Department of Biomedical Engineering  
Undergraduate Handbook  
2018/19*  
University of Utah Department of Biomedical Engineering  
(Revision: August 3, 2018)

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Salt Lake City, Utah 84112  
585-3651

* The Year of this handbook corresponds to the year of regular entry into the program, typically the academic year in which a student takes BIOEN 3301 (Computational Methods) and BIOEN 3101 - Biosignals Analysis, ideally the spring semester of the sophomore year. This will also become the “catalog year” for each student.

The Department of Biomedical Engineering (BME) offers a Bachelor of Science degree in Biomedical Engineering, as well as a program for earning a combined BS/MS degree in BME. The Department also offers MS, and PhD degrees (described at http://www.bioen.utah.edu/education/graduate/).

This handbook is intended to give information about policies and procedures for the undergraduate program in Biomedical Engineering but it cannot replace discussing your questions with advisors. Please come to the Department office at Sorenson Molecular Biotechnology Building Suite 3100, Office 3221, or email one of the undergraduate advisors: Heather Palmer (Heather.J.Palmer@utah.edu), Kelly Broadhead (mailto:Kelly.Broadhead@utah.edu), and a third advisor currently TBD to get answers to questions not answered here. The information in this handbook as well as various downloadable forms are also available online at http://www.bioen.utah.edu.

The University of Utah is committed to policies of equal opportunity, affirmative action, and nondiscrimination. The University seeks to provide equal access to its programs, services and activities for people with disabilities.

Each year, there are changes in the Handbook and we mark such changes from the previous edition with a vertical bar in the right margin, as with this paragraph.
# Contact Information and Links

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<th>Office</th>
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<td>587-1264</td>
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<td>4535 SMBB</td>
<td>587-7631</td>
</tr>
<tr>
<td>Department Web Site</td>
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<tr>
<td>See the site for links to:</td>
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<td>Course Descriptions</td>
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1 Program description

1.1 Mission

The mission of the Department of Biomedical Engineering (ABET accredited since 2010) is to advance human understanding, health, and the quality of life through:

- internationally recognized research, discovery, and invention in the area of biomedical engineering;
- education of world-class Ph.D. scientists and engineers for accomplishment in research, academics, medicine, and industry;
- education of nationally-recognized B.S. and M.S. graduates for success and leadership in industry and in preparation for future study in medicine, science and engineering;
- transfer of scientific discoveries and biomedical technology to the private sector nationwide;
- delivery of high-quality M.E. continuing education to enhance the economy by supporting biomedical industries;
- training of students throughout the College of Engineering in bio-based solutions to traditional engineering problems and in the application of their specialty to biological and biomedical science.

1.2 Educational objectives

The Biomedical Engineering undergraduate program is dedicated to preparing graduates for professional careers. We educate students such that our graduates will be:

- successful in graduate programs, in professional schools, including medicine and law, or in a biomedical engineering aligned career;
- able to effectively communicate and solve problems at the interface of engineering and biology appropriate to their chosen profession, as well as understand and apply standards of ethical behavior;
- motivated to pursue life-long learning, including understanding contemporary questions at the interface of science, medicine, technology, and society.

1.3 Student outcomes

The Undergraduate Engineering Program Outcomes are:

- an ability to apply knowledge of mathematics, science, and engineering;
- an ability to design and conduct experiments, as well as to analyze and interpret data;
- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- an ability to function on multidisciplinary teams;
- an ability to identify, formulate, and solve engineering problems;
- an understanding of professional and ethical responsibility;
• an ability to communicate effectively;
• the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context;
• a recognition of the need for, and an ability to engage in life-long learning;
• a knowledge of contemporary issues;
• an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

The BME Specific Program Outcomes include:

• Applying principles of engineering, biology, human physiology, chemistry, calculus-based physics, mathematics (through differential equations) and statistics;
• Solving biomedical engineering problems, including those associated with the interaction between living and non-living systems;
• Analyzing, modeling, designing, and realizing biomedical engineering devices, systems, components, or processes; and
• Making measurements on and interpreting data from living systems.

