

UNIVERSITY OF COLORADO
SKAGGS SCHOOL OF PHARMACY AND
PHARMACEUTICAL SCIENCES

Distance Degrees and Programs

**North American-Trained PharmD Program
Advanced Pharmacy Practice Experience
Credit-by-Challenge Manual**

PREFACE

The Experiential Education Committee (EEC) is made up of full-time and adjunct faculty at the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences. The EEC was charged by the Skaggs School of Pharmacy and Pharmaceutical Sciences faculty with:

- Establishing outcomes-based guidelines for a credit-by-challenge of experiential coursework in the North American-Trained PharmD (NTPD) program;
- Reviewing individual credit-by-challenge for credit for experiential coursework.

EEC members recognize and affirm the value of advanced pharmacy practice experiences (APPE) rotations for the student's professional development within the NTPD program. They recognize that structured, individualized training under the guidance of experienced clinical preceptors can be valuable, even to students with substantial experience in similar practice areas. However, in an outcomes-based degree program such as the NTPD program, practice competency is determined by mastery of the APPE outcomes. Many NTPD students have extensive practice experience and have achieved mastery of the outcomes APPEs during their pharmacy practice careers. The design of the NTPD program, a program for licensed pharmacists, facilitates this achievement since students apply knowledge gained from didactic courses to the management of patients under their care. When expertise gained in this manner meets or exceeds the expectations for entry-level PharmD students completing six-week APPEs, the potential to "challenge out" of experiential courses exists.

The EEC will meet regularly to discuss the policies and procedures relevant to the credit-by-challenge process. Meeting minutes will capture the topics discussed and the resulting outcomes.

It is within this context that the EEC offers the APPE Credit-by-Challenge Manual.

Every effort has been made to make this system fair, equitable, and broadly applicable to a wide range of pharmacy practice experiences. Your constructive feedback is encouraged. Please direct feedback to the Program Director.

DISCLAIMER

Students pursuing their Doctor of Pharmacy degree through the North American-Trained PharmD (NTPD) program at the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) are University of Colorado students and are responsible for reading, understanding, and abiding by the policies and procedures as listed within this manual and on the SSPPS website.

The SSPPS reserves the right to modify the policies and procedures described in this manual and located on the website at any time. Students, credit-by-challenge reviewers, and advisors will be notified of any changes and can refer to the website for the NTPD program's updated policies and procedures.

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EXECUTIVE SUMMARY

- Students wishing to challenge an APPE rotation for academic credit will prepare a portfolio that describes and documents how they accomplished the outcomes for that specific rotation.
- Supportive documentation provided in a credit-by-challenge should be representative of the student's practice experience, rather than all-inclusive.
- The Academic and Experiential Program Coordinator, trained credit-by-challenge advisors, and the student services team will guide portfolio preparation, as needed.
- Each credit-by-challenge submission requires payment of a nonrefundable credit-by-challenge tuition. The SSPPS website lists the current tuition rate.
- A successful credit-by-challenge eliminates rotation tuition payment for awarded credits and saves the student 240 hours in time requirements per rotation.
- Credit-by-challenge submissions are reviewed by at least two qualified full-time or adjunct faculty members or by other reviewers who have applicable experience.
- An appeals process exists for disputed decisions.
- Exceptions may be made to individual guidelines within the APPE Credit-by-Challenge Manual with the approval of the majority of the EEC members.
- Some valuable professional experiences are not described by the outcomes that are provided. For consideration of such experiences, students may submit a proposal to the EEC briefly describing the proposed challenge. The EEC will determine whether the experience merits submission.
- Priority will be given to submissions from students who are preparing to graduate in the semester in which the credit-by-challenge was submitted.

1. CREDIT-BY-CHALLENGE PORTFOLIO – AN OVERVIEW

Credit-by-challenges will be submitted in the form of portfolios that include descriptions of how the student achieved each required outcome in their practice of pharmacy and objective documentation to support the descriptions. The information provided by the student must prove, as a defensible course equivalency, that the student's experience meets or exceeds the ability-based outcomes (ABOs) associated with the rotation the student is challenging.

The format of credit-by-challenge submissions is defined by the EEC. Additional information about the format is outlined in this manual.

2. ABILITY-BASED OUTCOMES (ABOs) FOR CREDIT-BY-CHALLENGE SUBMISSIONS

ABOs for APPE rotations will be used by students to self-evaluate their professional experiences, to prepare credit-by-challenges for academic credit, and by the EEC members and assigned reviewers to evaluate the credit-by-challenges. The ability-based outcomes for each credit-by-challenge type are available on request from the DDP office.

The ABOs provided for patient care APPEs are broadly described and can be applied to many patient-care situations. Students submitting a credit-by-challenge in any patient care practice area are expected to apply the generic guidelines to the specific practice situations of their credit-by-challenge area.

2.1 Number of APPE Rotations and Credit-by-Challenges

Qualification for graduation in the NTPD program is outcomes-based. To ensure all NTPD students graduating from the NTPD program meet the outcomes and support ACPE guidelines, objective validation of each pharmacist's skills is critical. Therefore, the following must be met by each NTPD student:

- APPE Rotations
 - Each student must complete six APPE rotations, with four being core (Community, Ambulatory Care, Health-system institutional, and Health system – Acute Care / General Medicine). The additional two APPEs are electives. Refer to the current NTPD APPE Rotation policy concerning rotation categories.
 - All students will complete the ACPE core rotations in the United States (US), unless a student can submit a portfolio credit-by-challenge **using US-based pharmacy experience**.

