421 N. Woodland Blvd.
Unit 8366
DeLand, Florida 32723

Expectations for the Memory Aid Sheet as an Accommodation

Accommodation Description: A Memory Aid is intended to provide information to help cue the student to recall learned information. It is used for students that have challenges with memory. A memory aid sheet may be available to a student when there is documentation that demonstrates the functional impairments requiring this accommodation. To utilize a memory aid, a student must be registered with Accessibility Services, provide proper documentation, and **submit their test request to the test in the Accessibility Services Center**. Memory Aids cannot be used for tests taken in class.

A Memory Aid is not intended to provide the student with an answer, nor is it intended to replace learning the academic material that is being tested. It may not contain explicit answers to questions or compromise essential information and/or skills being assessed by the test/exam.

A proper memory aid will not be useful to the student unless the student knows and understands how to use the information it refers to. If the student doesn't understand the course material, a proper memory aid will not help.

The instructor for the course where a Memory Aid is being requested will review the Memory Aid as they are most familiar with the learning objectives and essential skills/knowledge to be demonstrated in the course.

Specifics of Memory Aid:

- Can be no bigger than one large sized notecard.
- May be handwritten or typed. Size of font must be readable by someone other than yourself.
- Can be in color or black and white.
- Cannot be in pencil or erasable pen.
- Must have approval of the instructor.

At the discretion of the instructor a memory aid may or may not include the use of:

- Images/drawings/symbols/tables/graphs.
- Mnemonics that cue recall.

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- Acronyms
- Key terms/names/short phrases

A Memory Aid should NOT:

- Exceed the size of a large note card (double sided)
- Include specific examples of how formulas are used
- Include "answer sheets" or complete terms and definitions
- Include full course notes or all information from the course which is being evaluated
- Include open textbooks
- Serve as a substitute for studying-because a memory aid will not help if a student has not studied the material.

The course instructor may approve, approve in part, or disallow a memory aid. Instructors can choose to remove material on the Memory Aid that is deemed an essential learning objective for the course. For instance, if a learning objective is that a student will know a certain formula, then the memory aid cannot contain that formula. However, if the learning objective or outcome of the course is to demonstrate the ability to **apply** the formula, then it could be allowed on the cue sheet. Please note that based on the learning outcomes of the course, access to a Memory Aid may not always be possible.

Procedures for using a Memory Aid:

Note: If your course instructor permits all students to bring a memory aid, you are not required to complete these steps. However, please ensure that you note this when booking your tests/exams through the Accessibility Office.

- 1) During your initial accommodation meeting, accessibility services staff will review your documentation and approve you for this accommodation. They will discuss with you the requirements and procedures for using it.
- 2) Your instructors will be notified that you are approved for this accommodation when your accommodations letter is sent to them.
- 3) You are to prepare a Memory Aid and submit it to your professor BEFORE the exam (strong suggestion of AT LEAST 5 business days in advance of the test). You need to do this in person either by scheduling a meeting with them or visiting during office hours. DO NOT TRY TO SUBMIT IT TO THEM AT CLASSTIME.
- 4) You must submit your memory aid to your professor prior to the exam to give your professor time to review and approve your memory aid. If you do not submit it prior to the exam, the use of the accommodation will not be approved.
- 5) Your instructor will review your Memory Aid and choose one of the following options:

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- a) approve the memory aid as is,
- b) instruct you to remove information that they have deemed inappropriate,
- c) disallow the memory aid entirely because the memory triggers on the aid sheet are deemed essential criteria or learning objectives for the course. The instructor will initial the memory aid showing that they have reviewed it.

6) After meeting with your professor, you are required to email the Accessibility office at asc@stetson.edu and **copy your professor** letting them know that you have met with your professor and they have approved your memory aid.

7) At the conclusion of the exam, **you will be required to turn the memory aid in with the exam to the Accessibility Center Staff so that it can be given to the professor.**

Things to remember:

- **Be proactive.** The earlier you provide the memory aid to the professor and review its content with your professor the easier the process will be. Understand that this process is interactive and can sometimes require dialogue between the student and the professor regarding the contents of the memory aid.
- **Communicate.** Overall, open, timely and effective communication with professors and Accessibility Services greatly enhances the utility of this accommodation. To the greatest extent you are comfortable, be willing to have a conversation with professors about this accommodation and your reasons for using it. While you do not have to disclose specific medical information, nor do you have to provide additional medical documentation, the more knowledge they have might give them a better understanding of your situation and help them problem solve with you how best to use your accommodations.
- **Limitations.** The professor will need to reflect upon the core competencies and fundamental elements of the class to determine if/how this accommodation can be facilitated. The student will still be expected to display content mastery, and both the student and the professor will need to work together to discover ways for this to happen. This accommodation may not be reasonable in all classes.

Important!! Use of memory aids are determined on a class-by-class basis and sometimes an exam-by-exam basis by the professor.