2 Status and admissions

2.1 Pre-Major status

From 2016, all students wishing to study engineering are admitted to the College of Engineering and hence have formal status at the University. However, such admission does not mean that the student has also received admission to major status in any program within the College. To receive a degree in Biomedical Engineering (BME) requires admission to the BME program and for this, there is a well defined process that all students must pursue.

Students beginning their undergraduate studies who have not been admitted to the BME program as freshmen, including transfer students, should choose the Pre-BME category as their major for registration purposes. All students are eligible to register for BIOEN 1010. Pre-major students may enroll for BIOEN 1020 and 2100 if they have met the prerequisites. Junior- and senior-year courses in the Biomedical Engineering program are usually open only to students with major status. Pre-majors may also apply for admission to upper division classes by special permission of the instructor and the department. Pre-majors are strongly encouraged to meet early with one of the pre-major advisors in the Department to outline a course of study that will prepare them to apply for major status in a timely manner.

2.2 Admission to major status

2.2.1 Freshmen admission

A number of highly qualified students are admitted directly to major status in the program as freshmen. Such admission is based on academic excellence and results from a careful screening of students’ records upon their application for admission to the University. No direct action is required from students wishing to be considered for freshman admission. Students who are admitted as freshman must, at a minimum, maintain the same academic standard as required for students pursuing the standard admission to major status described below.
2.2.2 Standard admission

Admission to major status in the Biomedical Engineering program is limited by the availability of Department teaching and laboratory resources and based solely on academic achievement. Admission to major status is based on a combination of two components:

1. the student’s cumulative University of Utah GPA (i.e., not including transfer credit), and
2. the student’s Technical GPA from the following technical courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>BIOEN 1010</td>
<td>Careers in Biomedical Engineering</td>
</tr>
<tr>
<td>BIOEN 1020</td>
<td>Fundamentals of Biomedical Engineering I</td>
</tr>
<tr>
<td>BIOEN 2100</td>
<td>Fundamentals of Biomedical Engineering II</td>
</tr>
<tr>
<td>BIOL 2020 (or BIOL 2021)</td>
<td>Cell Biology (or equivalent)*</td>
</tr>
<tr>
<td>CHEM 1220 (or CHEM 1221)</td>
<td>General Chemistry II (or honors)</td>
</tr>
<tr>
<td>CHEM 1225 (or CHEM 1241)</td>
<td>General Chemistry II Lab (or honors)</td>
</tr>
<tr>
<td>MATH 1321, 2210, or 2310</td>
<td>Accel. Eng. Calc II or Calculus III</td>
</tr>
<tr>
<td>MATH 2250</td>
<td>Diff Eq/Lin Alg</td>
</tr>
<tr>
<td>PHYS 2210 (or 3210)</td>
<td>Physics for Scientists and Engineers I (honors)</td>
</tr>
<tr>
<td>PHYS 2220 (or 3220)</td>
<td>Physics for Scientists and Engineers II (honors)</td>
</tr>
</tbody>
</table>

* Note that from 2018, Biology will offer a special section of BIOL 2020 for pre-BME students.

A student must have a grade point average (GPA) in both categories of 3.0 or better to be even considered for the program. All students with a University GPA above 3.0 and also a Technical GPA above 3.4 will gain automatic admission to the major. Students with a University GPA above 3.0 and a Technical GPA between 3.0 and 3.4 will join an admission waiting list. Final decisions on applications in the waiting list will occur just before the spring semester of each year. See the Application Form at the end of this document and check with an Undergraduate Advisor for details.

Note that students may substitute a “B-” grade for any class not yet taken and be considered for admission as long as their Technical and University GPA’s meet the requirements described above for admission.