- Credit-by-Challenges
 - NTPD students can submit up to two credit-by-challenges in the following areas:
 - Electives Only
 - If completing TWO elective CxCs, at least ONE must be in the Patient Care setting.
 - One elective *and/or* one core rotation
 - The core submission must be based on experience where the NTPD student currently practices as a licensed pharmacist.
 - Pharmacy experience used for a core rotation must be based in the US.
 - Depending on the student's second elective, this CxC elective may need to be in the patient-care setting. (At least one elective must be in the Patient Care setting)

3. CREDIT-BY-CHALLENGE PORTFOLIO STRUCTURE

Credit-by-challenge submissions will normally be in the form of a **portfolio**, which consists of written narrative essays and supportive documentation.

3.1 Narrative Essay: An ABO, which is included in each credit-by-challenge, is comprised of many individual components. The student will write one narrative essay, which will be one-half page to one page in length *per component*, for each ABO. Each component will be addressed in a separate narrative rather than grouped together. The narrative essay will demonstrate, through his/her work experience, the student's mastery of the component associated with the ABO for the APPE rotation the student intends to challenge. The student will also include a summary at the end of the narrative essay, defining how the result(s) of the work experience, as described in the student's narrative essay, impact patient or project outcomes.

3.2 Supportive Documentation: The student will include, at a minimum, two pieces of supportive documentation per ABO. The student will reference the supportive documentation in the **narrative essays** for the components listed underneath the ABO. The student will provide two separate examples per ABO. The same two examples cannot be used for more than one ABO.

- Case-based documentation and/or other documentation is encouraged for support of patient-care experiences; however, the format of documentation is not restricted to case examples. A wide variety of documentation formats is acceptable. The evaluative focus will be on the strength of the evidence rather than the format of the documentation.
- The portfolio will be strengthened by including multiple case examples. A reviewer may request additional supportive documentation as necessary. *Note: Case examples or other documentation used to support one challenge may not be used to support a second challenge ["double dipping;" see general policies and procedures].*
- Self-assessment of accomplishments is considered central to the credit-by-challenge process, although supportive documentation by other health care professionals is very strongly encouraged as a form of outside validation of the student's self-assessments.

3.3 Specific credentials: For students with specific credentials listed below, recognized by the EEC as consistently exceeding the competencies required of entry-level students performing the on-campus standard of six (6) week APPE rotations in specific practice areas and under the guidance of an experienced preceptor, the credit-by-challenge portfolio submission process requires only submission of the credit-by-challenge worksheet outlining the basis of the credit-by-challenge in any of the qualifying categories, the assessment tool (which outlines the ABOs to be achieved), and the documentation specified within each category.

- Within the **assessment tool**, students address the ABOs, which are included in each credit-by-challenge and are comprised of many individual components. The student will write **one** narrative essay, which will be one-half page to one page in length, summarizing **all** components of each required ABO. The narrative essay will demonstrate, through his/her work experience, the student's mastery of the ABOs for the specific APPE rotation the student intends to challenge. The student will also include a summary at the end of the narrative essay, defining how the result(s) of the work experience, as described in the student's narrative essay, affect patient or project outcomes.
- Specific credentials that may be submitted for credit-by-challenge include:
 - Completion of a Residency and/or Fellowship (Section 3.3.1)
 - Additional Degrees (Section 3.3.2)
 - Management Experience (Section 3.3.3)
 - Board Certification (Section 3.3.4)

3.3.1 Completion of a Residency and/or Fellowship

- **Criteria**

- The completion of each PGY1 (general residency), PGY2 (specialty residency), or fellowship qualifies the student for one credit-by-challenge submission in a related practice area. The PGY1 residency, PGY2 residency, or fellowship must have been completed within six (6) years of the date of enrollment in the NTPD program. The EEC reserves the right to alter the time limits on a case-by-case basis.
- Only residencies may be considered as meeting the Patient Care setting requirement.

- **Submission Materials**

- Credit-by-Challenge Worksheet
- Assessment Tool – As outlined above.
- Supportive Documentation -
For ASHP-accredited, non-ASHP-accredited residencies and fellowships
 - A copy of the residency or fellowship completion certificate. Or, a letter verification of residency completion from the residency director, institution, or accrediting organization with the following information:
 - Verify the type and location of residency or fellowship
 - State the residency or fellowship start and stop dates
 - Confirm the completion of the residency or fellowship
 - Be signed by the Director of the residency, institution, or accrediting organization where the residency or fellowship occurred.
- In the case of non-accredited residencies or fellowships, the following information must be included as additional supportive documentation:
 - Details about the duration of the training experience
 - Identify and credentials of the training director and of a preceptor from a

- core rotation (i.e., a CV or resume)
- Detailed description of the practice outcomes
- Detailed description of how the outcomes for the assessment and how the student satisfied the outcomes (i.e., an evaluation) for one core rotation experience.
- Projects completed during the training experience.

3.3.2 Additional Degrees

Criteria – Evidence of graduation from one of the degrees listed below qualifies a NTPD student to submit a credit-by-challenge for an elective APPE. The student must complete the degree within six (6) years of the date of enrollment in the NTPD program. The EEC reserves the right to alter the time limits on a case-by-case basis. Other degrees will be considered on a case-by-case basis. Additional degrees do NOT meet Patient Care setting requirements.

