

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**

TABLE OF CONTENTS

PREFACE – 3	
DISCLAIMER – 3	
EXECUTIVE SUMMARY – 4	
1. CREDIT-BY-CHALLENGE PORTFOLIO – AN OVERVIEW – 5	
2. ABILITY-BASED OUTCOMES FOR CREDIT-BY-CHALLENGE PORTFOLIO SUBMISSIONS – 5	
3. FULL CREDIT-BY-CHALLENGE PORTFOLIO STRUCTURE – 5	
4. ABBREVIATED CREDIT-BY-CHALLENGE PORTFOLIO STRUCTURE – 6	
4.1 Completion of a Residency and/or Fellowship – 7	
4.2 Additional Degrees – 8	
4.3 Management Experience – 8	
4.4 Board Certification – 9	
5. GENERAL POLICIES AND PROCEDURES – 11	
5.1 Experiential Planning Policy – 11	
5.2 Access to Credit-by-Challenge Criteria – 12	
5.3 Minimum Number of APPE Rotations – 12	
5.4 Elective Rotations Completed Outside the United States and Canada – 13	
5.5 Double Dipping – 13	
5.6 Credit-by-Challenge Advisor – 14	
5.7 Statute of Limitations on Practice Experiences – 14	
5.8 Action Plan – 14	
5.9 Academic Honesty – 14	
5.10 Accommodations for Disability – 15	
5.11 University Policy on Sexual Harassment – 15	
5.12 University Policy on Nondiscrimination – 16	
6. SUBMITTING A CREDIT-BY-CHALLENGE PORTFOLIO – 16	
6.1 When to Submit a Credit-by-Challenge – 16	
7. REGISTRATION, TUITION AND FEES – 16	
7.1 Registration – 16	
7.2 Tuition and Fees – 17	
8. REVIEW PROCESS – FOR FULL AND ABBREVIATED CREDIT-BY-CHALLENGE PORTFOLIOS – 17	
9. ASSIGNING CREDIT AND ADDENDUMS – 19	

Last Revised: March 8, 2022

- 9.1 Full Credit vs. No Credit for Full and Abbreviated Credit-by-Challenge Portfolios – An Overview – 19
- 9.2 Full Credit-by-Challenge Portfolio – 19
 - 9.2.1 Full Credit – 19
 - 9.2.2 No Credit / Addendum Needed – 20
- 9.3 Abbreviated Credit-by-Challenge Portfolio – 20
 - 9.3.1 Full Credit – 20
 - 9.3.2 No Credit / Addendum Needed – 20
- 9.4 Addendums for Full and Abbreviated Credit-by-Challenge Portfolios – 20
- 10. ASSESSMENT – 21
 - 10.1 Assessment Process – Full Credit-by-Challenge Portfolio – 21
 - 10.1.1 APPE Expectations for Core Competencies – 21
 - 10.2 Assessment Process – Abbreviated Credit-by-Challenge Portfolio – 21
- 11. SKILL PERFORMANCE LEVELS – FULL CREDIT-BY-CHALLENGE PORTFOLIOS – 22
 - 11.1 Rating the Full Credit-by-Challenge Portfolio – 22
 - 11.2 Beyond Entry-Level Performance – 22
 - 11.3 Entry-Level Performance – 23
 - 11.4 Entry-Level Performance with Limitations (Improvement Needed) – 23
 - 11.5 Beginning Performance (Significant Improvement Needed) – 23
 - 11.6 Not Ready for Advancement (Failure to Demonstrate Skill) – 23
- 12. Appeals Process – 23
- 13. Student Ethics and Conduct Code – 24
- 14. Recognition of Outstanding Achievement – 24
- Appendix A – Additional Information for Credit-by-Challenge Reviewers – 24

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-challenges 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 for one or more 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 on a regular basis to discuss the policies and procedures relevant to the credit-by-challenge process. Meeting minutes will capture the topics discussed and the resulting outcomes. A copy of the meeting minutes will be saved in the Distance Degrees and Programs (DDP) Office.

