

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION



Accreditation Action and Recommendations

JUNE 11-13, 2025

**Professional Program Leading to the
Doctor of Pharmacy**

UNIVERSITY OF PITTSBURGH

SCHOOL OF PHARMACY

PITTSBURGH, PENNSYLVANIA

UNIVERSITY OF PITTSBURGH
SCHOOL OF PHARMACY

Doctor of Pharmacy Program

JUNE 11-13, 2025

I. Introduction

The Accreditation Council for Pharmacy Education (ACPE) Board of Directors reviewed the Doctor of Pharmacy program of the University of Pittsburgh School of Pharmacy for purposes of continued accreditation at its June 11-13, 2025, meeting. This review was based upon due consideration of the Evaluation Team Report from the onsite evaluation dated April 8 - 10, 2025, the College's self-study, and other communications received from the institution.

II. Accreditation Action

Following discussion of the program, it was the decision of the Board that **accreditation of the Doctor of Pharmacy program be continued**. The professional program of the College and its accreditation status will be designated on ACPE's website, www.acpe-accredit.org. Notice of the accreditation status of the program will also appear in the ACPE Report of the Proceedings, to be distributed during July 2025.

III. Accreditation Terms and Conditions

A. Accreditation Term The accreditation term granted for the Doctor of Pharmacy program extends until **June 30, 2033**, which represents the customary eight-year cycle between self-studies. The academic year for the next currently scheduled review of the Doctor of Pharmacy program for purposes of continued accreditation is **2032-2033**. This schedule is contingent upon maintenance of the

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presently observed quality during the stated accreditation term. *The ACPE Board of Directors reserves the right to revise its accreditation action or to alter these dates based upon monitoring, such as written reports and/or focused on-site reviews as may be scheduled during the accreditation term stated above.*

B. Comments and Recommendations This accreditation action was taken with confidence that existing School and programmatic needs will continue to be addressed in a timely manner and to the satisfaction of the ACPE Board of Directors. The Evaluation Team Report of April 8 – 10, 2025, presents important needs and developmental issues in keeping with Standards 2016. It should be noted that this Accreditation Action and Recommendations document and the Evaluation Team Report are companion documents and should be used together to guide the School’s continuing developmental efforts.

The Board references specific issues below that should be included in the requested report. The *ACPE Guidelines for Interim Reports during the Accreditation Term* guidance in preparing the submission can be reviewed in the Policies and Procedures found on the ACPE website at www.acpe-accredit.org.

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Summary of the Evaluation of All ACPE Standards

The evaluation of the program on each of the ACPE accreditation standards (Standards 2016) is noted below.

Standards	Compliant	Compliant with Monitoring	Partially Compliant	Non-Compliant
SECTION I: EDUCATIONAL OUTCOMES				
1. Foundational Knowledge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Essentials for Practice and Care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Approach to Practice and Care	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Personal and Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION II: STRUCTURE AND PROCESS TO PROMOTE ACHIEVEMENT OF EDUCATIONAL OUTCOMES				
5. Eligibility and Reporting Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. College or School Vision, Mission, and Goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Strategic Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Organization and Governance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Organizational Culture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Curriculum Design, Delivery, and Oversight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Interprofessional Education (IPE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Pre-Advanced Pharmacy Practice Experiences (Pre-APPE) Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Advanced Pharmacy Practice Experiences (APPE) Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Student Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Academic Environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Admissions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Progression	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Faculty and Staff – Quantitative Factors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Faculty and Staff – Qualitative Factors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Preceptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Physical Facilities and Educational Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Practice Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Financial Resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SECTION III: ASSESSMENT OF STANDARDS AND KEY ELEMENTS				
24. Assessment Elements for Section I: Educational Outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Assessment Elements for Section II: Structure and Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additionally, ACPE may at any time during the awarded accreditation term request additional information. Once the requested issues have been addressed and the necessary information is submitted in the form of a requested interim report or on-

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site evaluation, review by the ACPE Board of Directors could result in the following outcomes:

- affirmation of the accreditation action, terms, and conditions with no additional reporting required;
- additional reporting could be requested to address issues that could not be addressed within the stated reporting timeframe, or to monitor issues requiring further attention; or
- additional on-site review by ACPE to permit observation of progress regarding issues requiring attention.

In accord with ACPE policy, if additional reporting and/or on-site review is not satisfactory in any area, the Board could then act to reduce a previously awarded accreditation term, award a probationary accreditation status, or take an adverse accreditation action (**cf. Policies and Procedures for ACPE Accreditation of Professional Degree Programs, January 2025**).

The Evaluation Team Report and the Accreditation Action and Recommendations are confidential documents and are considered to be the property of the institution. These documents will not be released to third parties without the authorization of the chief executive officer of the institution or as required by law or regulatory body. Without such authorization, the sole information available to the public consists of that information contained in the Directory and in the Report of Proceedings from the meeting at which the accreditation action was taken. If the institution releases any portion of the Evaluation Team Report or the Accreditation Action and Recommendations, or releases any statement concerning such documents that ACPE believes requires public clarification or presents a misleading impression, ACPE may make an appropriate response or cause the release of such documents in their entirety.

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Additionally, in accord with ACPE policy, the School is reminded that ACPE should be notified of any substantive change prior to its implementation to allow ACPE adequate time to consider the impact of the proposed change on programmatic quality. The ACPE substantive change policy provides details as to what constitutes such a change.

C. Public Disclosure It is expected that the accreditation status of the program will be fully disclosed. ACPE requires that all Colleges and Schools of Pharmacy it accredits to utilize the following language when referring to the accreditation status of the program in any publication, both in print and on the program's website:

"The University of Pittsburgh School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 3000, Chicago, IL 60603, 312/664-3575; FAX 866/228-2631, website www.acpe-accredit.org."

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Standards 2025 Crosswalk to Standards 2016

Basic content of each of the 25 standards in Standards 2016 can be found in Standards 2025. While there is not a direct match of the text or perhaps the entire scope of each standard in Standards 2016 to be found in a comparable standard in Standards 2025, the table below provides a general crosswalk between the 2016 and the 2025 Standards.

Standards 2016	Standards 2025
Standard 1: Foundational Knowledge Standard 2: Essential of Practice and Care Standard 3: Approach to Practice and Care Standard 4: Personal and Professional Development	Standard 2: Curriculum
Standard 5: Eligibility and Reporting Requirements Standard 6: College or School Vision, Mission, & Goals Standard 7: Strategic Plan Standard 8: Organization and Governance Standard 9: Organizational Culture	Standard 1: Organization and Governance
Standard 10: Curriculum Design, Deliver and Oversight Standard 11: Interprofessional Education (IPE)	Standard 2: Curriculum
Standard 12: Pre-Advanced Pharmacy Practice Experience (Pre-APPE) Curriculum Standard 13: Advanced Pharmacy Practice Experience (APPE) Curriculum	Standard 3: Experiential Learning
Standard 14: Student Services Standard 15: Academic Environment Standard 16: Admissions Standard 17: Progression	Standard 4: Students/Student Services
Standard 18: Faculty and Staff – Quantitative Factors Standard 19: Faculty and Staff – Qualitative Factors	Standard 5: Faculty/Staff
Standard 20: Preceptors	Standard 3: Experiential Learning
Standard 21: Physical Facilities and Educational Resources	Standard 6: Resources
Standard 22: Practice Facilities	Standard 3: Experiential Learning
Standard 23: Financial Resources	Standard 6: Resources
Standard 24: Assessment Elements/Educational Outcome Standard 25: Assessment Elements/Structure & Process	Standard 7: Assessment