Degree Type	APPE Rotation Student May Challenge
Master of Business Administration	Elective – Administrative Rotation
Master of Health Administration	Elective – Public Health
Master of Public Health	Elective – Public Health
Master's or Doctoral degree in pharmacy sciences, medical sciences, patient care or research	Elective – Research

- **Submission Materials**

- Credit-by-Challenge Worksheet
- Assessment Tool – As outlined above.
- Supportive Documentation -
- A copy of the official transcript mailed from the institution where the student received the degree or a copy of the student's diploma.
- A 250-word narrative document defining how the degree relates to the student's practice of pharmacy.

3.3.3 Management Experience

- **Criteria** - Students who have held administrative positions within healthcare, including industry or retail settings (e.g., Pharmacy Director, Assistant or Associate Director, Clinical Coordinator, or Pharmacy Manager), for at least six (6) months are recognized to have administrative knowledge and experience that exceeds that required of students completing a six (6) week administrative APPE. This experience may qualify the student for an elective administrative APPE rotation credit-by-challenge. Other administrative experience within healthcare may be considered on a case-by-case basis. Management experience *may* meet Patient Care setting requirements. Please see below for submission material requirements.

- **Submission materials**

- Credit-by-Challenge Worksheet
- Assessment Tool – As outlined above.

- Supportive Documentation - Required documentation includes a supportive letter and the job description. These items must include the following information:
 - **Supportive Letter** – A letter composed on company letterhead that will identify the following:
 - Confirm the student’s employment at the company.
 - Verify the student’s current position title.
 - Identify the length of time the student has been in this position.
 - Be signed by a supervisor or HR personnel.
 - **Job Description**– A copy of the student’s job description, which will identify your experience in:
 - Managing the fiscal budget
 - Supervising other pharmacists and/or employees
 - Conducting annual evaluations for the individuals the student supervises
 - **(Optional) Patient Care designation:**
 - If the student would like consideration for credit in a **Patient Care** setting, a submitted PPCP (Pharmacists’ Patient Care process) form will be required. See **Appendix B** for the form.
 - Additionally, a letter from a supervisor stating the management experience is occurring in a patient care setting, including a description of patient care activities, is recommended.
 - Care should be taken to avoid “double-dipping” with other CxC submissions (see Section 4.2).

3.3.4 Board Certification

- Criteria - Passing a board certification exam from the list below qualifies the student for a credit-by-challenge submission for **one elective** APPE rotation. The student must have earned the board certification within six (6) years of the date of enrollment in the NTPD program. The EEC reserves the right to alter the time limits on a case-by-case basis. The following certifications have been reviewed and approved by EEC for credit-by-challenge submission, and where applicable, designation of meeting Patient Care setting requirement:

Name of Exam	Website	Patient-care setting	Rotation Student May Challenge
Accreditation Council for Clinical Lipidology (ACCL) – Clinical Lipid Specialist	https://www.lipidspecialist.org/	Yes	Elective - Cardiology
American Board of Applied Toxicology Certification (ABAT)	http://www.clintox.org/resources/abat	Possible with PPCP Form	Elective - Toxicology

Board of Pharmacy Specialties – Ambulatory Care Pharmacy	http://bpsweb.org/	Yes	Elective – Ambulatory Care Subspecialty
Board of Pharmacy Specialties – Critical	http://bpsweb.org/	Yes	Elective – Critical Care

Care Pharmacist (BCCCP)			
Board of Pharmacy Specialties: Geriatrics Pharmacist (BCGP)*	http://bpsweb.org/	Yes	Elective - Geriatrics
Board of Pharmacy Specialties – Nuclear Pharmacy	http://bpsweb.org/	Possible with PPCP Form	Elective - Medical Subspecialty - Nuclear
Board of Pharmacy Specialties – Nutrition Support Pharmacy	http://bpsweb.org/	Yes	Elective - Medical Subspecialty - Nutrition
Board of Pharmacy Specialties – Pediatrics Pharmacy Specialist	http://bpsweb.org/	Yes	Elective - Pediatrics
Board of Pharmacy Specialties – Oncology Pharmacy	http://bpsweb.org/	Yes	Elective - Medical Subspecialty - Oncology
Board of Pharmacy Specialties – Pharmacotherapy	http://bpsweb.org/	Yes	Elective – Ambulatory Care Subspecialty or Elective – Health System Subspecialty
Board of Pharmacy Specialties – Cardiology Pharmacy	http://bpsweb.org/	Yes	Elective - Medical Subspecialty - Cardiology
Board of Pharmacy Specialties – Infectious Disease Pharmacy	http://bpsweb.org/	Yes	Elective - Medical Subspecialty – Infectious Diseases
Board of Pharmacy Specialties – Psychiatry	http://bpsweb.org/	Yes	Elective - Medical Subspecialty - Psychiatry
Board of Pharmacy Specialties · Pain Management Pharmacy	http://bpsweb.org/	Yes	Elective - Medical Subspecialty - Pain
Board of Pharmacy Specialties · Solid Organ Transplantation Pharmacy	http://bpsweb.org/	Yes	Elective - Medical Subspecialty · Transplant

Board of Pharmacy Specialties Compounded Sterile Preparations Pharmacy	http://bpsweb.org/	Possible with PPCP Form	Elective - Medical Subspecialty Compounding
Canadian Diabetes Educator Certification Board	http://www.cdec.ca/	Yes	Elective - Medical Subspecialty - Diabetes
National Certification Board for Diabetes Educators	http://www.ncbde.org/	Yes	Elective - Medical Subspecialty - Diabetes
National Certification Board for Anticoagulation Providers	http://ncbap.org/	Yes	Elective - Anticoagulation
Certified Pain Educator**	www.paineducators.org	Yes	Elective - Medical Subspecialty: Pain Management
Credentialed Pain Practitioner	www.aapainmanage.org	Yes	Elective - Medical Subspecialty: Pain Management
HIV Pharmacist	www.aahivm.org	Possible with PPCP Form	Elective - Medical Subspecialty: HIV
Immunoglobulin Certified Pharmacist (IgCP®)	www.ig-ns.org/ig-certification/	Possible with PPCP Form	Elective
Board Certification in Advanced Diabetes Management	www.adces.org	Yes	Elective- Medical Subspecialty- Diabetes