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 student services team will provide guidance in 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 full 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 (either full or abbreviated format; see below) that include descriptions of how the student has achieved each required outcome in their practice of pharmacy and objective documentation to support the descriptions.

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

2. ABILITY-BASED OUTCOMES FOR CREDIT-BY-CHALLENGE SUBMISSIONS

Ability-based outcomes (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 ability-based outcomes 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.

3. FULL CREDIT-BY-CHALLENGE PORTFOLIO STRUCTURE

Credit-by-challenge submissions will normally be in the form of a **full portfolio** [notebook, dossier], which is comprised of a written, narrative essay and supportive documentation.

- **Narrative Essay:** An ABO, which is included in each full 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 the 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, impacts patient or project outcomes.

NOTE: The student will address all ABOs and corresponding components in the credit-by-challenge. Some components have **Not Applicable** listed as an assessment option. If a student does not have the applicable work experience for a component which has **Not Applicable** listed as an assessment option, then the student will write a narrative essay describing how to apply the component in the practice setting. To be eligible to submit the credit-by-challenge, the student will address a majority of the

components with the **Not Applicable** listed as an assessment option by using his/her applied work experience.

- **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 different case examples whenever possible. A reviewer may request additional supportive documentation if a student chooses to use the same case example for more than one outcome. *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.
- **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. ABBREVIATED CREDIT-BY-CHALLENGE PORTFOLIO STRUCTURE

For students with specific credentials, the abbreviated credit-by-challenge portfolio submission format is an alternative to preparation of a full credit-by-challenge portfolio. It applies to professional situations where accomplishment requires a degree of competency that is 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 abbreviated credit-by-challenge portfolio submission process requires only submission of the abbreviated credit-by-challenge worksheet outlining the basis of the credit-by-challenge in any of the qualifying categories and the documentation specified within each category.

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The criteria for submission of a credit-by-challenge in abbreviated portfolio format includes:

- Completion of a Residency and/or Fellowship (Section 4.1)
- Additional Degrees (Section 4.2)
- Management Experience (Section 4.3)
- Board Certification (Section 4.4)

4.1 Completion of a Residency and/or Fellowship

- Completion of each PGY1 (general residency), PGY2 (specialty residency), or fellowship qualifies the student for one abbreviated credit-by-challenge submission in a related practice area.
- The PGY1 residency, PGY2 residency or fellowship must normally 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.
- This guideline applies to ASHP-accredited, non-ASHP accredited residencies and fellowships. Preferred documentation is a copy of the residency or fellowship completion certificate. Another acceptable form of documentation includes 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 on core rotation experience.
 - Projects completed during the training experience.

4.2 Additional Degrees

- Students who earned a masters or doctoral degree in the subject areas outlined below qualifies the student to submit an abbreviated credit-by-challenge.

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

- Evidence of graduation from these degree programs qualifies the student to submit an abbreviated credit-by-challenge. Required documentation includes a copy of the official transcript mailed from the institution where the student received the degree or a copy of the student's diploma. In addition, the student will submit a 250-word narrative document defining how the degree relates to the pharmacy practice.
- The student must complete the masters or doctoral 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.

4.3 Management Experience

- 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 a period of 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 qualifies the student for an abbreviated submission status for an administrative APPE rotation. Other administrative experience within healthcare may be considered on a case-by-case basis.
- Required documentation includes a supportive letter, job description and assessment. These items must include the following information:
 - **Supportive Letter** – A letter composed on company letterhead and 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 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
3. **Assessment Tool** – The completion of the assessment tool, as provided by the DDP office, which attests to the student’s qualifications. The tool must be signed by the student’s supervisor.

4.4 Board Certification

- Passing a board certification exam from the list below qualifies the student for an abbreviated challenge submission for one APPE rotation.

