

CUE SHEET GUIDELINES

A cue sheet (also known as a memory aid) is an accommodation that supports students whose ability to retrieve learned information is specifically impaired due to a disability. A cue sheet is designed to trigger recall strategies, not provide direct access to information. To qualify for a cue sheet accommodation, students must provide disability documentation demonstrating a significant difference between spontaneous recall and cued recall. Low scores on measures of working memory alone are not sufficient to justify the need for a cue sheet.

Cue sheets are individualized memory aids and are not intended to function as study guides. They do not assist with learning new content and will not benefit students who have not already engaged with and understood the material.

What Cue Sheets Are NOT:

- Answer sheets or direct answers to test questions
- Substitutes for studying
- Open textbooks
- Course notes or lecture slides
- A replacement for learning the course material

Cue sheets provide memory cues, not information itself. They should be designed to prompt a retrieval strategy rather than supply direct knowledge. They might include:

What Cue Sheets May Include	What Cue Sheets Should NOT Include
Acronyms that remind the student of larger concepts	Definitions or explanations
Names and dates without context	Formulas or processes
Isolated key terms without definitions	Step-by-step instructions
Simple symbols, triggers, or visual cues unique to the student's recall method	Relationships or associations between concepts
Personal memory triggers, not general study aids	Anything that provides direct access to essential learning outcomes

How Cue Sheet Accommodations Work

Successful implementation of this accommodation requires collaboration between students, course instructors, and accessibility advisors.

Student Responsibilities:

- **Cue sheets must be student-initiated.** The student must take the following steps:
 - Develop a single-sided 8.5x11 inch cue sheet containing only memory triggers.
 - Submit the proposed cue sheet to the course instructor at least **seven days before the exam**. It is best practice to email the instructor and cc the Accessibility Advisor.
 - Make any required changes based on instructor feedback and resubmit.
 - Retain a copy for personal study use.

The seven-day deadline ensures time for discussion and necessary revisions before the exam.

Accessibility Advisor Responsibilities:

- Notify course instructors of the accommodation at the beginning of the term.
- Provide guidance on the creation of cue sheets, ensuring they align with accommodation guidelines.
- Coordinate with course instructors and the student to ensure the cue sheet is included with the quiz, test, or exam.

Course Instructor's Role:

- Review the student's cue sheet to ensure it maintains academic integrity and complies with these guidelines.
- Provide feedback and have final approval over its content.
- Attach the approved cue sheet to the student's exam and ensure its secure delivery to the Fred Smithers Centre for Student Accessibility.
- Instructors may **guide** students in cue sheet development but are **not responsible** for creating them.

- Instructors have the authority to request revisions or deny use if the cue sheet contains inappropriate content. Final approval rests with the instructor (in consultation with the student's Accessibility Advisor, if needed).
- If a student submits a cue sheet late, instructors are not obligated to review or approve it in time for the scheduled exam.

Confidentiality and Respect

All parties involved in reviewing and approving cue sheets – students, instructors and staff at the Fred Smithers Centre – are expected to maintain confidentiality and approach the process with respect and professionalism. Cue sheet use is a legitimate academic accommodation supported by documentation and should be treated as such.

Final Note:

Cue sheets are **not** study sheets. They do not function as a condensed version of course content but rather as unique cues to aid targeted memory retrieval. They must prompt the student's internal recall strategies rather than provide direct knowledge or structured study material.

By maintaining these guidelines, cue sheets remain an effective and fair accommodation while upholding academic integrity.

Cue sheets are determined professor by professor (not always the same), based on the nature of the course and the learning outcomes being assessed.