HEALTH
UNIVERSITY OF UTAH

Master of Science in Clinical Investigation

Student Handbook

2019-2020

Table of Contents

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I. MS in Clinical Investigation Program: Overview

Mission

The MS in Clinical Investigation degree program provides classroom and mentored research experience in clinical research, preparing its trainees for careers in clinical investigation, both in academic medicine and the allied health sciences. The program prepares trainees to be competitive investigators capable of gaining extramural funding for their clinical research projects. The curriculum of the MSCI focuses on the theories, models, competencies, methods, and tools used by investigators who conduct bench-to-bedside and bedside-to-community translational research. Candidates for the MSCI degree will elect one of two areas of emphasis or "tracks". **Track 1** emphasizes the inherited basis of human disease, mechanism-oriented clinical research, and bench-to-bedside translational research. The **Track 2** emphasizes epidemiology, health services research, and bedside-to-community translational research. The program is designed to support a mentored research experience for fellows and junior faculty members at the University of Utah School of Medicine and other health science departments.

Find more information on the "MSCI Program History and Mission," see the MSCI website ("Useful Links," page 15).

Credit Hours

Thirty credit hours will be required to graduate from the program. Students must take at least 20 credits of core and elective classroom courses. In addition, students will enroll for credits for their mentored clinical research projects. The expected time to completion of the MSCI degree is two years.

For more on the MSCI curriculum tracks, see the "Forms" section on the MSCI website ("Useful Links," page 15).

Curriculum

The curriculum for the MSCI program begins in July with a four-week intensive introductory session. Students in both tracks take a group of common core courses in epidemiology, data management, bioethics, biostatistics, and genetics. After completing the summer session, students participate in additional core and elective courses in fall and spring semesters. Our courses are described under the School of Medicine Clinical Research Center (MDCRC) heading in the University of Utah Catalog. The majority of fall and spring classes begin at 5:30 p.m. to reduce time conflicts with clinical responsibilities. Each Clinical Investigation student may tailor his or her program of study to fit individual research interests and goals, and may include courses offered by other departments with complementary curricula, e.g. Human Genetics, Oncological Sciences, Biomedical Informatics, or Public Health.

For more on our specific courses, see either course syllabi found on the MSCI Canvas page or "Course Descriptions" ("Useful Links," page 15).

Supervisory Committee

A student starting the program will identify a primary research mentor. In most cases, the mentor is from the student's department or area of clinical expertise. The primary responsibility for monitoring the progress of students through the program will lie with the primary research mentor and the supervisory committee members. When the student is ready to define his or her master's project, the student will identify a committee chair, often the same as the mentor. The student will select two additional faculty members to serve with their mentor on their MS degree supervisory committee. At least one member of the supervisory committee should be a faculty member with expertise in research methodology, usually chosen from the MSCI core faculty.

For more on forming a supervisory committee and planning a project, see supervisory committee and planning an MS degree project (page 13), the Graduate School website ("Useful Links," page 15), and "Research Project and Graduation Process" ("Forms" section on our website; "Useful Links," page 15).

Research Project

The Master's program is intended to train individuals intending to pursue careers as independent clinical investigators. If the student is in a faculty position or transitioning to faculty, and if the student has prior publications that will support a grant proposal, the preferred culminating project of the mentored clinical research experience may be the preparation and submission of an NIH career development application (e.g. K23, K08) or an equivalent federal or foundation career development grant. A student who is not in a position to submit a career development grant should select the second option for the format of the research project, a manuscript to be submitted to a peer-reviewed research journal. In the semester that the student graduates, he or she will present a public seminar about the project and submit a written MS project report.

