



Biomedical Engineering Graduate Program

Innovations in Medical and Patient Care Technologies (IMPACT)

MS Graduate Student Handbook

Academic Year 2025-2026

School of Biological and Health Systems Engineering

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Introduction

Objective of the Handbook

This handbook will provide you with the basic information needed throughout the course of study and assist you in navigating through the Innovations in Medical and Patient Care Technologies (IMPACT) MS program. The Handbook is the main source of information regarding policies, regulations, and academic requirements necessary to complete the MS degree. We acknowledge that this handbook is not meant to be an exhaustive collection of all policies at ASU. Instead, students and faculty are encouraged to review the ASU Graduate Policies and Procedures regarding University policies on graduate programs. The relevant links are provided throughout this Handbook. You are responsible for being informed about all academic requirements of the graduate program. We also acknowledge that additional questions and concerns may arise that are not formally addressed in these sources. Our Advising staff, the IMPACT Program Chair, IMPACT Program faculty, Graduate Program Chair, and Graduate Program Committee will be valuable assets as you progress through your degree. You are urged to maintain close contact with the Graduate Academic Advisor and to seek additional information as the need arises.

ASU Charter

ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Acknowledgement of Inclusion

The School of Biological and Health Systems Engineering (SBHSE) in the Ira A. Fulton Schools of Engineering (FSE) recognizes the intrinsic value of inclusion within academia. SBHSE commits to breaking down traditional structures to build an inclusive culture and community for our students, faculty, and staff to thrive within local and global biomedical engineering communities. SBHSE also recognizes diversity in many dimensions as a strength in innovation and developing the next generation of engineers. ASU's charter is an integral part of our standing as an institution and demonstrated by how we uphold, value, and cherish the diversity of our students and faculty members.

Academic Integrity

At Arizona State University academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to: appropriate grade penalties, loss of registration privileges, disqualification and dismissal. ASU strictly adheres to the academic integrity policy. This policy sets forth the ASU Student Academic Integrity Policy and appeal procedures. The policy can be found on the [University Provost](#) website. Additional information and resources can be found on the Ira A. Fulton Schools of Engineering website regarding [Academic Standards](#) and [Academic Integrity](#). Students and faculty are also expected to adhere to the [Arizona Board of Regents Code of Conduct](#).

Discrimination, Harassment, and Retaliation

ASU prohibits all forms of discrimination, harassment, and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX of the Education Amendments of 1972 is a federal law which provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy ACD 401 make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information on resources, visit the sexual violence awareness, prevention, and response website [here](#).

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

IMPACT Program

Program Overview

Welcome to the Master of Science in Innovations in Medical and Patient Care Technologies (IMPACT) program. This intensive in-person, 1 year (2 semesters and 1 session) degree (Fall, Spring, Summer terms), offered through Arizona State University in collaboration with Mayo Clinic, is designed to equip the next generation of engineers, health care leaders, and entrepreneurs with the skills to revolutionize patient care. Through immersive clinical experiences at Mayo Clinic, interdisciplinary design teamwork, and access to ASU's world-class innovation ecosystem, students will develop real-world solutions, from prototype to potential startup. With a focus on needs-based innovation, regulatory strategy, and entrepreneurial acumen, IMPACT empowers students to drive transformative, scalable health care solutions that enhance patient outcomes and shape the future of medicine.

This program is offered at ASU through the School of Biological and Health Systems Engineering, in the Fulton Schools of Engineering, in collaboration with the Mayo Clinic in Arizona, under the Mayo Clinic and Arizona State University Alliance for Health Care Biomedical Engineering Program (BEP), an interinstitutional endeavor designed to create novel dual-degree education programs.

Goal and Outcomes of the IMPACT Master of Science Program

The IMPACT (Innovation in Medical and Patient Care Technologies) Master of Science Program prepares graduates to transform health care through needs-based innovation, interdisciplinary collaboration, and rapid translation of novel technologies into clinical practice. Anchored in a unique partnership between Arizona State University and the Mayo Clinic, the program empowers future engineers, entrepreneurs, and health care professionals to tackle the most pressing challenges in patient care through scalable, human-centered solutions.