- **Credit-by-Challenge Submission Materials**

- Credit-by-Challenge Worksheet
- Assessment Tool – As outlined above.
- Supportive Documentation –
 - An official copy of the final examination grade from the board issuing the certification or certificate of completion.
 - If the student would like consideration for credit in a **Patient Care** setting, a submitted PPCP (Pharmacists' Patient Care process) form will be required. See **Appendix B** for the form. Additionally, a letter from a supervisor stating the number of hours in a patient care setting (minimum 240 hours), including a description of patient care activities, is recommended.

- **NOTE:**

- ***Board of Pharmacy Specialties – Certified Geriatric Pharmacists** – Any student who passed the exam before 2018 will also submit a letter, composed on official letterhead and signed by the student’s supervisor, attesting to and describing the student’s last two years of direct and indirect pharmacy practice. 50% of the pharmacy practice must have occurred in a clinical pharmacy setting.
- ****The Certified Pain Educator** exam is no longer offered through the American Pain Society. However, past certifications are accepted if the student passed the exam within six years of enrollment in the NTPD program.

3.4 Format: Organization and professional presentation of submitted materials will be considered as part of the assessment. The EEC and/or credit-by-challenge reviewers may reject challenge submissions that do not comply with the required format or are found unacceptable because of extensive grammatical, spelling, organizational, structural or other deficiencies. Pages should be numbered and submitted electronically. Brief excerpts of successful challenges may be provided to the student as examples of the required format.

4. GENERAL POLICIES AND PROCEDURES

4.1 Access to Credit-by-Challenge Criteria

Students may access the criteria for credit-by-challenge at any time, including before they have applied for admission to the NTPD program. Credit-by-challenge criteria will be published on the NTPD program website and supplied on request to interested parties. Challenge-by-credit guidelines in effect on the date of submission apply to the submission.

4.2 Double Dipping

It is important to avoid duplicating materials on two (2) challenges. This is considered “double dipping” and is not permitted, just as students will likely not provide care to the same patient in two different rotations. Although many of the same pharmacy practice skills apply to different practice areas, students should use different examples, narrative descriptions, and documentation in the individual credit-by-challenge submissions. Credit-by-challenges are checked for duplicate materials as part of the review process. Some of the information required for these outcomes is learner-specific rather than practice-area specific. Examples that incorporate the practice being challenged should be used whenever feasible, but some overlap with other challenges is acceptable.

Under unusual circumstances, students may apply two (2) challenges in one (1) practice category that represent sufficiently different and valuable practice experiences for the development of general clinical pharmacy practitioners. For example, students with extensive ambulatory care experience may be permitted to challenge for ambulatory care APPE rotations in two disease state management categories, such as anticoagulation management and diabetes management. It is recommended that students obtain approval from the Academic and Experiential Program Coordinator before preparing such submissions.

4.3 Credit-by-Challenge Advisor

Several qualified pharmacists have a consultant relationship with the SSPPS to serve as advisors or mentors to NTPD students preparing a credit-by-challenge portfolio submission. Most of the advisors are graduates of the NTPD program and are knowledgeable about the credit-by-challenge process. NTPD students are generally matched with a reviewer with similar practice experiences. The advisors greatly broaden the scope of experience the NTPD program can provide to its students and permit the NTPD program to better meet the needs of degree candidates who come from a wide variety of practice backgrounds.

Students have the option to work with an advisor for up to two hours when preparing one of their credit-by-challenge portfolio submissions. Students who wish to work with an advisor should contact the DDP office, and the DDP office will assign the student an advisor.

4.4 Statute of Limitations on Practice Experiences

The statute of limitations on experience qualifying for a credit-by-challenge will normally be defined as a maximum of six (6) years from the date of enrollment (official acceptance of admission offer) in the NTPD program. However, distant experiences in direct patient care that are not supported by documentation of sustained competency may not be accepted by the EEC, despite meeting the six (6) year time limit. The EEC is committed to verifying that students meet contemporary standards of performance for pharmacy practice, especially for direct patient care experiences. The educational needs of the learner may be better served by performing a full or partial APPE in patient care areas for which their experience is distant. The EEC reserves the right to require performance of full APPEs and/or to require other documentation of current knowledge in a specific pharmacy practice area. The EEC also reserves the right to increase or decrease the six (6) year guideline on a case-by-case basis.

Experiences qualifying for credit-by-challenge may be obtained up to the time of the submission of the challenge. As part of an appeal process or in response to inquiries from the EEC, experiences that occurred after the submission date are acceptable as long as experiences obtained after the submission of the challenge are clearly distinguished to the EEC. Documentation of additional experiences may sometimes be required by the reviewers or EEC for approval of a challenge. The intended focus is on the quality, breadth, and current applicability of the professional experience, rather than on the time at which it occurred.

4.5 Action Plan

The EEC reserves the power to prescribe an action plan to assist the student in successfully completing a credit-by-challenge submission or APPE rotation. Any decision made by the EEC in the case of an individual student shall not set a precedent for subsequent decisions for other students.