II. Faculty

Current MSCI core faculty who participate in the didactic teaching for the MSCI degree include the following:

Kristina Allen-Brady
Research Assistant Professor
Division of Genetic Epidemiology

B.A. in Chemistry with a Minor in Mathematics, University of Utah
M.P.T. in Physical Therapy, University of Utah
M.S.P.H. in Public Health, University of Utah
Ph.D. in Genetic Epidemiology, University of Utah

Research interests: Underlying genetic causes of chronic diseases

Teaches: Introduction to Genetic Epidemiology

Mary Anne Berzins
Assistant Vice President of Human Resources

Teaches: Team Communication and Collaboration for Translational Research

Joseph Biskupiak
Research Associate Professor
Department of Pharmacotherapy, College of Pharmacy

B.S. in Chemistry, University of Connecticut
M.B.A., Seattle University
Ph.D. in Medicinal Chemistry, University of Utah

Research interests: health economics, disease management and the U.S. Healthcare system

Teaches: Methods in Comparative Effectiveness Research

Kristina Callis-Duffin
Assistant Professor
Department of Dermatology

B.S. in Biomedical Sciences, Montana State University
M.D., University of Washington
M.S. in Clinical Investigation, University of Utah

Research Interests: medical co-morbidities of psoriasis, clinical trials of psoriasis therapeutics, and psoriasis outcomes measures

Teaches: Survey Methods

T. Charles Casper
Assistant Professor
Pediatric Critical Care

B.S. in Mathematics, University of Utah
M.Stat in Mathematical Statistics, University of Utah
Ph.D. in Statistics, University of Wisconsin

Research interests: recurrent events, semi and nonparametric methods, survival analysis, group sequential methods, clinical trials methodology

Teaches: Design Clinical Trials

Tom Greene
Professor
Department of Internal Medicine, Division of Epidemiology
Acting Chair
Department of Population Health Sciences

B.S. in Mathematics and Psychology, University of Kentucky
M.S. in Statistics, Cornell University
Ph.D. in Statistics, Cornell University

Research interests: statistical methods for randomized clinical trials, longitudinal data analysis, and the validation and use of surrogate endpoints

Teaches: Design of Clinical Trials

Lynn Jorde
Chair & Professor
Department of Human Genetics

B.A. in Anthropology, University of New Mexico
M.S. in Biological Anthropology, University of New Mexico
Ph.D. in Biological Anthropology (Human Genetics Specialty), University of New Mexico

Teaches: Genetics of Complex Diseases and Medical Genetics for Clinical Investigation

Richard Holubkov
Professor
Department of Pediatrics

B.S. in Statistics, University of Chicago
M.S. in Statistics, Carnegie-Melon University
M.S. and Ph.D. in Biostatistics, University of Washington

Research interests: biostatistics focusing on the design, execution, and analysis of prospective interventional studies, with a focus on pediatrics and cardiology

Teaches: Design of Clinical Trials

Bernie Lasalle
Clinical Instructor
Department of Biomedical Informatics

B.S. in Biology, University of Utah

Research interests: clinical research data management, database design, clinical trials, data ethics, and biospecimen management

Teaches: Data Management

Anthea Letsou
Professor
Department of Human Genetics

B.A. in Biology, Harvard University
Ph.D. in Human Genetics, Yale University
Postdoctoral Fellow in Molecular Biology, Princeton University
Postdoctoral Fellow in Biochemistry, University of Texas Southwestern Medical Center

Teaches: Molecular Medicine Research Seminar

Morgan Millar
Research Instructor
Department of Internal Medicine, Division of Epidemiology

B.S. in Social Studies/History, Westminster College
M.A. Washington State University
Ph.D., in Sociology Washington State University

Teaches: Survey Methods

Research interests: Melanoma, Sociology, Social disparities in Cancer, Health disparities, Survey Methodology

Howard Mann
Professor
Department of Radiology

M.B.B.Ch, University of Witwatersrand

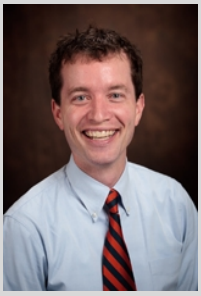
Teaches: Bioethical Issues in Clinical Research

Maureen Murtaugh
Associate Professor of Medicine
Department of Internal Medicine, Division of Epidemiology

B.S. in Dietetics, Syracuse University
Ph.D. in Nutrition, University of Connecticut
Post Doc. Epidemiology, University of Minnesota

Research interests: the role of nutrition in development of chronic disease

Teaches: Grant Writing



Richard Nelson
Research Assistant Professor
Department of Internal Medicine, Division of Epidemiology

