



UNIVERSITY *of* MARYLAND
SCHOOL OF PHARMACY

Experiential Learning Program (ELP)

Policies & Procedures Manual

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I. INTRODUCTION

The Experiential Learning Program (ELP) at the University of Maryland School of Pharmacy (UMSOP) provides a structured curriculum of required and elective pharmacy practice experiences for students in the [Accreditation Council for Pharmacy Education \(ACPE\)-accredited](#) Doctor of Pharmacy (PharmD) program. Learning takes place in a variety of practice settings under the supervision of an interaction with qualified preceptors built upon the foundation established in prerequisite didactic courses.

Our Mission:

We globally engage and lead education, pharmacy practice, scientific research, and pharmapreneurial initiatives to collaboratively and equitably improve the health of society.

Our Vision:

Our vision is to achieve international recognition as a model for innovation in experiential learning. Our goal is to expand our global presence, increase non-conventional pharmacy opportunities, and create experiences that transform current healthcare practice locally, nationally, and world-wide.

Our Values:

We embrace a culture that embodies the University of Maryland, Baltimore's [core values](#):

- **Respect and Integrity:** We value each other and hold ourselves accountable for acting ethically and transparently using compassion and empathy.
- **Well-Being and Sustainability:** We care about the welfare of our people, planet, communities, and University.
- **Equity and Justice:** We embrace and are committed to diversity, and we value inclusive and just communities. We oppose racism and oppression in all its forms.
- **Innovation and Discovery:** We imagine and explore new and improved ways to accomplish our mission of education, research, clinical care, and service.

The purpose of the ELP Policies & Procedures Manual is to provide an overview of the program to serve as a resource for ELP-specific policies and procedures for faculty/course managers, preceptors, and students. The ELP Office structure, personnel responsibilities, and relevant School of Pharmacy and University of Maryland Baltimore policies are available on the [ELP website](#). Preceptor and student resources for guidance on operational processes are available in the [CORE ELMS Document Library](#). Course-specific expectations can be found in the corresponding ELP course syllabus.

Experiential Learning Committee

The Experiential Learning Committee (ELC) serves as an advisory committee to the Curriculum Committee and the Assistant Dean of the ELP. Members of ELC are composed of faculty, preceptors, and students appointed by the Dean.

II. ELP CURRICULUM OVERVIEW

The University of Maryland School of Pharmacy's Experiential Learning Curriculum is designed to align with the [ACPE Standards](#). These standards ensure that students acquire the necessary knowledge, skills, and professional attitudes to achieve the essentials elements needed for quality-assured, outcomes-based pharmacy education.

In accordance with Maryland law—Code of Maryland Regulations (COMAR) [Sec. 13B.02.02.16](#)—the curriculum follows the requirement that 45 hours of practica are awarded for one credit hour.

Therefore, all pharmacy practice experiences are structured to reflect a 45-hour work week, with up to 5 hours per week permitted for asynchronous work. This model allows for a robust experiential education that allows time for independent reflection and learning.

Section 1: Introductory Pharmacy Practice Experiences (IPPE)

IPPE Requirements for Students Enrolled Prior to Fall 2026

Students who matriculate into the Doctor of Pharmacy program before the Fall 2026 semester must complete the following required IPPEs:

- **After completion of the P1 year:**
 - **IPPE 100 – Introduction to Pharmacy** (1-week/45 hours)
- **After completion of the P2 year:**
 - **IPPE 300 – Introduction to Community Pharmacy Practice and Patient Care** (4 weeks/180 hours, summer or winter)
 - **IPPE 307 – Quality & Safety in Health System Practice** (3 weeks/135 hours, summer or winter)

IPPE Requirements for Students Enrolled During and After Fall 2026

Students matriculating in Fall 2026 and thereafter will complete a series of IPPEs designed to progressively build core competencies and allow for career exploration:

- **During P1 Year:**
 - **IPPE Pharmacist Career Exploration** (5 days/45 hours, fall semester)
 - **IPPE Person-Centered Care 1** (5 days/45 hours, spring semester)
 - **IPPE Community Pharmacy Immersion** (3 weeks/135 hours, summer)
- **During P2 Year:**
 - **IPPE Person-Centered Care 2** (5 days/45 hours, fall or spring semester)
 - **IPPE Innovative Pharmacy Practice Exploration** (5 days/45 hours, fall or spring semester)
 - **IPPE Health System Pharmacy and Interprofessional Patient Care Immersion** (3 weeks/135 hours, summer)

Section 2: Advanced Pharmacy Practice Experiences (APPE)

The School offers 9 APPE rotation blocks in the P4 year, each lasting 5 weeks. Students are required to complete 8 APPE rotations, 4 in areas required by ACPE and at least 2 electives focused on patient care.

Patient care rotations integrate the **Pharmacists' Patient Care Process (PPCP)**, requiring students to collect and assess patient-specific information, develop and implement individualized, patient-centered care plans, monitor and evaluate care outcomes, and document clinical activities in accordance with site and School expectations.

ACPE-Required Rotations (4 rotation blocks, 5 weeks/225 hours each)

- APPE 401 – Health System Pharmacy Practice
- APPE 450 – Ambulatory Care
- APPE 451 – Acute Care General Medicine
- APPE 453 – Community Pharmacy Practice

Patient Care Elective Rotations (2 rotation blocks, 5 weeks/225 hours each)

- APPCs – Advanced Practice Patient Care

Additional Elective Rotations (2 rotation blocks, 5 weeks/225 hours each)

- APPCs – Advanced Practice Patient Care
- APEX – Advanced Practice Experience
- APPE 453 – Community Pharmacy Practice

APPC and APEX electives allow students to tailor their advanced experiential learning to personal interests and career goals.