Name of Exam	Website	Rotation Student May Challenge
Accreditation Council for Clinical Lipidology (ACCL) – Clinical Lipid Specialist	http://www.clintox.org/resources/abat	Elective - Cardiology
American Board of Applied Toxicology Certification (ABAT)	https://www.lipidspecialist.org/	Elective - Toxicology
Board of Pharmacy Specialties – Ambulatory Care Pharmacy	http://bpsweb.org/	Elective – Ambulatory Care Subspecialty
Board of Pharmacy Specialties – Sterile Compounding Pharmacists	http://bpsweb.org/	Elective – General
Board of Pharmacy Specialties – Critical Care Pharmacist (BCCCP)	http://bpsweb.org/	Elective – Critical Care
Board of Pharmacy Specialties: Geriatrics Pharmacist (BCGP)*	http://bpsweb.org/	Elective - Geriatrics
Board of Pharmacy Specialties – Nuclear Pharmacy	http://bpsweb.org/	Medical Subspecialty: Nuclear
Board of Pharmacy Specialties – Nutrition Support Pharmacy	http://bpsweb.org/	Medical Subspecialty: Nutrition
Board of Pharmacy Specialties – Pediatrics Pharmacy Specialist	http://bpsweb.org/	Elective: Pediatrics
Board of Pharmacy Specialties – Oncology	http://bpsweb.org/	Medical Subspecialty: Oncology

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Pharmacy		
Board of Pharmacy Specialties – Pharmacotherapy	http://bpsweb.org/	Elective – Ambulatory Care Subspecialty or Elective Health System Subspecialty
Board of Pharmacy Specialties – Pharmacotherapy and Added Qualifications in Cardiology	http://bpsweb.org/	Medical Subspecialty: Cardiology – See NOTE below
Board of Pharmacy Specialties – Pharmacotherapy and Added Qualifications in Infectious Disease	http://bpsweb.org/	Medical Subspecialty: Infectious Disease – See NOTE below
Board of Pharmacy Specialties – Psychiatry	http://bpsweb.org/	Medical Subspecialty: Psychiatry
Canadian Diabetes Educator Certification Board	http://www.cdec.ca/	Medical Subspecialty: Diabetes
National Certification Board for Diabetes Educators	http://www.ncbde.org/	Medical Subspecialty: Diabetes
National Certification Board for Anticoagulation Providers	http://ncbap.org/	Non-Clinical Elective: Anticoagulation
Certified Pain Educator**	www.paineducators.org	Medical Subspecialty: Pain Management
Credentialed Pain Practitioner	www.aapainmanage.org	Medical Subspecialty: Pain Management
HIV Pharmacist	www.aahivm.org	Medical Subspecialty: HIV

- The student must 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. Students who pass any of the exams in the chart listed above will include either an official copy of the final examination grade from the board issuing the certification or certificate of completion as the required supportive documentation. Additional documentation maybe required by the EEC.

- **NOTE:**

- Any student who passes the Board of Pharmacy Specialties – Pharmacotherapy and Added Qualifications in Cardiology or Infectious Disease may submit only one abbreviated challenge. The student may submit a medical subspecialty: cardiology or medical subspecialty: infectious disease abbreviated challenge. The student cannot submit an additional hospital clinical or ambulatory care abbreviated challenge for passing the Board of Pharmacy Specialties – Pharmacotherapy exam.
- ***Board of Pharmacy Specialties – Certified Geriatric Pharmacists** – Any student who passed the exam prior to 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.
- ****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.

5. GENERAL POLICIES AND PROCEDURES

5.1 Experiential Planning Policy

All students in the NTPD program complete 30 weeks or 1200 advanced pharmacy practice experience (APPE) hours to fulfill the experiential training requirements. NTPD students may complete the APPEs through rotations or a combination of rotations and credit-by-challenges.

