



INSTRUCTIONS FOR EVALUATORS

I. POLICY OF THE BOARD

The California State Board of Pharmacy (Board) recognizes its responsibilities under Title II of the Americans with Disabilities Act and the California Fair Employment and Housing Act to provide reasonable accommodations to examination candidates with disabilities or specified medical conditions (see Government Code sections 12940 et seq.). However, these laws do not require, and the Board will not provide, an accommodation which fundamentally alters the measurement of the knowledge or skills the examination is intended to test, affords unfair advantage to the disabled candidate, compromises examination security, proposes that the Board provide personal services and devices, or creates an undue financial and administrative burden.

Nonetheless, all examination sites will be physically accessible to individuals with disabilities and medical conditions, as defined by law (see, for example, Government Code section 12926).

A disability is defined generally as a physical or mental impairment that limits one or more of the major life activities of an individual. Mental impairment includes any mental or psychological disorder or condition such as organic brain syndrome, emotional or mental illness, or specific learning disabilities.

A disabled candidate who desires a reasonable accommodation has the responsibility to make the request and provide documentation of the need for reasonable accommodation at least 30 days before he or she can take the written examination. The information supplied to substantiate a candidate's request for an accommodation will be kept confidential to the extent provided by law. The Board will evaluate each request individually, in accordance with the applicable law, in order to provide a reasonable accommodation. A request for a reasonable accommodation should be submitted to the Board on the form prescribed by the Board.

A candidate may download the following forms from the Board's Web site if he or she seeks an accommodation for disabilities or conditions:

- a) These policies and procedures (form 17M-93 (10/2020));
- b) A form for the candidate to complete to request the reasonable accommodation (form 17A-78 (10/2020));
- c) An optional form for professionals evaluating and substantiating the candidate's disability or condition and recommending a reasonable accommodation (form 17A-79 (10/2020)); and
- d) List of most commonly used standardized tests of ability and achievement (17M-95 (10/2020)).

II. FORMAT OF EXAMINATION

An applicant for licensure as pharmacist is required to pass two written examinations; the North American Pharmacist Licensure Examination (NAPLEX) and the California Pharmacist Licensure Examination (CPJE). The

Board only reviews requests for reasonable accommodations for the CPJE. Requests for reasonable accommodation for the NAPLEX are submitted directly to the National Association of Boards of Pharmacy (NABP).

The CPJE is a written examination that contains objective multiple-choice questions. The CPJE is given by computer, at designated testing locations, through a process that does not require the candidate to possess prior knowledge regarding the operation of a computer or the ability to type. There are 90 questions on the CPJE. Candidates have two hours to take the CPJE. Candidates will select their own testing location, date and time of examination. The examination is designed to measure job related knowledge, skills, and abilities as defined in the results of an occupational analysis for the pharmacist profession.

The Board's statutory mandate is to protect the public by licensing only those persons who can demonstrate minimum competency.

In order to protect the integrity and fairness of the testing process, the board requires documentation of the existence of a disability or condition and how the reasonable accommodation sought is reasonable and necessary to provide the candidate with an equal opportunity to exhibit his/her knowledge, skills and ability through the examination

III. DOCUMENTING THE NEED FOR REASONABLE ACCOMMODATION

A. Conditions Applicable to All Candidates Requesting Reasonable Accommodation

The Board requires documentation of the nature of a disability or medical condition, so the Board has a basis to structure the accommodation sought.

Beginning with the initial submission, all candidates requesting a reasonable accommodation must provide sufficient evidence of the disability or medical condition such as professional certification. If a candidate has previously received the same or similar accommodations for one or more prior administrations of this examination, the candidate may submit a signed statement under penalty of perjury that the disabling condition has not changed in any way that would require a change in the accommodation that was previously provided. This prior documentation shall be deemed acceptable.

The Board will use an evaluation and supporting documentation of a disability or medical condition for a period of three years from the date on which they were submitted to the Board, except that no further documentation will be required in cases where the evaluation clearly states that the disability or medical condition will not change in any way over time.

