

What are memory aids?

A memory aid aims to cue a student's memory of complex multi-step terms, formulae, prerequisite knowledge or concepts that are not a part of common knowledge and would be difficult to recall in a timed setting. A memory aid *should not fundamentally alter course or exam requirements*, but rather support a student to demonstrate their knowledge of course material without taxing already compromised memory function. **The eligibility for memory aids as an accommodation is made by Disability Resources. The structure of the memory aid and whether individual components of it compromise the intent or integrity of the exam is made by the instructor.**

When is a memory aid authorized as an accommodation?

Memory aids provide help to students with documented deficits in rote memory, sequencing memory, working memory, and/or long-term memory to recall information that would otherwise be inaccessible to them in a testing situation.

What do memory aids look like?

A memory aid is typically an index card used during an exam--that is preapproved by the instructor—and may contain:

- Diagrams, mind maps, general formulas, acronyms, pictures, etc.
- May be organized chronologically, or by module or chapter
- Only makes sense to the person who created it
- Includes only the information the student cannot remember

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.

What don't memory aids look like?

A memory aid is not meant to record all the facts, concepts or processes being tested. **A memory aid should not:**

- Include specific examples of how formulas are used
- Include complete terms and definitions
- Be full course notes, answer sheets, open textbooks or a substitute for studying

Student's Responsibilities

- Student provides appropriate documentation of a disability to Disability Resources (DR).
- Student discusses impact of their disability with an Accommodations & Learning Specialist.
- If deemed appropriate, use of memory aids is added to the student's accommodation letter.
- Student selects the "memory prompt" box when requesting accommodations in AIMS.
- Student schedules a time to meet with the professor to discuss use of a memory aid *prior to each exam they would like to use the accommodation*, and discusses possible permissible information the memory prompt may include for that particular exam.
- *Student drafts up their memory prompt and submits to their instructor for approval prior to the exam.* *See flow chart
- Student will reformulate memory prompt if instructor does not approve, or if approved student will follow procedures for use of memory aid when testing in DR center. *See flow chart

Professor's Responsibilities

- Professor meets with student during scheduled appointment to discuss appropriateness of a memory prompt for a particular exam; **a memory prompt may not be appropriate depending on the nature of the exam**. If memory prompt is appropriate for the situation, determine possible permissible information and a deadline for submitting the memory prompt for approval.
- Professor will review the submitted memory prompt prior to the student taking the exam and provide feedback for correction until they feel they can approve use of the memory prompt.
- Once memory prompt is approved, Professor will follow the *flow chart guidelines for providing memory prompt to DR if student is taking the exam in the DR testing center.
- Professor will maintain the essential standards and learning outcomes of course exams and quizzes.
- Professor will contact DR immediately with any questions or concerns.

Disability Resources Responsibilities

- DR discusses accommodation needs with the student and reviews student's documentation. If appropriate, the Accommodations & Learning Specialist determines eligibility for the accommodation.
- DR generates student accommodation letters to faculty when students have made their requests in AIMS.
- DR will consult on appropriateness of memory aids for a specific exam as needed.
- DR will address student/faculty questions and concerns regarding accommodations.

Flow Chart for Memory Aid approval by Instructor