APPC electives often focus on specialized areas of patient care and help prepare students to manage complex therapeutic conditions and monitor outcomes.

APEX electives provide a broader, population-level perspective, highlighting the strategic roles pharmacists play in health systems, managed care organizations, public health, and other non-direct patient care settings.

Figure 1. Summary of Legacy Curriculum Requirements in Experiential Learning

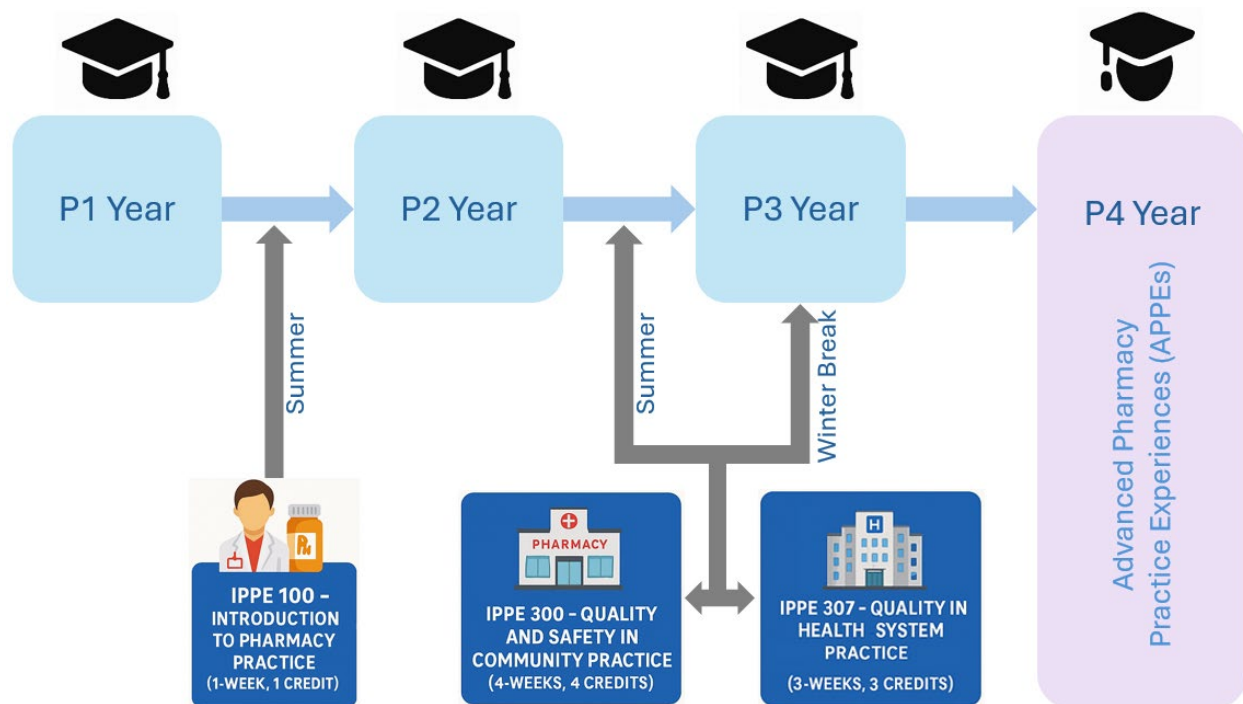
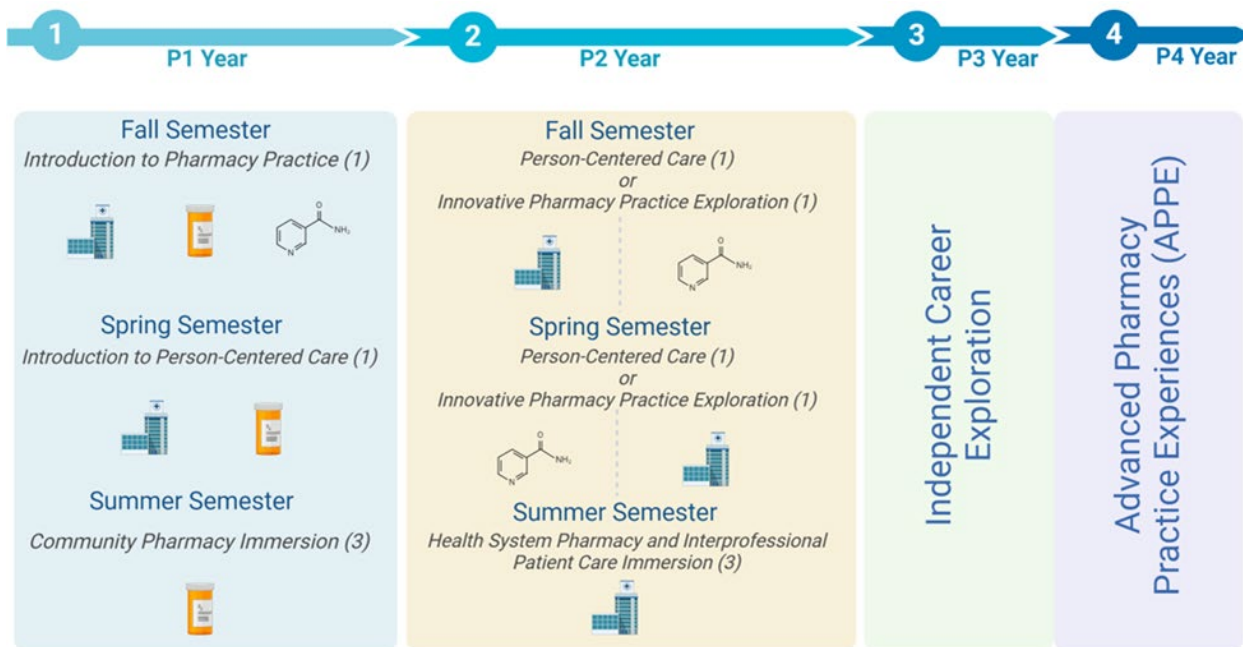