To submit an admissions application, see the Application Form at the end of this document and check with the Undergraduate Advisory in the Department office for details. In order to register for Department upper-division courses (3000-level or higher), a student must have major status or receive permission from the Department and course instructor for exceptional circumstances.

Conditional and Probationary Admission status There are several forms of admission into the BME program:

1. Conditional admission: Students who have completed most of the required courses in Section 2.2.2 but can meet admission requirements by substituting a “B-” grade for any incomplete courses, may also apply to the program. They will be admitted under the condition that they subsequently complete the missing courses with a “B-” grade or better.

2. Probationary admissions: Students whose prerequisite course grades do not meet the acceptance threshold may be accepted with strict performance requirements for the first semester of the program and meet the following conditions:

   • Students must achieve a composite GPA of 3.4 or better in their technical courses taken in the first spring and summer semesters of their admission to the program.
• Students must complete all the unfulfilled prerequisite courses with a “B-” grade or better.
• Students must complete the Organic Chemistry I + Lab in the first spring or summer semesters of their admission with a “C” grade or better. These grades will also be part of the composite GPA used for admission evaluation.

Admission timing: The minimum duration of the BME major program is 5 semesters, starting in the spring semester of the entry year into the major. Thus, students are strongly encouraged to seek admission to the major in time for the Spring semester of their sophomore year in order to best meet the prerequisite requirements and complete the program on time. A delay in admission application after this deadline may present significant disadvantages to the student leading to prolonging the program beyond 5 semester and causing delays in graduation.

Catalog Year The Catalog Year is critical for students as it determines the courses that are required for graduation. The setting of catalog year is based on the academic year in which students enter the major and take BIOEN 3301 (Computational Methods), usually their first upper division course (3000 level or above, excluding BIOEN 3091) in the program. Note that students admitted in the freshman year should use the same criteria for determining their catalog year.

Students may opt to change their catalog year to a later date in order to adjust to advantageous changes in the requirements of the program. Such a change in catalog year MUST occur under advisement of a program advisor and must be documented in the student’s file. The last time to adjust catalog year occurs as part of the application for graduation.

2.3 Transfer Credit and Exceptions to Policy

Students wishing to apply credit from another school for any technical class which is not included in the College of Engineering Articulation Agreement (available on the University of Utah web site and in the Department of Biomedical Engineering Office) must submit a Petition for Transfer Credit or Variance (the “tan sheet”) along with thorough supporting documentation. Only after the petition has been approved by the Department will transfer of technical credit be allowed toward completion of the BS degree in BME. This requirement applies even to classes that have been accepted by the University for general transfer credit; the classes must still be submitted for Departmental acceptance for transfer credit toward the degree by petition (unless they appear on the Articulation Agreement, in which case approval is automatic). Note that any exception to the Department’s academic policies must be requested by submission of this same form, and that such an exception is allowed only after the petition has been approved by the Department.

2.4 Scholarships

The Department, in cooperation with the College of Engineering, provides a limited number of scholarships to highly qualified applicants. Applications for scholarships are usually due on February 1 of each year. Contact the Department Office or see the Department web site for details.

3 Requirements for the B.S. Degree in BME

The undergraduate degree (B.S.) in Biomedical Engineering is granted upon successful completion of a minimum of 127 semester hours of the following requirements:

1. University’s General Education requirements,
2. Mathematics and Science courses,
3. BME core courses, and
4. BME Electives.

These program requirements are described in detail below. Note that some of the requirements have changed from previous years and may continue to change.

Some of the General Education, mathematics, and science courses may be waived for students who have AP credit from high school in those subjects and who have achieved certain scores on the AP test. Details are in the [http://www.ugs.utah.edu/catalog/coursedescriptions.html#letterp](http://www.ugs.utah.edu/catalog/coursedescriptions.html#letterp) under the department offering the specific course.