To plan for APPE rotations, all NTPD students participate in an advising call. The purpose of the advising call is to identify the credit-by-challenge(s) a student may submit, which is based on the NTPD student’s work experience and will confirm if the NTPD student will complete rotations in Colorado or elsewhere in the United States or Canada. NTPD students will complete the advising call within one year of enrolling in the NTPD program or up to one year prior to completing the didactic coursework. By completing the advising call within these timelines, NTPD students have an increased opportunity for a variety of rotations through advanced scheduling, which can provide further flexibility for NTPD students’ schedules. If a NTPD student does not complete an advising call within these timelines, then a NTPD student’s rotation start date may be delayed. The completion of the advising call will be based on how many requirements each NTPD student has completed, and **each NTPD student is responsible for contacting the DDP office to schedule an advising call.**

All NTPD students can complete APPE rotations in Colorado. The DDP Office will email instructions about the Colorado match process to NTPD students each fall semester. NTPD students will need to follow the instructions and deadlines regarding the Colorado match process to secure a Colorado rotation for the next academic calendar year; otherwise, NTPD students may select a Colorado rotation from an unfilled slot. **Please note:** the DDP Office cannot guarantee all NTPD students will have the opportunity to select a Colorado rotation

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from an unfilled slot if NTPD students do not follow the deadlines associated with the Colorado match process.

NTPD students who complete their rotations outside of Colorado, meaning elsewhere in the United States or Canada, will work with the Office of Experiential Programs to identify and secure a rotation site.

All NTPD students will be subject to the rotation site availability and drop policy and the deadlines associated with completing their administrative and immunization requirements, as posted on the NTPD website, when planning for their rotations. Also, all NTPD students should review the experiential training website page to learn more about the rotation process.

5.2 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 web site and supplied on request to interested parties. Challenge-by-credit guidelines in effect at the date of submission apply to the submission.

5.3 Minimum Number of APPE Rotations / Maximum Number Credit-by-Challenges

Qualification for graduation in the NTPD program is outcomes based. To ensure all pharmacists 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:

- Each student must complete five (5) APPE rotations. There are two ACPE required rotations, which are ambulatory care and a health-system pharmacy/inpatient rotation, and three elective rotations. Elective APPE rotations may include a maximum of two rotations **without** a direct patient care focus. One elective APPE rotation must include a direct patient care focus. This rotation will be completed under the direct observation of an experienced pharmacy clinician preceptor, who can objectively assess and attest to the student's professional skills with patients and other health care professionals and the student's ability to solve patient-care related problems.
- Each student will perform at least two (2) APPEs rotations and may submit up to three (3) credit-by-challenges.
- All students will complete the ACPE required ambulatory care and health-systems rotations in the United States, unless a student can submit a full portfolio credit-by-challenge using US-based clinical pharmacy experience. Students cannot submit an abbreviated credit-by-challenge for either the ambulatory care or hospital clinical rotations.
- Elective APPE rotations can be challenged by the student using the full or abbreviated credit-by-challenge format. As noted above, students must complete one elective APPE rotation or credit-by-challenge with a direct patient care focus. Therefore, if the student submits three elective credit-by-challenges, then one elective credit-by-challenge must use direct patient care professional experience as the focus of the credit-by-challenge. There are no abbreviated credit-by-challenges that support the

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requirements for a direct patient care elective APPE.

5.4 Elective Rotations Completed Outside the United States and Canada

All students enrolled in the NTPD program at the University of Colorado SSPPS need to complete five (5) APPE rotations to fulfill the experiential training portion of the curriculum. The five APPE rotations are comprised of three elective rotations and two required rotations, which are ambulatory care, and a health-system rotation. NTPD students now have the opportunity to complete one (1) elective rotation at an international rotation site located outside of the United States and Canada. The NTPD program and student will follow NTPD program and Skaggs School of Pharmacy and Pharmaceutical Sciences procedures in assuring the rotation site meets the NTPD program requirements.

All NTPD students also have the opportunity to submit up to three (3) credit-by-challenges, in lieu of a live APPE rotation, provided the NTPD student has the appropriate work experience. NTPD students may submit two (2) elective full portfolio credit-by-challenges using international work experience acquired outside of the United States and Canada. The NTPD student is responsible for converting the language used within the supportive documents into the English language prior to submitting the full credit-by-challenge portfolio to the DDP office.

NTPD students cannot submit an abbreviated credit-by-challenge portfolio for work or educational experience acquired outside of the United States or Canada.