4.6 Academic Honesty

This course will follow the policies and procedures [of the School of Pharmacy Student Ethics and Conduct Code](#). If any student is suspected of dishonesty or compromising his/her academic or professional integrity, an incident report will be filed in accordance with the code.

4.7 Accessibility Statement

The University of Colorado Anschutz Medical Campus is committed to providing equitable access to our programs for students with disabilities (e.g., psychological, attentional, learning, chronic health, sensory, and physical).

For additional information on accommodations, please click [here](#).

5. SCHOOL SUPPORT:

5.1 University Policy on Sexual Harassment

Sexual Harassment will not be tolerated at the University of Colorado. As such, it is important that students be aware of what constitutes sexual harassment, how to avoid it, and the proper procedure for reporting and addressing complaints. In brief, any student who believes that he/she has experienced or witnessed sexual harassment (or related retaliation) by another student, faculty member or staff member should promptly report such behavior to the university Sexual Harassment Investigator (see below), the OSS Director of Student Services or Associate Dean for Student and Professional Affairs, or a supervisor, e.g., faculty member, preceptor. It is important for students to recognize that the Office of Student Services or any supervisor who receives a report or complaint of sexual harassment (or related retaliation) is obligated to report it to the campus sexual harassment officer.

Further information can be found [here](#).

5.2 University Policy on Nondiscrimination

The University of Colorado Denver is committed to maintaining a positive learning, working, and living environment for its entire community. The University does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities (Regent Law, Article 10). The University will not tolerate acts of sex discrimination and retaliation (CU Denver Administrative Policy Statement Sexual Harassment). If a student thinks he/she have been discriminated against in violation of University policy, the student should contact:

Further information can be found [here](#).

6. SUBMITTING A CREDIT-BY-CHALLENGE PORTFOLIO

6.1 When to Submit a Credit-by-Challenge

Students may submit at any time after enrolling in the NTPD program and after the completion of an experiential planning call. The student will contact the DDP office to schedule an experiential planning call, where the student's pharmacy practice experience will

be reviewed to determine if the student can challenge any APPE rotation.

It is strongly recommended, however, that challenges representing areas of practice addressed by the NTPD curriculum be submitted after the student has completed the relevant coursework so that knowledge and perspective will be reflected in the challenge submission.

7. REGISTRATION AND FEES

7.1 Registration

Credit-by-challenge registration will begin on the semester registration open date and end on the first day of the semester. These dates are outlined on the Distance Degrees and Programs' [academic calendar](#). Students who do not register for their credit-by-challenge by the first day of the semester will register for their credit-by-challenge the following semester.

The rationale for this change is to support updated graduation deadlines provided by the Anschutz Medical Campus Registrar's Office and to allow the DDP office and the NTPD students the appropriate amount of time to complete the credit-by-challenge review and addendum process.

If any of the dates listed above fall on a weekend or a United States holiday when the DDP office is closed, then the deadline will occur on the next business day.

Pre-Review and Registration Process

As part of the registration process, every student has a draft version of his/her credit-by-challenge pre-reviewed by the DDP office to ensure the credit-by-challenge supports defined formatting standards. The pre-review process can take up to one business week due to the number of credit-by-challenge requests the DDP office pre-reviews. Therefore, the DDP office encourages students to submit a draft version of their credit-by-challenge for pre-review at least two weeks before the registration deadline.

After the pre-review process is completed, the student will receive the next steps to submit the final electronic version of the credit-by-challenge and registration instructions.

A student who has a hold on his/her account will need to have the hold removed, so the credit-by-challenge is registered before the deadline. It is the student's responsibility to have the hold released to register for the credit-by-challenge. Any credit-by-challenge not registered by the semester's deadline will result in moving the registration and credit-by-challenge review process to the next semester. In addition, any student planning to graduate and who does not have a credit-by-challenge registered by the deadline date will have his/her graduation moved to the next graduation cycle.

7.2 Tuition and Fees

- Tuition will apply for each APPE for which the student submits a credit-by-challenge.

- Credit-by-challenge tuition rates are determined by the Program Director, with the approval of the Dean, and may be adjusted yearly. New credit-by-challenge fee rates will go into effect with the fall semester unless otherwise announced. The credit-by-challenge fee rates are located on the SSPPS website.

8. REVIEW PROCESS – CREDIT-BY-CHALLENGE PORTFOLIOS

- Once the credit-by-challenge has been approved through the pre-review process as outlined in this manual, the student will receive instructions for submitting the final electronic version of the challenge with the supportive documents. Once the final version is submitted to the DDP Office, the review process will start.
- The Academic and Experiential Program Manager or his/her delegate will assign two reviewers for each submission. If possible, at least one reviewer will be a member of the Subcommittee. If no member of EEC has appropriate expertise for the evaluation of the practice area represented in the challenge, both reviewers may be non-EEC members. Reviewers will work independently of each other. Each reviewer will make a written recommendation for granting no or full credit. They will provide a brief justification for their recommendation. If no credit is recommended, constructive suggestions for the student are requested. Recommendations will be forwarded to the Academic and Experiential Program Manager and shared with other members of the EEC. Any member of the EEC may have access to portfolio submissions, at the member's request. To protect the reviewer's identity, the reviewer's name will not be revealed to the student who submitted the challenge or other EEC members unless the reviewer wishes to speak directly to the student or the Subcommittee.
- Reviewers may make one request for additional supportive documentation (an addendum) from the student before the determination of their credit recommendation. Reviewers are encouraged to provide guidance on the type and format of supplemental documentation they request. This would normally apply to situations where limited portions of an otherwise acceptable submission were deficient. Reviewers may elect to contact the student directly, following discussion with the Academic and Experiential Program Manager, or to ask that the Academic and Experiential Program Coordinator contact the student with the reviewer's comments.
- Students who elect to resubmit a credit-by-challenge with an addendum will have ten weeks or less, as per graduation deadlines, to submit the addendum to the DDP office. The Academic and Experiential Manager or designee will inform the student of the deadline. The remaining review process and the determination of the challenge's final grade will follow the guidelines as outlined in this document. If the DDP office does not receive the revised challenge within the deadline provided to the student, then the reviewer's initial grade recommendation becomes the final grade recommendation.
- When the recommendations of the two original reviewers concur, the recommendation

is officially made from the EEC to the Program Director.