Grounded in our mission to democratize health care innovation and our vision to be a global leader in medical and patient care technology development, the IMPACT program provides an immersive educational experience that integrates engineering, clinical immersion, design thinking, and entrepreneurship. Graduates will be equipped with the knowledge, skills, and mindset to:

- Identify unmet clinical needs through frontline collaboration with patients and providers
- Design and develop patient-centered technologies that enhance outcomes and accessibility
- Navigate the regulatory, operational, and business pathways essential for real-world impact
- Lead within dynamic health care ecosystems, from startups to global organizations

The program is built upon four foundational pillars:

1. **Needs-Driven Innovation** – Students learn to identify and prioritize health care challenges by engaging directly with clinical environments and stakeholders.
2. **Patient-Centered Design Thinking** – Human-centered design is emphasized to ensure all solutions prioritize the patient experience, equity, and outcomes.
3. **Best-in-Class Innovation Ecosystem** – Students benefit from access to world-class resources, mentorship, and infrastructure through ASU, Mayo Clinic, and industry leaders.
4. **Streamlined Implementation into Practice** – The curriculum emphasizes not only invention, but also the regulatory, clinical, and business acumen required to bring innovations to market and into everyday use.

By the end of their MS degree, students will be able to demonstrate an ability to develop and translate innovative solutions for clinical problems through a culminating experience. Students must use the knowledge that they have learned in the program to demonstrate critical thinking skills and apply domain-specific competencies. Graduates of the IMPACT program will emerge as agile innovators prepared for leadership in biomedical engineering, health care entrepreneurship, health technology development, and advanced interdisciplinary study. Through their work, they will drive health care advancements that are conceived in Arizona but applicable worldwide—impacting the future of medicine for all.

Program Set Up

The Master of Science degree in IMPACT provides an in-depth study of topics through clinical immersion, advanced coursework, hands-on prototyping, and an introduction to commercialization of innovations. The clinical immersion and clinical practicum are in person at the Mayo Clinic in Arizona, while didactic lectures, seminars, and technical practicum are in person at the Arizona State Tempe campus. Students are responsible for arranging their transportation across the different sites. Project teams will have options for additional advisement through technical faculty members from the Fulton schools of Engineering and clinical mentors from the Mayo Clinic in Arizona throughout the program. Teams pursue a needs-based project (i.e. culminating experience) over the three semesters that fulfills their Masters requirements set by the University.

Course Requirements

The student's program of study will consist of 30 credit hours as follows:

Biomedical Innovation Engineering Courses (9 total credit hours) The student must complete the following didactic coursework: BME 531, 532, and 533.

Clinical Innovation Experiential Learning Courses (8 total credit hours). The student must complete the following practicum coursework: BME 541 and 542.

Culminating Experience Course (4 total credit hours). All students will register in the degree’s culminating experience capstone course, BME 543. Students are required to complete a device design or improved process based on the patient care need resulting in a written report (patent or similar) and oral presentation (pitch).

Seminar (3 total credit hours). All students must have a minimum of 3 semester hours of credit for seminar (BME 591) included in the program of study. A seminar course must be taken each term since multiple instances of this type of course cannot be enrolled in concurrently.

General Electives (6 total credit hours). The student must select 6 semester hours of general electives from an approved list of electives located on the program website.

Transfer Credits

Within ASU, Elective and Seminar credits can be transferred to the IMPACT program. Students may still wish to take electives or seminars. Students should consult their graduate advisor for guidance on transfer credits and which electives would be appropriate for transfer. For example, a chemistry elective may not be an appropriate general elective transfer for iMPACT.

Sample Plan of Study

The sample plan of study included in this handbook is intended for **informational purposes only**. It serves as a general guide to help students understand the typical course sequencing and timeline within the program. Each student’s academic journey is unique, and individual plans may vary based on course availability, prior coursework, research interests, and academic progress. Students should consult regularly with academic advising to develop and maintain an individualized plan of study that aligns with their goals, circumstances, and curricular requirements.

Term	Requirement	Credits
Year 1, Fall (semester 1)	BME 541 (Mayo Clinic)	4
	BME 531 (ASU Tempe)	3
	General elective	3
	BME 591	1
Milestone:	Present poster @ BME Symposium Select and Present Top Need Statements	By end of first semester
Year 1, Spring (semester 2)	BME 542 (ASU Tempe)	4
	BME 532 (ASU Tempe)	3
	General elective	3

Term	Requirement	Credits
	BME 591	1
Milestone:	Write Provisional Patent Select Final Concept Pitch Final Concept to Stakeholders Marching in Graduation	Last day of classes for the term
Year 1, Summer (session)	BME 543 - Culminating experience (ASU Tempe)	4
	BME 533 (ASU Tempe)	3
	BME 591	1
Milestone:	Present Solution with Implementation Plan Degree conferred	Last day of classes for the term

The MS in IMPACT is typically completed in 11 months (2 semesters and 1 summer session). However, students may walk with the graduating class in Spring semester if appropriate credits are completed. Part-time attendance is not an option and students should maintain continuous enrollment.

Clinical Immersion at Mayo Clinic

Students partake in an intensive clinical immersion at Mayo Clinic as a core course (BME 541) in their first semester (Fall). This six-week intensive immersion runs Mondays, Wednesdays, and Fridays, from 8am-5pm. After the 6 week period, students may return to Mayo Clinic to meet with clinical mentors about their IMPACT projects and are required to attend their Wednesday practicum at Mayo Clinic for the full 15 weeks of the semester. There will be scheduled validation sessions at Mayo Clinic during the Spring semester and summer sessions. Students should refer to their course syllabus for further details.

Program Chair and Mentorship Committee

The IMPACT program chair will also be the chair of the culminating experience, in addition to a supervisory committee, consisting of the Clinical Faculty Lead and the Biomedical Engineering Faculty Lead. In addition students are encouraged to pursue technical and clinical mentorship from an FSE faculty mentor and a clinical mentor from Mayo Clinic. Students are encouraged to interact with faculty members early on in their degree, ideally in their first or second semester taking graduate courses, to help mentor the student team in the “invent” and “implement” phases of the culminating experience. It is the student’s responsibility to initiate communication with potential faculty technical mentors and to be actively engaged in the process. Again, students are encouraged to begin the selection process early in their MS program to ensure a thoughtful and timely completion. To learn more about faculty’s expertise and research interests, students can visit the [SBHSE website](#). Student-initiated discussions with faculty can occur a number of ways, such as informally and professionally approaching faculty before/after class, sending an email (with 1-2 follow-up emails if necessary), and/or requesting to attend a lab meeting to learn more about their research.

Program Contacts

IMPACT Program Chair: Deborah Keller, M.S. M.D.
(Email: Deborah.Keller@asu.edu)

Biomedical Engineering Faculty Lead: Jitendran Muthuswamy, Ph.D.
(Email: jit@asu.edu)

Clinical Faculty Lead: Aman Verma, D.O.
(Email: verma.aman@mayo.edu)

Program Manager, Capstone, Industry Partnerships and Student Success: Ding-Ding Zheng, M.A.
(Email: Dingding.Zheng@asu.edu)

Project Manager, Biomedical Engineering Programs: Mary Salcedo, Ph.D.
(Email: maryksalcedo@asu.edu)

Assistant Director, Academic Services: Elizabeth Tripodi, M. Ed.
(Email: etripodi@asu.edu)

Graduate Academic Success Advising Coordinator: Roberto Reynoso, M.B.A.
(Email: rjreynos@asu.edu)

General Graduate Student Expectations

It is the responsibility of the graduate student to know and to observe all procedures and requirements as defined in this handbook, the Graduate Catalog, and the Schedule of Classes. A copy of the Schedule of Classes is available on-line at <https://webapp4.asu.edu/catalog/>. Graduate students are expected to be familiar with the Code of Conduct, which is available in the Office of Student Affairs. Violations of the Code of Conduct or incidents of dishonesty such as cheating in examinations, cheating in laboratory work or plagiarism is subject to university discipline whether committed by individuals or groups. **Graduate students are expected to demonstrate satisfactory progress.** They are also expected to maintain the highest degree of academic integrity, enthusiasm for their academic studies, and a high degree of professionalism. For more information about academic integrity, visit: <https://engineering.asu.edu/academic-integrity-for-students/>

Instructor expectations for the IMPACT class are as follows:

Respectful Communication:

- Communicate with courtesy and professionalism at all times — with faculty, staff, peers, and guest speakers.
- Listen actively and value diverse perspectives. Disagreement is part of innovation, but it must remain constructive and collegial.
- Use professional language in verbal and written communication (including email and online platforms).

Open Learning Mindset:

- Approach all course activities with curiosity, humility, and a willingness to learn from both successes and setbacks.
- Be receptive to feedback and contribute positively to an environment that encourages

experimentation and intellectual risk-taking.

Commitment to Team and Course Priorities:

- Attend all team meetings and contribute equitably to group work.
- Meet deadlines, honor commitments, and communicate early if challenges arise.
- Recognize that professionalism includes reliability, accountability, and support for team success.

Failure to meet these expectations may affect participation and professionalism components of the final grade and, in serious cases, may be referred to the Dean of Students in accordance with ASU's Student Code of Conduct.

General Graduate Faculty Responsibilities

Faculty members serving as members of the IMPACT Master's degree faculty, accept the responsibility of mentoring graduate students, and are expected to know and to observe the procedures and requirements defined in this handbook and the other publications listed above.

General Safety

SBHSE is committed to providing a safe work environment for faculty, staff and students. Students are required to follow safe procedures in accomplishing their research and teaching assignments, in line with the [Dean's Office of Infrastructure and Safety](#) for the Ira A. Fulton Schools of Engineering. This Office is a department devoted to providing safety and services for all of the engineering schools, faculty, researchers, staff, and students. The primary goal of the FSE DO Infrastructure and Safety Team is to provide a central hub of resources and information to assist faculty, researchers, staff, and students in their day-to-day and long-term activities while ensuring a safe work and research environment. The Team is coordinated by the Dean's Office and is comprised of representatives in each of the engineering schools. Students are required to take a series of safety or safety refresher courses EVERY year.

Faculty recording of class sessions

Faculty may record class meetings to make an archived recording available to enrolled students, instructors, or support personnel. Creation of recordings for groups beyond these requires consent from students who are recorded. Recordings may be used to accommodate student absences. Recordings of all class sessions will be posted in Canvas for all students to access for reviewing course materials. If you have concerns about being recorded, please contact the course instructor.

College and University Procedures and Policies

All policies and procedures outlined in this handbook are in accordance with policy set by the [Graduate College](#) and Office of the University Provost.

General Admission Requirements

Regular Admission

To be eligible for regular admission, the student must have a Bachelor's degree in Bioengineering, Biomedical Engineering, or a similar STEM discipline from a program that is approved by ABET or other equivalent accrediting body. Prospective students normally will have a minimum grade point average (GPA) of 3.0 out of a total possible 4.0 or equivalent. Foreign students must also submit test scores from the Test of English as a Foreign Language Exam (TOEFL), International English Language Testing System (IELTS), or Duolingo. TOEFL scores should be close to 100 for admission.

Submission of GRE scores is optional for Master's Program applications. Applications are evaluated using a holistic review process that considers the multiple, intersecting factors – academic, nonacademic, and contextual – that uniquely define each applicant. This process can include, but does not require, consideration of GRE scores. Thus, an absence of GRE scores will not be viewed negatively during the application review process. Applicants who chose to have their scores considered as a supplement to their application should submit them to ASU's Graduate Admission Services and indicate in their personal statement how the scores supplement their application.

Regarding letters of recommendation, applicants are encouraged to seek doctoral-level references from their own academic and/or professional institutions who can speak to their academic potential.

Provisional Admission

Applicants with scholastic records below the standards for regular admission may be admitted provisionally in certain special cases at the discretion of the IMPACT program faculty with the approval of the chair of the graduate committee and the department chair. A student admitted with provisional status must follow the provisional terms as outlined in the admission letter, typically earning a 3.25 out of a 4.0 in the first semester in nine (9) graduate level credits.

Full-time provisional students must take a minimum of nine (9) hours during their first semester in residence. More hours may be needed if required by the program. Part-time provisional students may take fewer than nine (9) but no less than seven (7) hours of coursework during their first semester. Failure to do this will result in suspension from the program. Students who meet this requirement are reclassified as a regular graduate student and the regulations governing academic performance for regular students apply. **It is the student's responsibility to see that their status is changed from provisional to regular after having successfully completed these requirements.** Please contact your Graduate Academic Advisor when you have fulfilled the provisional requirements.

Tuition and Fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general [Tuition and Fees Schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Information on residency requirements can be found at [Residency for Tuition Purposes](#).

All amounts shown in the Tuition and Fees Schedules or in other University publications or web pages represent [tuition and fees](#) as currently approved. However, Arizona State University reserves the right to increase or modify tuition and fees without prior notice, upon approval by the Arizona Board of Regents or as otherwise consistent with Board policy and to make such modifications applicable to students enrolled at ASU at that time as well as to incoming students. In addition, all tuition amounts and fees are subject to change at any time for correction of errors. Finally, please note that fee amounts billed for any period may be adjusted at a future date.

For details about current and past Graduate Program Fees, click [here](#).

Requirements for the Master of Science in IMPACT Degree

The Graduate College sets certain general requirements for the MS degree. In addition to these general requirements, the department sets specific program requirements, which exceed those imposed by the Graduate College. Students will group into teams with advisement from the Program Chair. Students have the option to find additional FSE faculty mentors and Mayo Clinical mentors who agree to provide the material and intellectual support for the students to complete the culminating experience in their final and third semester, Clinical Innovation III. The MS IMPACT program requires 30 credit hours of coursework. This section outlines both the general requirements specified by the Graduate College and the additional requirements specified by the Innovations in Medical and Patient Care Technologies Program.

Mayo Clinic Onboarding

Students upon acceptance into the IMPACT MS will receive instructions from Mayo Clinic for onboarding procedures. Students will be onboarded into the Mayo Clinic system as “visiting graduate students/unpaid interns.” This will allow students to have access to certain common areas at Mayo Clinic during their Clinical Immersion (see Sample Program section of Handbook).

Mayo Clinic requires a minimum of 2 months’ notice for the onboarding process. This process includes the following:

- Submission of the student’s resume/CV
- Background Check: Mayo Clinic uses an outside vendor (Certphi) to complete all background checks. There **may** be an additional cost charged by Certphi to complete this requirement, this is the student’s responsibility to cover this cost.
- Signed Confidentiality Agreement
- Immunizations: MCCMS Vaccination Attestation and MCCMS TB Attestation (students are solely responsible for covering any expenses related to required immunizations)
- Signed Intellectual Property Agreement
- Signed Observing in the OR Agreement
- Signed Visitor Agreement
- 8-Panel Drug Screen: A specific link and code are sent to incoming students to utilize our outside vendor (Elite) to obtain a drug screen at a discounted rate. Students are solely responsible for the cost associated with the required drug screen.

Prior to the starting Fall Semester, students will be required to complete onboarding (ideally 6-8 weeks before classes start). Mayo Clinic Onboarding will require drug screening from Mayo Clinic and may require additional proof of vaccination. These costs are not covered by the program and students should plan ahead to work with their general practitioner on required immunizations and documentation.

Grading

Grades are assigned in graduate courses in compliance with the current definitions as set by the university. For more information, please see: <https://students.asu.edu/grades>

An A-E grading scale will be used that indicates in detail the cut off points for each grade as

follows:

90 to 100+=A,
 80 to 89+=B,
 70 to 79+=C,
 60 to 69+=D,
 <60%=E

A grade of "P" (Pass) in a 400 or higher level course may not appear on a program of study. Grades of "D" or "E" cannot be used to meet the requirements for a degree although they are used to compute the grade point averages. A student receiving a grade of "D" or "E" must repeat the course in a regularly scheduled (not an independent study) class if it is to be included in the program of study. However, both the "D" or "E" and the new grade are used to compute the grade point averages. Grades on transfer work will not be used in computing grade point averages.

Repeating ASU Courses

Graduate students (degree or nondegree) may retake any course at any level at ASU, but all grades remain on the student transcript as well as in GPA calculations.

Absence Policies

Students are expected to attend all classes. Attendance in person is critical for the course, as class time will be used for interactive teaching, coaching, and groupwork. Participation in class work is part of the final grade. For unavoidable absences, the student will be responsible for contacting the instructor and making up any assignments. Students with foreseen absences are responsible for informing their professors in advance. In emergency situations, students should also contact the ASU Dean of Students office for assistance with notifying instructors.

Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [[ACD 304-02](#)]; (2) religious holidays [[ACD 304-04](#)]; a list of religious holidays can be found here <https://eoss.asu.edu/cora/holidays> ; (3) work performed in the line-of-duty according [[SSM 201-18](#)], and medical emergencies, documented by a physician or health care provider. Students who request an excused absences must follow the policy/procedure guidelines. Excused absences do not relieve students of responsibility for any part of the course work required during the period of absence.

Unexcused Absences and Lateness: Three (3) unexcused absences will result in automatic failure of the course. Three (3) instances of unexcused lateness (arriving after the lecture has commenced or leaving early) will result in one full-letter-grade reduction from the final course grade. Additional absences or late arrivals may result in further grade penalties at the discretion of the instructor.

Good Standing

A student who has been admitted to a graduate degree program in Engineering, with either regular or provisional admission status, must maintain a 3.0 or higher grade point average (GPA):

1. in all work taken for graduate credit (courses numbered 500 or higher),
2. in the coursework in the student's approved program of study, and
3. in all coursework taken at ASU (overall GPA) post baccalaureate.

A student will be placed on [academic probation](#) if one or more of the student's GPAs listed above falls below 3.0. Students will be notified by email when placed on academic probation.

A student will earn academic good standing by obtaining a 3.0 or better in the GPAs listed above by the time the next nine hours are completed. Coursework such as research and dissertation registration that are for Z or Y grade cannot be included in these nine hours.

A student may be recommended for dismissal from a graduate program if the student fails to increase all of the GPAs listed above to 3.0 or better by the time he/she completes at least nine credit hours as defined in the above paragraph.

A student may appeal actions concerning dismissal by petitioning the departmental unit in which they are enrolled.

Misconduct

The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual colleges. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, falsification or misrepresentation of data or facilitating such activities. The [university](#) and [Fulton Schools of Engineering](#) academic integrity policies are available online.

Graduate Credit Courses

Courses at the 500, 600 and 700 levels are graduate credit courses. Courses at the 400 level satisfy graduate degree requirements when appearing on an approved plan of study. There is a limit of 6 credits of 400 level courses that can be included on the plan of study.

Concurrent Degree

Concurrent degrees may be available, enabling qualified graduate students to pursue two graduate degrees. Students **must** petition both departments or schools and receive approval.

Foreign Language Requirement

None.

Maximum Time Limit

All work offered toward the master's degree must be completed within one calendar year of the initial enrollment into the IMPACT masters program. Any exception must be approved by the IMPACT program faculty and the dean of the Graduate College.

Course Load

Course load is not to exceed 13 semester hours (without approval) of credit during each of the two semesters, and is not to exceed 8 semester hours during the 8-week summer session or a petition must be submitted and accepted by SBHSE.

The student is expected to enroll continuously, including one summer session, until all requirements for the degree have been fulfilled.

Details about course requirements are provided below under [Specific Program Requirements](#).

In addition to the general requirements listed above, the department has established additional specific requirements for the MS IMPACT degree that relate to the required culminating experience, Clinical Innovation III.

Acceptable and Unacceptable Use of Artificial Intelligence (AI)

Generative AI is a technology that can often be useful in helping students learn the theories and concepts in this course. However, unless explicitly allowed by the course instructor, the use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) to complete any portion of a course assignment or exam will be considered academic dishonesty and a violation of the [ASU Academic Integrity Policy](#). Additionally, students are required to get the approval of their team members before using generative AI on assignments related to the project. Our concern is that generative AI systems often use information in the prompts they receive as training data.

Specifically, the use of generative AI tools is permitted in this program for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this program for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Generating clinical observations or need statements.
- Creating content for PowerPoint presentations.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.
- Completion of any graded assignments

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited using standard citation styles such as APA, IEEE, etc., in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways will result in a report being filed with FSE's Academic Integrity Office, who will then determine an appropriate sanction. When in doubt about permitted usage, please ask for clarification.

Admission to the PhD Program

If the student wishes to enter the PhD program after completing the requirements for the master's degree, the application procedure will be the same as if the student were applying for the PhD degree directly out of a BSE. The Graduate College will allow up to 30 credit hours toward a PhD from an earned MS degree, depending on how well the MS coursework matches with the PhD program requirements.

Other Enrollment Information

Requesting a Leave of Absence

Graduate students planning to discontinue registration for a semester or more must submit a leave of absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved before the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Due to the cohort, team-based approach required by this program, students taking a leave of absence will need to discuss a leave request with the IMPACT Program Chair **well in advance of the request** and may be required to restart the IMPACT program. Students with a Graduate College-approved leave of absence are not required to pay tuition or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. For more information, please contact sbhse@asu.edu.

Medical/Compassionate Withdrawal

The medical and compassionate withdrawal process is focused on the student's academic record as it relates to the student's health and wellness. Tuition refunds are not guaranteed, even with approval. A medical/compassionate withdrawal request may be made in extraordinary cases in which serious illness or injury (medical) or another significant personal situation (compassionate) prevents a student from continuing his or her classes, and [incompletes](#) or other arrangements with the instructors are not possible.

If you experienced other challenges during the semester, such as difficulty with classes, time management, work or family responsibilities, or other co-curricular commitments, be aware that these are not considered extenuating circumstances. In these cases, consult your academic advisor and utilize ASU resources to ensure that you receive the guidance and assistance necessary to remain on track to graduate.

Medical and compassionate withdrawal requests are reserved for extraordinary and emergency circumstances that prevent a student from completing their classes. All requests require specific and relevant professional documentation for consideration, and approval is not guaranteed. The decision is based on the specific circumstances and the professional documentation provided. Approval is made on a case-by-case basis and is made at the discretion of the college. *The decision of the college is final.* More information can be found [here](#) on the College website.

Financial Support

Graduate Research Assistant and Teaching Associate (GRA/TA) positions in SBHSE are typically reserved for PhD students. For more information on these positions, please refer to the 2025-26 PhD Handbook. However, MS students are encouraged to explore financial opportunities and scholarships offered by FSE and ASU Graduate College, as described below. Students are discouraged from approaching individual SBHSE faculty regarding financial opportunities or positions within their labs, and should instead let faculty initiate any such discussion. Students may, however, reach out to faculty in other units in FSE if they so choose.

Scholarships

The Graduate College provides a variety of mechanisms to support funding for outstanding

graduate students recommended by the program if funds are available (see <http://graduate.asu.edu/financing>). Students may apply for these awards provided by the Graduate College. Generally students receiving research assistantships or teaching assistantships qualify for out-of-state tuition waivers. Only a very limited amount of support is available. These are awarded to the students with the most outstanding academic credentials. The Fulton Schools of Engineering also provides [scholarship opportunities](#), for which the applications typically close mid-Spring.

Intellectual Property and Student-Created Works

Key intellectual property policies can be found within the Arizona Board of Regents Policy Manual as well as ASU's Research and Sponsored Projects Manual. It is both the student's and faculty advisor's responsibilities to understand and remain in compliance with these key policies. These policies confirm and clarify ownership of research data and materials. For additional information, visit <https://www.asu.edu/aad/manuals/rsp/rsp604.html>

As participants in the IMPACT MS program, students will be asked to sign a Participation Agreement assigning Intellectual Property to Arizona State University per the MOU with the Mayo-ASU Alliance. Participation in the MS IMPACT program is dependent on the following agreement being signed during the onboarding process prior to the start of the program:

https://ogc.asu.edu/sites/default/files/participationagreement_2.9.2018_a.pdf

Conflict of Interest

In some cases, students can find themselves working on projects which are part of a commercial development, either of their own, or associated with a faculty member. Once a conflict of interest has been identified, the student and faculty member must complete the necessary COI steps in the MyDisclosures portal in the Enterprise Research Administration (ERA) system. Individuals should contact MyDisclosures@asu.edu with any further questions. Please note that University Counsel may also be involved, depending on the nature of the commercial development.

Access to SBHSE Staff and Facilities

ISAAC and Building Access

ISAAC (key card) provides access for the offices and laboratories in the Ira A. Fulton Schools of Engineering: Engineering Research Center (ERC), ISTB1, ISTB4, PEBE, Schwada (SCOB) Classroom Office Building, and Goldwater Center (GWC) are obtained by completing an online application, available at <https://fultonapps.asu.edu/isaac/>.

Please note that you must be either located on campus or logged in via an ASU recognized VPN program to access this website. The student's research advisor and an authorized department signor must approve the online form. ISAAC access will be granted to your [ASU Sun Devil ID Card](#).

To access the Health Futures Center, students with an active SunCard can gain access to the building. Specific access may be required for access to labs.

Office Equipment

Graduate students are not permitted to use office resources (computers, printers) without departmental approval. Students are urged to familiarize themselves with the extensive free computer facilities on campus available for word processing.

Copier and other Office Resources

The SBHSE copier is for faculty and staff use. Faculty may authorize their students to use the copier for teaching duties or for research. Large jobs (greater than 100 copies) require approval by the Business Operations Manager. No personal copying can be done on the SBHSE machine. Pay copiers are available at many locations on and off campus.

Misuse of departmental telephones, copiers, supplies, facilities is a serious offense that will lead to disciplinary action. At a minimum, students found to have used departmental resources for non-department approved purposes will be required to reimburse the department for such uses.

Access to Mayo Clinic Facilities

Parking, transportation, badge access

Parking at Mayo Clinic

Students will receive badge access to Mayo Clinic after their onboarding immunizations and documentation has been approved. Students are responsible for their transportation to Mayo Clinic but it is recommended that students discuss transportation options with the IMPACT faculty.

Parking is available at the Health Futures Center and students can receive a parking badge from Mayo Clinic. Parking is NOT permitted in Patient/Visitor lots. Violators will be ticketed, and our office will be notified.

- If you plan to park on campus, **please request a Vehicle Registration Form and bring it with you to the Security Office or email it directly to Security at ARZSecurityBadges@mayo.edu with your name and program start/end dates.**
- Parking is permitted only in white lined spots.

Badge Photo

As part of the onboarding process, you will have a photo taken for your Mayo Clinic badge. There are multiple options to complete this prior to your first day. Please contact the IMPACT faculty for further details on how best to complete this in a self-portrait booth location at either the Phoenix or Scottsdale campus. All Mayo Clinic and Mayo Clinic Health System employees, volunteers, students, interns, contractors, and vendors are required to wear an ID badge while on the premises of any Mayo Clinic campus for security and identification purposes.

Mayo Clinic Orientation

Prior to your first day of class, Mayo Clinic will host orientation for all IMPACT students. You will complete a tour of the Mayo Clinic campus and review Mayo Clinic's shared commitment to the RICHTIES value, mission, and vision.

Additional University and Student Support Resources

FSE Academic Program Support

Graduate students in the SBHSE have access to the Fulton Schools of Engineering Graduate Programs [website](#), which houses college resources and advising information. Graduate students are also encouraged to explore student organizations through the [Graduate and Professional Student Association](#) (GPSA). A [one-page guide](#) to Financial, Social, Emotional, and Physical

Health and Wellness Resources for ASU Graduate Students, developed by the GPSA.

[Student grade grievance](#) appeals must be processed, by commencement, in the regular semester immediately following the issuance of the grade in dispute (fall or spring commencements only), regardless of whether the student is enrolled at the university. This process does not address academic integrity allegations, faculty misconduct or discrimination. The Fulton Schools of Engineering grade appeal procedures are based on the universities policy that can be found [here](#). Students must begin with and complete the informal process prior to any decision on whether a formal hearing is warranted.

University Resources

- [Graduate College](#)
- [Office of the University Provost](#)

University-wide Academic and Career Support

- [ASU Libraries](#), including [Noble Engineering Library](#)
- [Graduate Writing Center](#)
- [Career and Professional Development Services](#)
- [Graduate and Professional Student Association](#)
- Fulton Schools of Engineering [Student Clubs and Organizations](#)

Business and Finance Services

- [University Financial Aid and Scholarship Services](#) (financial aid)
- [Student Business Services](#) (tuition, fees, and payments)
- [Parking and Transit Services](#) (permits, shuttles, public transit)
- [Sun Devil Card Services](#) (ID cards)
- [University Technology Office](#) (technology assistance)
- [Sun Devil Dining](#) (meal plans, M&G, hours)

Counseling Services

ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services, Student Services Building 234 Tempe, AZ 85287
480-965-6146

After-hours/weekends

Call EMPACT's 24-hour ASU-dedicated crisis hotline: 480-921-1006

For life threatening emergencies: Call 911

The Grad College has also compiled a [one-page quick sheet](#) on 10 Best Practices in Graduate Student Wellbeing.

Disability Accommodations

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability ([SSM 701-02](#)). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning](#)

[Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.

- Email: Student.Accessibility@asu.edu
- Phone: (480) 965-1234
- FAX: (480) 965-0441

Pregnancy: Students requesting services due to pregnancy ([SSM 701-10](#)) should be prepared to submit documentation regarding the pregnancy, any complications and clearance to return to school related activities. Student Accessibility can work with students to foster continued participation in a program, whether that be with academic accommodations such as absences or assistance requesting a leave, or through other requested accommodations.

Health and Fitness

All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: <https://fitness.asu.edu>

For information about health insurance and appointments with care providers, please see the ASU Health Services website: <https://eoss.asu.edu/health>

International Students

ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: <https://issc.asu.edu/>

Veterans and Military

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: <https://veterans.asu.edu/>