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PREFACE

The Distance Degrees and Programs (DDP) Credit-by-Challenge Subcommittee is made up of full-time and adjoint faculty at the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences. It is chaired by the Academic and Experiential Program Coordinator and coordinated by the Program Director. The Subcommittee 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;
- Making recommendations for credit-by-challenge to the Distance Degrees and Programs (DDP) Committee.

Subcommittee 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 DDP Credit-by-Challenge Subcommittee 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 DDP Credit-by-Challenge Subcommittee 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 are University of Colorado students and are responsible for reading, understanding and abiding by the policies and procedures as listed in the following bulletins and manuals:

- Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS) Student Bulletin
- Distance Degrees and Programs (DDP) Student Bulletin
- Advanced Pharmacy Practice Experience (APPE) Rotation Manual
- Advanced Pharmacy Practice Experience (APPE) Credit-by-Challenge Manual

The bulletins and manuals listed above are not contracts. The Skaggs School of Pharmacy and Pharmaceutical Sciences reserves the right to modify the policies and procedures described in the bulletins and manuals at any time. Students and 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.
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 members of the DDP Credit-by-Challenge Subcommittee are available to counsel students regarding the best application of their professional experiences to the credit-by-challenge process. They will provide guidance in portfolio preparation, as needed.

- Each credit-by-challenge submission requires payment of a nonrefundable challenge fee. Current fees can be found on the Skaggs School of Pharmacy and Pharmaceutical Sciences website.

- A successful credit-by-challenge eliminates rotation tuition payment for awarded credits and saves the student up to 240 hours in time requirements.

- Credit-by-challenge submissions are reviewed by at least two qualified full time or adjoint 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 a majority of the DDP Credit-by-Challenge Subcommittee members.

- These guidelines will apply until revised by the DDP Credit-by-Challenge Subcommittee members. They will be reviewed annually.

- Some valuable professional experiences are not described by the outcomes that are provided. For consideration of such experiences, students may submit a letter of intent to the DDP Credit-by-Challenge Subcommittee briefly describing the proposed challenge. The DDP Credit-by-Challenge Subcommittee will determine whether the experience merits full submission.

- Priority will be given to submissions from students who have completed all didactic courses.
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. Telephone, teleconference, video, or (at the choice of the student) in-person structured interviews may be required at the discretion of the DDP Credit-by-Challenge Subcommittee or credit-by-challenge reviewers.

The format of credit-by-challenge submissions is defined by the DDP Credit-by-Challenge Subcommittee. 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 DDP Credit-by-Challenge Subcommittee members and assigned reviewers to evaluate the credit-by-challenges. The ability-based outcomes per 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, which will define 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 DDP Credit-by-Challenge Subcommittee 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 in bound form [e.g. ring notebook, spiral or other binding available from copy stores] to prevent loss or disruption of materials during the review process. Brief excerpts of successful challenges may be provided to the student as examples of the required format.

4. **ABBREVIATED CREDIT-BY-CHALLENGE PORTFOLIO STRUCTURE**

The abbreviated credit-by-challenge portfolio submission format is an alternative to preparation of a full credit-by-challenge portfolio for students with specific credentials. It applies to professional situations where accomplishment requires a degree of competency that is recognized by the DDP Credit-by-Challenge Subcommittee 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.

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

4.1 Serving as a Preceptor

- Knowledge and professional competency, rather than level of teaching skills, are evaluated within this category.

- Formal precepting of BS students, PharmD students, residents or fellows qualifies students for consideration of abbreviated submission.

- Students must have served as a direct preceptor of students or residents, but need not have been the primary preceptor. Students should have been responsible for or involved in assessment of the student or resident.

- Students must have precepted students for a minimum of two (2) full APPE rotations, as defined by the school of pharmacy in which the students were enrolled in the practice area[s] for which the student is seeking credit-by-challenge. APPE rotations must be at least four weeks in length and must have served as the primary preceptor for students or residents for a total of eight (8) weeks in the specific practice area[s] to qualify. Students who precept students on partial APPE rotations, or APPE rotations which are less than four (4) weeks in duration, must have precepted students or residents for a total of at least ten (10) weeks in the specific practice area[s].

- Serving as preceptor qualifies the student to use the abbreviated submission process for a maximum of two (2) challenges, in the practice area[s] for which the student’s precepting experience applies.

- Student or resident learning experiences with one preceptor during one (1) APPE rotation may include extensive experience and dedicated time in more than one practice area, depending on the breadth of the preceptor’s practice responsibilities. For example, a preceptor may be responsible for both a critical care and general medicine service; or critical care and nutrition support; or obstetrics and neonatal care services. Precepting experience may be applied to abbreviated submissions for both practice areas, providing that the time dedicated to precepting in both practice areas meets the stated criteria. Supportive documentation should explicitly address the time spent precepting students in both practice areas.