- If the two original reviewers make opposing recommendations, the EEC will receive copies of the reviews completed by both reviewers and any additional written comments. The EEC will review these documents and determine the final grade for the credit-by-challenge.
- Students who elect to resubmit a credit-by-challenge following a credit award of no credit may select one of three subsequent review routes:
 - Re-submit the original submission and provide an addendum addressing the concerns. It will be re-reviewed by the same reviewer(s) who found fault with the original submission.
 - Re-submit the original submission and provide an addendum addressing the concern to two new reviewers.
 - Submit the original submission to two new reviewers without an addendum. New reviewers will not be permitted to request additional information or an addendum from the student.

Regardless of the review route as described above, credit-by-challenges that have been awarded no credit following resubmission [second review] may not be resubmitted.

9. ASSIGNING CREDIT AND ADDENDUMS

9.1 Full Credit vs. No Credit for Credit-by-Challenge Portfolios – An Overview

Each credit-by-challenge submission will be graded using a full credit / no credit system for up to six (6) academic credits. The EEC will assign credit for each credit-by-challenge submission, and students may receive full credit or no credit for a credit-by-challenge submission. A credit-by-challenge assigned full credit is noted on the academic transcript as “P” for a passing grade.

A credit-by-challenge assigned no credit is noted on the student’s academic transcript as “W,” and the credit-by-challenge will be withdrawn. The student is responsible for paying the credit-by-challenge tuition associated with the credit-by-challenge that received no credit. The student will need to complete a full, six-week or 240-hour APPE rotation and pay for the rotation tuition and fees to fulfill the NTPD program APPE requirements for each credit-by-challenge submission that received no credit.

9.2.1 Full Credit

To receive full credit, the credit-by-challenge reviewer will find that the student addressed the ABOs and the components in a manner that confirms that the student is performing at a **Beyond Entry-Level Performance, Entry-Level Performance, or Entry-Level Performance with Limitations**.

An “entry-level performance” generally indicates the student is “practice-ready” or performing at “entry-level.” “Entry-level” refers to students who, upon graduation, must have the skills needed to practice safely and independently in a variety of settings, whether the student is entering a job or pursuing post-graduate training (residency, fellowship, etc.).

“Practice-ready” also means that the student can demonstrate that they can communicate effectively, navigate complex scenarios as a general pharmacist, ensure safe and accurate use of medications, and practice within the legal and ethical standards of the profession of pharmacy.

The credit-by-challenge reviewer will assess the student’s ability to practice based on the skills and knowledge needed to work as a generalist pharmacy practitioner.

See Section 11. Skill Performance Levels – Credit-by-Challenge Portfolio for more information about how to assess a credit-by-challenge portfolio submission.

9.2.2 No Credit / Addendum Needed

A student who receives **six (6) or more scores of Beginning Performance or one (1) or more Not Ready for Advancement** shall receive no credit for the credit-by-challenge. The student will have the option to have the credit-by-challenge reviewed again through the addendum process, or the student’s credit-by-challenge will be withdrawn, and the student will complete a full, six-week or 240-hour APPE rotation instead.

9.3. Addendums – For Credit-by-Challenge Portfolios

After the credit-by-challenge reviewer submits the evaluation form with written comments for the student to address, the DDP Office will discuss with the student the addendum process, including the following points:

- **Credit-by-Challenge Portfolio:** The entire credit-by-challenge does not need to be resubmitted. The student will only resubmit the narrative description and supportive documents for the components and/or ABOs marked **Beginning Performance and/or Not Ready for Advancement** in the addendum (**See Section 11. Skill Performance Levels – Credit-by-Challenge Portfolio**). The student does not need to resubmit the entire credit-by-challenge for review.

Once the student submits the addendum, the DDP Office will contact the original credit-by-challenge reviewer to review the addendum. The credit-by-challenge reviewer will only review the items submitted in the addendum and is not expected to re-evaluate the original credit-by-challenge submission.

See more information about the review and addendum process as described in **Section 8. Review Process – For Credit-by-Challenge Portfolios**.

9.2 Assessment Process – Credit-by-Challenge Portfolio

Credit-by-challenge reviewers are encouraged to rate students based on performance skill levels and will rate each student's credit-by-challenge accurately on their submitted credit-by-challenge materials. Reviewers will provide comments explaining any scoring that is above or below expectations.

Credit-by-challenge reviewers might indicate either "Beyond Entry-Level Performance" or "Entry-Level Performance" when describing a passing student. A failing student performance is usually indicated when a student is not able to demonstrate the skill, behavior, or knowledge indicated in the respective ABO or component.

Students will be assessed in three distinct areas:

1. Therapeutic knowledge (ABOs 1-10, 12, 13)
2. Communication (ABO 14)
3. Professionalism (ABO 11)

Students who cannot successfully demonstrate competence in one or more of these areas are subject to receive no credit for the credit-by-challenge.