3.1 General education requirements

**General Education Requirements:**

In order to graduate, all University of Utah undergraduate students must complete a series of general education courses. AP Test scores, concurrent courses, transfer credit, or credit from a previous degree may be used to satisfy some or all of the course requirements. Specific honors and LEAP courses can be used to satisfy general education requirements. Some Diversity (DV) and International Requirement (IR) courses will also satisfy a FF, BF, or HF course. The total number of courses needed will depend on students' previous work and if they choose to take a DV or IR course that counts towards a FF, BF, or HF requirement. Due to the heavy load of classes needed to prepare Bioengineering students for upper division course work, most students take general education courses later in their careers at the U, during summer, or during fall/spring breaks.

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<td>Fine Arts Foundations (FF)</td>
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<td>Behavioral Science Foundations (BF)</td>
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10 Total Requirements

(*8 courses if IR & DV combined)

Figure 1: Gen Ed Requirements. Flowchart of the general education requirements to complete the University of Utah’s BS degree.

See the website [http://ugs.utah.edu/gen-ed-reqs/index.php](http://ugs.utah.edu/gen-ed-reqs/index.php) for a description of the University’s General Education requirements and See Figure 1 for a summary. General Education includes Intellectual Explorations courses (including a Diversity requirement), and the Writing, American Institutions, and Quantitative Reasoning course requirements.

**Intellectual explorations** Students must take two courses in each of the areas of Fine Arts, Humanities, and Social and Behavioral Science. The requirement in the Physical and Life Science area is automatically met by the Biomedical Engineering curriculum. One of the Intellectual Explorations courses selected should also meet the Diversity requirement. See the website [www.ugs.utah.edu/?pageId=2427](http://www.ugs.utah.edu/?pageId=2427) for a description and list of Diversity courses. Note that not all of the classes that meet the Diversity criterion are also courses in the Intellectual Explorations lists. Students should try to take a Diversity course that will clear two requirements (Diversity and Intellectual Explorations) simultaneously.

**Lower division writing** Writing 2010 or the equivalent is required.
Upper division communications/writing  The University’s upper-division communication/writing requirement will automatically be met by successful completion of BIOEN 4992 (Thesis Writing and Communication II) in the senior year.

American institutions  See the website www.ugs.utah.edu/?pageId=2404 for courses that meet the American Institutions requirement. The American Institutions requirement may also be cleared by AP credit or by examination at the Testing Center in the Student Services Building during regular testing room hours.

Quantitative reasoning  The Quantitative Reasoning and Quantitative Intensive course requirements (QA, QB, and QI) are met by the Biomedical Engineering curriculum through the calculus requirements and through BIOEN 4001 and BIOEN 4250 (Biotransport/Biomolecular and Biomechanics).

International Course Requirement  Each student entering the University on or after Fall, 2007, must fulfill an upper division International Course Requirement. This requirement will give students a broad base of knowledge about global issues and about global perspectives in a comparative context. It will introduce students to international frames of reference so that they may think critically about long-standing and newly emerging issues. It will help students accept and appreciate the interdependence of nations and the viewpoints of other nations, and give them the ability to communicate with people across international borders.

At present, the College of Engineering does not offer an accredited class for this requirement. Please see the website www.ugs.utah.edu/?pageId=2431 for more information and an up to date list of accepted courses.
3.2 Mathematics Courses

The following courses (or their equivalent) are required from the areas of mathematics:

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</tr>
<tr>
<td>MATH 2210</td>
<td>Calc III</td>
</tr>
<tr>
<td>or (recommended)</td>
<td></td>
</tr>
<tr>
<td>MATH 1311</td>
<td>Honor’s Accelerated Eng Calc I</td>
</tr>
<tr>
<td>MATH 1321</td>
<td>Honor’s Accelerated Eng Calc II</td>
</tr>
<tr>
<td>MATH 2250</td>
<td>Diff Eq/Lin Alg</td>
</tr>
</tbody>
</table>

All mathematics, science, and bioengineering core and technical elective courses should be taken for letter grade whenever this option is available.