B. Required Information Necessary to Evaluate Disabilities

A candidate who requests an accommodation and/or auxiliary aid must provide the Board with the necessary information to assist it in evaluating the request. The Board will evaluate each request on an individual basis.

The following is intended to provide guidance as to the type of documentation that will be necessary.

1. Specification of the type of disability or condition (e.g., physical, mental, etc.).

2. Sufficient evidence of the existence of the disability or condition, and
3. A suggestion of the nature and extent of the conditions that would reasonably accommodate the disability or condition.

IV. LIST OF MOST COMMONLY USED STANDARDIZED TESTS

AREA OF FUNCTIONING	TESTS
Attention and Concentration	<ul style="list-style-type: none"> • Wechsler Adult Intelligence Scale, aka WAIS-R (Digit Symbol) (Digit Span) (Arithmetic) • Wechsler Memory Scale (Attention/Concentration Subset) • Halstead-Reitan Seashore Rhythm • Test of Variables of Attention • Learning Efficiency Test (LET)
Memory/New Learning Ability	<ul style="list-style-type: none"> • Wechsler Memory Scale -Revised • Learning Efficiency Test (LET) • Woodcock-Johnson Tests of Cognitive Ability • Detroit Tests of Learning Aptitude (DTLA)
Reception (Perception and basic comprehension)	<ul style="list-style-type: none"> • Wechsler Adult Intelligence Scale, aka WAIS-R (Verbal Subset: Comprehension) • Reitan Aphasia Screening Test • Peabody Picture Vocabulary Test -Revised
General Cognitive Ability (Recognizing, thinking, problem solving)	<ul style="list-style-type: none"> • Stanford-Binet Intelligence Scale • Wechsler Adult Intelligence Scale -Revised, aka WAIS-R • Wechsler Intelligence Scale for Children -III, aka WISC-III • Woodcock-Johnson Tests of Cognitive Ability • Test of Nonverbal Intelligence, aka TONI • Ravens Standard Progression Matrices • Halstead-Reitan Category Test
Expressive Abilities (Verbal)	<ul style="list-style-type: none"> • Wechsler Adult Intelligence Scale -Revised, aka WAIS-R • Reitan Aphasia Screening Test
Expressive Abilities (Writing)	<ul style="list-style-type: none"> • Peabody Individual Achievement Test -Revised/Written Expression • Test of Written Language -2, aka TOWL-2
Expressive Abilities (Other)	<ul style="list-style-type: none"> • Development Test of Visual-Motor Integration • Woodcock-Johnson Revised-Writing Samples
Processing Speed/Efficiency	<ul style="list-style-type: none"> • Wechsler Adult Intelligence Scale-Revised, aka WAIS-R (Digit Symbol) • Halstead-Reitan Trail Making Test • Woodcock-Johnson Visual Cluster (Spatial Relations/Visual Matching)
Academic Achievement (Reading)	<ul style="list-style-type: none"> • Woodcock-Johnson Tests of Achievement • Wide Range Achievement Test -Revised, aka WRAT-R • Peabody Individual Achievement Test – Revised (Reading Comprehension) (Reading Recognition)

	<ul style="list-style-type: none"> • Gilmore Oral Reading Test • Nelson-Denny Reading Test (Vocabulary) (Comprehension) • Degrees of Reading Power (DRP)
Academic Achievement (Spelling)	<ul style="list-style-type: none"> • Woodcock-Johnson Tests of Achievement • Wide Range Achievement Test -Revised, aka WRAT-R • Peabody Individual Achievement Test - Revised (Spelling)
Academic Achievement (Math)	<ul style="list-style-type: none"> • Arlin Test of Formal Reasoning, aka ATFR • Key Math Test • Woodcock-Johnson Tests of Achievemen • Wide Range Achievement Test -Revised, aka WRAT-R • Peabody Individual Achievement Test - Revised (Math)