From: Matthews, David
To: Reed, Katie; Kwiek, Nicole
Cc: Gao, Gary
Subject: Re: Questions about the Pharmacy Proposal
Date: Monday, October 5, 2026 12:30:39 PM
Attachments: image001.png

Hello Katie,

Please see my responses in blue below and let me know if anything else is needed from me. There was a lot of overlap between the three questions, so hopefully it makes sense how I constructed it - if not, let me know!

As Nicole mentioned, I am planning to virtually join the meeting on 10/7.

Thank you!
Dave
(see responses below)

- The proposal does not provide a detailed transition plan for students already in the program.
  - As each concentration is implemented, we plan to offer entry to all P1 students and will also allow retroactive entry for P2 students if feasible (e.g. if concentration-specific seminar course work is available in time for the P2 cohort). Ability to allow P2 entry may be specific to each concentration.
  - All previously completed elective coursework would count toward concentration requirements.
- Implementation in Aug 2026, should specify which cohorts can participate, how/if current students can transition into a concentration, if existing elective credits will count, etc.
  - We are defining "implementation" to mean that we are communicating the availability of the concentration to students and accepting applications
    - Students apply by end of fall semester and are informed by spring semester so that they can schedule electives accordingly
  - The implementation timeline of August 2026 was originally estimated based on when we authored the proposal last spring. We were unsure how long it would take to be reviewed and how far along we would be in the planning of additional concentrations.
    - *Rural and Urban Pharmacy Practice* is ready for implementation when approved - we still hope to implement in Autumn 2026 if approved in time.
    - The remaining concentrations (*Industry & Enterprise, Clinician-Scholar*) need additional time for development and have a new estimated timeline of Autumn 2027.
  - See answer to question above regarding which cohorts can participate and transition plans.
- The pharmacy proposal suggests more concentrations to be implemented in fall 2026, but only describe the urban/rural one, I noticed the cover letter is from May and the proposal describes work “will be in summer 2026” so this may simply be a timeline issue.
  - See answer to question above

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From: Reed, Katie <reed.901@osu.edu>
Sent: Wednesday, September 30, 2026 12:24 PM
To: Kwiek, Nicole <kwiek.1@osu.edu>; Matthews, David <matthews.170@osu.edu>
Cc: Gao, Gary <gao.2@osu.edu>
Subject: FW: Questions about the Pharmacy Proposal

Dear David and Nicole:

Below are questions that CAA Subcommittee B has on your proposal. Would you be able to respond before the 10/7 CAA meeting?

Thanks,
Katie

From: Gao, Gary <gao.2@osu.edu>
Sent: Wednesday, September 30, 2026 12:10 PM
To: Reed, Katie <reed.901@osu.edu>
Subject: Questions about the Pharmacy Proposal

Hi Katie,

Here are several questions that our subcommittee members had about the Pharmacy Proposal.

- The proposal does not provide a detailed transition plan for students already in the program.
- IImplementation in Aug 2026, should specify which cohorts can participate, how/if current students can transition into a concentration, if existing elective credits will count, etc.
- The pharmacy proposal suggests more concentrations to be implemented in fall 2026, but only describe the urban/rural one, I noticed the cover letter is from May and the proposal describes work “will be in summer 2026” so this may simply be a timeline issue.

Should I email the contact person directly or should you forward my questions to the contact person?

Thanks!

Gary

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From:	Kwiek, Nicole
To:	Reed, Katie; Smith, Randy
Cc:	Kroetz, Deanna; Matthews, David
Subject:	College of Pharmacy: Proposal to Establish a Concentration Framework within the Doctor of Pharmacy (PharmD) Program
Date:	Monday, May 18, 2026 9:45:45 AM
Attachments:	image001.png Proposal to Establish a Concentration Framework in the PharmD Curriculum.pdf

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Hi Randy and Katie,
Please find attached a proposal from the College of Pharmacy to establish concentrations in the Doctor of Pharmacy (PharmD) program. Developed with input from faculty, staff, and students at the table, this optional framework will add more coherence to our PharmD students' elective experience.

The proposal was approved by our PharmD Program Committee in April 2026 and has the full endorsement of the Dean (copied, letter provided).

If you have any questions as this moves through the approval process, please reach out to me and my colleague Dr. David Matthews (Assistant Dean for PharmD Studies).

Best,
Nicole

Cc: Dean Kroetz, David

THE OHIO STATE UNIVERSITY

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Clinical Professor of Pharmacy Education and Innovation
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Pronouns: she/her/hers

Proposal to Establish a Concentration Framework ("Option"-type) within the Doctor of Pharmacy Curriculum

Executive Summary

Herein, the College of Pharmacy proposes the creation of a concentration framework within its Doctor of Pharmacy (PharmD) program, with the goal to strengthen the impact and intentionality of students' career preparation efforts. The proposed concentrations will provide structured pathways that integrate elective and experiential coursework with existing curricular elements to support exploration and preparation for distinct pharmacy career paths. The initiative aligns with the college's strategic priorities, has strong faculty and student support, and can be implemented sustainably using primarily existing courses and faculty resources; additionally, it will not add cost or time-to-degree for our students. Aligned with the definition of an "option" substructure[1], these concentrations will be optional for students to enroll into and recognized with transcript notation upon completion.

This proposal overviews the general concentration framework and the specific details of the Rural and Urban Pharmacy Practice concentration. If approved, we will update CAA with the details on other proposed concentrations after this summer's intensive planning effort, with the goal to launch all three in Autumn 2026.

Background and Purpose

PharmD students are required to complete 9 credit hours of elective courses as a degree requirement. A survey regarding perceptions of elective coursework was offered to all PharmD students in Spring 2025. Among students who had taken electives, the majority (101/167, 60.5%) were "somewhat satisfied" with the knowledge gained from their electives, and a notable portion (25/167, 15.0%) were "somewhat dissatisfied," revealing an opportunity for curricular improvement. Anecdotally (and supported by data and open-ended responses), students often choose electives based on convenience and flexibility (e.g. online offerings) rather than intentional alignment with their career aspirations.

As part of an effort to revitalize our elective curriculum, we propose the addition of concentrations (formally termed "options"[2]) as a mechanism to allow students to explore and prepare for unique career paths within pharmacy and relate these experiences to prospective employers. This effort is aligned with the College of Pharmacy's strategic plan within the pillar of education ("*create and deliver new micro-credential offerings*" and "*incorporate tracks…within the PharmD curriculum"*). Additionally, the College of Pharmacy was recently awarded a 4-year, $1.15 million grant from the McKesson Foundation, to (in part) launch a concentration on Rural and Urban Pharmacy Practice. The grant funding provides monetary support for faculty time to start the concentration, but importantly, once established, the concentration can run independent of external funding.

Overview of Concentration Offerings

Due to the McKesson grant-funded effort, the college's planning team focused first on building the general concentration framework as well as the specific requirements for the **Rural and Urban Pharmacy Practice concentration**; those are the focus of this proposal. During Summer 2026, faculty teams will focus on building out

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[1] According to Ohio State's definition of program of study types, an option is "a defined subset of academic requirements available within a distinct associated program of study. Multiple options can be offered within an associated program of study. Each option can only be associated with one program of study. The student may, but is not required to, select an option in order to be awarded the associated program of study's credential. Only programs of study with a type of official program are eligible to have an associated option. Enrollment in this program is transcripted."

[2] To appropriately market these subprograms to prospective students as well as align to professional nomenclature, the College of Pharmacy requests to describe these options as "concentrations".

the specific curricular details for the remaining concentrations to launch in Autumn 2026, including those focused on **Pharmacy Industry and Enterprise** and the **Pharmacy Clinician-Scholar**.

Proposed Structure and Requirements

Importantly, a student's choice to complete a concentration will not add cost or added time to degree completion. The requirements of each concentration are based on a common concentration framework: approved elective courses tied to the concentration theme, experiential coursework (where applicable) in the setting of the concentration theme, and a special section of a culminating final year course. Details of each concentration's course requirements will vary slightly based on availability of applicable rotation experiences and the elective courses aligned with the option (see attached draft descriptions of the three proposed options).