B.S. in Mathematics and Economics, Westminster College
M.A. in Economics, University of Virginia
Ph.D. in Economics, University of Virginia
M.S. in Clinical Investigation, University of Utah

Teaches: Cost-Effectiveness Analysis

Brian Sauer
Research Assistant Professor
Department of Internal Medicine, Division of Epidemiology

B.S. in Psychology (Biological), University of Florida
Ph.D. in Pharmacy Health Care Administration (Pharmacoepidemiology), University of Florida
M.S. in Public Health Informatics, University of Utah

Research interests: health care quality and patient safety, medical informatics, pharmacoepidemiology, and quality of medication use

Teaches: Methods in Comparative Effectiveness Research

Luke Maese
Assistant Professor
Department of Pediatrics

B.S. in Human Biology, University of Kansas
M.D., Kansas City University of Medicine and Biosciences

Research interests: high risk acute leukemia, relapsed acute leukemia, rare tumors and cancer genomics.

Teaches: Foundations in Personalized Health Care

Greg Stoddard
Adjunct Assistant Professor
Department of Internal Medicine, Division of Epidemiology
Department of Orthopedics

B.S. in Mathematics (Statistics Emphasis), University of Utah
M.B.A. in Business Administration, University of Phoenix
MPH in Public Health/Epidemiology, University of Utah

Research Interests: statistical methods in epidemiology

Teaches: Introduction to Biostatistics, Computer Practicum, Regression Models, and Biostatistics for Basic Science

Carol Sweeney
Associate Professor of Medicine
Department of Internal Medicine, Division of Epidemiology
Department of Medicine

B.A. in Biological Sciences, Wellesley College
M.S. in Environmental Health, University of Washington
Ph.D. in Epidemiology, University of Washington

Research interests: cancer epidemiology with specific interests in the role of common genetic variants in cancer susceptibility and survival, and in the epidemiology of cancer survivors

Teaches: Introduction to Epidemiology and Intermediate Epidemiology

James Tabery
Assistant Professor
Department of Philosophy

M.A. in Bioethics, University of Pittsburgh
Ph.D. in History and Philosophy of Science, University of Pittsburgh

Research interests: philosophy of science and applied ethics and intersection between those domains. Questions of causation and explanation in biology; applied ethics of ethical, legal, and social implications

Teaches: Bioethical Issues in Clinical Research

Lenora Olson
Professor
Department of Pediatrics

B.A. in Anthropology, University of New Mexico M.A. in Anthropology, University of New Mexico Ph.D. in Health Education and Promotion, University of Utah

Research Interests: prevention of Injury and violence especially in the area of violence against women and children

Teaches: Survey Methods

Kevin Whitehead
Associate Professor
Division of Cardiology

B.S. in Medical Science, University of Alberta
M.D., University of Alberta

Research interests: developmental biology, vascular development, and adult congenital heart disease

Teaches: Utilization of Animal Models in the Development of Clinical Research Projects

Julie Barkmeier-Kraemer
Professor
Division of Otolaryngology-Head and Neck Surgery

B.S. in Psychology, The University of Iowa
M.A., Speech-Language pathology, The University of Iowa.
PhD, Speech-Language pathology, The University of Iowa.

Research interests: voice disorders, swallowing disorders

Teaches: MSCI Research Workshop

III. Safety and Wellness

Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; dps.utah.edu). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help — just give a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support fo this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at: https://registrar.utah.edu/handbook/campussafety.php

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close.
The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center : https://counselingcenter.utah.edu
The Wellness Center : https://wellness.utah.edu
The Women's Resource Center : https://womenscenter.utah.edu
Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

IV. Expectations

The MS in Clinical Investigation faculty expect that you, as a student, will take responsibility for making progress in the program, for complying with policies of the degree program and of the Graduate School, and for communicating with the program faculty and with your supervisory committee.

For more on the U's Graduate School policies, see the Graduate Catalog ("Useful Links," page 15).

Enrollment

In order to complete the MS program within two years, you should plan to complete about 15 credit hours per year. In the first year, for most students, the credits will be from course work. In the second year you will probably take fewer courses and will earn credits through mentored research project hours. MSCI students must be enrolled for a minimum of two credits every fall and spring semester from the time you are admitted until you graduate. Summer enrollment is optional, but some courses may only be offered in summer.