Figure 2. Summary of M-Pact Curriculum Requirements in Experiential Learning



Section 3: Additional Rotation Experience Information

Introductory Pharmacy Practice Experiences (IPPEs)

IPPE 100 – Introduction to Pharmacy: This IPPE rotation introduces first-year student pharmacists (P1s) to the professional roles and responsibilities of pharmacists across community and health-system practice settings. Students will explore a range of pharmacy career paths and begin developing essential practice skills in preparation for future experiential learning and patient care activities.

IPPE 300 – Introduction to Community Pharmacy Practice and Patient Care: This IPPE rotation provides student pharmacists with hands-on experience in a community pharmacy setting, emphasizing quality operations and safe medication use. Students will engage in pharmacy practice activities and apply skills from Abilities Labs 1–4 and IPPE 100 to meet course objectives focused on patient safety and effective medication management.

In addition to dispensing functions, students will begin delivering direct patient care services, including gathering patient information, identifying medication-related problems, developing monitoring plans, and documenting interventions using clinical notes. Preceptors who oversee IPPE 100 are strongly encouraged to also precept IPPE 300 to ensure continuity in student development.

IPPE 307 – Quality and Safety in Health System Practice: This IPPE rotation provides students with experience in health-system pharmacy settings, with a focus on quality assurance and medication safety practices. Students will participate in pharmacy operations and apply foundational knowledge from Abilities Labs 1–4 and IPPE 100 to reinforce safe and effective medication use.

Advanced Pharmacy Practice Experiences (APPEs)

APPE 401 – Health System Pharmacy Practice: This APPE rotation prepares student to meet multiple competency-based outcomes through active participation in medication-use processes and interdisciplinary collaboration. Students will collect and evaluate patient-specific information, optimize therapeutic regimens, and respond to clinical inquiries. Key experiences may include preparation of commonly used drug formulations (e.g., IV admixtures, TPN, oral suspensions), participation in quality improvement initiatives, and engagement in health policy decision-making. Emphasis is placed on legal, regulatory, and accreditation standards essential for ensuring safe and effective pharmacy practice.

APPE 450 – Ambulatory Care: This APPE rotation provides students with direct experience in ambulatory care environments, where pharmacists deliver integrated and accessible healthcare services. Students will form ongoing partnerships with patients, assess and manage medication therapy, and provide care within the context of family and community.

Sites may include outpatient clinics, community pharmacies, MTM services, and collaborative practice environments. Most settings operate under protocols or collaborative agreements, with pharmacists practicing independently or alongside physicians. Students are expected to engage in patient care activities at least three to five full days per week where patient interactions can occur in-person, telephonically, or through an electronic platform.

APPE 451 – Acute Care General Medicine: This APPE rotation immerses students in *inpatient acute care settings*, with a primary focus on adult patients in internal medicine or specialized areas such as cardiology, endocrinology, geriatrics, infectious disease, nephrology, or pulmonology. A core component of this rotation is participation in *interprofessional rounding*, where students actively contribute to patient care planning and therapeutic decision-making. Students will review medical records, assess laboratory and medication data, conduct patient interviews, and provide discharge counseling.

Rounding is defined as the regular participation of a pharmacist and student pharmacist in interprofessional team discussions to review all patients on a service and make collaborative care decisions. The rounding team includes at a minimum a licensed prescriber and a pharmacist. Rounding pharmacists are considered essential members of the interprofessional team, participating daily alongside prescribers in patient-centered care planning. This process occurs most days of the week and involves the pharmacist as a core team member—not as a consultant—actively contributing to patient-specific therapeutic planning.

APPE 453 – Community Pharmacy Practice: This APPE rotation places immerses students in advanced community pharmacy practice, with a focus on delivering cognitive services beyond traditional dispensing. Preceptors must offer at least one reimbursable service—such as immunizations, CDTM under protocol, MTM, or disease state management—where students play an active role. In addition to providing drug information to patients and healthcare professionals, students may engage in self-care counseling, health screenings, and wellness education. They are expected to apply a systematic approach to analyze data, research clinical questions, and communicate evidence-based recommendations.

Listing of APEX and APPC Courses

APEX Rotations		APPC Rotations	
402	Compounding	414	Contemporary Pharmacy Practice – Patient Care
403	Practice Based Research	418	Transitions/Continuity of Care
404	Contemporary Pharmacy Practice – Administrative	419	Medication Therapy Management
406	Clinical Pharmacology/Drug Development	425	Integrative Therapies – Patient Care
408	Drug Information	456	Ambulatory Clinic
410	Food and Drug Administration	458	Blood & Marrow Transplantation
411	Informatics	460	Cardiology
412	Investigational Drugs	462	Chemical Dependence
414	Legislative Experience	464	Clinical Pharmacokinetics
416	Managed Pharmacy Care	466	Critical Care/Emergency Medicine
417	Medication Safety	470	Geriatric Pharmacotherapy
418	Leadership and Management	472	Hematologic Malignancies
420	Public Health	474	HIV/AIDS
421	Radio/Nuclear Pharmacy	476	Infectious Diseases
424	Research Experience (Faculty Only)	478	Medical Oncology
425	Integrative Therapies – Administrative	480	Palliative Care
426	Teaching Experience	482	Pediatrics
430	Association Management	484	Poison Information
432	Pharmaceutical Industry	486	Psychiatry
434	Mail Order/Central Fill Pharmacy	488	Transplant
		492	Specialty Pharmacy
		494	Long-Term Care Pharmacy
		TBD	Diabetes Stewardship
		TBD	Anticoagulation Stewardship

III. ELP ATTENDANCE POLICY

In accordance with [ACPE Standards 2025](#), students must fulfill minimum rotation hours. ELP relies on the preceptor to ensure that the rotation hours are completed. Extenuating circumstances may arise that cause students to miss rotation time. The purpose of this policy is to provide students and preceptors with guidance on ensuring attendance during rotations.