Math:

All bioengineering students must master the concepts in at least calculus 1, 2, & 3 as well as differential equations/linear algebra. There are 3 options for completing the calculus series. Selecting the correct path will depend on your previous college courses and/or test scores. Furthermore, depending on your previous courses/test scores, additional classes may be required in order to be prepared for entry into one of the University of Utah’s calculus series.

Preparatory Math Classes:

- Math 1050 & 1060 (ACT score 23) (SAT score 540+)
- Math 1080 (ACT score 24+) (SAT score 560+)
- Math 1010 (ACT score 18+) (SAT score 430+)

Options for completing calculus 1, 2, & 3:

- Math 1210, 1220, & 2210 (ACT score 28+) (SAT score 630+)
- Math 1310, 1320, & 2210 or 2310 (ACT score 28+) (SAT score 630+)
- Math 1311, Math 1321 (only for those entering with appropriate AP test scores—see table below*)

Completing either path with a “C” or higher

Dif. Eq./Lin. Alg:

- Math 2250

**Math 2210 or 2310 may be taken after Math 2250 if Phys 2210 and Math 1220 or 1320 are also completed before taking Math 2250.

Note: If any student does not believe their ACT/SAT test scores accurately represent their math skills, students may take the Accuplacer Exam for placement purposes. Accuplacer exams are administered by appointment in the Testing Center (SSB 498) at the Student Services Building (and most other colleges/universities). Week long preparatory boot camps are held to prepare students for the Accuplacer exam over the summer.

AP Calc Exam & Score Courses you may start in

- BC of 4 or 5 Math 1321 or 2210 or 2310
- BC of 3 Math 1311, 1320, or 1220
- AB of 4 or 5 Math 1311
- AB of 3 Math 1310 or 1210

Figure 2: Math class requirements. Flowchart of the math course requirements for admission to the BME program.
3.3 Science Courses

The following courses (or their equivalent) are required from the areas of science:

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</tr>
<tr>
<td>PHYS 2220/3220</td>
<td>Physics for Scientists and Engineers II</td>
</tr>
<tr>
<td>CHEM 1210 or CHEM 1211</td>
<td>General Chemistry I</td>
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<td>CHEM 1215</td>
<td>General Chemistry Lab I</td>
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<td>General Chemistry II (or honors)</td>
</tr>
<tr>
<td>CHEM 1225 (or CHEM 1241)</td>
<td>General Chemistry Lab II (or honors)</td>
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<tr>
<td>CHEM 2310</td>
<td>Organic Chemistry I</td>
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<td>CHEM 2315</td>
<td>Organic Chem Lab I</td>
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<tr>
<td>BIOL 2020/2021</td>
<td>Cell Biology</td>
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All mathematics, science, and bioengineering core and technical elective courses should be taken for letter grade whenever this option is available.

Chemistry:

All bioengineering students must acquire the concepts in General Chemistry 1 & 2 as well as Organic Chemistry 1 (with the accompanying labs for each course). If a student does not have previous Chemistry experience, we recommend taking a preparatory Chemistry course (1200) prior to taking General Chemistry 1 (Chem 1210). AP testing can be used to count for one or both of the General Chemistry courses. However, students who plan to go to Medical School may still need to take both General Chemistry courses as most Medical Schools require at least 4 semesters of College Chemistry with labs and typically do not recognize AP Scores in this subject. If AP students also completed a laboratory component at their high school, they may petition the Chemistry department to waive one or both of the General Chemistry lab requirements by submitting their lab notebooks to the appropriate instructor (currently Dr. Atwood). Wherever available, honors versions of these courses may be substituted to satisfy the requirements.

Biology:

All bioengineering students must complete Cell Biology. In order to take Cell Biology, the biology department requires either an AP Biology Score of 4+ or General Biology (Biol 1210). Typically, the best time to take General Biology is Fall or Summer semester as the Spring semester is typically quite heavy on credits. For students planning to go to Medical School, please note that you should also take two physics labs to fulfill the entry requirements of most medical schools. Wherever available, honors versions of these courses may be substituted to satisfy the requirements.

