

University of Colorado Skaggs School of Pharmacy & Pharmaceutical Sciences

Technical Standards for Admission, Advancement and Graduation

I. Introduction

Pharmacy is a dynamic profession that is intellectually and psychologically demanding. Pharmacy programs employ a variety of teaching and learning techniques. These techniques are designed to impart knowledge and, importantly, to engage each individual student in the application of knowledge through active, hands-on simulated, and direct patient care learning experiences throughout the curriculum in a developmental manner. Mastery of this highly sophisticated blend of knowledge, skills and attributes is assessed via a variety of traditional and nontraditional testing techniques and situations, many of which are designed to mimic authentic pharmacy practice settings.

For all programs, students must develop and apply the knowledge, skills and attributes that form the necessary foundation for the contemporary practice of pharmacy as outlined in the most current version of the American Council on Pharmacy Education (ACPE) standards (www.acpe-accredit.org/standards/default.asp). Successful candidacy and promotion in the program requires specific observation, physical, cognitive, communication, and behavioral skills which are collectively referred to as technical standards.

The technical standards describe the requisite non-academic and academic qualifications and performance standards that are essential to admission, advancement and graduation in all of the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) Pharmacy Programs. Each degree candidate must meet these minimum standards, with or without reasonable accommodation, to achieve successful completion of the PharmD degree.

II. Reasonable Accommodations

The University of Colorado SSPPS is committed to diversity and to attracting and educating students who will make the population of healthcare professionals' representative of the national population. We provide confidential and specialized disability support and are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

Students who, after review of the technical standards determine that they require accommodation(s) to fully engage in the program, should contact the [Office for Disability, Access and Inclusion \(ODAI\)](#) to confidentially discuss their accommodations needs. Given the clinical nature of the program, additional time may be needed to implement accommodation(s). Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

III. Technical Standards

Communication:

Students should be able to communicate effectively and sensitively in English* (See ACTFL and TOEFL requirements below) with patients and all members of the healthcare team both in person and in writing.

Motor:

Students the capacity to perform basic tasks involved in the training for and practice of pharmacy. Students should be able to provide the provision of emergency treatment of patients. Such actions require some coordination of both gross and fine muscular movements, balance, and equilibrium.

Intellectual, Conceptual, Integrative and Quantitative Abilities:

Students should possess the cognitive ability to receive, process, retain, synthesize and interpret large volumes of written and verbal information and use this information to prioritize and complete tasks in a timely manner appropriate for each stage of the pharmacy education.

Behavioral and Social Attributes:

Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the role of a pharmacist. Students must be able work effectively as a member of a health-care team and be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take personal responsibility for making appropriate positive changes. Students should be able to tolerate physically and mentally taxing workloads and to function effectively under stress. They should be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical environment. Compassion, honesty, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education processes.

Ethics and Professionalism:

Students should maintain and display ethical and moral behaviors commensurate with the role of a pharmacist in all interactions with patients, faculty, staff, students, and the public. All candidates for the Doctor of Pharmacy degree are expected to understand the legal and ethical aspects of the practice of pharmacy and function within the law and ethical standards of the profession.

***English Proficiency:**

Entry Level PharmD Program (ELPD)

For purposes of admission, advancement and graduation in the University of Colorado School of Pharmacy ELPD program, the minimum level of oral proficiency in English required is “Advanced Low,” per the ACTFL (American Council on the Teaching of Foreign Languages), Oral Proficiency Guidelines for Speaking. Oral proficiency levels are assessed by participating in a computer based Oral Proficiency Interview (OIPc) lasting approximately 30 minutes and conducted by an ACTFL-certified language assessor designated by the School.

Distance Degrees and Programs (DDP)

For purposes of admission, advancement and progression in the University of Colorado School of Pharmacy Distance Degrees and Programs, the minimum level of oral proficiency in English required varies by program. Please refer to “Admissions Information” page for each program (<https://pharmacy.cuanschutz.edu/academics/online-programs>), North American Trained PharmD and International Trained PharmD Program (NTPD and ITPD, respectively) for each program’s English Proficiency requirements.