This policy covers A) reasons and process for excused absence requests and approvals, B) guidance for making up hours, and C) process and consequence for unexcused absences.

A. Reasons and Process for Excused Absence Requests and Approvals

Unless otherwise specified for the experience, students and preceptors must refer to the UMSOP [Policy for Excused Absences for Classes, Assessments, and Exams](#) and [Procedures for the Request and Review of Excused Absence\(s\)](#) for guidance on the types of absences, timelines, criteria, and the definition for excessive absences. The preceptor has the autonomy to approve or deny excused absence requests for their rotation. This is to ensure that site-specific learning experiences are met. Where discrepancies exist between general UMSOP or rotation site policies and procedures, the ELP-specific policies and procedures are to be followed. The following are policies and procedures that are unique to experiential learning:

1. Students must submit rotation-related excused absence requests through [CORE ELMS](#). The preceptor receives the request and has the autonomy to approve or deny. Supporting documentation (e.g., doctor's note) is only required if requested by the preceptor.
2. The student may appeal a preceptor decision to deny an excused absence request. This requires email communication by the student to the Assistant Dean for ELP within 5 business days of the preceptor decision.
3. The preceptor can determine that a student's participation in professional development activities (e.g., presentation at a pharmacy conference) fulfills rotation requirements and contributes to the completion of the rotation hours. Only reasonable requests for inclusion of travel time should be included.
4. Excused absence requests for three or more continuous days are automatically reviewed by the ELP Assistant Dean, who can provide further guidance to the preceptor, as needed. The ELP Assistant Dean will monitor the frequency of excused absence requests and address accordingly based on the nature of the absences. Preceptors seeking additional guidance on excused absence requests for 2 or fewer continuous days can contact the ELP Assistant Dean or Assistant Director.
5. Students with rotation absences receive an incomplete grade until the minimum hours are fulfilled. Preceptors must communicate incomplete rotations with the ELP Office.

B. Guidance for Making Up Hours

1. The ELP Office encourages students and preceptors to work collaboratively to develop a plan for making up missed rotation hours. The student must defer to the preceptor on the most appropriate activities and timing based on practice site and preceptor workflows and workloads.
2. The preceptor may assign the student additional activities during times outside regular rotation hours to make up for missed rotation time. If possible, the rotation end date can be extended, or students can return to the site at another time when rotations are not scheduled. This might include an off block or winter break. Students are not permitted to take time off from a future rotation to complete missed hours from a prior rotation.
3. Generally, students are encouraged to complete outstanding rotation hours with onsite and direct patient care activities. This can include time at the practice site (e.g., assisting the evening Emergency Department pharmacist in completing medication reconciliations during the evening shift). Students can also complete offline project work (e.g., developing a newsletter article for the pharmacy department) to fulfill the requirements.

C. Process and Consequence for Unexcused Absence

1. Failure to notify the preceptor in the timeline specified in the UMSOP [Policy for Excused Absences for Classes, Assessments, and Exams](#) can be deemed an unexcused absence by the preceptor.
2. Leaving the rotation without notice or before instructed by the preceptor can be considered an unexcused absence by the preceptor.
3. Preceptors must notify the ELP Assistant Dean immediately of an unexcused absence.
4. One or more unexcused absences during the rotation can be considered by the preceptor to be unprofessional behavior, leading to a rotation failure.

Reviewed by Experiential Learning Committee: January 2025

IV. ASSESSMENT OF EXPERIENTIAL LEARNING POLICY

A. Overview

The ELP curriculum support achievement of UMSOP's Competency-Based Educational Outcomes (CBEO). Course-specific CBEO are evaluated by applying a 4-tier entrustment scale to Entrustable Professional Activities (EPA) and Professionalism Activities. ELP courses are assessed on a Pass/Fail system that incorporates the average scores from the EPA level of entrustment and Professionalism Activities. Professionalism is evaluated based on Professionalism Activities using a rating of "Acceptable" or "Unacceptable." Evaluation of professionalism does not contribute to the average score. An "Unacceptable" rating in Professionalism in the final evaluation results in an automatic course failure.

If professionalism violations occur and are deemed to be severe, the rotation can be terminated, and the student can be assigned a failing grade at any point during the rotation. The severity of the violation is determined after consultation with the ELP Assistant Dean. The preceptor subsequently submits a final evaluation that includes documentation of the professionalism violation(s).

The student is assessed by the preceptor on performance and professionalism at the midpoint and at the end of the rotation. The midpoint evaluation is completed by the preceptor within 5 business days of the halfway point of the rotation. The purpose of the midpoint evaluation is to determine areas of focus and improvement during the latter half of the rotation. **IPPE 100 does not have a midpoint evaluation.**

At the completion of the rotation, the student conducts a self-evaluation and an evaluation of the preceptor and site. The final assessment of performance and professionalism is completed by the preceptor within 5 business days of the last day of the rotation. Evaluations delayed beyond the 5-business day grace period may result in the student receiving an "Incomplete" grade.