Class Attendance

The program recognizes that most MSCI students have significant clinical responsibilities. Accommodations for students with busy schedules include: offering classes in the evenings, making video recordings of many course lectures available for streaming, and web posting (on the Canvas course management site) of information needed to complete course assignments. Nonetheless, as a student you are expected to attend the majority of class meetings and to communicate in advance with the course instructor about class meetings that you will miss. Students enrolling in classes are expected to plan ahead with their clinical programs so the student's clinical responsibilities do not conflict with attendance in class. At the discretion of the instructor, class participation may be a criterion for earning course credit and for your grade.

Academic Conduct

In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, and research misconduct. Academic dishonesty is considered both academic misconduct and a violation of professional and ethical standards. This means that a student may, for example, receive a failing grade in a course if the faculty member determines that s/he cheated

Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

"Plagiarism" is the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is

not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

The Master of Science in Clinical Investigation follows the appeals policies of the University of Utah Code of Student Rights and Responsibilities (http://www.regulations.utah.edu/academics/6-400.html)

Participation in TRIP Seminars, K-Club, and Research Trainee Symposium

Interaction with your peers in the M.S. in Clinical Investigation program and with other researchers on campus forms part of your training in clinical investigation. While you are a student you will be expected to regularly participate in research seminars and/or translational research in progress (TRIP) meetings. Attendance and participation of MSCI students at TRIP presentations are part of the professional expectations of the MSCI program. MSCI students are expected to attend 9 out of 12 TRIP events in the course of an academic year. MSCI TRIP is held once a month on the 3rd Wednesday from 4:30-5:30pm. Attendance will be recorded at each TRIP and at the end of the academic year students can claim credit for attendance by registering for MDCRC 6410 Seminar Series.

For more on our seminars, see either the K-Club schedule ("Useful Links," page 15) or the Translational RIP schedule ("Useful Links," page 15) or Translational Research Trainee Symposium

TRIP Presentation

MSCI students are expected to present their research in progress at a TRIP presentation once per year. Presentations should focus on study design, methodology and preliminary findings. Two presenters will be scheduled for each one-hour TRIP. Presenters should plan to give a 20 minute presentation followed by 10 minutes for feedback and discussion.

The Center for Clinical and Translational Sciences sponsors "K-Club", a discussion of junior faculty K-award proposals, meeting on the 2nd Tuesday of the month at noon.

The MSCI program also hosts the Translational Research Trainee Symposium , which occurs in November of every year. This full-day retreat brings together junior and senior faculty; national members of the Utah CCTS External Advisory Committee; the Utah CCTS NIH NCATS Program Officer; trainees and faculty from the following programs:

-Master of Science in Clinical Investigation (MSCI)
-Mentored Career Development KL2 Scholar Program
-Spheres of Translational Across the Research Spectrum (STARS) TL1 Program
-MD-PhD Program
-Vice President's Clinical and Translational (VPCAT) Research Scholars

Student Progress Reviews

Each student-mentor team will be asked to complete an annual progress review at the end of every spring semester. The progress review will include a report on courses completed, progress on your MS final project, if applicable, any change to the semester you plan to graduate. The progress report will also include research activity including presentations, papers, and grants.

To complete the Student Progress Review Form, see the "Forms" section on the MSCI website ("Useful Links," page 15).

Course and program evaluations

The MSCI program conducts ongoing evaluation of its courses and of the program overall. These evaluations are required of us as a degree program approved by the Utah Board of Regents, and as a part of the NIH-supported Utah Center for Clinical and Translational Sciences (CCTS).

For more on the CCTS, see Center for Clinical and Translational Sciences ("Useful Links," page 15)

At the end of every semester, you will receive an evaluation form with a brief series of questions about the courses you were enrolled in. It is very important that students complete course evaluations. They evaluations are used to assess success of individual courses and as a basis for continuing to improve the curriculum to meet student needs. For instructors, results of course evaluations are provided to committees making recommendations about the faculty member's retention, promotion, and tenure. Your responses are anonymous, but we are able to track whether the survey has been completed.

MSCI graduates can expect to be contacted around the time of graduation for exit interviews, and in later years, to obtain feedback on the overall value of the program on their research career progress.

Another way that the MSCI program measures of the success of the degree program is by tracking the research productivity of former students. We will obtain information about your research funding and publications through electronic means such as U of Utah Office of Sponsored Projects, NIH websites, PubMed, and Scopus. After you graduate we will occasionally get in touch to request your updated CV.

MS Project and Graduation Deadlines

The University of Utah requires that specific processes be followed as you proceed through forming a committee, defending a project, and graduating. There are deadlines for each of these steps. The MSCI program has prepared an outline of this process, and the program manager will help you navigate. Ultimately, though, it is the student's responsibility to take the initiative and plan about a year ahead for completion of your MS project and graduation.

For more details on these, see forming a committee and graduating (page 13), the graduate school website, and the master's calendar ("Useful Links," page 15)

V. Supervisory Committee and MS Project

MS Research Project

For the MS degree in Clinical Investigation culminating research project, one of two formats are acceptable, either 1) a career development or other grant application or 2) a manuscript reporting on a completed research project, to be submitted to a peer-reviewed journal. The choice of format depends on the student's prior research experience and near-term research goals. A student who holds or is about to receive an appointment as an Instructor or Assistant Professor and has several prior research publications is in a good position to write and submit a career development grant application. For a fellow with few or no prior publications, the manuscript format is usually the right choice. For track 1 students who are concurrently earning a basic science PhD, the structure of the culminating activities for the MSCI will differ, as described under 'Final Exam'.

For more on the MS degree process, see "Research Project and Graduation Process" under the "Forms" section on the MSCI website ("Useful Links," page 15).

The MSCI program emphasizes the development of strong clinical investigation skills based on a solid foundation in research methods. The MS project should demonstrate application of skills and competencies acquired through the core and elective coursework that the student completed in the program. Therefore it is recommended that the student complete one year of course work before defining the MS project and enrolling for research credit hours.

MSCI students are expected to start and complete the Master's research project while enrolled in the MSCI program. If the culminating project is a grant proposal, a proposal submitted before beginning the program is not an acceptable final project, nor is a grant proposal that will be submitted with someone other than the student as principal investigator. If the project is a manuscript, a research project substantially completed before being admitted to the MSCI program is not an acceptable master's project.

Supervisory Committee

The graduate school requires that a supervisory committee for a master's degree consists of a minimum of three and maximum of five faculty members. The committee chair, and a majority of committee members, must be tenured or tenure-line faculty. If the most suitable committee members do not meet this requirement, the student may contact MSCI leadership regarding petitioning for an exception.

For more on the MS degree requirements, see the Graduate School website ("Useful Links," page 15)

The student is responsible for identifying members for his or her supervisory committee who have subject matter and methodological expertise that suit the research project. At least one member of the supervisory committee should be a faculty member with expertise in research methodology, usually chosen from the MSCI core faculty. An iterative process is recommended, i.e. the student meets with prospective committee members to develop and refine a research project topic and methods, and then finalizes the committee membership. The student will complete the "MS Project Plan and Committee Form" and obtain signatures from the committee members. This form must be submitted and approved before a student can register for research credits.

Additionally, upon submittal of this form, students will be required to sign-up to present their project at the MSCI RIP.

For track 1 students who are concurrently a basic science PhD, there will usually be some overlap between the membership of the MS committee and membership of the PhD committee. However, these do no need to be identical. For the MS in Clinical Investigation committee, students are strongly encouraged to include a clinician and a member of the MSCI core faculty.

The roles of the graduate committee members are described on the "Research Project and Graduation Process" form found on the MSCI website ("Useful Links," page 15). The level of involvement will vary, but each committee member should, at minimum, 1) contribute to and approve the research design 2) review and provide significant feedback on the draft of the final project write-up, and 3) attend the final project presentation and participate in discussion. If the final project is a manuscript, in many cases the committee members will have a level of involvement that merits authorship.

MS Project Defense

Each student will defend his or her final project at a public seminar. The final project presentation must occur before the non-thesis final exam deadline of the semester that the student intends to graduate.

In order to schedule his or her defense, an MSCI degree candidate must:

1) Submit an abstract describing their final project to the MSCI program manager a minimum of 6 to 8 weeks prior to the desired defense date for review by the MSCI program directors.

2) After abstract approval by the MSCI program directors, the MSCI candidate is responsible for scheduling a defense date and time when all committee members and the MSCI program directors can attend.

At the oral defense, MSCI degree candidate will present the project and respond to questions from the committee, program directors, and other audience members. The committee may then choose to excuse the audience for closed session questioning of the student and/or for internal committee discussion.

Final Examination

The Final Examination for the MS degree in Clinical Investigation, as required for the graduate school under M.S. degree non-thesis option, will include both the written report (i.e. the career development proposal or manuscript) and the oral defense. For track 1b students who are concurrently earning a clinical science PhD, the clinical rotation report will serve as the written portion of the final exam for the MS degree. The oral portion of the exam will take place at the same time as the student's defense of his or her PhD.

The student will pass if the supervisory committee finds that the written and oral components demonstrate master's-degree level skills in clinical and translational research. A paper copy of the final report must be submitted to the program with a title page. A sample of the title page can be found on the MSCI website ("Useful Links," page 15).

VI. Useful Links

University of Utah Course Catalog

All University courses are searchable by keyword in the electronic course catalog (http://catalog.utah.edu/).

University of Utah Schedule of Classes

The schedule for all University of Utah courses for each semester is available from the U's "Class Catalog and Schedules" page (http://www.utah.edu/students/catalog.php)

Tuition and Student Accounts

To view your tuition bill please log into Campus Information Systems (https://go.utah.edu/cas/login).
Then click on the student tab and see finance.
Click here to contact income accounting/tuition (http://fbs.admin.utah.edu/income/).

Employee Tuition Benefit

University employees who are eligible for the 50% tuition benefit must fill out a form every semester to request the benefit.

MSCI Partial Tuition Scholarship

Students in good standing in the MS in Clinical Investigation may apply for partial tuition scholarships for fall and spring semesters. See the policy (http://medicine.utah.edu/ccts/workforce-development/msci/files/tuition_scholarship_policy.pdf) regarding eligibility and application (http://medicine.utah.edu/ccts/workforce-development/msci/files/tuition_scholarship_application.pdf)

https://www.hr.utah.edu/ebenefits/certify/tuition-reduction/how-to-apply.html

Registrar

To register for classes please log into Campus Information Systems (https://go.utah.edu/cas/login).
Then click on the "student" tab and see registration.
Click here to contact the registrar office (http://registrar.utah.edu/).

U of U Student Handbook

The University of Utah Student Handbook is the reference for University-wide policies pertaining to students (http://registrar.utah.edu/handbook/index.php).

Graduate School Catalog

Policies that apply to all University of Utah graduate degrees are presented in the University of Utah Graduate School Catalog (https://gradschool.utah.edu/graduate-catalog/). All students are expected to reference the catalog for deadlines and answers to questions regarding policy.

Masters Calendar

Deadlines to apply for and complete the requirements for graduation are established by the graduate school each semester and shown here: Masters calendar (http://gradschool.utah.edu/current-students/graduation-overview-for-masters-candidates/).

MSCI Website

General Website

The MSCI Web site is a great resource for MSCI information including semester class schedules, upcoming events and more.

Click here to visit our website (http://medicine.utah.edu/ccts/workforce-development/msci/).

K Club

For a list of K Club presenters, check our website (http://medicine.utah.edu/ccts/edu/msci/seminars.php).

MSCI Research in Progress

For a list of Research in Progress (RIP) and K Club upcoming events, check our website (http://medicine.utah.edu/ccts/edu/msci/seminars.php#rip).

MSCI Canvas Page

The MSCI Canvas page is a great resource for course syllabi, course recordings, K Club information and more. Please use your UNID and Password and log into your canvas portal (https://utah.instructure.com/).

MSCI Course Descriptions

Click here for the MSCI Course descriptions (http://catalog.utah.edu/).

University of Utah Student Handbook

Click here for the University's student handbook