Each concentration will require 10-16 credit hours of coursework comprising:

- **Elective coursework** that overlaps with the PharmD elective credit hour requirement of 9 credit hours, including:
    - Elective courses related to the concentration theme (up to 8 credit hours)
    - A seminar-type elective course related to the concentration theme (1 credit hour)
- **Concentration-related experiential coursework** (where applicable) that overlaps with PharmD experiential requirements, including:
    - Introductory Pharmacy Practice Experience (IPPE; 1 credit hour each)
    - Advanced Pharmacy Practice Experience (APPE; 2.5 credit hours each)
- **Concentration-aligned section of the required Transitions 4 (T4) course** (1 credit hour)
    - This is an asynchronous course that is required of all PharmD students and completed during the fourth (final) professional year alongside their experiential APPE rotations. During T4, students select from a list of professional activities to ensure practice readiness aligned with their desired career path.
    - Students completing any concentration will be enrolled in a special concentration-specific section of T4 to allow completion of professional activities aligned with their concentration theme.

Relative to students who do not wish to pursue a concentration, students completing a concentration will largely fulfill requirements through coursework and experiential experiences that are already required within the PharmD curriculum. Most concentration credit hours overlap with the existing PharmD elective requirement, required experiential coursework, and the Transitions 4 course, with differences centered on intentional selection and alignment rather than additional credits. The primary distinction is that elective, experiential, and professional development activities are curated around a specific theme, rather than selected independently. As a result, students pursuing a concentration experience a more focused and cohesive curricular pathway without a meaningful increase in overall credit hours, workload, or time to degree completion.

Student Input

Student input has been a critical part of developing this proposal. Discussions of this initiative began in the PharmD Program Committee (PDPC) which includes four elected student representatives (one from each class cohort). Input from students and committee members was used to develop the initial survey administered to all PharmD students which revealed areas for improvement. All PharmD students were invited to an open town hall session in October 2025 to discuss elective philosophy. Discussion among ~40 students in attendance indicated strong support for developing options or similar subprograms that allow students to grow their knowledge and experience within areas of interest in the pharmacy profession and relate these experiences to prospective employers upon graduation.

Input from the Spring 2025 survey and October 2025 town hall were used to generate preliminary ideas regarding the topics and structures of the proposed options. Ideas were shared during a live session with all students in the

Class of 2029 (first professional year) in March 2026. Feedback from this session indicated that students were overwhelmingly in support of the proposed options: 96.2% (100/104) respondents "strongly agreed" or "agreed" that these would be a valuable addition to the curriculum, and no students indicated disagreement. For more information, please see attached report of data from the March 2026 session **(Appendix 3).**

Additionally, letters of support from two student groups are attached:

- Student representatives of the PharmD Program Committee
- Student Presidents of the Ohio State chapters of the Academy of Managed Care Pharmacy (AMCP) and Industry Pharmacists Organization (IPhO)

External Comparators

Several PharmD programs across the nation offer subprograms that allow students to gain knowledge in a specific area, including but not limited to the examples below. Of note, other PharmD programs often refer to these subprograms as "PharmD Concentrations"; we have adopted similar nomenclature in this proposal.

Examples from other PharmD programs:

- University of Southern California:
  - Offers 7 types of concentrations
  - Requires minimum 12 credit hours (6 elective credits and 6 from experiential coursework)
- University of Illinois Chicago:
  - Offers 8 types of concentrations
  - Minimum 9 credit hours through elective coursework
- University of South Florida:
  - Offers a concentration in "Pharmacy & Health Education"
  - Requires 11 credit hours through elective coursework

The proposed concentrations herein are similar in requirements (elective and experiential courses) and in quantity of course credits.

Anticipated Numbers and Sustainability

A student interest survey was conducted during a live session with first-professional year students in March 2026. Using draft concentration descriptions as a reference point, students were asked to indicate their preferred pathway should the concentrations be approved. Response options included: each of the three proposed concentrations, an existing combined degree (PharmD/MS in Translational Pharmacology), or the "standard elective experience" (no concentration or combined degree). Results are presented below:

- Rural and Urban Pharmacy Practice Concentration: 11/104 (10.6%)
- Pharmacy Industry and Enterprise Concentration: 17/104 (16.3%)
- Clinician-Scholar Concentration: 40/104 (38.5%)
- Combined Degree (PharmD/MS in Translational Pharmacology): 11/104 (10.6%)
- "Standard Elective Experience" (no concentration or combined degree): 25/104 (24.0%)

Each option will be led by one or more faculty leaders who will be responsible for: (1) advising students in matters related to the option and progression through its requirements, (2) instruction of the option's seminar course, (3) reviewing student applications and granting entry into the option, and (4) ensuring credit for completion is awarded appropriately. Through discussion with relevant department chairs, preliminary faculty leaders have already been identified. Additional faculty will be recruited to serve as "concentration advisors", guiding students in intentionally selecting elective coursework and additional experiences that align with their concentration.

Aside from the new seminar courses, nearly all of the elective and experiential courses within the proposals for each concentration are already offered and are therefore adequately staffed. The new seminar courses would be instructed by the faculty option leader as noted above, and the seminar has been accounted in the prospective teaching workload of these faculty members.
To ensure experiential requirements can be met by all students, the current experiential capacity will be considered when setting the capacity for student enrollment in each option

Application Process

Consistent with the definition of an option, students may elect to pursue a concentration but are not required to do so. PharmD students who wish to pursue a concentration must apply to the concentration by the end of Autumn semester during their first professional (P1) year. The faculty leader assigned to the option will review applications through a fair, objective, and standardized method to determine which students will be offered entry into the concentration, with students informed during Spring of their first professional year. Capacity for each concentration will be determined with consideration of faculty workload and experiential course capacity (when appropriate).

Completion of the Concentration and Flexibility Therein

The faculty leader, in collaboration with the college registrar, will review students' course completion to ensure that they have met the requirements of the concentration before graduation. Upon verification of all requirements, notation on transcript of successful completion will appear on the graduate's transcript in accordance with the description of an option subprogram. Students are not obligated to complete the concentration if their career interests change, and their progress towards the PharmD degree will not be hindered.

Assessment Plan

Assessment of the concentration framework will focus on student engagement, learning outcomes, and postgraduation alignment with career goals. Quantitative measures will include student application and completion rates, course and experiential evaluations, and comparisons of elective satisfaction data collected before and after implementation. Qualitative feedback will be gathered through student surveys, focus groups, and reflections embedded within the seminar and Transitions 4 coursework. Longer-term indicators such as residency placement, employment outcomes, and employer feedback will also be reviewed to evaluate how well concentrations support career readiness and program objectives.

Approval Process

This proposal, along with the full proposal for the Rural and Urban Pharmacy Practice option (attached), was reviewed by the PharmD Program Committee on April 1, 2026.

Supplementary Proposal Materials:

- **Concentrations Slated for Autumn 2026 Launch, including:**
  - **Rural and Urban Pharmacy Practice (Appendix 1)**
    - See full proposal.
  - **Pharmacy Industry and Enterprise (Appendix 2)**
    - See working draft. Full planning of this concentration will commence in Summer 2026, and details will be shared with CAA at the end of summer/beginning of Autumn terms.
  - **Pharmacy Clinician-Scholar (Appendix 2)**
    - See working draft. Full planning of this concentration will commence in Summer 2026, and details will be shared with CAA at the end of summer/beginning of Autumn terms.
- **Input from the PharmD Class of 2029 (Appendix 3)**

- **Letters of support (Appendix 4)**
    - College of Pharmacy Dean Deanna Kroetz
    - Student representatives of the PharmD Program Committee
    - Student representatives of the Academy of Managed Care Pharmacy (AMCP) and Industry Pharmacists Organization (IPhO)

Appendix 1:

Full proposal for the Rural and Urban Pharmacy Practice Concentration

Proposal Details on the Rural and Urban Pharmacy Practice Concentration

Purpose

This concentration serves to provide more focused didactic coursework and experiential training for students to gain knowledge about the needs of rural and urban populations and equip future pharmacists with the tools to develop and implement innovative care models in these communities.

This concentration can be completed by students in the College of Pharmacy who are pursuing a PharmD degree at Ohio State and wish to gain proficiency in urban and rural pharmacy practice. Centered in didactic, service, and experiential learning, this application-based training will equip future pharmacists with foundational knowledge and resources to deliver direct patient care to rural and urban populations and to develop and implement innovative care models in these communities.

