Institute for Clinical Research Education (ICRE)

PhD in Clinical and Translational Science

Student Handbook 2025

University of Pittsburgh | Institute for Clinical Research Education

Welcome to the PhD Program in Clinical and Translational Science of the University of Pittsburgh School of Medicine.

This handbook provides information about the policies and procedures pertaining to the Program, the School of Medicine, and the University of Pittsburgh. Although the material contained within the handbook is reviewed and updated once a year, changes may occur during the year and are announced in memos, on the website, and by e-mail so that students are notified in a timely manner.

All questions and suggestions concerning the handbook should be directed to: Degree-Granting Programs in Clinical Research University of Pittsburgh School of Medicine:

Institute for Clinical
Research Education

200 Meyran Ave., Suite 300
Pittsburgh, PA 15213
Email: icre@pitt.edu

The University does not tolerate discrimination, harassment, or retaliation on any bases and takes steps to ensure that students, employees, and third parties are not subject to a hostile environment in University programs or activities.

The University responds promptly to allegations of discrimination, harassment, and retaliation. It promptly conducts investigations and takes appropriate action, including disciplinary action, against individuals found to have violated its policies, as well as provides appropriate remedies to complainants and the campus community. The University is committed to taking prompt action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

For complete details on University of Pittsburgh Policies, please visit the ***Policies, Procedures, and Practices page***.

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I. Program Overview

Mission

The ICRE seeks to improve health outcomes, practice, and policy by creating an environment dedicated to educating the next generation of clinical and translational researchers and medical educators. The program has several unique and important attributes:

- The training program is highly multidisciplinary, in that its faculty and students span not only disciplines, departments, but also multiple schools of the health sciences.
- The curriculum draws upon biostatistics, clinical research methods, and laboratory- and population-based sciences.
- The program concentrates on the conduct of clinical and translational research and requires the planning, execution and completion of an independent research project by each PhD student.

Objectives

The overall goal of the PhD Program in Clinical and Translational Science is to produce the next generation of multidisciplinary academic leaders who will develop innovative research careers that will apply combinations of basic, clinical, and population sciences to the current problems of health and medical care.

The main objectives include:

- Teach students advanced knowledge of research concepts that enables them to conduct innovative independent research involving patients or material related to patients that is scientifically sound, ethical, and contributes to the improvement of human health and health care.
- Provide students with the skills to master a body of research knowledge that allows them to develop, present, and defend a novel research idea in the form of an NIH proposal format.

II. Program Admissions

Requirements for Admission

Admission to the PhD Program in Clinical and Translational Science is based on the total record of academic accomplishments. Evaluation of prior research experience, coursework, and letters of recommendation are components of the admission process.

Applicants should have:

- Prior research experience
- A grade point average (GPA) of at least 3.5 in prior coursework
- TOEFL scores for those whose native language is not English (more details found in 7)

The Program accepts candidates with an advanced clinical degree (MD, DMD, PharmD, etc.) or those enrolled in clinical professional doctoral degree programs. Candidates with a baccalaureate degree, but not enrolled in an advanced clinical degree, may be considered.

Application Process

All individuals applying to the PhD Program in Clinical and Translational Science must submit a complete application, including all requested information. The admissions committee will review complete applications in February of each year. Selected applicants are invited to the University of Pittsburgh to be interviewed by members of the admission committee. International applicants may be interviewed by telephone. Decisions will begin to be announced in March and continue until April. There is no application fee at this time.

Applications are due no later than January 31. Applications will not be considered or reviewed until all required materials are submitted. Failure to complete the application and include all requested material will result in the application not undergoing review.

All individuals applying to the Program must use the following procedures for preparing and submitting an application:

Online Application:

Applicants must complete an online application on the ***ICRE website***. A CV must be included as an uploaded file with the application.

Verification of Protected Time

The online application will require all applicants to include the name the Division Chief, Chair, or Department Head who oversees your time. The academic demands are considerable and motivation to pursue a research career is important. For this reason, the PhD program collects a statement confirming that the applicant has been granted sufficient protected time to attend class sessions during the day and complete the required coursework.

Personal Statement:

Applicants must submit a personal statement that provides a detailed description of their research interests and relevant experience in research and their knowledge base in medicine, healthcare, and the healthcare delivery system. Additionally, the personal statement should describe how the program of study would help them enhance their ability to achieve career goals and conduct independent investigator-initiated research in their area of interest (1 page maximum). The personal statement is uploaded with the online application.

Description of Research Experience:

Applicants must provide a brief description of their previous research experience. This description should include undergraduate and graduate research, research supervisors for each project, the technical and/or methodological skills that were acquired, and the hypotheses that were examined in the research (2 pages maximum). The description of research experience is uploaded with the online application.

Official Transcripts:

Applicants must submit official transcripts from all college or graduate level institutions attended. Transcripts can be mailed to:

PhD in Clinical and Translational Science
University of Pittsburgh Institute for Clinical Research Education
200 Meyran Ave, Suite 300
Pittsburgh, PA 15260

Letters of Recommendation/Reference:

On the online application, applicants must provide the names of their department chair or division chief and two faculty members who have supervised your prior research and/or can attest to your academic credentials and potential as an independent investigator. These references will be sent e-mails containing their username and password with which to access an online evaluation form. They will complete a standardized evaluation checklist and will be asked to upload a formal letter of recommendation.

In addition, applicants can optionally provide the name of a University of Pittsburgh mentor (if a mentor has been identified).

Demonstrate English Proficiency (when required):

If an applicant is a citizen of a country in which English is not the official language (or if the candidate is a citizen of the province of Quebec in Canada), they are required to show evidence of English language proficiency by submitting the official results from one of the following: TOEFL, IELTS, or USMLE & ECFMG. The following may be required depending on a candidate's individual circumstances:

- Test of English as a Foreign Language (TOEFL): Students taking a version of the TOEFL must score a minimum of 600 on the TOEFL pBT or a minimum of 100 on the TOEFL iBT.
- International English Language Testing System (IELTS): Students taking the IELTS must score a minimum of 7.00.

- United States Medical Licensing Examination (USMLE) and the Educational Commission for Foreign Medical Graduates (ECFMG): Students must submit scores from both the USMLE and the ECFMG.
- If you have earned a bachelor's degree or higher from a regionally accredited institution in the United States, you are exempt from submitting English language proficiency test results.

TRANSFER STUDENTS

Students who wish to transfer from other universities may apply for admission and must meet the requirements described in ***section II***. The number of credits that can be applied to the PhD Program in Clinical and Translational Science will be evaluated and determined by the Directors of the PhD Program Committee, then submitted to the Associate Dean for Graduate Studies in the School of Medicine for final approval.

Students who wish to transfer from other programs within the University of Pittsburgh or other programs offered by the ICRE at the University of Pittsburgh may apply for admission to the program and must meet the requirements described in ***section II***. The number of credits that can be applied to the Program will be evaluated and determined by the Directors of the PhD Program Committee, then submitted to the Associate Dean for Graduate Studies in the School of Medicine for final approval.

In accordance with University policy, students in the PhD Program in Clinical and Translational Science may transfer a total up to 30 credits (with a "B" grade or better) and apply them to the PhD Program in Clinical and Translational Science.

A candidate who has received a Master of Science or Certificate in Clinical Research may apply up to 30 credits toward the PhD Program in Clinical and Translational Science.

STUDENT REQUIREMENTS AND EXPECTATIONS

A guiding principle of curriculum for the PhD Program in Clinical and Translational Science is that students will simultaneously engage in didactic coursework and practical, mentored research experiences. Coursework will be sequentially divided into required courses and selective/elective courses in the student's area. Students will begin participating in mentored research and developing their own research projects from their first semester. This requirement reinforces the thematic elements of the required and concentration area courses and exposure to practical and logistic research issues that can never be fully understood from didactic training alone.

Each student is expected to meet certain curriculum and program expectations and milestones throughout the program.

The expectations and milestones are:

First Year Student

By the end of year one, the student will be expected to:

- have a research plan, including specific aims for research and undergo a preliminary evaluation.

Second Year Student

By the end of year two, the student will be expected to:

- establish a comprehensive examination committee
- undergo a comprehensive examination
- submit a comprehensive examination report.

Third Year Student

By the end of year three, the student will be expected to:

- form a dissertation committee
- prepare and submit a dissertation prospectus proposal
- schedule a prospectus overview meeting (present dissertation prospectus proposal)
- submit a dissertation overview report
- file for admission to candidacy.

Subsequent Years

Following year three, the student will be expected to:

- complete the dissertation project, which includes writing and revising the dissertation and making an oral defense
- apply for graduation
- schedule and present an oral dissertation defense

Overview of the Program Curriculum

Core (17 Total Credits)	• **Analytical Methods (6 Credits)** Required courses that provide critical methodological, biostatistical, and measurement training • **Clinical Research Methods (7 Credits)** Required courses that focus on basic research methods, grant writing, and project presentation • **Professional Skills (3 Credits)** Required courses that provide important training in career management and best practices • **Pedagogical Methods (1 Credit)** Teaching requirement: Student serves as a TA for an ICRE Course
Advanced Selectives (14 Credits)	• **Analytical Methods (6 Credits)** Required courses in biostatistics, cost-effectiveness, clinical trials, and more. Specific courses are selected by student. • **Research Methods (8 Credits)** Required courses in survey design, CER, CBPR, and more. Specific courses are selected by student.
Research Specialization (23 Total Credits)	Elective credits designed to allow students maximum flexibility in selecting training experience in areas specific to their research area
Dissertation Research (18 Total Credits)	Credits taken after entering PhD candidacy

Overview of Milestones

Preliminary Evaluation

An evaluation at the end of year 1 to review the student's academic and research progress.

Comprehensive Evaluation

An evaluation to assess the student's understanding of the curriculum and ability to apply their knowledge. Scheduled once the student completes all Core and Advanced Selective coursework.

Dissertation Prospectus

Student presents their research plan to the dissertation committee. Can only be scheduled after Core, Advanced Selectives, and Research Specialization credits are completed.

CURRICULUM

Credit Requirements

The PhD Program in Clinical and Translational Science is (at minimum) a 72-credit program designed for full-time study. Students may be enrolled on a part-time basis. A minimum of 36 credits must be completed at the University of Pittsburgh.

Responsible Conduct of Research (RCR) Requirement

PhD in CTS students are required to attend 8, 1-hour CTSI Responsible Conduct in Research workshops or enroll in the ICRE course CLRES 2050: Ethics and Responsible Conduct of Research. At the time of graduation, students must have at least 8 hours of RCR training through CTSI or have successfully completed CLRES 2050 in order to be eligible to graduate.

Required Core Courses

ANALYTIC METHODS

The required analytic methods courses (6 credits) provide critical methodological, biostatistical, and measurement training for students. They are designed to prepare students to do the following: read academic and research literature critically and with an understanding of most statistical and measurement approaches being employed; conduct and interpret basic statistical analyses from their own or others' data; and collaborate fully with biostatisticians to plan and conduct statistical analyses related to their projects.

- **CLRES 2005** - Computer Methods for Clinical Research (1 credit, summer)
- **CLRES 2020 -** Biostatistics (4 credits, summer)
- **CLRES 2040** - Measurement in Clinical Research (1 credit, summer)

CLINICAL RESEARCH METHODS

The required clinical research methods courses (7 credits) focus on basic research methods, grant writing, and project presentation. These courses provide basic tools that will teach students to write proposals, conduct high-quality research, and disseminate their findings through presentations and journal manuscripts. In CLRES 2071/2072, the students learn how to develop a research question into an NIH-style grant application and how to identify important human subject protection issues and prepare an Institutional Review Board protocol. The final product is a completed grant application that follows the PHS-398 application format.

- **CLRES 2010** - Introduction to Clinical Research Methods (3 credits, summer)
- **CLRES 2071/2072** - Advanced Grant Writing Parts I and II (4 credits, fall/spring)

PROFESSIONAL SKILLS

The required professional skills courses (3 credits) provide important training in career management, best practices in clinical research, and the skills needed to successfully write about and present your research in the medical field. These courses provide students practical knowledge that is crucial for developing professional skills and advancing in their careers.

- **CLRES 2077** - Strategic Leadership in Academic Medicine (1 credit, fall)
- **CLRES 2140** - Best Practices in Clinical Research (1 credit, spring)
- **CLRES 2141** - Scientific Writing and Presentation Skills (1 credit, fall & spring)

PEDAGOGICAL METHODS

The required pedagogical methods course fulfills the teaching requirement of the PhD in CTS program. To complete this course, students must serve as a teaching assistant for an ICRE class. PhD in CTS administration will assist with teaching assistant placement.

- **CLRES 2086** - Clinical Research Teaching Practicum (1-2 credit, any term)

Advanced Selective Coursework

Each student must take 14 Advanced "Selectives" credits. (6 credits of Analytic Methods and 8 credits of Clinical Research Methods) Courses can be taken from the ICRE course offerings or other PhD level course offerings in the Schools of the Health Sciences. Advanced methodology selectives must be approved by the students PhD advisor before enrollment.

Research Specialization Courses

Each student must take 23 Research specialization elective credits. These credits can either be directed research credits (not dissertation credits) or coursework selected by the student and their mentor and approved by the students PhD advisor. Research specialization elective credits are designed to allow students maximum flexibility in selecting training experiences in areas specific to their research area.

Independent Study Courses

Independent Study provides an opportunity for the student to pursue/research a subject in more depth and in a more independent manner than would be possible in a traditional course. Students completing an Independent Study must identify a sponsor faculty member who will closely work with the student in meeting defined learning objectives and goals.

Students must complete and submit an Independent Study Proposal (including required signatures) ***at least 10 business days before the add/drop deadline of that semester.*** If a student turns in the form(s) after the add/drop deadline, they must wait until the next semester to register for those credits.

Students can only enroll for up to 12 credits of Independent Study coursework in any one semester and should not exceed a total of 12 credits of Independent Study coursework in their curriculum.

Dissertation Credits and Graduation

Doctoral students must register for at least 1 dissertation research credit in the 12-month period preceding defense of their dissertation and during the term in which they graduate. The dissertation research credit can be obtained by registering for CLRES 3040 (PhD Dissertation Research) in the final 12-month period. Students must register for CLRES 3040 at least 10 business days before the add/drop deadline of the term that semester. However, if the student has already completed the required 18 credits of CLRES 3040, they can register for 1 unit of Full-Time Dissertation Research

(FTDR). Only students who have earned at least 48 credits beyond a Master's degree or have passed the comprehensive examination may register for FTDR.

A waiver of the requirement to be registered during the term of graduation may be granted by the School of Medicine Associate Dean of Graduate Studies.

Research Training

Critical reading: Students are encouraged to obtain explicit training in critical reading of the research literature in their area of interest through participation in a monthly "journal clubs" offered by their home department or department related to their research area.

Oral presentation of research: Students are encouraged to give at least one public research presentation each year preferably at a national conference.

Seminars: Students are encouraged to attend any seminars that are sponsored or advertised by the ICRE. Center for Research on Health Care Health Services Research Seminars are held weekly from September to June. Students are expected to attend as many as possible. Email notices of these seminars will be sent regularly.

Mentored Research

Students will begin participating in mentored research and developing their own research projects beginning in Year 1. The goal of having students engage in mentored research early in the program is to ensure that they are actively participating in planning data collection, gathering data, and analyzing results while they are completing the didactic training that complements these activities.

Teaching Requirement

The PhD Program in Clinical and Translational Science requires that students fulfill a teaching assignment while completing the Program. To fulfill this requirement, students will serve as a Teaching Assistant (TA) for CLRES 2010 or an equivalent Clinical Research Program core course(s).

TA responsibilities include:

- attending class
- becoming experts in the assigned readings and topics covered in class
- offering recitations sections
- grading students' assignments

During the TA assignment, students will serve as the primary lecturer in the course for 1-2 sessions (under the direct supervision of the course director). Primary lectures will be videotaped and analyzed with the student receiving feedback on their lecture. Additional details regarding the TA guidelines can be found on the Guidelines, Policies, & Resources page of the Graduate Studies Office.

PROGRAM MILESTONES

Special note: Our goal is to avoid any undue expectations for students and to ensure that degree candidates across all of our programs are treated fairly and equitably. As part of this effort, students are not permitted to provide food and/or beverages to their committee for the thesis/dissertation defense or during any other milestone meetings.

Preliminary Evaluation

At the end of Year 1, each student will undergo a preliminary evaluation to ensure that they are meeting all of the program milestones. The evaluation will be conducted by the Program Directors in conjunction with the student and their primary mentor. The evaluation will involve a review of the student's academic and research progress and will lead to one of three outcomes:

- The student is making satisfactory progress and is allowed to continue with the program.
- The student is not making satisfactory progress and is placed on probation. Students on probation will be asked to work with their mentors and the Program Directors to develop a plan and timetable for remedial work that must be completed to achieve a satisfactory status.
- The student is not making satisfactory progress and is terminated from the program.
- When the student reaches the end of Year 1, they will receive comprehensive policy information on the preliminary evaluation. The comprehensive policy will contain complete details on the evaluation process. Students must be registered in the term in which they complete the preliminary exam.

Comprehensive Examination

After a student has completed all core and selective coursework (typically by the end of Year 2 but no later than the first semester after the completion of the coursework), the comprehensive examination should be scheduled with the Degree Program Coordinator. Students must be registered in the term in which they complete the preliminary exam.

The goals of the exam are to:

- Assess the student's understanding of the three major areas of the curriculum (analytic methods, clinical research methods, and multidisciplinary methods) in the student's specific content area that is reflected by the student's advanced electives and research topic.
- Assess the student's ability to apply that knowledge to answer specific research questions in clinical and translational science.

Through the comprehensive exam, the student is expected to demonstrate sufficient knowledge to begin their dissertation project. Successful completion of the Comprehensive Examination is a requirement for the Program and precedes the defense of the dissertation proposal. Both the comprehensive exam and the PhD dissertation proposal must be completed before a student can be granted Doctoral Candidacy status.

When the student has completed all of the core and selective coursework, they will receive policy information on the comprehensive examination. The policy will contain complete details on the examination process.

Written Portion

The written portion of the exam will follow the format of a NIH R01-style proposal and will include, at a minimum, (1) abstract, (2) specific research aims, (3) research strategy (this includes significance, innovation, and approach), (4) preliminary studies, (5) protection of human subjects, and (6) reference materials.

1. Abstract (not to exceed 250 words).
2. Specific Research Aims (1 Page Maximum)
3. Research Strategy (12 Pages):
    - Significance
    - Innovation
    - Preliminary Studies
    - Approach

Note: In an NIH proposal this would be the PIs preliminary work but for the comprehensive exam this section should be used as a literature review and can include any research as preliminary studies, data, or experience.

4. Plan for Protection of Human Subjects (not included in page limit)
5. Reference Materials (not included in page limit)

Note: Students are allowed to refer to outside sources including books, course notes, and material. All sources must be properly cited. Plagiarism will not be tolerated and constitute grounds for disciplinary action.

Oral Portion

The student must schedule an oral defense of the comprehensive exam through the Degree Program Coordinator and provide the completed written exam to the Comprehensive Examination Committee 2 weeks before the scheduled defense. A majority of the Comprehensive Examination Committee members and at least 1 of the student's research mentors must attend the oral comprehensive defense, which is otherwise closed to the public. The oral portion of the exam is a 1.5 hour meeting with the student present and occurs 2-3 weeks following the submission of the written portion. The format of the meeting will be:

- **10 minutes** - Committee only discussing format and questions for student
- **15 minutes** - PowerPoint presentation by candidate
- **45 minutes** - Question and answer session with the student
- **20 minutes** - Committee only deliberation and vote on final score

Evaluation

The Comprehensive Examination Committee will oversee the comprehensive examinations. If necessary, subcommittees will be formed to:

- Write comprehensive examinations
- Proctor and score comprehensive examinations
- Ensure that the student satisfactorily provides all modifications and revisions requested by the committee

When a student does not pass the first comprehensive examination the student will receive a written communication from the Program Directors detailing the deficiencies in performance and what must be accomplished to satisfy these concerns.

The second examination must be taken within three months of the first examination. Failure to resolve issues of concern on the second examination will result in termination from the Program. When a student who is already on probation fails the comprehensive examinations, they may or may not be given a second opportunity to pass that examination, at the discretion of the Dissertation Committee.

OUTCOME OPTIONS

Taking into account both the written and oral portions, the following options are available to the Comprehensive Examination Committee when a student takes the Comprehensive Examination:

- Pass with distinction
- Pass the overall exam
- Revise and resubmit
- Fail the overall exam

A student who failed the Comprehensive Examination on a first attempt must petition the Program Directors in writing to take the Comprehensive Examination a second time. The student should then work with the Program Administrator to find a date and time to retake the exam.

As noted earlier, when the student has completed all of the core and selective coursework, they will receive policy information on the comprehensive examination. The comprehensive policy will contain complete details on the examination process.

DISSERTATION COMMITTEE

Before being admitted to candidacy, each PhD student will form a Dissertation Committee that will consist of 4 or more University faculty members, including at least one from another department in the University of Pittsburgh. This final representative may be from an appropriate graduate program outside the University of Pittsburgh. In accordance with University of Pittsburgh policies, the majority of the Dissertation Committee, including the committee chair, must be members of the Graduate Faculty. You may review the regulations for graduate study at the ***University of Pittsburgh on the Regulations Governing Graduate Study website***.

The Dissertation Committee has the responsibility to advise the student during the progress of the candidate's research and has the authority to require high quality research and/or the rewriting of any portion of the dissertation. The Committee conducts the final oral examination and determines whether the dissertation meets acceptable standards.

Throughout the process of preparing the dissertation and the dissertation defense, the student will be in regular contact with their committee chair in particular and with the other committee members for continued guidance. The Dissertation Committee has the responsibility to advise the student during the progress of the candidate's research and has the authority to require high quality research and/or the rewriting of any portion, or all, of the dissertation. The Dissertation Committee conducts the final oral examination and determines whether the dissertation meets acceptable standards.

Meetings of the doctoral candidate and their Dissertation Committee must occur at least twice annually from the time the student gains Admission to Doctoral Candidacy. During these meetings, the Committee should assess the student's progress toward degree and discuss objectives for the following year and a timetable for completing degree requirements.

When a Dissertation Committee member leaves the University, they must be replaced unless the dissertation is almost complete or the member has an essential role on the Committee. In the latter case, the dean's approval should be obtained. When the chair of a committee leaves and cannot be conveniently replaced, a co-chair must be appointed from within the department, and the restructured committee must be approved by the department chair or director of the school's doctoral program and the dean. If the defense takes place within a few months of the chair's departure, the requirement of co-chairs is usually waived.

A retired faculty member may remain as a member or chair of a committee if they are spending considerable time in Pittsburgh or its vicinity and is still professionally active. Retired faculty who meet these criteria may also be appointed as a member or as a co-chair (but not chair) of a newly-formed committee. Retired faculty who leave the Pittsburgh area and/or do not remain professionally active should be replaced o.kn committees and the revised committee must be approved by the department chair or the school's director of doctoral programs and the dean.

Dissertation Prospectus

Each student must prepare a written proposal and oral defense for the dissertation prospectus presentation to his/her doctoral dissertation committee at a formal dissertation overview meeting. At this meeting, the student will present his/her research plan to the dissertation committee.

Students must have their Prospectus meeting scheduled with their committee at least 10 business days before the add/drop deadline of the semester you wish to register for dissertation credits. This allows time for the student to complete any requested revisions from the committee and for the program to submit the required paperwork for final approval.

The dissertation committee members will provide guidance in shaping the conceptualization and methodology of that plan. The dissertation committee must unanimously approve the dissertation topic and research plan before the student may be admitted to candidacy for the doctoral degree.

If the research proposed in the overview or prospectus involves human subjects, the proposed research must be approved by the University Institutional Review Board (IRB) before it may be carried out.

WRITTEN PORTION

The dissertation prospectus is a brief document (5 pages) prepared by the Program student who is prepared to undertake their dissertation research. This prospectus, which is developed and written in consultation with the student's mentor, is regarded as a proposal for dissertation research that provides the Dissertation Committee with enough information about the student's plan of dissertation research to assess its appropriateness, originality, rigor, and feasibility. The written portion of the proposed dissertation must be submitted no later than two weeks before the scheduled oral defense of the prospectus.

ORAL PORTION

The student is expected to make a 20-minute presentation of their proposed research at an oral presentation of the prospectus. The oral defense is intended to be a structured yet supportive meeting of the student and their proposed dissertation committee. The prospectus defense should provide (1) a forum for the productive and timely exchange of ideas, suggestions, and resources with students (2) an early opportunity for students to articulate to others their research goals, plans, and questions. All members of the student's proposed Dissertation Committee are required to attend (in person or via phone for outside members). The major advisor or proposed committee chair should serve as the facilitator of the oral prospectus defense.

EVALUATION

The written dissertation prospectus must be independently reviewed by all proposed Dissertation Committee members prior to the oral prospectus. During the oral prospectus, the role of the committee is to provide guidance in shaping the conceptualization and methodology of the proposal. The evaluation of the prospectus is based on the Dissertation Committee's assessment that their ideas and hypotheses are strong and that the student can proceed with the dissertation project. After unanimous approval from the committee, the student will advance from a PhD student to PhD candidate, and the committee will sign their candidacy paperwork.

Admission to Candidacy

Admission to candidacy for the PhD Program in Clinical and Translational Science constitutes a promotion of the student to the most advanced stage of graduate study and provides formal approval to devote essentially exclusive attention to the research and the writing of the dissertation.

To qualify for admission to candidacy, students must:

- Be in full graduate status
- Have satisfied the requirement of the preliminary evaluation
- Have completed formal course work with a minimum quality point average (QPA) of 3.00
- Have passed the comprehensive examination
- Have received approval of the proposed subject and plan of the dissertation from the dissertation committee following a prospectus meeting of the committee

Students will be informed of admission to candidacy by written notification from the Associate Dean for Graduate Studies of the School of Medicine, who also will state the approved dissertation committee's composition.

Doctoral Dissertation

The dissertation is an original piece of scholarly research on a topic that has been jointly agreed upon by the student and their mentor and Dissertation Committee members. It is a major undertaking that should reflect the highest standards of scholarship and make a significant contribution to knowledge and practice in the field of Clinical and Translational science.

After the student has successfully completed all required and elective coursework and the comprehensive exam, they start the dissertation phase of the Program.

FORMAT OPTIONS

The first option is to submit three first-authored manuscripts that have are submission ready for publication in peer-reviewed journals. The three manuscripts must be thematically related to one another and to the dissertation proposal that was approved by the student's Dissertation Committee. The manuscripts must be accompanied by an introductory chapter that discusses the context in which the research was performed and by a concluding chapter that discusses the implications of the research findings and provides a description of plans for future research.

The second option is to submit a more traditional dissertation that includes, at a minimum, chapters describing the background, methods, analyses/results, and conclusions of the dissertation project.

Either option must involve a substantive piece of original and independent research grounded in an appropriate body of literature and theory. High priority – both during the process of selection of the dissertation research topic and in the evaluation of the product of the dissertation research – will be placed on the extent to which the project is innovative and advances the field in which the student is working.

The written work must conform to the University of Pittsburgh style manual. All dissertations must be submitted electronically using Electronic Theses and Dissertations Software. Students may use a professional editor in the preparation of the dissertation, but the assistance must be limited to help with language and not with subject matter or interpretation.

SCHEDULING THE DEFENSE

The student is responsible for scheduling their 2-hour dissertation defense and notifying the program administration once a date is secured. All dissertation members must be present. The student is required to send their completed dissertation documentation 2-weeks prior to the scheduled dissertation defense.

ANNOUNCEMENT OF DISSERTATION DEFENSE

The University of Pittsburgh's School of Medicine Graduate Studies Office (GSO) should publish the date, place, and time of the examination in the University Times well in advance of the scheduled dissertation. An announcement of the dissertation defense must be posted and distributed in the same way as ICRE seminar presentations (via email) and are announced at least two weeks prior to the date of the seminar. The student will communicate all information to the GSO Dean's Office to facilitate the process. Further instructions can be found on the ***School of Medicine Graduate Studies Website.***

Final Written Dissertation

The written work must conform to the University of Pittsburgh style manual. Students may use a professional editor in the preparation of the dissertation, but the assistance must be limited to help with language and not with subject matter or interpretation.

The chair of the dissertation committee should ensure that the dissertation is in final form before requesting signatures of the members of the committee for final approval following the oral defense.

FINAL ORAL DEFENSE

The dissertation defense is an oral presentation and examination of the student's research. In the defense, the student should provide an overview of the following:

- Aims of the project
- Literature from which the project is an outgrowth
- Significance and contribution of the project to the research area; methods, analysis, and results; and implications of the research findings

The final oral examination in defense of the doctoral dissertation is conducted by the student's dissertation committee and need not be confined to materials in and related to the dissertation.

Any member of the Graduate Faculty of the University may attend and participate in the examination. Other qualified individuals may be invited by the committee to participate in the examination. Only members of the dissertation committee may be present during the final deliberations and may vote on the passing of the candidate.

A Doctoral Dissertation Report of this examination, signed by all the members of the dissertation committee, must be sent to the Associate Dean for Graduate Studies of the School of Medicine.

If the decision of the committee is not unanimous, the case is referred to the Dean for resolution.

Applying for Graduation

It is the student's responsibility to file the Graduation Application form with the Student Services Coordinator by the publicized due dates. Students must submit the Graduate Application Form by the due date for the term in which they expect to complete all degree requirements.

Students should be aware that according to University policy they are responsible for the completion of their degree requirements. Incomplete grades (G/I) for coursework required for degree satisfaction should be completed before the week of final exams of the term in which a student intends to graduate.

MENTORING

Team Mentoring Model

Mentoring, as well as the training, monitoring, and evaluation of mentoring, is central to the PhD Program in Clinical and Translational Science. The Program views mentoring as an essential component to successful progress towards their degree and overall career development. The collaborative nature of clinical and translational research requires a "team-based approach" for mentoring. In this model, the mentors meet with the student as a team. Students in the PhD program will be expected to assemble a multidisciplinary mentoring team within their first year.

Mentor Training

All new PhD Program in Clinical and Translational Science students will be required to participate in the ICRE Mentoring Matters Workshop in the beginning of their degree. The goals of the training are to:

- provide a clear understanding of the purpose of mentoring

- delineate the expectations of the trainees
- develop consistent implementation of mentoring
- formalize the concept of team mentoring and the nonnegotiable aspects of the mentoring contract
- provide professional skills training
  (e.g. negotiation, active listening, etc.)

Selection of Mentors

All PhD Program in Clinical and Translational Science students will be advised to choose a primary and secondary mentor by the start of Year 1. The primary mentor has to be finalized by the end of Year 1. The Program Directors will assess the compatibility of the student's proposed research with their selected mentors and work with each student once they have been accepted into the program to help them identify a mentor if one is not already selected.

Primary mentors for PhD Program in Clinical and Translational Science students must be highly accomplished independent investigators who have an established track record of mentoring and funded research.

The expectation of the Program is that mentoring teams will meet with the student on a regular basis to:

- design plans of study
- discuss research progress
- solve specific issues and problems arising during research
- advise on project management
- help guide data collection analysis, manuscript preparation, and other functions including the provision of completing the dissertation and career development advice

Evaluation and Intervention Process

The Program Directors will monitor and evaluate the mentoring of the program by direct participation/observation in student mentoring meetings, discussions with students, and timed evaluations completed by the mentors.

Evaluation of Students

Annual Trainee Review

All students are evaluated by the Program Directors and Program Committee each year beginning in January. Results of these evaluations are reported to each student in an email from the Program Coordinator. This email may be supplemented by a discussion between the student and a member of the committee to clarify the email, if necessary, or to discuss additional aspects of the student's progress. Students are also encouraged to discuss this evaluation with their research mentor.

In evaluating students, the committee considers performance in mentored research, course work, seminars, teaching (if applicable), mastery of the relevant scientific literature, performance on any major examinations that have been taken during the past year, and contributions to the community at large. Copies of the yearly evaluation become a part of the student's file.

Academic Standards

PROBATION

The University requires that all graduate students maintain a QPA of 3.0 or above to undergo the preliminary evaluation, to take the comprehensive examination, to be admitted to candidacy for the Ph.D. degree, and to be graduated. Students whose QPA falls below 3.0 must be put on "University probation" and cannot be awarded financial assistance from the University (e.g., stipends) until they have re-established a QPA of 3.0 or above.

When a student who is not on probation fails one of the major milestones, the student will be placed on probation and given a second opportunity to pass that examination. The student will receive a written communication from the committee that evaluated performance on the exam detailing the deficiencies in performance and what must be accomplished to satisfy these concerns. Failure to resolve issues of concern on the second examination will result in termination from the Program. When a student who is already on probation fails one of the major examinations, they may or may not be given a second opportunity to pass that examination, at the discretion of the Dissertation Committee.

TERMINATION FROM PROGRAM

Students may be terminated from the PhD Program in Clinical and Translational Science for:

- failure to pass any required core courses
- unsatisfactory results on the Preliminary Evaluation
- failure of the Comprehensive Exam
- failure to advance an acceptable dissertation proposal
- failure to make adequate progress in mentored research including unsatisfactory performance in the Second Year Evaluation
- breaches in ethical conduct such as plagiarism

Except for instances involving breaches in legal or ethical behavior, students will not be terminated from the Program without first being notified in writing that they have been placed on probation. This written communication will include a detailed description of the reason(s) for placing the student on probation, and the goals that the student must accomplish in order to regain good standing in the Program. Students will typically have one term to resolve their problems and get off probation, or they will be terminated from the Program.

When a student is informed that his/her research progress has been judged unsatisfactory, the student will be given one term to improve skills and productivity before being reevaluated. A second determination that research performance is substandard, at this time or during any subsequent evaluation, will result in the student's termination from the program.

In all cases, the termination of a student requires a decision by the Dissertation Committee and acceptance of a recommendation for dismissal by the Program Directors. Termination decisions cannot be made by an individual faculty member or examination committee. Terminations are final.

Terminal Masters Degree

The PhD Program in Clinical and Translational Science does not accept students whose goal is to attain a MS degree. However, under certain circumstances a student may find it necessary to resign from the Program or may be terminated from the Program for academic reasons. In either of these circumstances, a student may petition to be transferred to the Clinical Research MS program. The petition must be addressed in writing to the Program Directors and have the support of the student's dissertation advisor. In this case, students must fulfill all of the requirements for a MS degree in Clinical Research.

Dispute Resolution

The Dissertation Committee may resolve disputes that arise between a student, their mentor, dissertation chair or committee member, or a course instructor. If a dispute arises between the Dissertation Committee and the student, a mentor, or dissertation committee member (e.g., discordant views on acceptable progress) that cannot be resolved within the committee by the involved parties, then the matter will be referred to the Associate Dean for Graduate Studies who may elect to refer the matter to the Dean.

III. General Academic Program Information

Statute of Limitations

It is University policy that students complete a Doctoral degree in ten or eight years if the student has received credit for a master's degree appropriate to the field of study. Under extraordinary circumstances, students may apply for an extension of the statute of limitations. The request must be approved by the Program Directors, Program Leadership, and the Associate Dean.

Leave of Absence

Under special conditions, graduate students may be granted one leave of absence. A maximum leave of two years may be granted to doctoral students or one year to master's students. The length and rationale for the leave of absence must be stated in advance, recommended to the dean by the graduate program, and approved by the dean. If approved, the time of the leave shall not count against the total time allowed for the degree being sought by the student. Readmission following an approved leave of absence is a formality.

Disability Accommodations

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.

CROSS REGISTRATION

Students may register for courses offered at institutions in the Pittsburgh Council on Higher Education (PCHE) cross-registration agreement (Carnegie Mellon, Duquesne University, the Pittsburgh Theological Seminary, and Robert Morris University.) Such coursework must be approved in advance by the student's advisor. Credits will not be counted as transfers and will count toward the degree and GPA calculations.

WAIVER OF REQUIREMENTS

If a student feels that their educational background precludes the need to take one or more of the required courses, the student should discuss this with their ICRE advisor and the Program Directors. The student has the responsible of bringing this matter to the attention of the Program Directors. The student will need to have the syllabi from the courses they feel meet the requirements. The Program Directors are responsible for granting the waiver and in special circumstances may request the advice of the course director(s). In some cases, the student may receive permission to take an examination to be exempted from a course.

GRADING POLICY

The following guidelines are based on University policy:

- Graduate students must maintain a minimum grade point average (GPA) of 3.0 or better at all times. Failure to do so results in automatic academic probation.
- Graduate students must receive satisfactory grades in each course. For required courses, a letter grade of "B" or better is needed. For elective courses, a letter grade of "B –" can count towards fulfillment of degree requirements, subject to approval by the Director.
- If a student receives a letter grade that falls below these thresholds ("B" for required courses, "B –" for elective courses), no course credit will be given. The University will not count these courses towards requirements of the degree program, regardless of the student's overall grade point average. Students placed on probation must be informed of this sanction and its consequences in writing. As part of the process, the Program Directors must decide whether to allow a student who earned a "B –" or less in a required course to re-take the course or to dismiss the student from the program.
- An "I" grade is issued by the instructor. It is issued in the case of ongoing study such as incomplete research, work in individual guidance classes, clinical work or seminars. "I" grades are also issued when extenuating circumstances prevent a student from completing a course.
- "W" Grade: To withdraw from a class after the official end of the add/drop period, while still enrolled in other courses, you must process a Monitored Withdrawal Request form through the dean's office of the academic center offering the course. "W" grades do not count toward a student's degree or grade point average. There is no tuition adjustment associated with a course withdrawal.

TUITION

Students are responsible for covering the tuition costs, taxes, and fees associated with courses taken through the Institute for Clinical Research Education unless they have other funding sources.

The Institute for Clinical Research Education does not provide financial aid. View Current tuition rates for graduate-level courses at the ***University of Pittsburgh on the Office of Institutional Research's website.***

Tuition rates, fees, and other charges paid by graduate students are established by the Board of Trustees in cooperation with the University Administration. Graduate students who register for nine to fifteen credits in the fall or spring term are full-time students and are assessed the current tuition rate for their school. Students who register for fewer than nine credits are part-time students and billed on a per-credit basis. Payment options and due dates are available on the Student Payment Center website - ***https://www.payments.pitt.edu/***

Many individuals accepted into our degree-granting programs have faculty- or student-based affiliations with the University of Pittsburgh or University of Pittsburgh Medical Center (UPMC). Faculty, staff, fellows, or residents at these institutions may be eligible for tuition benefits. For complete information, contact the Faculty Records office at the University of Pittsburgh (412-624-4232) or UPMC Tuition Assistance Employee Service Center at 1-800-994-2752 (press option 3).

FINANCIAL AID

The Institute for Clinical Research Education does not provide financial aid. Graduate students are eligible and permitted to receive student loans. To apply for a student loan, students must complete a Free Application for Federal Student Aid (FAFSA), obtainable from the Office of Financial Aid located in Alumni Hall. The FAFSA does not serve as the actual application for a loan or scholarship; however, it is required in order to be eligible for a loan. All information regarding student loans is handled by the Office of Financial Aid, 1st floor Alumni Hall, 624-7488. ***https://oafa.pitt.edu/financialaid/applying-for-aid/aid-eligibility-requirements/***.

Graduate Students who are enrolled half-time minimally are generally eligible for the Federal Direct Unsubsidized Loan (graduate students are not eligible for Direct Subsidized funds), the Federal Direct Graduate Plus Loan, and/or the Private Educational Loan. Emergency student loans of up to $300 are available for educational purposes to students who are registered for six or more credits from the Student Organization Resource Center (SORC), room 119 William Pitt Union. ***https://www.studentaffairs.pitt.edu/student-organization-resource-center/services***

MEDICAL SCIENTIST TRAINING PROGRAM (MSTP)

An MSTP student (Medical Scientist Training Program – see ***https://www.mdphd.pitt.edu/***) who wishes to conduct graduate studies in (program name) should identify potential research laboratories and meet with respective PIs. The student should also forward all transcripts (undergraduate and graduate), CV, statement of research interest, and three letters of recommendation to the Program Director, who will send the request to the Admissions committee(s) for evaluation. Program requirements specific for MSTP students (MD/PhD) factor

into the MSTP students' advanced training outside of our program. These students are typically considered advanced students and rotation and course requirements for the program are modified as follows (here is where you list the course requirement modifications for MSTP students). It is intended that these modifications to the standard program will permit fulfillment of the (program name) PhD requirements within four years, although longer studies may be needed for completion of the thesis research.

Building Emergency or Inclement Weather Policy for Students

Scenario 1: *The University is closed; the School of Medicine is closed.*

Scenario 2: *The University cancels classes; the School of Medicine cancels classes.*

Scenario 3: *The Parkvale Building is closed or the instructor must cancel class due to extenuating circumstances.*

Only the Chancellor may officially close the Pittsburgh campus of the University.

The University will remain open in all but the most extreme circumstances. However, University employees and students are urged to use their own discretion in deciding whether they can safely commute to work.

When a State of Emergency is declared by the Governor or other local governing official, school personnel are expected to abide by those directives, and there will be no classes.

ICRE Degree Program staff will contact students as soon as possible if the Parkvale Building is closed or if the instructor cancels class. It is up to the instructor to decide if a makeup session for the missed class will be scheduled and/or required.

IV. ICRE Academic Values and Guidelines for Students

The University of Pittsburgh and the Institute for Clinical Research Education (ICRE) maintain an honor code for all students enrolled in educational programs. The ICRE expects all students to uphold the following values for academic integrity and Code of Professionalism. Please note that specific academic integrity policies may vary from instructor to instructor; it is up to the student to understand and follow each instructor's policy and expectations.

Every student shall be honor bound to refrain from cheating, from presenting work for evaluation, which is not their own, from giving or obtaining unauthorized assistance during evaluation, and from falsifying data or reports. Every student shall be honor bound from lying under any circumstances. Every student has an obligation to cooperate in the investigation or disposition of any allegation of violation of the Honor Code and to report all violations which come under their observation.

Students sign and return the ICRE Academic Integrity Pledge at Orientation (Appendix A) and if found in violation of the ICRE Academic Integrity Policy will follow the steps outlined in the ICRE

Academic Integrity Violation Reporting Procedure (Appendix B). In addition to these documents, students may refer to our Student Obligations (Appendix C) and Instructor Obligations (Appendix D). The following are adapted from the University of Pittsburgh School of Medicine 'Student Code of Professionalism' and the School of Medicine Program in Integrative Molecular Biology (PIMB) Student Handbook

ACADEMIC INTEGRITY*

Examples of conduct which have been regarded as being in violation of academic integrity include but are not limited to the following:

- Plagiarism
- Representing the work of another as one's own
- Destroying or concealing educational materials meant for simultaneous use by others
- Copying from an examination paper of another student
- Allowing another to copy from one's examination paper
- Reading a copy of the examination prior to the date of the examination without consent of the instructor
- Giving or receiving aid on an examination under circumstances in which a reasonable person should have known that such aid was prohibited by the Honor Code
- Using unauthorized resources in the completion of an examination

If a student, commits a dishonorable act, it shall be considered a valid defense if the student reports themself to an appropriate authority and conscientiously attempts to rectify the situation, before the dishonorable act is brought to the attention of the program. Any student, faculty member, administrative officer, or staff member of the ICRE may allege that a violation of academic integrity has occurred. Alleged violations should be brought to the attention of the Director of Academic Programs immediately. The Director of Academic Programs will review the alleged violation and follow the ICRE's academic integrity violation reporting procedure. A written copy of the procedure may be obtained from the Degree Program Coordinator at any time.

The most recent Academic Integrity Policy Guidelines, revised September 2005 are detailed in ***UNIVERSITY OF PITTSBURGH POLICY 02-03-02***

CODE OF PROFESSIONALISM*

Honesty

In all situations, classroom, lab, and office, the student should be honest with, faculty members, and other students. Cheating, plagiarism, theft, and lying are all forms of dishonest behavior.

Fairness

Classroom and research expectations should be clearly stated and met. The student has the right to expect fairness in treatment, just as the teaching faculty expects to receive fair treatment. Unfair behavior is not acceptable just because someone else displays such behavior.

Respect

Show respect for your teaching faculty and fellow students by attending each class, showing up on time, and staying for the entire class. Pay attention to the discussion and contribute meaningful responses.

Responsibility

Take responsibility for your actions. Discourage dishonest behaviors and dishonest activities in others.

Communication

Inform instructors or degree program staff in a timely manner when experiencing any issues that may impact your studies.

The website of the Office of Student Affairs addresses all issues regarding student conduct. The link to University of Pittsburgh Student Code of Conduct and Judicial Procedures: ***https://www.studentaffairs.pitt.edu/conduct*** (Revised August 1, 2024).

GUIDELINES FOR ETHICAL BEHAVIOR

The following list will provide instances where special care should be taken to ensure academic integrity policies are met. This list is not meant to be a comprehensive list of questionable actions.

Intellectual Property

Do not present the ideas of others as though they were yours. If it is not "common knowledge," the source of the information should be cited. To determine if something is common knowledge, you must determine if the idea can be found in numerous places and is known by many people. If you have a question about the commonality of the idea, it may not be common knowledge. If you use the information in your work, it should be properly cited. When you want to quote something from an article, take care to mark the text with quotation marks and use proper citations to identify the source.

Collaboration

You may collaborate with others, but when you turn in academic work, it must be in your own words. When you collaborate with others, remember that you must properly credit your collaborators in the work. If you write a paper with the help of others, they must be given proper credit, which may include co-authorship of the paper.

Exams

You should not copy exam answers from others. This includes looking at someone else's paper during the exam, using electronic devices to find information without the instructor's prior consent, and working collaboratively on take-home exams without the instructor's prior consent. Remember

that even if you have permission to collaborate with others on take-home exams, you must submit the answer in your own words.

Data Integrity

Use care when collecting information. Make sure the data you document is correct and without error. If there is a question about the integrity of the data, bring it to the attention of the faculty members involved with the research project.

V. Guidelines for Ethical Practices in Research

The University of Pittsburgh seeks excellence in the pursuit of knowledge and requires all members of the University community, including its student body, to adhere to the highest standards of integrity in research. Find detailed information regarding the Research Integrity Policy at the ***University of Pittsburgh on the Office of Policy Development and Management's website.***

Find detailed information on the ***Guidelines for Ethical Practices in Research at the University of Pittsburgh on the Office of the Provost's website***.

VI. ICRE Program Guidelines

Attendance

Attendance is required of all students in degree-granting programs at ICRE. Whether the course is being held in person or virtually, students are expected to attend. For Clinical Research courses, a student can miss 1 class session for a 1 credit course or 2 class sessions for a 2-credit course. Attendance exceptions are made at the instructor's discretion. Watching a video of a recorded lecture does not substitute for attendance.

Course Registration and Academic Advising

Students are required to meet with their academic advisor (assigned to them at Orientation) each term. Students are expected to come prepared when meeting with their advisor, students should take with them a blank enrollment form, a list of proposed classes and be prepared to discuss their degree progression. Students cannot register for classes unless they have a signed enrollment form.

CANVAS

Most, but not all, ICRE courses are made available on the University of Pittsburgh Canvas system. Available course materials include syllabi, announcements, and, for some courses, audio, audio with PowerPoint, and/or video recordings of the lectures.

Canvas courses will be available at least one week before the start of the course, depending on availability of information. At course completion, the Canvas sites will continue to be accessible for one year after the end of the term. This extension provides enrolled students with an opportunity to save any files made available for the course. There will be no access to the course information after that time unless an exemption is permitted by the instructor.

University of Pittsburgh Email, Canvas and all official University of Pittsburgh correspondence are directed to the student's University of Pittsburgh email address (username@pitt.edu). Students are responsible either for reading email at their University of Pittsburgh email address or for forwarding email messages to an email account that the student regularly uses. For information on forwarding your University of Pittsburgh email, see the ***University Email Preferences on the Information Technology's website***.

COURSE EVALUATION

All students are expected to complete a course evaluation survey at the end of each ICRE course. Course evaluations are distributed electronically on the last day of class and available for two weeks. All responses are confidential and will be presented to the instructor without any identification of the responder.

REQUIRED AND SUPPLEMENTAL TEXTBOOKS

All required and supplemental textbooks can be purchased at the University of Pittsburgh Book Center. Select textbooks may also be available through the University of Pittsburgh's Library System.

VII. ICRE Research Infrastructure Support

CLINICAL AND TRANSLATIONAL SCIENCE INSTITUTE (CTSI)

The Clinical and Translational Science Institute (CTSI) serves as the integrative academic home for clinical and translational scientists across the University's six health sciences schools, Carnegie Mellon University, the University of Pittsburgh Medical Center (UPMC), which is one of the nation's largest and most financially successful academic health care systems, and the region. The CTSI's primary focus is to develop, nurture, and support a cadre of clinical and translational scientists by building on the University's existing clinical research training programs to establish a comprehensive program with activities ranging from early research exposure for high school students to advanced doctoral programs. Students are encouraged to learn about CTSI and the resources available.

Center for Research on Health Care Data Center (CRHC)

The Center for Research on Health Care (CRHC) provides a forum for talented multidisciplinary investigators from throughout the university community to collaborate in high-quality health services research and train future investigators in methods and practices critical to the conduct of rigorous and exemplary research.

Office of Academic Career Development (OACD)

The Office of Academic Career Development is dedicated to providing professionals in the schools of the health sciences with the tools, resources, and support they need to achieve their full potential as leaders in biomedical research, education, and clinical practice. The OACD supports graduate and medical students, postdoctoral fellows, residents, clinical fellows, and faculty, potentiating career excellence at all levels. Find more information on the ***OACD's website***.

VIII. Program Governance

PhD Program in Clinical and Translational Science Administration

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Professor of Medicine, Psychiatry, and Clinical and Translational Science

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Appendices

Appendix A: ICRE Academic Integrity Pledge

ICRE Academic Integrity and Code of Professionalism Pledge

Student Obligations:

1. Students should recognize their responsibility to uphold the ICRE Honor Code and Code of Professionalism (provided to you at Orientation, and included the student handbook available to all students online) and the academic policies for each course presented on the first day of class. If a student does not understand or disagrees with any of these policies, it is their responsibility to meet with the course instructor and, if needed, ICRE Director of Academic Programs.

2. Each student is required to sign the ICRE Academic Integrity and Code of Professionalism Pledge at Orientation. If a student does not sign and return the form he/she will be unable to receive a grade for their courses and will be considered in violation of the ICRE's Academic Integrity policy.

I ( ), understand the ICRE's Honor Code, Code of Professionalism. I understand that at any time I may request copies of the ICRE's Academic Integrity policies and procedures. By signing my name, I agree that I will uphold these policies and promote the integrity of the ICRE and the University of Pittsburgh.

Student Signature: _____ Date: _____

Appendix B: ICRE Academic Integrity Violation Reporting Procedure

Provide written notification to student that you suspect he/she has violated the academic integrity code and that an instructor-student meeting needs to be held.

You and the Director of Academic Programs will meet with the student and discuss the suspected violation. During this meeting the instructor will inform the student of the reasons he/she suspects a violation has occurred (please note that the instructor is under no obligation at this time to reveal the identities of any third-party individuals who may have reported the allegation or provided any information about the allegation).

Following the instructor-student meeting, one option will be pursued:

- If the instructor and Director believe the allegation is not supported by facts and after discussion with the student believes there was no violation, it will be dismissed and the student will be notified at the end of the meeting. Documentation of the meeting will be added to the students' official file.
- If the instructor and Director still believes that an offense has occurred, they should:

Contact the ICRE Academic Integrity Committee and provide all facts pertaining to the allegation. Notify the Committee of the proposed sanctions for the accused student.

The Committee will discuss the case and one option will be pursued:

- The Committee agrees that a violation has occurred and supports the proposed sanctions.
- The Committee do not believe a violation has occurred or do not agree with the proposed sanctions. The Committee will convene a meeting with the instructor and Director.
- Schedule a follow-up meeting with the student. During this meeting, the instructor will indicate to the student the sanction for the violation.

If the student agrees with the conclusion and sanction, the instructor and student will complete an 'Academic Integrity Violation Report' form. This form will be added to their student file.

If the student disagrees with the conclusion and/or sanction, the instructor will schedule a meeting with the ICRE Academic Integrity Committee, the student, and the instructor. At the request of the student, the ICRE will ensure that there is representation of the students' peers on any hearing board/ committee that we would oversee if an informal/local solution cannot be found between professor-student-program director. A copy of the 'Academic Integrity Violation Report' and any background on the case will be given the Committee prior to the meeting for review. If the student disagrees with the finding after meeting, the case will then be sent to the School of Medicine Graduate Studies Office and will follow their course of action.

If an accused student fails to respond to the instructor to schedule a meeting in a reasonable period of time, the student will receive a finding of 'responsible for violation of academic integrity' and the instructor will apply their sanctions/punishment and inform student of actions taken.

Appendix C: Student Obligations

A student has an obligation to exhibit honesty and to respect the ethical standards of the profession in carrying out their academic assignments. Without limiting the application of this principle, a student may be found to have violated this obligation if they:

- Refers during an academic evaluation to materials or sources, or employs devices, not authorized by the faculty member.
- Provides assistance during an academic evaluation to another person in a manner not authorized by the faculty member.
- Receives assistance during an academic evaluation from another person in a manner not authorized by the faculty member.
- Engages in unauthorized possession, buying, selling, obtaining, or use of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
- Acts as a substitute for another person in any academic evaluation process.
- Utilizes a substitute in any academic evaluation proceeding.
- Practices any form of deceit in an academic evaluation proceeding.
- Depends on the aid of others in a manner expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
- Provides aid to another person, knowing such aid is expressly prohibited by the instructor, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic credit or evaluation.
- Presents as one's own, for academic evaluation, the ideas, representations, or words of another person or persons without customary and proper acknowledgment of sources.
- Submits the work of another person in a manner which represents the work to be one's own.
- Knowingly permits one's work to be submitted by another person without the faculty member's authorization.
- Attempts to influence or change one's academic evaluation, grade, or record for reasons other than achievement or merit.
- Engages, during a class (or examination) session in which one is a student, in conduct which is so disruptive as to infringe upon the rights of the faculty member or fellow students.
- Fails to cooperate, if called upon, in the investigation or disposition of any allegation of dishonesty pertaining to another student.

** Adapted from the University of Pittsburgh's Suggested Code of Conduct.*

Appendix D: Faculty Obligations

A faculty member accepts an obligation, in relation to their students, to discharge their duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those of the profession).

Without limiting the application of the above principle, members of the faculty are also expected (except in cases of illness or other compelling circumstance) to conduct themselves in a professional manner, including the following:

- To meet their classes when scheduled.
- To be available at reasonable times for appointments with students, and to keep such appointments.
- To make appropriate preparation for classes and other meetings.
- To base all academic evaluations upon good-faith professional judgment.
- To describe to students, within the period in which a student may add and drop a course, the general content and objectives of a course, and the methods and standards of evaluation and grading.
- Not to consider, in academic evaluation, personal factors, activities, or behavior outside the classroom unrelated to academic achievement.
- To respect the confidentiality of information regarding a student contained in University records; and to refrain from releasing such information, except in connection with intra-University business, or with student consent, or as may be permitted by law.
- Not to exploit their professional relationship with students for personal advantage; and to refrain from soliciting the assistance of students for personal purposes in a manner which infringes upon such students' freedom of choice.
- To give appropriate recognition to contributions made by students to research, publication, service, or other activities.
- To refrain from any activity which involves risk to the health and safety of a student, except with the student's informed consent, and, where applicable, in accordance with the University policy relating to the use of human subjects in experimentation.
- To respect the dignity of students individually and collectively in the classroom and other academic contexts.

**Adapted from the University of Pittsburgh's Faculty Handbook*.

Appendix E: University Policies and Guidelines for Graduate Students

UNIVERSITY OF PITTSBURGH CODE OF CONDUCT

The faculty and the students of SOM recognize the importance of personal integrity and honor. To achieve this end, each student accepting an offer of admission to SOM will accept the obligations of the Honor Code/Code of Conduct and will expect to apply the code to all aspects of their professional life regardless of the level of training. Students and faculty of the SOM shall be honor bound to enforce the Honor Code/Code of Conduct and to report violations of it. The Honor Code/Code of Conduct emphasizes the individual's involvement in and responsibility for the corporate well-being of the community of the SOM. In keeping with the latter, it is incumbent upon every member of the community to promote the climate which this code seeks to establish. This involves not only counseling with fellow members of the school concerning their actions, but also bringing the sanctions of SOM's disciplinary procedures to bear upon those whose conduct is in violation of the Code.

- The mission of Student Conduct is to process violations of the Student Code of Conduct. By processing these violations, we seek to provide a safe learning environment and opportunities for students to learn from their own behavior and the behavior of others. Student Conduct supports this mission, the values identified in the Pitt Promise, and the educational mission of the University of Pittsburgh by:
    - Developing, disseminating, and enforcing campus regulations
    - Providing a fair and consistent conduct process
    - Assessment as normative practice
    - Mentoring students through meaningful interactions
    - Educating students about the effects of their behavior on themselves and those around them
    - Promoting healthy decisions
    - Fostering safe communities both on and off campus
    - Connecting students with support services in order to encourage their personal, social, and academic growth
    - Collaborating with faculty, staff, students, and the campus community to manage and address conduct matters
- The website of the Office of Student Affairs addresses all issues regarding student conduct. The link to University of Pittsburgh Student Code of Conduct and Judicial Procedures: https://www.studentaffairs.pitt.edu/conduct (Revised August 1, 2024).

ACADEMIC INTEGRITY GUIDELINES

The most recent Academic Integrity Policy Guidelines, revised September 2005 are detailed in **UNIVERSITY OF PITTSBURGH POLICY 02-03-02**

This document contains a set of principles which shall be applicable to each of the academic units* throughout the University. A student desiring information about an academic unit's specific procedures and the makeup of its Academic Integrity Hearing Board may obtain a copy of the procedures and other necessary information from the Office of the Dean, either in the academic unit in which they are registered or in the academic unit in which a particular course is taught. Additional information or guidance may be obtained from the Office of the Provost. Copies of this document and guidelines for academic units should be distributed by the deans to all instructional staff in each academic unit. **"Academic unit" is used to refer to a college, academic unit, or regional campus.*

Provided here are Academic Integrity Policy Guidelines based on the 1983-86 document which was initially approved by the Board of Trustees on the recommendation of the University Senate Council. The original document evolved from and represented careful deliberation among staff, Senate committees, and student leaders of the University. The purpose of this document is to clarify and codify the rights and responsibilities that are inherent in traditional faculty-student relationships and to reflect procedural modifications that were approved, effective January 1, 1989, by the Chancellor.

RESEARCH INTEGRITY POLICY

The most recent University of Pittsburgh Policy on Research Integrity, revised July 11, 2025 are detailed in **UNIVERSITY OF PITTSBURGH POLICY RI 07 (formerly 11-01-01)**

The University of Pittsburgh seeks excellence in the discovery and dissemination of knowledge. Excellence in scholarship requires all members of the University community to adhere strictly to the highest standards of integrity with regard to research, instruction and evaluation. The principle of academic integrity is integral to membership in the University community. Each such member is deemed to recognize the value and special importance of this responsibility, which is linked to accepting an appointment at the University.

- As scholars and citizens of the University community, all parties must be ever cognizant of the axiom that every increment of authority and discretion brings with it corollary responsibilities to colleagues, staff, students, the University as a whole, the community, and society at large. In addition, federal regulations impose policies and procedures on the University for dealing with possible misconduct in science.

- All those engaged in research should be cognizant of the value to the University of calling attention to research misconduct, and of the importance of bona fide challenges in assuring and maintaining the integrity of scholarly investigation and of this institution.

- Should the conduct of research or the collection or reporting of research data and information be challenged on the ground of misconduct, whether by a faculty member, student, staff member, research associate or fellow, or a person outside the University, the framework for resolution of the grievance shall involve the dean and the Research Integrity Officer working within a process of peer and administrative review. Throughout, responsible and honest discourse, the protection of academic freedom, and protection of the individual against unnecessary public dissemination of unproven allegations are essential ingredients in the process.

- Research misconduct, as defined below, carries potential for serious harm to the University community, to the integrity of research, and to society as a whole. Accordingly, it is incumbent upon faculty members to exercise active leadership in their supervisory roles in mentoring, collaborating with, or directing junior colleagues, staff, or students. First, faculty must be fully cognizant of the quality of work being done for which they assume responsibility and, second, they must seek to avoid undue pressure placed upon more junior faculty, staff, or students which could lead to the publication or other report of any inaccurate, incomplete, or falsified data or information. In judging whether misconduct has occurred, it is important to distinguish fraud from honest error and ambiguities that are inherent in the process of scholarly investigation and are normally corrected by further research.

- This policy shall be followed in responding to all allegations of research misconduct on the part of faculty, research associates, and staff. In the case of students involved in alleged misconduct, this policy shall apply in those instances where the research in question is supported by federal agencies or where the relevant dean requests that the Research Integrity Officer invoke the policy. Student matters may also, as appropriate, be handled under the relevant Academic Integrity Guidelines.

- The procedures described below are steps in an academic peer review and fact-finding process and are not intended or designed to represent rules of a judiciary. Principles of basic fairness and confidentiality shall be observed in these peer-review procedures. Any allegations of misconduct must be treated on an individual-case basis.

- Safeguards give the individual accused of misconduct the confidence that his or her rights are protected and that the mere filing of an allegation of research misconduct will not bring the research to a halt or be the basis for other disciplinary or adverse action absent other compelling reasons. Safeguards for a complainant or a witness in any proceeding described in this document include protection against retaliation

for making good- faith allegations or providing testimony, fair and objective procedures for the examination and resolution of the allegations, and diligence in protecting the position and reputation of one who makes allegations or gives testimony in good faith.

- Both the person bringing an allegation and the one against whom the allegation is made in any of the procedures described below may seek the advice of the Senate Committee on Tenure and Academic Freedom, as may any administrator. A dean, in initiating any of the procedures described below, shall advise the principals that they may seek such advice.

- The University's Research Integrity Officer, who is appointed by the Chancellor, shall work closely with the relevant academic administrators, inquiry panels, and investigative boards. In consultation with the General Counsel, he/she shall ensure procedural compliance with applicable law,
government regulations, University policy, and principles of fairness in each stage of the proceedings set out in this policy. Academic administrators and inquiry panels or investigative boards shall keep the Research Integrity Officer fully informed of their activities and shall consult him/her as to process before making any final recommendations or decisions. The Research Integrity Officer shall monitor compliance with all procedures and time schedules described in this policy and shall inform the Provost of any failures to comply with such time schedules. The Research Integrity Officer shall not have decision-making responsibility regarding the substance of any allegations. He or she may, at the request of a panel or administrator in a research misconduct proceeding, assist in drafting the recommendations arrived at by that panel or administrator. The Research Integrity Officer shall make or supervise all relevant contacts with government agencies or other outside parties and shall maintain the record of all proceedings. In the case of short absences from the campus, the Research Integrity Officer may designate an Acting Research Integrity Officer.

- The Provost shall have oversight responsibility to ensure compliance with the policy. Only the Research Integrity Officer or the Provost has the authority to modify the various time limits specified in the procedures. (All subsequent references to the number of days for particular stages in the process refer to calendar days.)

- Even if a respondent leaves the University before a case is resolved or does not participate in the proceedings, the University has a responsibility to follow the procedures described in this policy and reach a conclusion.

- This policy shall be administered in compliance with regulations of any agency (the sponsoring agency) sponsoring the research in question and shall be subject to appropriate modifications, if necessary.

GRADUATE STUDENT PARENTAL ACCOMMODATIONS GUIDELINES

Consistent with the University's efforts to strive to support academic-personal life balance, the University believes it is important to provide accommodation for graduate students who become new parents, whether by childbirth or adoption, so that they may contribute to their family responsibilities while continuing to make progress towards their degree. This practice will help develop students who can successfully integrate their academic and personal pursuits. In recognition of the challenges of balancing the demands of graduate study and parenting a new child, these guidelines aim to improve the academic environment for student parents. The Graduate Student Parental Accommodation Guidelines assist graduate students immediately following the birth or adoption of a young child. The purpose of these guidelines is to make it possible for a student to maintain registered full-time student status, along with all the benefits of such status, while facilitating the return to full participation in courses, research and teaching

The Parental Accommodation Guidelines apply only to **full-time** students enrolled in graduate programs who are in good academic standing and who are making satisfactory progress toward completion of a graduate degree. These guidelines do not cover students in professional programs. Students must have completed at least one full-time semester of their degree program to become eligible for coverage under these guidelines. The guidelines cover the situation of students who experience a childbirth, who adopt a child who is unable to be enrolled in full-day public school due to age or other developmental reasons, or who is a partner of someone who has experienced a childbirth or an adoption for whom the student has parental responsibilities. These eligibility requirements cover all provisions of the guidelines.

All eligible students will be granted a Parental Accommodation Period six weeks immediately following the birth of a child or the adoption of a child for whom the student has parental responsibilities.

- During this period of accommodation, the student will continue to be enrolled as a full-time student. Because the student remains enrolled as a full-time student and continues to pay tuition, this is not a formal Leave of Absence. It is instead a modification of deadlines and academic expectations to accommodate the student's new parental responsibilities.
- The student will be able to postpone completion of course assignments, examinations, academic milestones and other academic requirements for the six-week Accommodation Period.
- The Accommodation Period ***does not*** extend the University's academic Statute of Limitations.
- Because the Accommodation Period needs to be tailored to the student's individual circumstances and the timing of the student's academic responsibilities, the student

should consult in advance with their research advisor, program advisor, or SOM Graduate Studies Office about how the student will meet academic goals and requirements. The student is responsible for ensuring that this consultation takes place as far in advance of the Accommodation Period as possible.

- Students enrolled in programs characterized by sequential courses must anticipate potential consequences associated with accommodation, and in consultation with their advisor, plan how best to complete their program following the Accommodation Period.
- The student must complete the accommodation period within six weeks of their child's birth or adoption. The student may not divide the period of parental accommodation for use past this time limit.
- If both parents are eligible graduate students, both may take the six-week accommodation period.
- The total accommodation period for each birth or adoption is limited to six weeks; in the event of a multiple birth or adoption, the length of the accommodation period is limited to six weeks.
- After the end of the Parental Accommodation Period, students are expected to return to graduate study and resume progress toward completing their degrees.
- Faculty are encouraged to remain flexible in their expectations of students who become new parents, so that students can meet the demands of graduate study while they face new demands in their parental roles.

Nothing in these guidelines can or should replace communication and cooperation between students and advisors, and the good-faith efforts of both to accommodate the birth or adoption of a child. It is the intent of these guidelines to reinforce the importance of that cooperation and to provide support to make that accommodation possible.

Special Notice to International Students: Students who are attending the University of Pittsburgh with a F-1 student visa or J-1 Exchange Visitor visa are strongly encouraged to consult in advance with the Office of International Studies about their plans during the period of Parental Accommodation.

BIAS/MISTREATMENT

The University of Pittsburgh School of Medicine is committed to supporting our students and fostering an environment that is free of bias, discrimination, mistreatment, and harassment in the classroom and in the broader university community. If you feel you have been mistreated/harassed, or subjected to discrimination or bias, you should report it, confidentially or anonymously, through the Office of the Learning Environment (https://www.ole.pitt.edu/).

OFFICE OF THE LEARNING ENVIRONMENT (OLE) - https://www.ole.pitt.edu/

The Office of the Learning Environment supports all UPSOM students, including over 1,000 medical and graduate students, by helping educators create a safe, respectful, and supportive experience in classroom, clinical, and research.

SCHOOL OF MEDICINE OMBUDS OFFICE - https://www.medschool.pitt.edu/ombuds-office
The Ombuds Office provides a safe, welcoming, confidential, and unbiased setting for students to relay their concerns and explore options available to them for informal resolution within the School of Medicine. Students may contact the Ombuds Office to discuss difficulties that have been unresolved elsewhere (such as the Offices of the Learning Environment, the Office of Graduate Studies, or your graduate program leadership) or directly if for any reason they are fearful, embarrassed, or unwilling to contact those offices.

Ombuds team members will help to identify new opportunities for systemic change and may serve as a conduit for students to bring meaningful suggestions for ways to improve the school.

TITLE IX

Title IX is landmark federal civil rights legislation that prohibits sex discrimination in education. Title IX includes sexual harassment, gender-based discrimination, and sexual violence. It encompasses attempted or completed rape or sexual assault, as well as sexual harassment, stalking, voyeurism, exhibitionism, verbal or physical sexuality-based threats or abuse, and intimate partner violence. The Title IX Office at Pitt is here to answer questions and assist any member of the campus community. Title IX protects all members of the University community: students, staff and faculty from sexual or gender-based misconduct, including discrimination, harassment, and assault. For more information about Title IX, please visit their website at https://www.policy.pitt.edu/cs-27-title-ix-policy

BIOMEDICAL GRADUATE STUDENT ASSOCIATION

The Biomedical Graduate Student Association (BGSA) is an organization which represents all graduate students in the School of Medicine. Its purpose is to foster academic and social interactions among graduate students within training programs and with other members of the University community. It functions as a support network for all biomedical graduate students, and facilitates communication between students, faculty, and administration. Please go to our website for up-to-date information and a calendar of events – BGSA Website Link

GRADUATE STUDENT UNIONIZATION - https://www.gradstudentunionization.pitt.edu/
This is the primary resource for graduate students to view updates on the new graduate student unionization at the University of Pittsburgh

DRUG AND ALCOHOL POLICIES AND RESOURCES

The University of Pittsburgh prohibits the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance on University property or as part of any University activity. Faculty, staff, and students of the University must also comply with the laws of the Commonwealth of Pennsylvania on the possession and consumption of alcohol.

Violation of this policy will result in disciplinary action, including, but not limited to a warning, written reprimand, suspension (with or without pay), dismissal, expulsion, and/or mandatory participation and successful completion of a drug abuse assistance or rehabilitation program approved by an appropriate health or law enforcement agency.

Any University employee paid from federally funded grants or contracts, or any student participating in any federally funded or guaranteed Student Loan Program, must notify the University of any criminal drug statute conviction for a violation occurring at the University while engaged in University activities.

An important step in overcoming any problem is to know where to turn for assistance. Information, counseling, and treatment for alcohol and/or drug problems is available through resources in the community and costs may be covered by health care benefits. Confidential support services are available for those with abuse problems who individually pursue treatment and counseling. Some of those resources include:

University of Pittsburgh Student Health Service
Wellness Center
Nordenberg Hall
119 University Place
Pittsburgh, PA 15260
412-383-1800
https://www.studentaffairs.pitt.edu/student-health-services

University of Pittsburgh Counseling Center
Wellness Center
Nordenberg Hall
119 University Place
Pittsburgh, PA 15260
412-648-7930
https://www.studentaffairs.pitt.edu/counseling

Gateway Rehabilitation Center
19 locations in southwest Pennsylvania
800-472-1177

Mercy Behavioral Health Center
264 South 9th Street
Pittsburgh, PA 15203-1263
877-637-2924

Western Psychiatric Institute & Clinic
3811 O'Hara Street
Pittsburgh, PA 15213
412-624-2100

Allegheny County Crisis Emergency Center: 1-888-424-2287

AA (Alcoholics Anonymous): 24 hour hotline (412-471-7472); both crisis and long-term help for individuals with alcohol problems

NA (Narcotics Anonymous): 24 hour hotline (412-391-5247); both crisis and long-term help and support for individuals with problems resulting from drug abuse other than alcohol

Appendix F: University Resources

- Graduate Student Resources - https://www.gradstudies.pitt.edu/

- Health Sciences Library System - https://www.hsls.pitt.edu/

- Office of Academic Career Development (OACD), Health Sciences - https://www.oacd.health.pitt.edu/

    - The Office of Academic Career Development is dedicated to providing professionals in the schools of the health sciences with the tools, resources, and support they need to achieve their full potential as leaders in biomedical research, education, and clinical practice. The OACD supports graduate and medical students, postdoctoral fellows, residents, clinical fellows, and faculty, potentiating career excellence at all levels.

- Panther Central - https://www.pc.pitt.edu/

- Pitt's Information Technology - https://www.technology.pitt.edu/
    - Accounts are automatically created for students. You can activate your University Computing Accounts through an online account activation tool at My Pitt (my.pitt.edu). Account usernames are used as University email addresses. A University username with the @pitt.edu designation is the official email address for University students and employees.

    - All students, faculty, and staff have unlimited cloud storage space through pitt.box.com (in My Pitt).

    - Students are able to print documents by various means. See the info page from the IT website https://services.pitt.edu/TDClient/33/Portal/KB/ArticleDet?ID=145.

- Parking - https://www.pts.pitt.edu/
    - City parking permits may be obtained by city residents from the Parking Authority located at 232 Boulevard of the Allies. Permits cost $20 per annum (check or money order) and you must supply your driver's license, vehicle registration, and proof of residency (utility bill with name and city address).

    - Information regarding daily parking and monthly permits is available on the University Parking, Transportation & Services website

    - Parking permits for the UPMC Towerview Garage may be available for a monthly fee. Apply in person at the UPMC Parking Operations Office.

- Pittsburgh Regional Transit (PRT) - https://www.rideprt.org/schedule-finder/
    - All University of Pittsburgh students, staff and faculty may ride all Pittsburgh Regional Transit buses, trolleys and inclines within Allegheny County FARE-FREE 24 hours a day, seven days a week, 365 days a year using the Port Authority ready2ride app (instructions

on downloading and using the app can be found here - https://www.pc.pitt.edu/prt-launches-ready2ride-app).

- University Shuttle Services - https://www.pts.pitt.edu/mobility/shuttle-services
  - Ride Systems GPS (http://pittshuttles.com/routes) provides transit riders with next bus times by smartphone applications. Find stops and scheduled arrival times for your desired route.

- SafeRider - https://www.pts.pitt.edu/mobility/shuttle-services/saferider
  - This service provides complimentary transportation from 9:00 pm to 3:00 am when special non-emergency needs arise for Pitt students, faculty, and staff.
  - You can request SafeRider from your phone with the TransLoc ap or call 412-648-2255.

- Shuttle Service for Passengers with Disabilities – Call 412-648-7890 to make transportation arrangements for passengers with disabilities
  - A van with a wheelchair/cart lift and standard passenger seating operates between the hours of 8:30 am and 7:00 pm, Monday through Sunday when classes are in session. The On-Call shuttle is also equipped with the wheelchair/cart lift service and is available after 7:00 pm

- Bike Registration and Racks
  - Register your bike for free through Pitt's BikeIndex. Registering your bike deters theft, provides proof of ownership, and could help you recover your bike if retrieved from a theft - https://www.pts.pitt.edu/mobility/biking/register-your-bike.

  - From outdoor racks and lockers to indoor bike rooms, there are plenty of safe and secure bike parking options available to you. Explore bike parking maps and learn how to register for a bike locker or bike room - https://www.pts.pitt.edu/mobility/biking/bike-parking-storage.

- POGOH - https://pogoh.com/
  - POGOH is the latest mode of transit in Pittsburgh, PA. With 50 stations and 500 bikes to rent, located throughout the city, POGOH provides affordable active transportation options for all! POGOH takes advantage of the latest advances in technology and policy in order to create a system that is convenient, affordable, and fun.

- Student Health Services - https://www.studentaffairs.pitt.edu/student-health-services
  - The mission of Student Health Services is to provide high-quality primary health care, prevention, health education, and pharmacy services to enhance student living and learning
  - University Counseling Center - https://www.studentaffairs.pitt.edu/counseling
  - The mission of the University Counseling Center (UCC) is to create space and provide high quality services that support the emotional well-being of Pitt's student body.

- Allegheny County Health Department - https://www.alleghenycounty.us/Services/Health-Department
  - Free health-related screenings and immunizations are offered at the Allegheny County Health Department

- The Mental Health Program at the School of Medicine - https://www.medstudentaffairs.pitt.edu/contact-us/upsom-mental-health-team-medical-and-graduate-students-school-medicine
    - The Mental Health Program at the School of Medicine offers medical students and graduate students (SOM only) evaluation, treatment, and referral for a wide range of psychological needs. The program is dedicated to maintaining healthy and confident students and is both free of charge and highly confidential. No insurance is billed for services. Students can see providers for individual psychotherapy, medication management, or both.

    - A student using the program can be assured that no information shared in treatment is ever available to others
    - without expressed permission from the student.

    - All of their providers have the ability to meet virtually; most also have offices close to the school if a student prefers in-person
    - appointments.
    - Meetings are by appointment only