NTPD students who complete an elective, international rotation and/or submit an elective full credit-by-challenge portfolio using international work experience will complete at least two (2) rotations within the United States or Canada. One (1) of these rotations will be a clinical, patient-care rotation, which will fulfill either one (1) of the required or elective rotations.

5.5 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 area 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 cardiovascular risk management. It is recommended that students obtain approval from the Academic and Experiential Program Coordinator prior to preparing such submissions.

Last Revised: March 8, 2022

5.6 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 full credit-by-challenge portfolio submission. Most of the advisors are graduates of the NTPD program and are knowledgeable of 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 (1) of their full 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.

5.7 Statute of Limitations on Practice Experiences

The statute of limitations on experience qualifying for a credit-by-challenge by either abbreviated or full submissions 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 or 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.

5.8 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.

5.9 Academic Honesty

This course will follow policies and procedures [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.

5.10 Accommodations for Disability

Neither the Course Director nor the Office of Student Services can determine whether a student has a disability that is eligible for accommodations. Accordingly, students requesting accommodations for a disability must contact:

Office of Disability Resources and Services

Anschutz Medical Center Campus

Sherry Holden, Coordinator

Building 500

13001 E. 17th Place, Rm Q20 EG-305A

Aurora, CO 80045

Phone: (303) 724-5640

Fax: (303) 724-5641

E-mail: sherry.holden@ucdenver.edu

Office Hours

Mon — Thu : 9 AM — 2 PM

Ms. Holden will assist in determining reasonable accommodations. Be aware that the determination of accommodations can take a long period of time. No accommodations will be made for the course until written documentation is provided by Ms. Holden to the Course Directors and/or the Office of Student Services. It is the student's responsibility to coordinate approved accommodations with the Office of Student Services well in advance. Further general information regarding disability resources and services can be found at:

<http://www.ucdenver.edu/student-services/resources/disability-resources-services/accommodations/Pages/accommodations.aspx>.

5.11 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.

Anthony Antuna, UCD/AMC Sexual Harassment Investigator

Phone: 303.315.2730

Email: anthony.antuna@ucdenver.edu

Further information can be found at:

<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/StudentAffairs/UniversityLife/sexualmisconduct/AMCpolicies/Pages/Resources-for%20CU-Anschutz-Students.aspx>

5.12 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:

Employment Rights Compliance and Investigation Manager

Phone: 303.724.9694

Email: Karey.Duarte@ucdenver.edu

Further information can be found at:

<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/StudentAffairs/UniversityLife/sexualmisconduct/AMCpolicies/Pages/Notice-of-Nondiscrimination.aspx>

6. SUBMITTING A CREDIT-BY-CHALLENGE PORTFOLIO

6.1 When to Submit a Credit-by-Challenge

Students may submit 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 of the five (5) APPE rotations.

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 their credit-by-challenge by the first day of the semester will register 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.

Due to the shorter review time associated with the abbreviated credit-by-challenge process, the DDP office may allow, on a case-by-case basis, for an abbreviated credit-by-challenge to be registered after the beginning of the semester. However, the DDP office will not register any abbreviated credit-by-challenge after the deadlines listed below:

Last Revised: March 8, 2022

- Fall Semester – October 1
- Spring Semester – March 1
- Summer Semester – July 1

If any of the dates listed above fall on a weekend or 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-challenges 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 prior to 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 prior to the deadline. It is the student's responsibility to have the hold released to register 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 – FOR FULL AND ABBREVIATED CREDIT-BY-CHALLENGE PORTFOLIOS

- Once the credit-by-challenge has been approved through the pre-review process as outlined in this manual, the student should email their advisor to 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 be started with two independent reviewers.

- The Academic and Experiential Program Coordinator or his/her delegate will assign two reviewers for each submission. If possible, at least one reviewer will be a member of the Subcommittee. In the event that no member of EEC has appropriate expertise for 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 brief justification for their recommendation. In the event that no credit is recommended, constructive suggestions for the student are requested. Recommendations will be forwarded to the Academic and Experiential Program Coordinator, 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, and/or may contact the student to discuss their practice experiences, prior to determination of their credit recommendation. Reviewers are encouraged to provide guidance in the type and format of supplemental documentation that 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 Coordinator 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 according to graduation deadlines, to submit the addendum to the DDP office. The Academic and Experiential Coordinator 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 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 awarded no credit following resubmission [second review] may not be resubmitted.