Background

Disparities in health are notable throughout the state of Ohio and significantly impact morbidity and mortality. These challenges are often defined by geography, with both highly urbanized areas and rural regions facing distinct obstacles.[1] On the local level, data from the Franklin County Health Map 2022 highlights that healthcare access is frequently hindered by a lack of trust and challenges in building sustained relationships between community members and medical systems.[2] Southeast Ohio and Appalachia face a different but equally critical set of disparities. According to the Health Disparities report, there is a significant shortage of medical practitioners in Appalachia, with 12 percent fewer providers per 100,000 residents than the national average.[3] This shortage is compounded by socioeconomic factors; rates of insurance coverage, access to reliable transportation, and the technology required for telehealth are all lower in these rural areas than in other parts of the country.[4] Furthermore, research by Berenbrok et al. indicates that pharmacy access varies drastically by urbanicity, with large "pharmacy deserts" occurring most frequently in rural locations, leaving these populations with limited access to essential medications and clinical consultations.[5]

Concentration Learning Outcomes

Upon completion of the Rural and Urban Pharmacy Practice concentration, the graduate will be able to:

- Analyze the unique healthcare challenges faced by rural and urban populations.
- Apply culturally responsive communication skills to effectively engage with diverse patient populations and healthcare teams in urban and rural practice settings.
- Design innovative, patient-centered care models tailored to improve healthcare access to pharmacist-led services.

Concentration Requirements

- Required courses (detailed below) with a C- or better and 3.0 overall GPA
- Off-campus service-learning experiences

Note: we have not pursued a memorandum of understanding with Ohio State Online because only a small minority of concentration requirements (i.e., some elective courses) can be completed online. Additionally, the PharmD program within which this concentration resides is not an online program.

List of required courses

The coursework required for this concentration counts toward the general PharmD, and no additional credits are required to complete the traditional PharmD degree. Courses below will be credited toward the PharmD, while service-learning courses and seminar courses will be credited as electives. The courses below are those in which

students will be placed in cohort experiences throughout the curriculum. This course work amounts to 12 credit hours. Seven of the 12 credit hours will count towards required coursework of the PharmD, while 5 credit hours will count towards elective coursework.

Course Number	Title	Credit hours	Offered		
			Spring	Summer	Autumn
PHR XXXX (TBD)	Rural Appalachian Pharmacy Service-Learning (RAPS)	2			X
PHR XXXX (TBD)	Urban Pharmacy Service-Learning (UPS)	2	X		
PHR XXXX (TBD)	P2 Rural and Urban Health Seminar	0.5	X		
PHR XXXX (TBD)	P3 Rural and Urban Health Seminar	0.5	X		
PHR 7005 or 7006	Introductory Pharmacy Practice Experience Rural **or** Urban	1	X	X	X
PHR 7011-18	Advanced Pharmacy Practice Experience: Rural **or** Urban	2.5	X	X	X
PHR 7011-18	Advanced Pharmacy Practice Experience: Rural **or** Urban	2.5	X	X	X
PHR 7104	Transitions 4	1			X

Description of Required Courses:

Rural Appalachian Pharmacy Service-Learning (RAPS)
Students will be introduced to topics related to Appalachian and rural cultural values, healthcare access, healthcare considerations, and disparities in preparation for the group's service-learning experience. During the course, students will conduct needs assessments of the surrounding population and design innovative, patient-centered care models tailored to enhance access to pharmacist-led services. As students are on their service-learning assignments, they will have the opportunity to apply culturally responsive communication skills to effectively engage with diverse patient populations and healthcare teams in rural practice settings.

Urban Pharmacy Service-Learning (UPS)
Students will be introduced to topics related to inner-city and urban cultural values, healthcare access, healthcare considerations, and disparities in preparation for the group's service-learning experience. During the course, students will conduct needs assessments of the surrounding population and design innovative, patient-centered care models tailored to enhance access to pharmacist-led services. As students are on their service-learning assignments, they will have the opportunity to apply culturally responsive communication skills to effectively engage with diverse patient populations and healthcare teams in urban practice settings.

P2 Rural and Urban Health Seminar
Students will be introduced to the rural and urban passport system, designed to provide additional learning experiences that complement courses taken specifically for the rural and urban pharmacy practice Option. These learning experiences may include various audio/video recordings, attending live seminars and webinars, participating in trainings, volunteer/shadow experiences, readings, etc. that will be categorized using Healthy People 2030's social determinants of health (SDoH) domains. Students will be able to select learning opportunities

that align with their professional interests and complete them asynchronously throughout the year. Faculty advisors will monitor student progress and provide feedback to ensure students meet passport requirements. Students will begin forming their portfolio to showcase their work focused on rural and urban pharmacy practice and have opportunities to share their experiences in completing passport learning experiences.

P3 Rural and Urban Health Seminar
Students will complete assignments through the rural and urban passport system designed to showcase their academic work from the second and third years of their pharmacy curriculum. Students will continue to form their portfolio to showcase their work focused on rural and urban pharmacy practice.

Introductory Pharmacy Practice Experiences (IPPEs)
Students are immersed in and engage in the practice of pharmacy at a community pharmacy in an inner city/urban or rural setting for 60 hours required to complete their P3 Community Pharmacy IPPE. Required activities are used to provide the foundational attitudes and skills necessary during fourth-year Advanced Pharmacy Practice Experiences (APPEs).

Advanced Pharmacy Practice Experiences (APPEs)
Advanced pharmacy practice experience rotations are available in ambulatory, community, institutional, and elective settings. These rotations will be completed in either inner city/urban or rural settings. APPEs enable students to develop the fundamental capabilities needed to be independent, ethically minded and self-motivated practitioners, creating the mission and drive to advance the pharmacy profession.

Transitions 4
This final course in the Transitions sequence provides students with essential skills and tools for successful transition into their role as new pharmacists. This course emphasizes the development of skills such as professionalism, self-awareness, leadership, and professional advocacy. Wellness strategies and resources are also highlighted and reinforced. Students in the rural and urban pharmacy practice concentration will complete the passport system and a portfolio to document their experiences and accomplishments throughout this course. This last course in the PharmD program will act as the "capstone" for students in this concentration.

List of elective courses
Courses below count toward the elective component of the concentration requirements. Students must complete 4 credits from the following list:

Course Number	Title	Credit hours	Offered		
			Spring	Summer	Autumn
PHR 5410	Communicating Vaccine Science	3	X		X
PHR 5525	Advocacy in Pharmacy	1			X
PHR 5590	Chemical Dependency and the Healthcare Profession	3	X		X
PHR 6600	Opioid Use Disorder	1	X		
PHR 7130	Humanistic Pharmacy	2	X		
PHR 7360	Ambulatory Care Pharmacy Practice	2	X		
PHR 7390	Community-Based Pharmacy Practice	2	X		

PHR 7402	Economic Evaluation of Pharmaceutical and Health Care Interventions	3	X		X
PHR XXXX (TBD)	Free Clinic Patient Care and Pharmacy Operations	1			X
PHR XXXX (TBD)	Free Clinic Leadership and Volunteer Recruitment	1	X		

Description of Elective Courses:

Communicating Vaccine Science
Vaccines are among the most significant achievements in modern medicine, providing a safe and highly effective means to prevent disease. However, an increasing number of individuals are refusing vaccination. In this course, we analyze contributing factors to the anti-vaccine movement, discuss the psychology behind vaccine hesitancy, and evaluate the implications of under-vaccination.

Advocacy in Pharmacy
The goal of the Advocacy in Pharmacy elective is to build a foundation of knowledge of historical and current state and federal issues that impact the practice of pharmacy and cultivate skills to become effective changemakers in the profession. Additionally, students will engage in discussion and joint learning activities with students from other schools and colleges of pharmacy in Ohio.

Chemical Dependency and the Healthcare Profession
This lecture- and discussion-based course provides instruction, debate and exploration relating to the impact of chemical dependency on healthcare professionals, including the concepts of addiction, individuals at risk, intervention, withdrawal, emotions, recovery networks, regulatory actions and returning to practice.

Opioid Use Disorder
This course is designed to provide health professional students with a baseline knowledge about opioid use disorder. Through six asynchronous modules, students will learn about the neurobiology and treatment of opioid use disorder as well as other related topics including motivational interviewing, ethics and stigma, and adverse childhood events (ACEs).

Humanistic Pharmacy
The fundamental principles of humanistic practice are open communication, mutual respect, and absence of judgment between patients and health care providers. This course will use current literature, patient cases, speakers, personal reflection, and group exercises to empower students to provide and advocate for humanistic healthcare.

Ambulatory Care Pharmacy Practice
This elective course is designed to provide insight into the role of ambulatory care pharmacists and to gain experience in all aspects of ambulatory pharmacy practice. Students will develop their understanding and knowledge in ambulatory patient care, practice management, and interprofessional relationship building.

Community-Based Pharmacy Practice
This course provides students with an understanding of community-based pharmacy practice, how to effectively engage with community-based practitioners and their sites, and foundational skills necessary to lead and to manage community-based pharmacy practice.

Economic Evaluation of Pharmaceutical and Health Care Interventions
Introduction to economic evaluation of pharmaceutical and other health care interventions and services, including evaluating costs and health outcomes, using results to inform resource allocation, interpretation, and evaluation of economic evaluations in the literature, and decision analysis in health care.

Free Clinic Patient Care and Pharmacy Operations
This course provides student pharmacist leaders within free clinics with an opportunity to connect with other student pharmacist leaders, develop understanding and skills that can contribute to their designated free clinic, and create a community of learning that supports patient care. Students will use their designated free clinic as the impetus for their work in the course. All designated free clinics must be affiliated with The Ohio State University College of Pharmacy.

Free Clinic Leadership and Volunteer Recruitment (TBD)
Will be reviewed and voted on by the PharmD Program Committee in Summer or Autumn 2026.

Concentration Requirements and Alignment to those of the General PharmD Program

- Required PharmD coursework that will count toward the concentration:
  - P3 IPPE (Community) in rural or urban setting (1 cr)
  - Two APPEs (2.5 credit hours each) in rural or urban setting (5 credit hours total)
  - Transitions 4, concentration-specific section (1 credit hour)
  - Additional elective coursework – (4 credit hours)
- New PharmD electives that will be required for the concentration and count as PharmD electives:
  - Rural service-learning trip (2 credit hours)
  - Urban service-learning trip (2 credit hours)
  - P2 Seminar (0.5 credit hour)
  - P3 Seminar (0.5 credit hour)

In total, 16 credit hours are required of the Rural and Urban Pharmacy Practice concentration; however, no additional credit hours are required above and beyond the standard (non-concentration) PharmD requirements.

Projected enrollment

Based on data from a student interest survey and actual enrollments in our pilot offering of the RAPS course in AU25, we project this concentration's enrollment to land at about 10-15 students (~10% of class) per PharmD class year. This aligns well with the preferred sizes of the service-learning courses.

Comparable programs here and at other institutions

Given that our college is the sole pharmacist training unit at Ohio State, our concentration does not conflict with any other unit nor with any other program within our college. However, there are potential opportunities to synergize with other urban and rural work happening with the College of Food, Agricultural, and Environmental Sciences and the College of Medicine/Wexner Medical Center.

Very few pharmacy institutions offer a similar concentration, with the exception of the RPHARM and UPHARM concentrations offered at the University of Illinois College of Pharmacy. Some pharmacy/health sciences institutions have offered similar types of microcredentials and programming, including:

- University of Cincinnati, College of Nursing/Pharmacy's Caring for the Underserved Certificate
  - Students complete a minimum of 11 credit hours through a combination of online elective courses and experiential learning.
- Ohio Northern University, College of Pharmacy's Rural and Underserved Health Scholars Program

  - Students participate in a multi-year certificate training program that includes seminars, service opportunities, and patient, research and leadership experiences.
- UNC Eshelman School of Pharmacy's Rural Pharmacy Health Certificate
  - Students complete 9 credit hours through required courses and rural health-focused electives
- University of Tennessee College of Pharmacy's Rural Health Certificate
  - Students complete 12.5 credit hours through a combination of didactic courses and experiential learning
- East Tennessee State University's Rural and Underserved Pharmacy Care Track
  - Students complete 9 credit hours: 2 didactic electives, 2 experiential placements at rural/underserved areas, 1 research/service capstone project
- University of Arizona, Certificate in Pharmacy-Related Health Disparities
  - Students complete a minimum of 13 credit hours through a combination of didactic courses and experiential learning.

References

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2. Franklin County HealthMap2022. Available at: https://myfcph.org/health-systems-planning/healthmap-2022/
3. Health Disparities In Appalachia: The first report in a series exploring health issues in Appalachia. Prepared by: PDA, Inc., Raleigh, N.C.; The Cecil G. Sheps Center for Health Services Research, The University of North Carolina at Chapel Hill, Chapel Hill, N.C.; Appalachian Regional Commission, Washington, D.C. August 2017. Available at: https://healthinappalachia.org/disparitiesreport/downloads/
4. Pollard K, Jacobsen LA of the Population Reference Bureau. The Appalachian Region: A Data Overview from the 2016-2020 American Community Survey Chartbook. Prepared for the Appalachian Regional Commission. September 2022.
5. Berenbrok LA, Tang S, Gabriel N, Patel N, Dickson S, Hernandez I, et al. Access to community pharmacies: A nationwide geographic information systems cross-sectional analysis. J Am Pharm Assoc. 2022.

Appendix 2:

***Draft* Outlines of Other Planned Concentrations (More Details to Come)**

Pharmacy Industry and Enterprise - DRAFT

The Pharmacy Industry and Enterprise concentration equips students to explore dynamic career paths where pharmacists drive innovation beyond traditional practice roles. Students learn how medications move from development to market, how healthcare organizations make coverage and access decisions, and how pharmacists can lead in corporate and entrepreneurial settings.

To successfully complete the Industry and Enterprise concentration, students must complete the following coursework:

- **REQUIRED** PharmD elective course (counts toward 9-hour PharmD elective requirement):
  - PHR XXXX (TBD): P3 Industry and Enterprise Seminar (1 cr)
- **CHOOSE** at least 8 cr from the following list (all count toward 9-hour PharmD elective requirement):
  - PHR XXXX (TBD): Intro to Managed Care for P&T Competition (1 cr)
  - PHR 6193 / XXXX (TBD): AMCP P&T Competition (2 cr)
  - PHR 6193 / XXXX (TBD): IPhO VIP Case Competition (2 cr)
  - PHR 5560: Success and Leadership in Pharmacy (1.5 cr)
  - PHR 7190: Oncology (1 cr)
  - PHR 7240: Introduction to Pharmaceutical Industry (2 cr)
  - PHR 7260: Business of Pharmacy (3 cr)
  - PHR 7402: Economic Eval of Pharmaceutical & Healthcare Interventions (3 cr)
- **One Required APPE rotation** in a concentration-related setting during P4 year (as scheduled by the experiential team)
- **PHR 7104:** Transitions 4, a required asynchronous 1 cr course during the P4 year; students in the Industry and Enterprise concentration will complete activities customized to the concentration to become practice-ready in this area.

Pharmacy Clinician-Scholar - DRAFT

The Pharmacy Clinician Scholar concentration is designed for students who want to practice at a high clinical level while shaping the future of the profession. Participants deepen their expertise in patient care, learn how to educate and mentor others, and develop the skills to design and evaluate research that advances pharmacy practice. This pathway prepares graduates to serve as clinical leaders, educators, and contributors to the evidence base that drives healthcare forward.

To successfully complete the Pharmacy Clinician-Scholar concentration, students are required to complete the following coursework:

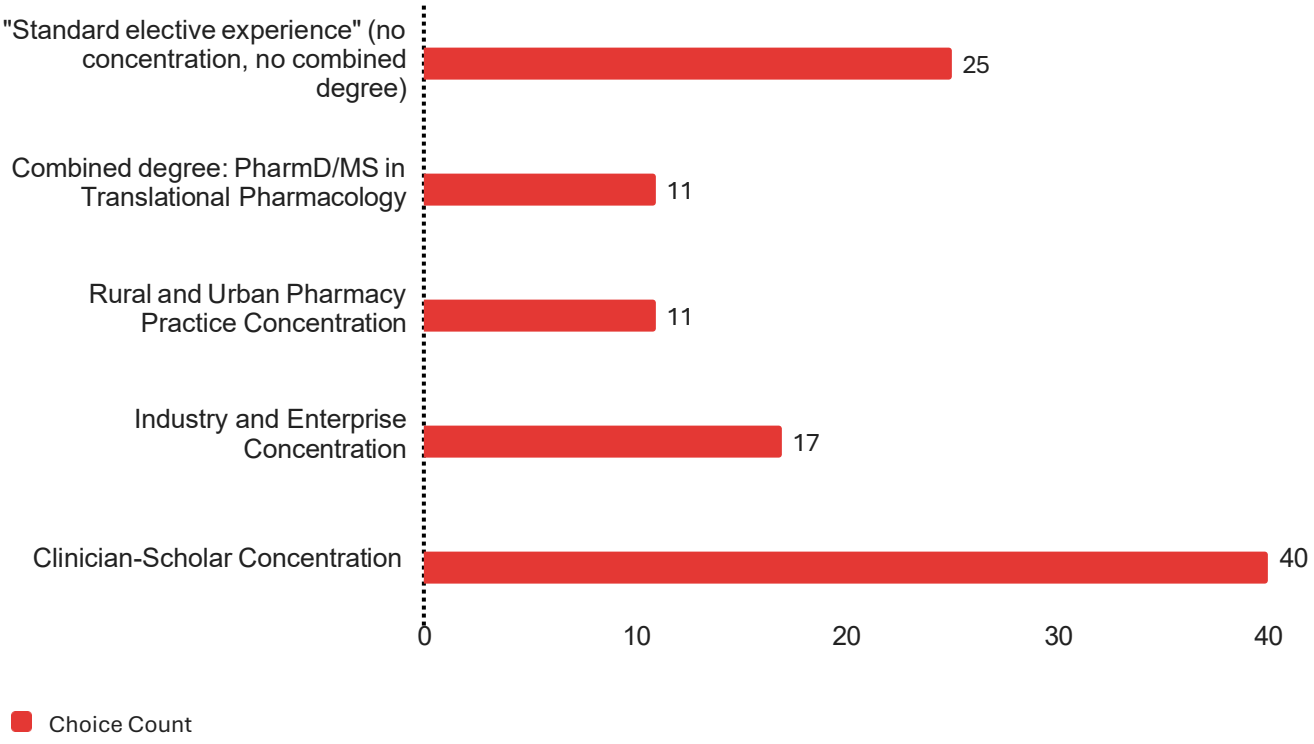
- **REQUIRED** PharmD elective course (counts toward 9-hour PharmD elective requirement):
  - PHR XXXX (TBD): P3 Clinician Scholar Seminar (1 cr)
- **CHOOSE** at least **4 cr** from the following list (all count toward 9-hour PharmD elective requirement) related to **advanced clinical practice:**
  - PHR 7150: Pediatrics (3 cr)
  - PHR 7170: Pain Palliative and Geriatrics (3 cr)
  - PHR 7190: Oncology (1 cr)
  - PHR 7620: Emergency Medicine (2 cr)
  - PHR 7250: Critical Care (3 cr)
  - PHR 7390: Community Pharmacy Practice (2 cr)
  - PHR 7360: Ambulatory Care Practice (2 cr)
- **CHOOSE** at least **2 cr** from the following list (all count toward 9-hour PharmD elective requirement) related to **teaching and/or research**:
  - PHR 5540: Introduction to Clinical and Translational Pharmacy
  - PHR 7290: IPCaL Teaching Assistant Experience (2 cr)
  - PHR 7291: Teaching Assistant Experience (variable cr)
  - PHR 7510: Teaching in Pharmacy (3 cr)
  - PHR 6193: Independent Study (Research Projects) (variable cr)
- **PHR 7104:** Transitions 4, a required asynchronous 1 cr course during the P4 year; students in the Pharmacy Clinician Scholar concentration complete activities customized to the concentration to become practice-ready in this area.

Appendix 3:

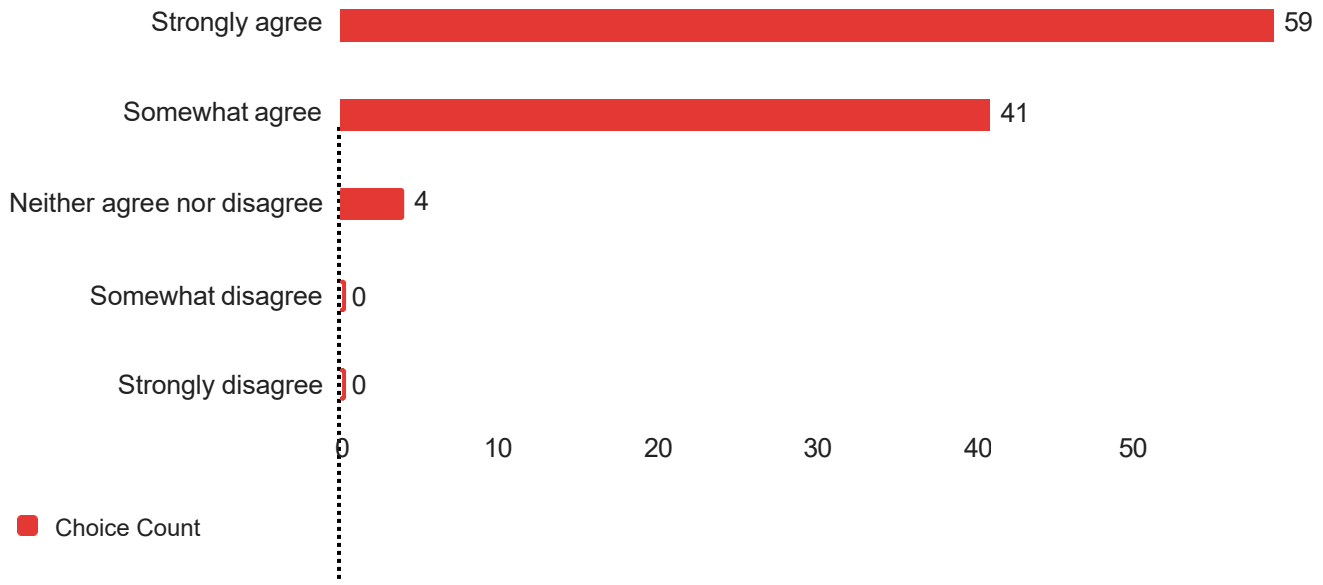
Summary of Data from Class of 2029

NOTE: The data presented in this appendix was gathered from first-year PharmD students on March 10, 2026 with a goal of assessing student interest in this proposal. Students in attendance were given a brief presentation on the proposed PharmD Concentrations and asked to provide their initial reactions to the idea. It was emphasized that all information within the presentation was pending OAA approval and is subject to change. Of note, some concerns expressed in the open-ended comments were related to additional cost or additional credit hours; however, the proposed concentration will not require additional cost or credits.

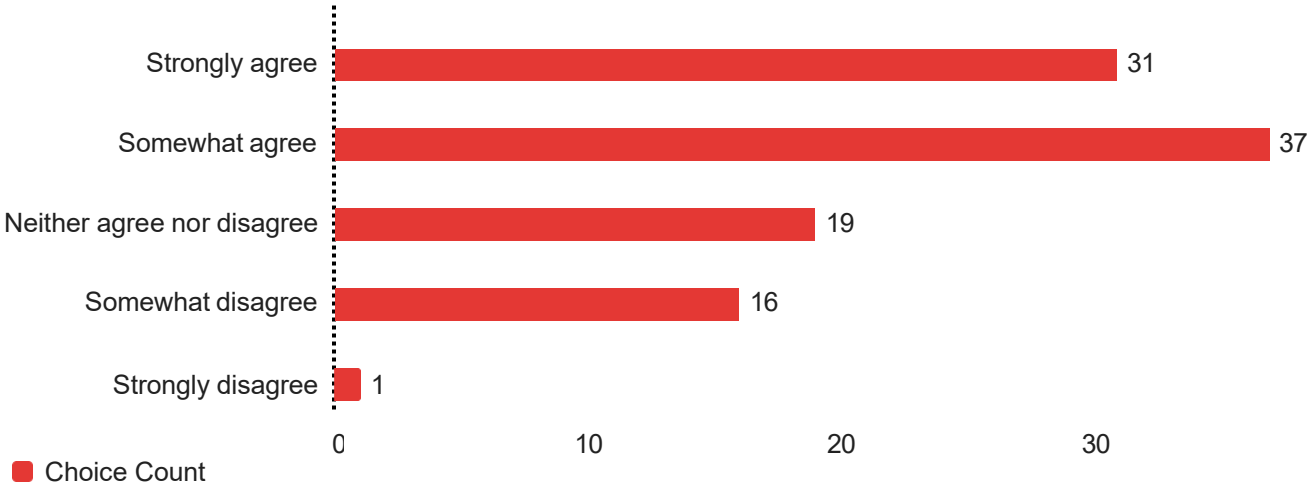
Q1 - If you had to select TODAY (knowing that these are only DRAFTS and may change), which of the options below would you pursue?



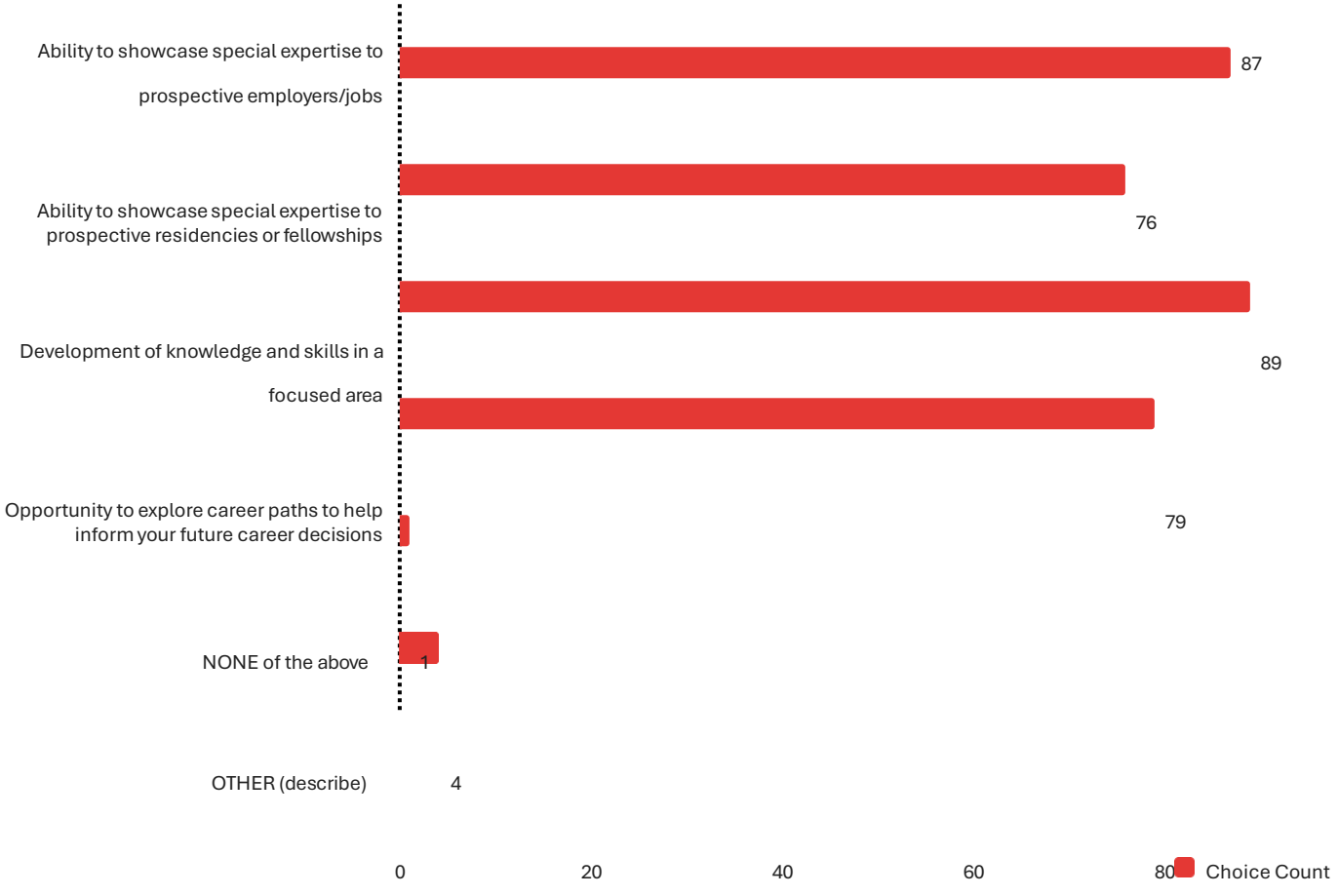
Q2 - Please indicate your level of agreement with this statement: "PharmD Concentrations would be a valuable addition to the curriculum."



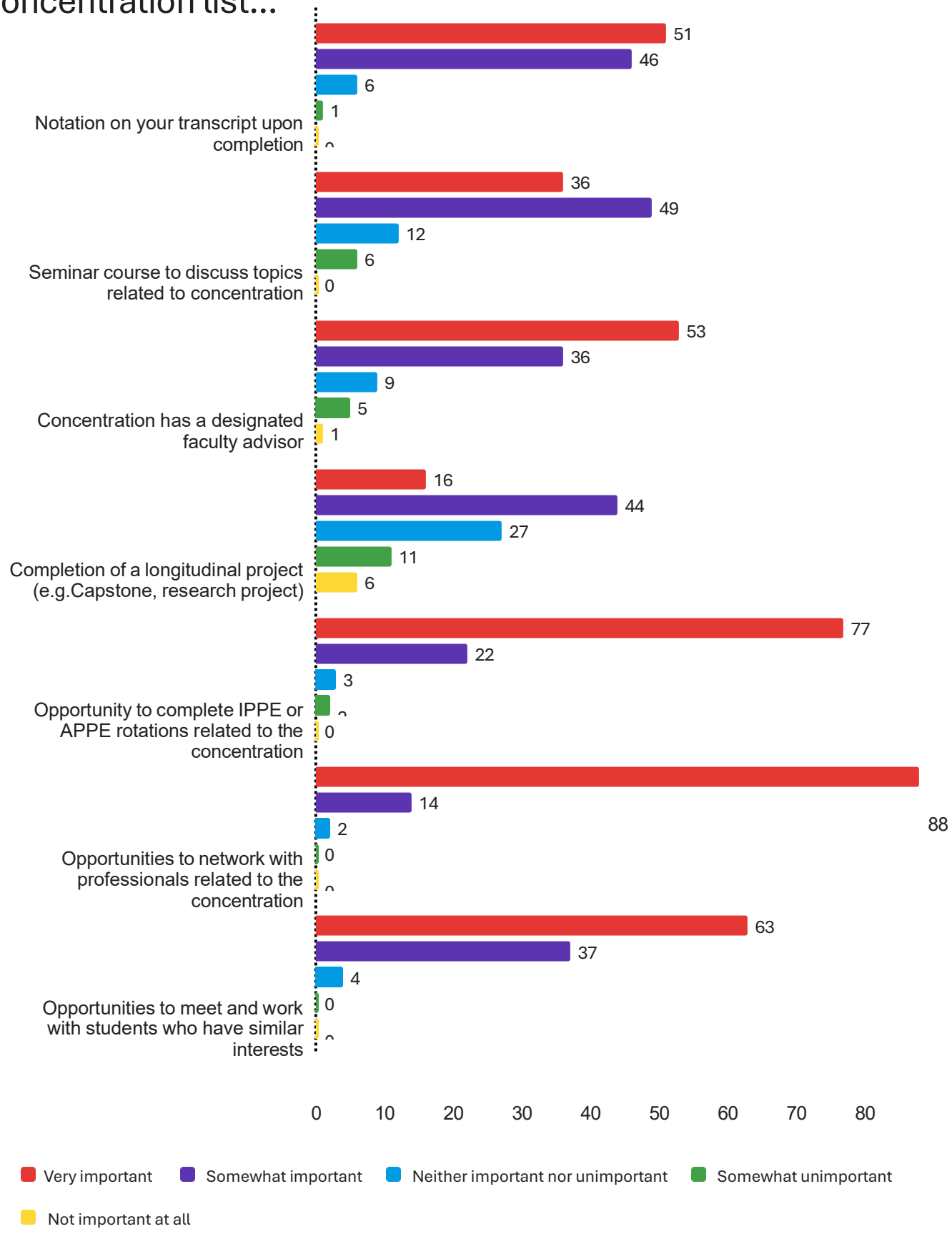
Q3 - Please indicate your level of agreement with this statement: "I would apply to a PharmD Concentration even if it requires my electives to be mostly in-person or synchronous."



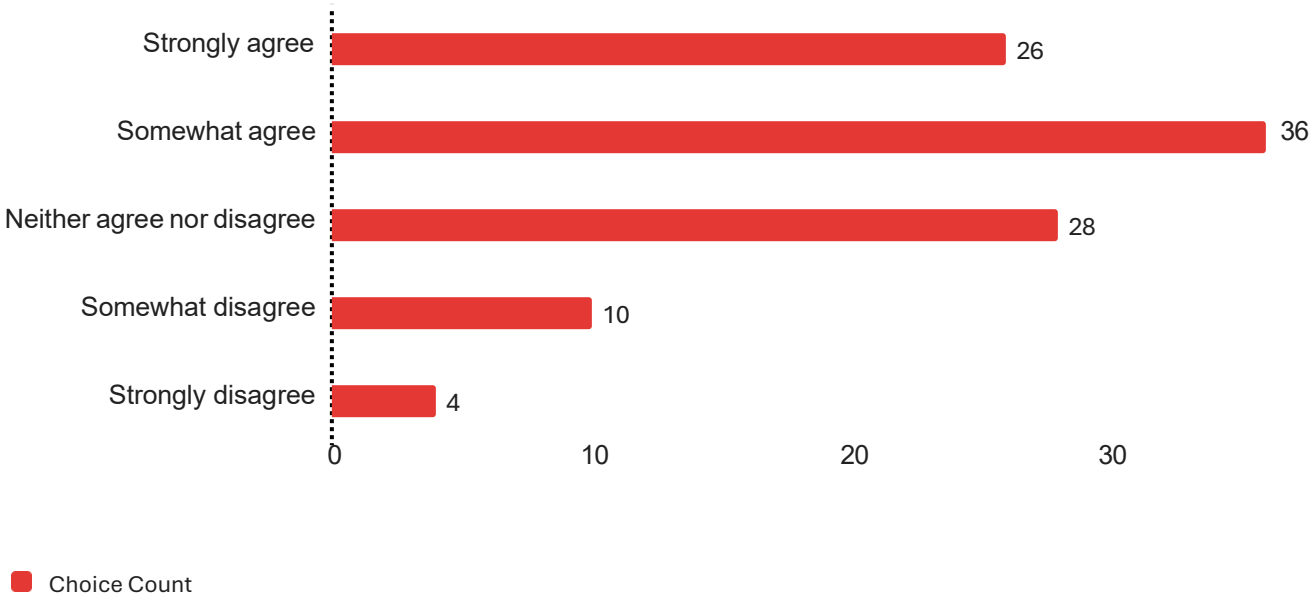
Q4 - Which of the following are motivating factors for pursuing a PharmD Concentration? SELECT ALL THAT APPLY - Selected Choice



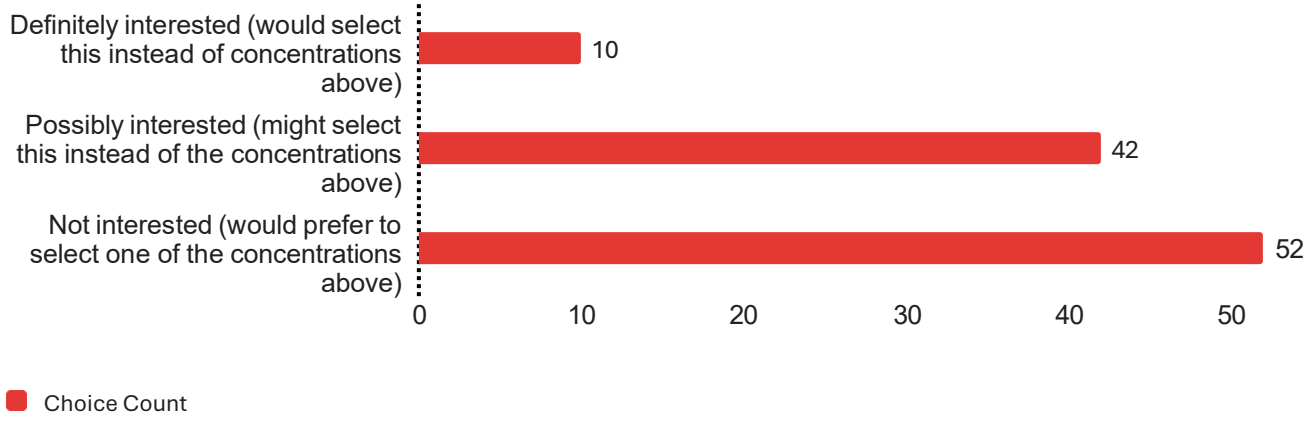
Q5 - How important do you consider each component of a PharmD Concentration list...



Q6 - Please indicate your level of agreement with this statement: "The ability to pursue PharmD Concentrations or similar microcredentials would impact my selection of where to attend pharmacy school."



Q14 - An additional proposed (future) concentration related to innovation and/or design thinking is being considered. Design thinking is a human-centered approach to solving complex problems in a non-linear, iterative fashion. It breaks the problem solving process into five steps (empathize, define, ideate, prototype, and test). If this concentration were offered in addition to the three proposed concentrations above, how interested would you be in an innovation / design thinking concentration?



Q7 - OPTIONAL: What (if anything) excites you most about the proposed concentrations?

OPTIONAL: What (if anything) excites you most about the proposed concentrations?
I am excited to learn most about emergency pharmacy, central nervous system, and potentially Amb care as I noticed all 3 are featured as some of the elective options
The opportunity being given to those who already might know what they want to do after pharmacy school
I actually like to volunteer that is main reason for choosing rural because it's a service project but i don't want to be forced into an APPE or IPPE. One or the other not both. Also i want my pharmscy career related to Investigational Drug Services which is rare in a rural area only urban/city, but recruitment can also support rural people--this entails both clinician and industry in a sense as clinical research.
I like the idea of getting extra experience in the field and having relevant APPEs for applying to residencies.
It would be awesome to focus my electives on stuff I am interested in rather than just select random classes to complete the requirement.
The opportunity to get into more specialized interests and network
Standing out on residency applications compared to other pharmacy schools.
The ability to have that credential while applying to residencies to show interest in those areas
The service learning trips
I think that the ability to tailor my degree and building new skills outside of the traditional settings of pharmacy schools and internships
The ability to develop the skills I am learning about in class in a multitude of different environments to be as well rounded as I can.
Standing out against other pharmacy graduates that don’t have this program
Learning more about industry
Being in smaller class sizes with peers that are interested in the same careers.
Having a concentration would allow for students to supplement their degree rather than have to go out and find these opportunities on their own. Definitely would be a huge draw for the college
I think this would be a good opportunity to learn about a specific profession.
The ability to make a decision of where I want to specialize sooner.
I want to work in clinical pharmacy and being in the concentration would make me feel more confident especially with residency!

I love the idea of a concentration and the ability to focus my interests with a reflection on my degree!

Being able to gain knowledge and experience in a field prior to graduation

Q8 - OPTIONAL: What (if anything) concerns you about the proposed concentrations?

OPTIONAL: What (if anything) concerns you about the proposed concentrations?

No concern. If I had to choose the clinical/clinician based concentration pathway seems most interesting. Uninterested in bench work research. Somewhat interested in clinical research opportunity

I don't realy think I'll find it interesting. It didnt captivate interest in me as the other three did.

If you don’t like the content it would be nice to back out and switch. Maybe small intros could be added to the transitions class like 1 lecture from each of the concentrations.

N/A

Making the commitment early on in pharmacy school because what if we discover a new interest and want to pursue a different concentration or try the concentration and dont actually like it

The credit hour requirement. Electives are already an overwhelming amount of coursework on top of pharmd material and rotations. I would be concerned having to sacrifice time during breaks for some of these proposals as well. I often use time during breaks as the only time to see my family. Students should not feel pressured to sacrifice a break they seldom get.

The extra work load during P4 year while on Appes

Making it harder to get in to one of the electives I want to do if I do not choose a concentration, and the students in the concentration are able to take it/get in easier.

During my undergrad, I had to do research credits and capstone so I think having this built in into all of the concentrations would be beneficial.

Fitting it into my schedule and being able to perform at a high level in addition to my coursework

N/a

Having them as an option to present to employers could pressure students into thinking they must complete a pathway even if they would rather branch out more

Not as many options for electives seems kind of rigid rn

If it were offered P2 year would I be able to complete by end of P4?

I am already in the Vet Pharmacy class and would need to now take more electives than previously stated to reach the requirements.

As someone who wants to do the mstp, would there be any restrictions from also doing the clinican-scholar path and would there be an outline provided to students on when it is generally advised to take these classes.

It may be more difficult, and residency could become more competivive if I didn't get into a concentration.

Tuition increase.

Time/ Balance

I would be concerned about the organization of the concentrations since this is a new idea that we are hopefully implementing.

Q9 - OPTIONAL: Please describe any additional questions or ideas you have about the proposed concentrations, including any ideas for future concentrations.

OPTIONAL: Please describe any additional questions or ideas you have about the proposed concentrations, including any ideas for future concentrations.

I think more clinical specialty oriented electives are desirable. Ie. Neurology, cardiology, ortho, psychiatric. etc etc and that could facilitate others interest in the clinician concentration with additional electives that are focused

I absolutely think social media and the public perception of what a pharmacist is are becoming more prevalent topics in the profession and I think the innovation concentration could be altered a little bit to include more exposure to maybe how to use social media/come up with ways to help the public understand the roles of pharmacists better

A seminar based class just as a pure exploratory elective. this should be mandatory in order for us to see what's possible.

I am curious about the innovation/design thinking option. Would this just be the normal try something and see if it works that We already do intuitively or will it teach me new ways to approach problems with real life applications (such as gather information about your workplace that doesn't seem of value to potentially use in the future if a situation arise or throwing out ideas that may not seem of use to spark potential solutions) etc

Would students still be able to take electives outside of their concentration? Would students be able to switch or "drop out" of concentrations?

special population concentration

I think a drug safety and toxicology type of specialization would be cool. Similar to MSTP but more focused on patient outcomes and drug selection and formulating guidelines.

nuclear pharmacy

Would be beneficial to focus on community pharmacy as a concentration as there are already a lack of community pharmacists.

Financial considerations.

would courses we have already taken count towards these requirements

Global/international pharmacy

Appendix 4: Letters of Support

Deanna L. Kroetz, PhD, BS Pharm, Dean and Professor

Student Representatives on the PharmD Program Committee (PDPC)

Trinitii Wyatt, PharmD Candidate 2029, P1 Student Representative on PDPC

Hannah Hoffmann, PharmD Candidate 2028, P2 Student Representative on PDPC

Lyuba Benin, PharmD Candidate 2027, P3 Student Representative on PDPC

Student Chapter Presidents of Academy of Managed Care Pharmacy (AMCP) and Industry Pharmacists Organization (IPhO)

Trapper Crain, PharmD Candidate 2027, IPhO Chapter President

Elena Marchese, PharmD Candidate 2027, AMCP Chapter President

THE OHIO STATE UNIVERSITY

College of Pharmacy
Office of the Dean
217 Parks Hall
500 West 12th Avenue
Columbus, OH 43210

614-292-5711 Phone
http://pharmacy.osu.edu

April 30, 2026

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South
15 E. 15th Ave.
Columbus, OH 43201

Re: Dean's Letter of Support – Proposed PharmD Concentration Framework

Dear Vice Provost Smith,

I am writing to express my enthusiastic support for this Doctor of Pharmacy (PharmD) concentration framework proposal. The new program substructure supports our students' post-graduation goals and offers depth to their training experience. The proposal was developed with careful consideration of the wide variety of pharmacy settings our graduates pursue. Creation of this proposal involved input from faculty, students, and external stakeholders who have all expressed strong support of this initiative.

Additionally, this effort is aligned with our college's strategic plan by strengthening our students' professional preparation and expanding opportunities for specialized training. The college is prepared to support this initiative through assigned faculty teaching effort and administrative infrastructure as described in the proposal. Several external partners from industry, managed care, and advanced practice settings have already expressed their desire for involvement in these concentrations.

The proposed concentration framework is a thoughtful response to the dynamic nature of pharmacy and its unique emerging career paths. This initiative is aligned with the College of Pharmacy's commitment to preparing the next generation of pharmacists. I offer my full support for its approval and look forward to its successful implementation.

Sincerely,

Deanna L. Kroetz

Deanna Kroetz, PhD, BS Pharm
Dean and Professor, College of Pharmacy

THE OHIO STATE UNIVERSITY

College of Pharmacy
500 West 12th Avenue
Columbus, OH 43210

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April 15, 2026

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South
15 E. 15th Ave.
Columbus, OH 43201

Re: Student Letter of Support – Proposed PharmD Option Subprograms

Dear Dr. Smith,

As current PharmD Program Committee (PDPC) Representatives from each Doctor of Pharmacy class, we are writing to express our strong support for the proposed option subprograms. After careful review and discussion, we believe this initiative represents a meaningful and forward-thinking enhancement to the academic experience within the Ohio State University College of Pharmacy.

Feedback from our first-year pharmacy student peers has been overwhelmingly positive. In a recent survey of this cohort, a clear majority indicated strong interest in pursuing the concentration pathway, citing its relevance, flexibility, and alignment with their academic and professional goals. This early enthusiasm suggests that the pathway would meet a demonstrated student need and contribute to increased engagement and satisfaction.

We are also encouraged by the practical advantages this pathway offers. Notably, it provides students with an opportunity to gain specialized knowledge and credentials without incurring additional costs beyond their existing tuition structure. With an added concentration pathway, students can concentrate their elective choices into a pathway that reflects their future career goals, giving them the exposure and experience to develop their passions and showcase their interest formally and professionally. This makes the program more accessible and equitable, particularly for students who may not have the resources to pursue extended graduate education.

Taken together, strong student interest, cost accessibility, and time efficiency underscore the value of implementing this new pathway. We are confident that it will strengthen the curriculum and better serve the evolving needs of our student body.

Thank you for your consideration. We would be pleased to provide any additional input or support as you move forward with this proposal.

Sincerely,

Trinitii Wyatt, PharmD Candidate and P1 PDPC Representative

Hannah Hoffmann, PharmD Candidate and P2 PDPC Representative

Lyuba Benin, PharmD Candidate and P3 PDPC Representative

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April 23, 2026

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South
15 E. 15th Ave.
Columbus, OH 43201

Re: AMCP & IPhO Student Letter of Support – Proposed PharmD Option Subprograms

Dear Dr. Smith,

We are writing to express our strong support for creation of the Industry and Enterprise concentration at The Ohio State University College of Pharmacy. As PharmD candidates and chapter presidents of the Industry Pharmacists Organization (IPhO) and Academy of Managed Care Pharmacy (AMCP), we believe this initiative will better prepare students for non-traditional pharmacy careers, including managed care, medical affairs, clinical development, and more.

Currently, pharmacy students pursuing non-traditional pathways must independently seek extracurricular experiences through student organizations and independent networking. Introducing structured activities into the curriculum would give students a stronger foundation in non-traditional roles during the formative early years in the program and before applying to fellowships in their final year. Given the highly competitive nature of industry fellowships and managed care residencies, this will improve students' ability to enter these pipelines as informed and competitive candidates.

Within our student organizations, we have seen strong student interest in non-traditional pharmacy careers. Within one year of re-establishing the AMCP chapter at Ohio State, membership grew to approximately 30 students, demonstrating clear and sustained interest in this pathway. Additionally, 23 students participated in the IPhO VIP Case Competition this year, where Ohio State ultimately placed 4th out of 72 competing teams across the nation. This engagement and achievement highlights what becomes possible when students have access to structured, intentional opportunities.

Development of this concentration will benefit individual students while also strengthening the College of Pharmacy’s reputation as an institution that prepares graduates for the full spectrum of pharmacy careers. As student leaders who have navigated this gap, we strongly believe this initiative reflects both the needs of current and prospective students and the direction of the pharmacy profession. We are grateful for your consideration of this concentration and your commitment to advancing pharmacy education at The Ohio State University.

Sincerely,

Trapper Crain, Chapter President of Industry Pharmacists Organization (IPhO) at Ohio State

Elena Marchese, Chapter President of Academy of Managed Care Pharmacy (AMCP) at Ohio State