9.2.1 APPE Expectations for Competence / Minimum Competence:

To complete the APPE requirements, each student must demonstrate competence in all assessed components of performance. Competence is defined as a grade of C or better for an APPE rotation or receiving full credit for a portfolio credit-by-challenge submission.

10. SKILL PERFORMANCE LEVELS – CREDIT-BY-CHALLENGE PORTFOLIO

The credit-by-challenge reviewer will rate the student's current ability for each component listed under each ABO in comparison to the level of ability expected upon graduation from a Doctor of Pharmacy degree program (i.e., a newly licensed pharmacist who may practice clinically).

The credit-by-challenge reviewer will rank the student's level of performance based on five different skill performance levels:

- Beyond Entry-Level Performance
- Entry-Level Performance
- Entry-Level Performance with Limitations (Improvement Needed)
- Beginning Performance (Significant Improvement Needed)
- Not Ready for Advancement (Failure to Demonstrate Skills)

10.1 Rating the Credit-by-Challenge Portfolio

The credit-by-challenge reviewer will rate the corresponding performance skill level based on the materials provided by the student for the credit-by-challenge portfolio submission. The student should be ranked according to the descriptive criteria listed below each skill performance level. The student must meet all listed criteria within each skill performance level to be ranked at that level. A student who does not fully meet the criteria of a given level should be ranked at a lower skill performance level, which best describes the student's performance.

The term "entry-level" refers to the skills needed for a graduate to practice pharmacy as a clinical generalist upon graduation from a Doctor of Pharmacy program.

The term "ability" refers to any technical, professional, cognitive or clinical skill as it pertains to the ABOs assessed by the credit-by-challenge reviewer. This may also include the student's ability to solve problems and think critically.

See **Appendix A – Additional Information for Credit-by-Challenge Reviewers** to learn more about how the credit-by-challenge reviewer will select the skill performance level for a credit-by-challenge submission.

10.2 Beyond Entry-Level Performance

- Descriptive Criteria:
 - Performance ability consistently with excellent quality
 - Performs ability with independence, capable of performing without need for assistance; aware of risks and performs safely; practice-ready
 - Demonstrates mastery of ability and/or can teach ability to peers or other learners

10.3 Entry-Level Performance

- Descriptive Criteria:
 - Performs ability consistently with good quality
 - Performs ability with independence and seeks resources when needed; aware of risks and performs safely; practice ready
 - Able to demonstrate ability with a high degree of difficulty or complexity

10.4 Entry-Level Performance with Limitations (Improvement Needed)

- Descriptive Criteria:
 - Performs ability with appropriate quality, but does so inconsistently
 - Performs ability with some independence; aware of risks but requires supervision to ensure safe practice; sometimes requires guidance from preceptor
 - Able to demonstrate ability with a low degree of difficulty or complexity, but may not be able to demonstrate ability when more complex variables are present.

10.5 Beginning Performance (Significant Improvement Needed)

- Descriptive Criteria:

- Performs ability at a level expected of an introductory (IPPE) student
- Performs ability inconsistently, but improves with preceptor coaching
- Unable to perform ability independently; unaware of risks or need to seek guidance; often requires guidance from a preceptor for safe practice
- Able to identify ability when performed by others, but unable to demonstrate ability consistently

10.6 Not Ready for Advancement (Failure to Demonstrate Skill)

- Descriptive Criteria
 - Performs ability with unacceptable quality
 - Performs ability inconsistently, if at all, despite coaching from preceptor
 - Unable to perform ability independently; unaware of risk or need to seek guidance; always requires complete guidance from preceptor for safe practice
 - Unable to identify ability when performed by others; does not demonstrate knowledge of the ability, or is unaware of the need for ability

11. APPEALS PROCESS

All appeals must be submitted electronically to the NTPD program Director or designee within two weeks of the date of receipt of the no credit results. Appeals will be referred to the Scholastic Advancement and Appeals Committee and will follow the procedures outlined in the Scholastic Advancement and Appeals policy. The decision of the Scholastic Advancement and Appeals Committee is final.

Submissions for credit-by-challenge, the recommendations of reviewers, and all official paperwork related to the submission and/or appeals process will remain part of the student's permanent Skaggs School of Pharmacy and Pharmaceutical Sciences records. Students shall have access to any materials in their records, within the guidelines of the Skaggs School of Pharmacy and Pharmaceutical Sciences Office of Student Services.

12. STUDENT ETHICS AND CONDUCT CODE

Credit-by-challenge portfolios, like all graded assessments within the NTPD program, must be the degree student's work and are accomplished under the provisions of the University of Colorado SPPS Student Ethics and Conduct Code. Penalties for inappropriate collaboration, assistance, plagiarism or other breaches of the Ethics and Conduct Code may include but are not limited to: rejection of the credit-by-challenge submission with forfeiture of the credit-by-challenge fee, reduction of credit awarded, requirement that a full or partial APPE in the practice area be prospectively performed, requirement that the student be examined in the practice area by a panel of preceptors, and/or loss of the credit-by-challenge privilege for other APPEs.

13. RECOGNITION OF OUTSTANDING ACHIEVEMENT

Credit-by-challenge reviewers shall have the option to nominate a student for a SSPPS award of excellence in experiential training. Credit-by-challenge reviewers can find this nomination form in the credit-by-challenge portfolio reviewer form provided by the DDP office.