- Precepting must have occurred within six (6) years from the student’s date of enrollment (acceptance of admission offer) in the NTPD Program. Precepting experiences that fall within the time guidelines but for which time elapsed suggests that the experiences no longer reflect competence in current standard of care in that practice area may be rejected by the DDP Credit-by-Challenge Subcommittee. Alternately, evidence of sustained experience in the practice area may be required at the discretion of the DDP Credit-by-Challenge Subcommittee. The DDP Credit-by-Challenge Subcommittee reserves the right to alter the usual six (6) year limit on a case-by-case basis.

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• Documentation of precepting experiences will include a preceptor log; letter of support provided by the experiential programs section of the specified Skaggs School of Pharmacy and Pharmaceutical Sciences or the institution where the precepting occurred; a copy of the student's CV or resume; and completion of the practice site survey.

• Note that possession of a preceptor's license, without formal precepting of assigned students, does not qualify students for abbreviated submission.

• Serving as State Board approved intern or extern preceptor, or taking responsibility for pharmacy students in their first three (3) professional years on brief or intermittent practice experiences [such as shadowing, one afternoon per week, etc] does not meet the criteria for abbreviated challenge submission. Documentation of such experiences, however, provides strong support for full portfolio submissions.

4.2 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 DDP Credit-by-Challenge Subcommittee 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. In the case of non-accredited residencies or fellowships, the duration of the training experience; the identity and credentials of the training director; and a detailed description of the practice outcomes, responsibilities, experiences, and/or projects of the training experience must be included as supportive documentation.

• Preferred documentation is a copy of the residency or fellowship completion certificate. Other acceptable forms of documentation include verification of residency completion from the residency director, institution, or accrediting organization.

4.3 Additional Degrees

• Students who have earned business-related degrees, such as Masters in Business Administration (MBA), or Masters in Health Administration are recognized to have administrative knowledge and experience that exceeds that required of students completing a 6-week administrative APPE rotation. Students who have earned a Masters in Public Health are recognized to have knowledge and experience that exceed that required of students completing a 6-week medical subspecialty: public health APPE rotation. Evidence of completion of such degree programs qualifies the student for abbreviated credit-by-challenge submission. 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.
Students who have earned a masters or doctoral research-related degree, such as a PhD, qualify for an abbreviated challenge submission for a research APPE rotation. Required documentation is a copy of the official transcript mailed from the institution where the student received the degree or a copy of the student’s diploma.

The masters or doctoral degree must normally have been completed within six (6) years of the date of enrollment in the NTPD Program. The DDP Credit-by-Challenge Subcommittee 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.

4.4 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. Required documentation is a letter of support provided by the employer and a copy of the student’s job description, which identifies the student’s experience in managing the fiscal budget, supervisory and annual evaluation experience. Other administrative experience within healthcare may be considered on a case-by-case basis.

4.5 Board Certification

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

<table>
<thead>
<tr>
<th>Name of Exam</th>
<th>Website</th>
<th>Rotation Student May Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Pharmacy Specialties – Ambulatory Care Pharmacy</td>
<td><a href="http://bpsweb.org/">http://bpsweb.org/</a></td>
<td>Elective – Ambulatory Care Subspecialty</td>
</tr>
<tr>
<td>Board of Pharmacy Specialties – Nuclear Pharmacy</td>
<td><a href="http://bpsweb.org/">http://bpsweb.org/</a></td>
<td>Medical Subspecialty: Nuclear</td>
</tr>
<tr>
<td>Board of Pharmacy Specialties – Nutrition Support Pharmacy</td>
<td><a href="http://bpsweb.org/">http://bpsweb.org/</a></td>
<td>Medical Subspecialty: Nutrition</td>
</tr>
<tr>
<td>Board of Pharmacy Specialties – Oncology Pharmacy</td>
<td><a href="http://bpsweb.org/">http://bpsweb.org/</a></td>
<td>Medical Subspecialty: Oncology</td>
</tr>
<tr>
<td>Board of Pharmacy Specialties – Pharmacotherapy</td>
<td><a href="http://bpsweb.org/">http://bpsweb.org/</a></td>
<td>Elective – Ambulatory Care Subspecialty or Elective Health System Subspecialty</td>
</tr>
</tbody>
</table>