B. Incomplete Grades

Preceptors must notify the ELP Office prior to the end of rotations if they anticipate that a student will not complete the required number of hours for the rotation. In the event that a student must make up experiential hours after the rotation block has concluded, the student will receive an "incomplete" grade until hours are fulfilled, and evaluations are completed by both the student and the preceptor.

C. Grade Appeals

Students who wish to appeal an experiential learning course grade can do so by following the [UMSOP Grade Appeal Policy](#).

V. ROTATION SCHEDULING POLICY

A. Schedule Changes Requested by Preceptor or Site Coordinator

Preceptors may request changes to rotation availability and/or student assignments at their site after the schedule is released. If a preceptor is no longer available, the preceptor is encouraged to identify a colleague at the site suitable to precept the student, where possible. The ELP Office will implement necessary changes as rapidly as possible and will notify students via CORE ELMS. After schedules are released, a preceptor may request that a specific student select their site for a rotation. If that student agrees to replace a current rotation with this preceptor's rotation, the student must submit a switch or exchange request.

B. Schedule Changes Requested by Course Manager

Course managers may request changes to rotation assignments based on student performance or change in preceptor ability to administer the outcomes of rotations. Additionally, course managers may request rotation assignment changes when a student is in an environment that does not meet course objectives or is subjected to unprofessional behavior and/or inappropriate activities including, but not limited to, violations of state pharmacy law, discrimination, sexual harassment or conflict of interest.

In rare instances, students may be removed from rotation once it has started for medical reasons or for a leave of absence approved by StudentAffairs. The course manager requesting rotation changes for a student must provide the ELP Office with substantial and significant justification for the change. Students disagreeing with the course manager's determination on rotation changes may appeal the decision to the ELP Assistant Dean.

C. Schedule Changes Requested by the Student

Students are permitted to change a rotation assignment only after obtaining permission from the ELP Office. Student-initiated changes to rotation schedules without prior ELP Office approval can impact the professionalism component of the student's evaluation .

Rotation Switch: A rotation switch involves a student requesting to substitute an assigned rotation with another rotation experience for a given block. Students are permitted to one rotation switch each academic year.

As an example, a P4 student is permitted to request an APPC 466 rotation instead of an APEX 424 experience for Block 4.

Rotation Exchange: A rotation exchange is when students in the same graduating class agree to exchange rotations. This can involve swaps within a single block or across two blocks. Students are permitted to one rotation exchange each academic year.

As an example, two P3 students are permitted to request an exchange of their assigned *IPPE 300 rotations with one another. A P3 student with an IPPE 300 and one with an IPPE 307 rotation are not permitted to request an exchange.*

D. Incomplete Rotations

The preceptor must notify the course manager and ELP Office as soon as possible when it is anticipated that the student will not complete the hours or assignments required for the rotation. If the student is unable to complete the required hours and/or rotation assignments prior to the rotation end date, the preceptor should work with the course manager and the ELP Office to determine whether the rotation end date can be delayed for completion in a later block. The final evaluation cannot be completed until the student has accomplished all requirements for the rotation. In the interim, the student will have an “Incomplete” on their official transcript, which is then replaced with “Pass” or “Fail” once the rotation requirements are completed. If a student is unable to complete the remaining rotation hours with the original preceptor (e.g., the preceptor is unavailable or does not wish to have the student return), the ELP Office may identify another equivalent experience and preceptor for the student to complete rotation requirements. The student will be assigned the same rotation type (e.g., APEX 402 will be replaced with another APEX 402). The ELP Office will determine whether the student must start a full rotation cycle with the new site and preceptor or if only the outstanding hours must be completed.

E. Off-Cycle Students Rotation Scheduling

Off-Cycle Students have not completed assigned rotations within the normally scheduled period and therefore must make up such rotations. The ELP Office will guarantee a rotation schedule for Off-Cycle students based on availability at the time of assignment. Off-Cycle students are not guaranteed schedule preference over students that remain on-track. If availability exists at the time of assignment, an Off-Cycle student will receive the same rotation schedule/assignment(s) they received before entering Off-Cycle status. If the same schedule is not available, the student will be assigned a rotation from the remaining availability pool.

F. Avoiding Conflicts of Interest

The following criteria must be met to allow students to be assigned to a rotation in an institution/organization with which they are currently or have been previously employed and/or have potential conflicts of interest:

1. Students may not be assigned to the same store/division/unit in which they work or have previously worked.
2. The preceptor should not be a person to whom the student has reported as an employee. If the site is the student's former employer, the rotation roles, responsibilities, and activities must be substantially different from those performed while the student was employed.
3. The preceptor must not be a family member, domestic partner, or significant other of the student. A family member is defined as all relatives, such as, but not limited to spouses, relatives by marriage, children (including stepchildren and foster children, parents, stepparents, grandparents, in-laws, cousins, aunts, and uncles). The preceptor must not report to an employer/supervisor who is the student's family member, domestic partner, and/or significant other.

G. ELP Yearly Timeline for Rotation Selections and Assignments

TIMEFRAME	TASK
Early to Mid- Fall	• ELP office meets with P3 students about APPE rotations, Longitudinal Track Program and specialized rotations • ELP office meets with P1 students about IPPE 100 rotation • APPE Fair • ELP meets with P2 students about IPPE 300 level rotations • ELP request availability from all preceptors • Interested students submit online Longitudinal Track applications
Late Fall	• Applications for specialized rotations are due but may vary for each program • Longitudinal Track Program interviews • ELP meets with P3 students – APPE Q&A Overview Session • Longitudinal Track Program match
Early Spring	• Pathway student preferences are due to program director • Students preassigned to specialized, international, and Longitudinal Track Program rotations in CORE ELMS • Longitudinal Track students receive rotation assignments directly from site • ELP meets with P3 students – APPE rotation updates • Research Center opens on CORE ELMS for P3 students • Pathway students receive rotation assignments from ELP • ELP releases IPPE 100 schedules to preceptors and students • ELP meets with IPPE 100 students – IPPE 100 rotation schedules
Mid Spring	• ELP meets with P2 and P3 students about rotation selections – live demonstrations • CORE ELMS Research Center closes, selections open • Longitudinal Track Program students select remaining rotations via CORE ELMS • All students make rotation selections in CORE ELMS
Late Spring	• Rotation lottery and optimization are completed • Quality assurance check for all rotation assignments • Student rotations released to preceptors and verified • ELP Office meets with P2 and P3 students – post-lottery meeting • ELP Office meets with P3 students for APPE Orientation

VI. PRECEPTOR APPOINTMENT AND ONBOARDING POLICY

A. Site Affiliation Agreement Process

UMSOP maintains affiliation agreements with all experiential education sites. Sites are not permitted to host students and preceptor applications from new sites will not be considered until affiliation agreements are fully executed.

The UMSOP standard affiliation agreement is effective for three years and must be renewed before the agreement expires. The School and site establish a partnership through the affiliation agreement with the purpose of providing educational experiences to student pharmacists. Sites may use the School's standard agreement or provide one of its own.

B. Initial Preceptor Appointment

Individuals who provide student education in experiential learning courses on a regular basis are required to hold a limited-term, contractual faculty appointment with the University of Maryland School of Pharmacy. Such part-time Affiliate Faculty appointments include the ranks of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.

Preceptor appointments are made quarterly. An individual requesting appointment as a preceptor must complete the initial preceptor application, complete preceptor [development training](#) provided by the ELP Office, [Title IX training](#), and upload a current *curriculum vitae* to CORE ELMS.

A detailed step-by-step approach is available via [New Preceptor Mandatory Requirements](#) on the ELP website.

C. Preceptor Orientation

Upon approval of the PSHOR Department Chair, ELP Office will email the newly appointed preceptor an appointment letter. A W9 form for honoraria payments and information/documents needed by the ELP Office to complete the file will be sent via email, if applicable. The ELP Office will ensure that new preceptors are adequately oriented, prepared and trained to assume teaching responsibilities for their courses prior to student assignment. Individuals who have applied to serve as preceptors for the UMSOP but have not completed all the ELP requirements will not be assigned students until all requirements are met.

D. Preceptor Reappointment

Preceptor appointments must be renewed every five years. The ELP Assistant Dean and Chair of the P-SHOR department review the credentials of preceptors with terms that are expiring and issue reappointment letters via email, if appropriate. Prior to reappointment, preceptors must complete preceptor [development training](#) provided by the ELP Office, attest to having an active pharmacist license (if applicable), and upload a current *curriculum vitae* to CORE ELMS.

Should a preceptor no longer wish to serve, they must inform the ELP Office. If they are unable to meet the requirements for reappointment, their CORE ELMS account will be inactivated, and they must reapply if they want to precept UMSOP students in the future.

If a preceptor has not submitted availability for three consecutive years, the ELP Office will contact the individual to confirm their willingness to precept students for the upcoming school year. If the ELP Office does not receive a response or the preceptor fails to submit availability for the upcoming year, the preceptor's account will be inactivated in CORE ELMS, and the individual must reapply to become a preceptor should they wish to precept UMSOP students in the future.

E. Resident and Fellow Clinical Instructor Appointments

University of Maryland residents and fellows who are at least 12 months post-graduation are automatically appointed as Clinical Instructors by the ELP Office. Residents' and fellows' names are provided to the Practice, Sciences, and Health Outcomes Research (PSHOR) Department Chair for approval. Any resident from another site interested in appointment as a preceptor, who is at least 12 months post-graduation, must complete the preceptor application and upload a copy of their current *curriculum vitae* or resume. Such applications will follow the same preceptor appointment process as above.

F. Changing Practice Sites

An active preceptor who changes practice sites must notify the ELP Office of the change. The new site must have a fully executed affiliation agreement with UMSOP for the preceptor to continue taking students. The ELP Assistant Dean determines course assignments based on an updated *curriculum vitae* and description of new roles and responsibilities by the preceptor.

G. Preceptor Development

Prior to initial appointment and reappointment, preceptors must complete preceptor [development training](#) provided by the ELP Office.

Preceptor development is the constellation of ACPE-approved continuing education activities, additional educational modules, networking events, and recognition. These resources empower preceptors to optimally facilitate experiential courses and nurtures professional satisfaction.

VII. AFFILIATE FACULTY APPOINTMENT AND PROMOTION POLICY

1. Initial Appointment

The following section provides guidelines and criteria for appointment and promotion of Affiliate faculty in the Doctor of Pharmacy Experiential Learning Program (ELP) who are not School of Pharmacy Faculty. Position titles covered by this section include Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. Clinical Affiliate faculty have a distinct role from tenure and non-tenure track faculty. Individuals appointed as Clinical Affiliate faculty seeking employment and faculty appointment must abide by the policies and procedures outlined in the Faculty Handbook section IIB.

New preceptor applications are reviewed quarterly. To be accepted as a preceptor and clinical affiliate faculty, individuals must generally hold a professional degree in pharmacy or another healthcare discipline. After the new preceptor application is evaluated and deemed suitable by the Assistant Dean for Experiential Learning, preceptors are recommended by the Department Chair of Practice, Sciences, and Health Outcomes Research (P-SHOR) for appointment to the role of Clinical Assistant Professor. Preceptors seeking initial appointment at a rank of Clinical Associate Professor or Clinical Professor must provide their *Curriculum Vitae*, a Letter of Intent describing their qualifications, and a Teaching Portfolio with examples of enrichment activities (i.e., teaching and learning activities outside of the scope of day-to-day work at the rotation site) provided for students. The Assistant Dean for Experiential Learning recommends the initial rank of newly appointed Clinical Affiliate faculty to the Chair of P-SHOR. The Chair submits a recommendation letter to the Faculty Affairs Committee for consideration. For all ranks, the final offer of a Clinical Affiliate faculty appointment shall be made by the Dean.

Clinical Affiliate faculty appointments shall be effective for a term of 5 years. To be considered for reappointment, Clinical Affiliate faculty must meet all qualifications as an active preceptor, as determined by ELP. Reappointment shall be made by the Dean at the recommendation of the Chair of P-SHOR. Clinical Affiliate faculty who do not offer rotation availability for 3 or more consecutive years will be deactivated as a preceptor but retain their Clinical Affiliate faculty status for the duration of the appointment period.

2. Eligibility for Promotion as Clinical Affiliate Faculty

Clinical Affiliate faculty seeking promotion should demonstrate a sustained commitment to UMSOP by serving as a preceptor for a minimum of 5 years (i.e., 1 term as a Clinical Affiliate faculty member). Clinical Assistant Professors are eligible for promotion to Clinical Associate Professor, and Clinical Associate Professors are eligible for promotion to Clinical Professor. Clinical Assistant Professors must have precepted at least 5 UMSOP students in the previous 5 years and have offered rotation availability for UMSOP students in 3 of the last 5 years to be eligible for promotion to Clinical Associate Professor. Clinical Associate Professors must have precepted at least 20 UMSOP students in the previous 10 years and have demonstrated involvement in UMSOP committees, task forces, recruitment efforts, or presented in a UMSOP course or educational event to be eligible for promotion to Clinical Professor.

3. Process for Promotion as Clinical Affiliate Faculty

Clinical Affiliate Faculty seeking promotion to the rank of Clinical Associate Professor or Clinical Professor must submit a written request to the Assistant Dean for Experiential Learning. The Assistant Dean works with the individual to prepare their application, which includes a current *Curriculum Vitae* and a Letter of Intent (maximum 2 pages) stating the desired promotion, a self-assessment of the promotion evaluation criteria, and a brief justification of those assessments. The formal application is submitted by the Clinical Affiliate faculty member to the Chair of P-SHOR by July 1. If the Chair deems the candidate suitable for promotion, the application is submitted to the Department Review Committee (DRC) for review. The Chair of P-SHOR schedules the DRC meeting but does not attend. The Assistant Dean for Experiential Learning acts as an advocate to present the candidate's credentials and facilitates discussion by the DRC. School faculty with ranks of School of Pharmacy Associate Professor or School of Pharmacy Professor are permitted to attend the DRC meeting discussing the Clinical Affiliate faculty application. A minimum of 5 faculty must participate in the DRC meeting and anonymous paper ballot vote. The Assistant Dean for Experiential Learning prepares a letter on behalf of DRC that is reviewed by the Chair of P-SHOR and subsequently submitted by the Chair to the Faculty Affairs Committee. The promotion process for Clinical Affiliate Faculty is expected to be completed within 6 months of the application deadline. If the promotion request is not successful, the outcome of the Clinical Affiliate faculty application is communicated in writing to the preceptor by the Chair of P-SHOR. If successful, the outcome is communicated in writing to the preceptor by the Dean.

4. Criteria for Promotion as Clinical Affiliate Faculty

The following guidelines are used to assess Clinical Affiliate faculty applications for promotion. The domains considered for promotion are teaching, scholarship, and service, with specific items to be evaluated as outlined in the table below. To be considered “excellent” in a domain, at least 2 of 3 items must be considered “excellent” with the remaining item at least “good.” To be considered “excellent with a promise of distinction” in a domain, at least 1 of 3 items must be considered “distinguished” with the remaining items considered “excellent.” To be considered “distinguished” in a domain, at least 2 of 3 items must be considered “distinguished” with the remaining item at least “excellent.”

Clinical Associate Professor: To achieve the rank of Clinical Associate Professor, a preceptor must be evaluated as "excellent" in at least two domains, one of which must be teaching, and at least “good" in the remaining domain.

Clinical Professor: To achieve the rank of Clinical Professor, a preceptor must be evaluated as “distinguished” in at least two domains, one of which must be teaching, and at least “excellent” in the remaining domain.