Appendix A: Additional Information for Credit-by-Challenge Reviewers

What is an entry-level practitioner, and why should I compare my student to a pharmacy graduate?

An entry-level practitioner has met the competencies required to practice in a clinical environment, safely and independently as a newly licensed pharmacist. The entry-level practitioner demonstrates the ability to perform at or above a minimum standard of performance. Each student is expected to demonstrate this level of skill prior to graduation for each of the required ABOs. Many students may exceed in a specific area at various times in their development. Thus, the grading scale is centered by this standard and allows preceptors to identify areas in which the student is exceeding or has yet to demonstrate this level of practice.

Contrasting performance with an agreed-upon standard allows the student to have a greater understanding of individual needs for improvement. With greater self-awareness of current performance, students are more empowered to engage deliberately to improve future performance.

How do I compare students to graduates?

The credit-by-challenge reviewer should assess the student's performance by reflecting on the question: "If the professional experience as represented by the student in this credit-by-challenge submission is equal to the skill level of a student finishing their final rotation in a doctor of pharmacy program, is the student ready to practice as a licensed PharmD?" If the answer is yes, the student should be assessed at the entry-level performance or the beyond-entry level performance levels. If the answer is no, the student should be assessed as entry-level performance with limitations or below.

Should my expectations change as the student progresses closer to graduation?

While credit-by-challenge reviewers may naturally have higher expectations closer to graduation, it is imperative to have consistent expectations for all students, irrespective of when the student submits the credit-by-challenge. Not all credit-by-challenge submissions are expected to assess the same abilities for each student. The student does have the opportunity to develop an addendum, which will address the concerns as noted by the credit-by-challenge reviewer. In addition, the student must be aware of his/her current performance, as demonstrated in the materials provided for the credit-by-challenge submission, and this is why accurate and consistent assessment is essential.

Appendix B: Pharmacists' Patient Care Process (PPCP) Form

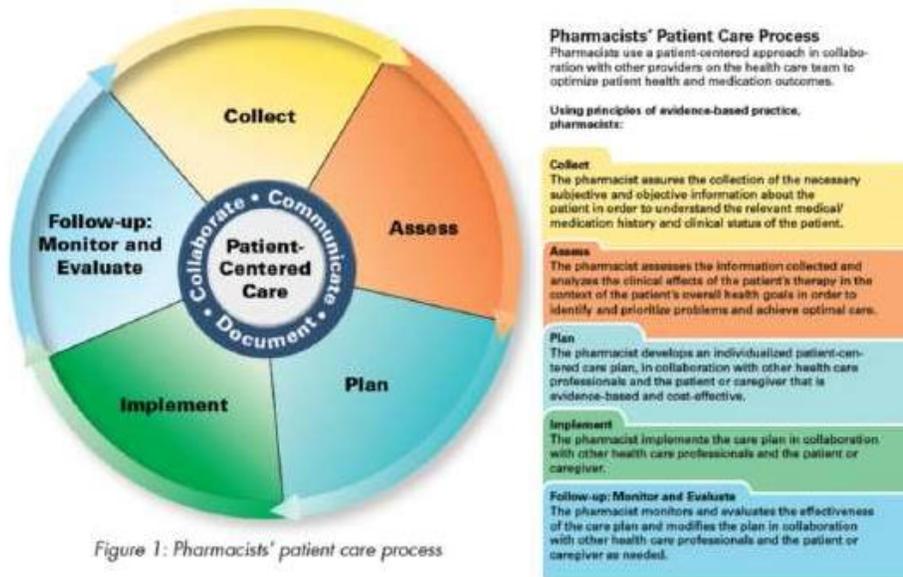


Figure 1: Pharmacists' patient care process

History of Pharmacists' Patient Care Process

The pharmacy profession has undergone significant change and evolution over the past 50 years. Pharmacists have shifted from primarily dispensing medication to providing patient care. Today, the patient care services offered by pharmacists range in scope and complexity and span practice settings from the community, long-term care, home care, physician offices, and clinics, hospitals managed care, and many other settings where patients require the care and expertise of a pharmacist—a uniquely trained and qualified health care provider.

- Developed by the Joint Commission of Pharmacy Practitioners (JCPP)
- It was finalized and adopted in May 2014
- This process is intended to be used during training for both practicing pharmacists and student pharmacists and applied in practice on an ongoing basis
- The goal is for pharmacists to acquire and solidify their knowledge and understanding of the components of the Pharmacists' Patient Care Process and be able to apply the process to diverse patient care services across the spectrum of settings in which pharmacists provide patient care

Student Name:



Credit by Challenge Elective - Pharmacists' Patient Care Process Supplement

Please complete the following form. Be sure to highlight specific examples of the activities you have done and how your role supports the mastery of each component. Providing 1-2 supplemental documents per component is highly recommended, though not required. Students must show mastery in 3 of the 5 components to qualify as Patient Care setting experience. Your signature is required at the bottom to attest to the mastery of these activities.

1. **COLLECT:** The pharmacist assures the collection of the necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

Example of experience to support the above statement:

2. **ASSESS:** The pharmacist assesses the information collected and analyses the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

Example of experience to support the above statement:



3. **PLAN:** The pharmacist develops an individualized patient-centered care plan, in collaboration with other healthcare professionals and the patient or caregiver that is evidence-based and cost-effective.

Example of experience to support the above statement:



- 4. **IMPLEMENT:** The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Example of experience to support the above statement:



- 5. **FOLLOW-UP - Monitor and Evaluate:** The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other healthcare professionals and the patient or caregiver as needed.

Example of experience to support the above statement:

