



Pennsylvania College of Art & Design **GUIDELINES for PSYCHOEDUCATIONAL EVALUATIONS**

Psychoeducational evaluations submitted to PCA&D in support of requests for academic accommodations must be recent. They must contain descriptions of a specific learning disability and of all academic accommodations recommended by the testing psychologist, neurologist, neuropsychologist, or certified educational psychologist. Psychoeducational evaluations which do not contain specific prescriptions for accommodations applicable to college-level study or which do not address the question of how well a student might perform in a stressful, college academic setting in language that is accessible to a professional in higher education will not be accepted.

The psychoeducational evaluation should address the following:

1. A specific learning disability. If another diagnosis is applicable, it should be stated.
2. Average broad cognitive functioning demonstrated on an individually administered intelligence test (including sub-scale scores).
3. Specific cognitive processing strengths, weaknesses, and deficits should be discussed. Clear documentation of deficit areas is necessary so PCA&D may accurately consider appropriate recommended accommodations. The following process areas should be covered:
 - a. visual spatial abilities
 - b. memory (auditory and visual; short-term and long-term)
 - c. fine motor dexterity (speed and sequence of motor patterns)
 - d. executive functions (verbal and nonverbal reasoning; cognitive flexibility and automaticity with cognitive tasks)
 - e. selective attention / perception (auditory and visual)
4. Oral language skills should be assessed and discussed. PCA&D is primarily interested in whether or not a student's learning disability has an impact on oral language and/or if a separate speech disorder is also present.
5. Social-emotional status should be assessed and discussed. The college experience is typically stressful for all students. In order to help students with learning disabilities gain greater access to educational opportunities at PCA&D, it is helpful to know about their personality characteristics, psychological welfare, self-esteem, and stress levels.
6. Significant specific achievement deficits relative to potential must be documented. Assessment results must be provided across the following areas:
 - a. written language (spelling and written expression)
 - b. reading (decoding and comprehension—particularly the comprehension of longer passages more typical of college tests than some assessment instruments provide)
 - c. mathematics (applied word problems and calculations)

NOTE: Assessment instruments should employ appropriate age norms for high school seniors / college freshmen or the age appropriate to older students. All standardized measures must be represented by standard scores or percentile ranks based on published norms.