DOMAIN	ITEM	GOOD	EXCELLENT	DISTINGUISHED
TEACHING	Timeliness of Midpoint and Final Evaluations	80% of evaluations completed within 5 business days	90% of evaluations completed within 5 business days	100% of evaluations completed within business 5 days
	UMSOP Student Evaluations	Rated an average of 3 or higher (scale of 4) on student evaluations in the last 5 years	Rated an average of 3.5 or higher (scale of 4) on student evaluations in the last 5 years	Rated an average of 3.5 or higher (scale of 4) on student evaluations in the last 10 years
	Teaching Enrichment Activities	Consistently incorporates topic discussions into learning experience	In addition to topic discussions, consistently incorporates additional	In addition to topic discussions and additional enrichment activities, consistently



			enrichment activities such as journal club presentations, patient case presentations, drug information questions, etc.	incorporates more complex learning activities into student rotation experiences, such as student-led interprofessional education, student-led health fairs, engaging student in rotation-related research or projects, etc.
SCHOLARSHIP	Presentations	Educational presentations at institutional or local level	Educational presentations at state or regional level	Educational presentations at national or international level
	Publications	>1 non-peer reviewed or peer reviewed publication	>5 non-peer reviewed or peer reviewed publications over the last 5 years	>10 non-peer reviewed or peer-reviewed publications over the last 10 years
	Practice Innovation	Evidence of contribution to novel practices, programs, and initiatives.	Evidence of leadership role in development of novel practices, programs, and initiatives.	As in Excellent with evidence of significant impact of practice innovation efforts.
SERVICE	Professional Societies	Evidence of active engagement in professional society activities.	Evidence of leadership in professional societies.	Elected or appointed officer role(s) in professional societies.
	Institutional Committees	Membership in >1 institutional committee.	Membership in >1 institutional committee with	As in Excellent and leadership role in



			evidence of impact.	institutional committees.
	Community Service	Involvement in >1 community service activity in the last 5 years.	Involvement in >3 community service activities in the last 5 years.	Sustained and notable contributions to the community in the last 10 years.

Revised by Experiential Learning Committee: April 2025

Approved by Faculty Affairs Committee: May 2025

Approved by Faculty Assembly: September 2025

VIII. ELP AWARDS AND RECOGNITION POLICY

All awardees are honored at the Annual Academy of Preceptors Program.

Preceptor Awards

Preceptors may be nominated for several awards, which include the Introductory Pharmacy Practice Experience (IPPE) Preceptor of the Year, Advanced Pharmacy Practice Experience (APPE) Preceptor of the Year, Outstanding New Preceptor of the Year and Faculty Preceptor of the Year.

Eligibility for awards is as follows:

- IPPE, APPE and Faculty Preceptor of the Year candidates must have served as a preceptor for the School for at least three consecutive years AND must not have received the award within the last five years.
- The Outstanding New Preceptor of the Year has served fewer than three years since their academic appointment.
- Consistent record of timely submission of completed student evaluations in CORE ELMS and other ELP requirements

Nominations will be accepted from:

- Students
- Staff
- Faculty
- Clinical Affiliate Faculty (i.e., preceptors)
- Alumni (within their first post-graduate year)

Self-nominations are also permitted. Any student may nominate a preceptor for IPPE Preceptor of the Year, but only students in their fourth year may nominate preceptors for the APPE Preceptor of the Year. Nomination forms may be found in CORE ELMS.

Nominations may be submitted at any time throughout the year. Nominations for the current academic year close on March 1. All nominations received between the start of the academic year (in May) and before the cutoff date (March 1) are eligible. Students wishing to nominate preceptors for any of the Preceptor of the Year awards are encouraged to submit nominations as soon as possible rather than waiting until the deadline.

Nominated preceptors will demonstrate:

- High standards of professionalism: e.g., pharmacy leadership, service, and involvement; expression of genuine concern for patients; development of innovative or progressive practice; demonstration of a continuous desire to enhance practice/professional skills; employment of mutual respect, patience, and a constructive/positive attitude with students, fellow practitioners, and other health

professionals; consistent exhibition of professional ethics within the constraints of professional standards and the federal and state laws that govern the profession

- A spirit of cooperation with the School of Pharmacy: e.g., presence at preceptor programs; open communication between the preceptor and the School; flexibility in accepting students; timeliness and quality of documentation; enthusiasm for working with students
- Commitment to students as a professional mentor and teacher: e.g., development of unique teaching techniques; development of student-specific programs at the site; involvement of students in pharmacist-specific activities; ongoing professional involvement with student after the rotation has ended; provision of regular feedback, encouragement, and support; ability to establish goals, expectations, and valuable learning activities for the rotation; consistently excellent/outstanding student evaluations. Participating in continuing professional development activity and modeling the way for students.

Student Awards

Students may be nominated for several awards, which include the Introductory Pharmacy Practice Experience (IPPE) Student Spotlight Award(s) and Advanced Pharmacy Practice Experience (APPE) Student Spotlight Award(s). Each year, four students are selected from among all nominations received.

Eligibility Requirements:

- IPPE Student Spotlight Award: Must have completed at least one IPPE rotation and not previously received the award.
- APPE Student Spotlight Award: Must have completed at least one APPE rotation and not previously received the award.
- Eligibility will be verified by the Experiential Learning Office.

Nominations Will Be Accepted From:

- Preceptors
- Faculty
- Staff
- Alumni (within their first post-graduate year)
- Mentors

Nomination forms may be found in CORE ELMS. Nominations may be submitted at any time throughout the year. Nominations for the current academic year close on March 1. All nominations received between the start of the academic year (in May) and before the cutoff date (March 1) are eligible. Preceptors wishing to nominate students for Student Spotlight Awards are encouraged to submit nominations as soon as possible rather than waiting until the deadline.

Nominated students will demonstrate:

- High standards of professionalism: in areas including but not limited to leadership, ethical behavior, patient care, innovative contributions, and a commitment to continuous professional development.
- Cooperation with rotation sites: examples of strong collaboration with site personnel, timely completion of rotation requirements, adaptability, and a positive learning attitude.
- Commitment to professional growth: engagement in pharmacist-specific responsibilities, pursuit of unique learning opportunities, responsiveness to feedback, and consistently strong evaluations.
- Exemplifies interprofessional collaboration: demonstrates excellent communication and collaboration across healthcare disciplines; understands team dynamics and contributes meaningfully to patient-centered care.