9. ASSIGNING CREDIT AND ADDENDUMS

9.1 Full Credit vs. No Credit for Full and Abbreviated 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 for the credit-by-challenge which received no credit. The student will need to successfully complete a full, six week or 240 hour APPE rotation and pay for the rotation tuition and fees in order to fulfill NTPD program APPE requirements for each credit-by-challenge submission which received no credit.

9.2 Full Credit-by-Challenge Portfolio

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 which 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 performance 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 is able to 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 – Full Credit-by-Challenge Portfolio for more information about how to assess a full 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 Abbreviated Credit-by-Challenge Portfolio

9.3.1 Full Credit

To receive full credit, the credit-by-challenge reviewer will find that the student's work experience meets or exceeds the level of expectation for an applicable APPE rotation through the completion of the abbreviated credit-by-challenge worksheet and supportive materials as identified in this manual.

9.3.2 No Credit / Addendum Needed

A student who does not fully complete the credit-by-challenge nor provide the appropriate supportive documentation will 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.

9.4. Addendums – For Full and Abbreviated Credit-by-Challenge Portfolios

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

- **Full 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 – Full Credit-by-Challenge Portfolio**). The student does not need to resubmit the entire credit-by-challenge for review.
- **Abbreviated Credit-by-Challenge Portfolio:** As with a full credit-by-challenge portfolio, the student will only resubmit the materials as described in the credit-by-challenge reviewer's written comments. The student does not need to resubmit the entire abbreviated credit-by-challenge submission.

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 Full and Abbreviated Credit-by-Challenge Portfolios.**

10. ASSESSMENT

10.1 Assessment Process – Full 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 falls 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.

10.1.1 APPE Expectations for Competence / Minimum Competence:

To successfully 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 receive full credit for a full portfolio credit-by-challenge submission.

10.2 Assessment Process – Abbreviated Credit-by-Challenge Portfolio

An abbreviated portfolio credit-by-challenge requires submission of the abbreviated challenge worksheet, which outlines the basis for abbreviated portfolio credit-by-challenge, and provision of the required supportive documentation. Since an abbreviated portfolio credit-by-challenge submission requires the documentation that meets the specific eligibility criteria as outlined in **the Abbreviated Credit-by-Challenge Portfolio Structure section**, the abbreviated credit-by-challenge portfolio is not assessed as described in the **Assessment Process – for Full Portfolio Credit-by-Challenge Submission section** (see below).

Adequacy of documentation and eligibility requirements are established by the DDP Director and/or Academic and Experiential Program Coordinator, in conjunction with the Director of Experiential Programs and the EEC.

11. SKILL PERFORMANCE LEVELS – FULL 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-licensure pharmacist who may practice clinically.)

The credit-by-challenge reviewer will rank the student's level of performance criteria 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)

11.1 Rating the Full 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 full 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 in order 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 of more information about how the credit-by-challenge reviewer will select the skill performance level for a full credit-by-challenge submission.

11.2 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 able to teach ability to peers or other learners

11.3 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 high degree of difficulty or complexity

11.4 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 low degree of difficulty or complexity, but may not be able to demonstrate ability when more complex variables present.

11.5 Beginning Performance (Significant Improvement Needed)

- Descriptive Criteria:
 - Performs ability at 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 preceptor for safe practice
 - Able to identify ability when performed by others, but unable to demonstrate ability consistently

11.6 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 unaware of need for ability

12. 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

Last Revised: March 8, 2022

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.

13. STUDENT ETHICS AND CONDUCT CODE

Credit-by-challenge portfolios, like all graded assessments within the NTPD program, must be the degree student's own work and are accomplished under the provisions of the University of Colorado SSPPS 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.

14. 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 full 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 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 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 Last Revised: March 8, 2022

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 which is why accurate and consistent assessment is essential.