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| Board of Pharmacy Specialties – Pharmacotherapy and Added Qualifications in Cardiology | [http://bpsweb.org/](http://bpsweb.org/) | Medical Subspecialty: Cardiology ** |
| Board of Pharmacy Specialties – Pharmacotherapy and Added Qualifications in Infectious Disease | [http://bpsweb.org/](http://bpsweb.org/) | Medical Subspecialty: Infectious Disease** |
| Board of Pharmacy Specialties – Psychiatry | [http://bpsweb.org/](http://bpsweb.org/) | Medical Subspecialty: Psychiatry |
| Canadian Diabetes Educator Certification Board | [http://www.cdecb.ca/](http://www.cdecb.ca/) | Medical Subspecialty: Diabetes |
| Certified Pain Educator | [www.paineducators.org](http://www.paineducators.org) | Medical Subspecialty: Pain Management |
| Credentialed Pain Practitioner | [www.aapainmanage.org](http://www.aapainmanage.org) | Medical Subspecialty: Pain Management |
| HIV Pharmacist | [www.aahivm.org](http://www.aahivm.org) | Medical Subspecialty: HIV |

**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.**

- 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 DDP Credit-by-Challenge Subcommittee.

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 in order to fulfill the experiential training requirements. NTPD students may complete the APPEs through rotations or a combination of rotations and credit-by-challenges.

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To plan for APPE rotations, all NTPD students will 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 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 have the opportunity to 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 in order 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 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

Qualification for graduation in the NTPD Program is outcomes based. To ensure all pharmacists graduating from the NTPD Program meet the outcomes, objective validation of each pharmacist’s skills is critical. As such, the recently updated Advanced Pharmacy Practice Experience (APPE) Rotation policy defines that all students will complete the ACPE required ambulatory care and hospital clinical rotations in the United States, unless a student can submit a full portfolio credit-by-challenge (CxC) using US-based clinical pharmacy experience. In addition, students can no longer submit an abbreviated CxC for either the ambulatory care or hospital clinical rotations. Therefore, each student must perform at least two (2) APPEs as a live rotation.

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Although the DDP Credit-by-Challenge Subcommittee takes great care in developing the credit-by-challenge process so it supports the outcomes associated with the APPE rotations, the portfolios are largely self-assessments of the student’s skills. Working with experienced preceptors provides the school with essential evidence of the student’s competency. We are especially concerned about patient care skills. At least one (1) of the two (2) rotations students perform must be a direct patient care rotation. This rotation should 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.

5.4 Elective Rotations Completed Outside the United States and Canada
All students enrolled in the NTPD Program at the University of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences need to complete six (6) APPE rotations to fulfill the experiential training portion of the curriculum. The six APPE rotations are comprised of three elective rotations and three required rotations, which are drug information, ambulatory care, and a hospital clinical 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 four (4) 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. The online drug information rotation available to NTPD students is considered a United States based rotation since the drug information preceptors reside and practice in the United States.

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 duplicated 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 are being challenge 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 credit 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.

5.6 Credit-by-Challenge Advisor
Several qualified pharmacists have a paid consultant relationship with the Skaggs School of Pharmacy and Pharmaceutical Sciences 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 DDP Credit-by-Challenge Subcommittee, despite meeting the six (6) year time limit. The DDP Credit-by-Challenge Subcommittee 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 DDP Credit-by-Challenge Subcommittee reserves the right to require performance of full or partial APPEs and/or to require other documentation of current knowledge in a specific pharmacy practice area. The DDP Credit-by-Challenge Subcommittee 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 DDP Credit-by-Challenge Subcommittee, 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 DDP Credit-by-Challenge Subcommittee. Documentation of additional experiences may sometimes be required by the reviewers or DDP Credit-by-Challenge Subcommittee 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 DDP Credit-by-Challenge Subcommittee 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 DDP Credit-by-Challenge Subcommittee 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 as outlined in the current “School of Pharmacy Student Ethics and Conduct Code” section of the Student Bulletin, available at http://www.ucdenver.edu/academics/colleges/pharmacy/Resources/OnCampusPharmDStudents/PharmDResources/Documents/SOP%20Student%20Ethics%20and%20Conduct%20Code%20(2011).pdf 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

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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

5.17 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 six (6) 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.

6.2 Credit-by-Challenge Registration and Submission
Beginning the 2015 fall semester, students in the NTPD Program will have structured registration dates for their APPE credit-by-challenge submissions. Registration will open per semester as outlined on the Distance Degrees and Programs’ academic calendar. Registration will close on the dates defined below.

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In addition, any student who submits a credit-by-challenge within the semester the student intends to graduate will be charged the late credit-by-challenge submission fee if a student’s credit-by-challenge is not registered by the first day of the semester as listed on the DDP’s academic calendar. Credit-by-challenge registration closes by the dates as listed below. The late credit-by-challenge submission fee is $200 per week and the student can be charged up to a maximum of $1,000 per credit-by-challenge submission. For example, if the student submits a credit-by-challenge seven business days into the semester, then the student will be charged $400 since the student submitted the credit-by-challenge during the second week of the semester.

Credit-by-challenge registration closes each semester on the following dates:

- 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 be 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 a registration form, which the student will complete and return to the DDP Office along with three copies of the credit-by-challenge. The DDP Office will provide the registration form to the Registrar’s Office, and the Registrar’s Office will register the student for the credit-by-challenge.

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, so the Registrar’s Office can properly 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 does not have a credit-by-challenge registered by the deadline date will have his/her graduation moved to the next graduation cycle.
7. REGISTRATION AND FEES

7.1 Registration
Students will be registered for each credit-by-challenge at the time that each credit-by-challenge submission is received. Students should NOT register online for any APPE which they perform as a credit-by-challenge. The academic semester of the credit-by-challenge is determined by the date of receipt of the credit-by-challenge. Credit-by-challenge fee bills are generated by the Bursar following registration. If a credit-by-challenge submission is rejected prior to being sent for review, the registration and fees will be canceled. The DDP Credit-by-Challenge Subcommittee reserves the right to refuse further submissions for any credit-by-challenge that has been rejected twice without qualifying for review.

7.2 Fees
- A non-refundable evaluation fee will apply for each APPE for which the student submits a credit-by-challenge.

- Credit-by-challenge fees 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 Skaggs School of Pharmacy and Pharmaceutical Sciences website.

- Students who submit a credit-by-challenge during the semester they anticipate to graduate should review Credit-by-Challenge Submission Deadlines - Graduation to learn about the late credit-by-challenge submission fee.

8. REVIEW PROCESS – FOR FULL AND ABBREVIATED CREDIT-BY-CHALLENGE PORTFOLIOS

- Three copies of portfolio materials for full or abbreviated credit-by-challenge portfolio submissions must be submitted to the DDP Credit-by-Challenge Subcommittee. The delivery address is:

  Distance Degrees and Programs Office  
  North American-Trained PharmD Program  
  Pharmacy and Pharmaceutical Sciences Building  
  12850 E. Montview Blvd., Room V20-1116  
  Aurora, CO 80045  
  Mail Stop (C238-V20)

- 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 the Subcommittee has appropriate expertise for evaluation of the practice area represented in the challenge, both reviewers may be non-Subcommittee members. Reviewers will work independently of each other. Each reviewer will make a written recommendation for granting zero 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 DDP Credit-by-Challenge Subcommittee. Any member of the DDP Credit-by-Challenge Subcommittee may have access to portfolio submissions, at the member’s request. In order to protect the reviewer’s identity, the reviewer’s name will not be revealed to the student who submitted the challenge or other Subcommittee 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 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. The student’s inability to meet the deadline will be recorded in the PASS document and saved in the student’s file located in the DDP office.

- When the recommendations of the two original reviewers concur, the recommendation is officially made from the Subcommittee to the Program Director.

- If the two original reviewers make opposing recommendations, the DDP Credit-by-Challenge Subcommittee will receive copies of the reviews completed by both reviewers and any additional written comments. The DDP Credit-by-Challenge Subcommittee will review these documents and determine the final grade for the credit-by-challenge.

- Students who elect to resubmit a credit-by-challenge with an addendum following credit award of no credit may select one of two subsequent review routes. They may elect to have their submission re-reviewed by the same reviewer(s) who found fault with the original submission, or to have their entire submission sent to two new reviewers. Students awarded no credit may also elect to have their submission submitted to two new reviewers without revision. New reviewers would not be permitted to request additional information from the student. 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 Subcommittee 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 pursing 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 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 worksheet 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:

- The student is allowed 10 weeks to complete the addendum, although many students finish much sooner, especially if they are trying to meet graduation deadlines.

- **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 the 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.

Generally speaking, 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:
In order to successfully complete the APPE requirements, each student must demonstrate competence in all assessed components of performance. Competence is defined as a grade of B 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 DDP Credit-by-Challenge Subcommittee.

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-licensee 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)

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

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

11.4 Entry-Level Performance with Limitations (Improvement Needed)
• Descriptive Criteria:
  o Performs ability with appropriate quality, but does so inconsistently
  o Performs ability with some independence; aware of risks but requires supervision to ensure safe practice; sometimes requires guidance from preceptor
  o 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 in writing to the NTPD Program Director or designee, and must be postmarked within four 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.

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 Skaggs School of Pharmacy and Pharmaceutical Sciences 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 Skaggs School of Pharmacy and Pharmaceutical Sciences 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 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.

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