Physics:

All bioengineering students must complete Physics for Scientists and Engineers 1 & 2 (Calculus-based physics). If you have never had a physics course in high school or college, we recommend taking a preparatory algebra-based physics course (Phys 1500). For students planning to go to Medical School, please note that you should also take two physics labs to fulfill the entry requirements of most medical schools. Either the algebra or calculus based physics labs will count. Wherever available, honors versions of the courses may be substituted to satisfy the requirements.

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Figure 3: Chemistry, Biology and Physics class requirements. Flowchart of the science course requirements for admission to the BME program.
3.4 Biomedical Engineering Core

The following 16 courses are required from the BME Core:

**Pre-major**
- BIOEN 1010 Careers in Biomedical Engineering
- BIOEN 1020 Fundamentals of Biomedical Engineering I
- BIOEN 2100 Fundamentals of Biomedical Engineering II

**Major**
- BIOEN 3070 Biomedical Engineering Statistics*
- BIOEN 3091 Current Research in Biomedical Engineering
- BIOEN 3101 Biosignal Analysis
- BIOEN 3202 Physiology for Engineers
- BIOEN 3301 Computational Methods for Bioengineers
- BIOEN 3801 Biomedical Engineering Design I
- BIOEN 4801 Biomedical Engineering Design II
- BIOEN 4990 Biomedical Research
- BIOEN 4991 Thesis Writing and Communication I
- BIOEN 4992 Thesis Writing and Communication II
- BIOEN 4001 Biotransport and Biomolecular Engineering
- BIOEN 4101 Biosystems Analysis and Modeling
- BIOEN 4250 Biomechanics I
- BIOEN 4301 Intro to Modern Biomaterials

* It is possible to substitute another statistics class from the College of engineering e.g., ECE3530, or CS 3130 (but not MET E 3070) for this requirement. We will not accept the Math 3070 course as a substitute.

3.5 BME Electives

BME electives are courses that students use to help achieve the main goal of the program—to determine (or confirm) the future direction of their post graduate career and to ensure they are optimally prepared for that career. For some students, BME elective classes offer the opportunity to deepen and focus their knowledge in order to prepare for a career in a specific area of biomedical engineering. Others take electives to help make the decision among the wide range of directions open to students in biomedical engineering, in anticipation of subsequent education and training in the selected area(s).

The BME program is loosely organized into the following foci or areas of emphasis. Note that students make take classes from any focus area so that the **selection of a focus direction is not restrictive**, rather, the set of BME electives can include topics from more than one of the focus areas described above.

**Bioelectrical Engineering:** based on course material from electrical engineering typically with a focus on instrumentation, device development, or electrically based diagnostics and therapy.

**Biomaterials Engineering:** based on course material from materials science, material engineering, and mechanical engineering focused on the role of materials in biomedical applications. Also includes topics like biocompatibility, tissue engineering, biomimetic materials, and synthetic biology.

**Biomechanical Engineering:** based on course material from physics or mechanical engineering focused on mechanical aspects of the body, mechanical characteristics of biomedical materials, fluids, use of heat and heat-inducing therapies, and prosthetics.

**Biomedical Imaging:** based on courses in mathematics, radiology, and bioengineering that cover the underlying physics and mathematics of medical imaging as well as the use of image processing to extract information from those images.
Computational Biomedical Engineering: based on courses in computer science, physics, and mathematics and focused on the application of numerical and computational approaches to the analysis, interpretation, visualization, and simulation of living systems.

Premedical Preparation: includes the required courses for entry to most medical and dental programs with an emphasis on clinical perspectives of engineering.

A student must propose a set of BME elective classes based on his/her career goals and often after a discussion with an undergraduate advisor in order to meet one or more of the following needs:

- Deeper knowledge of a particular technical field because of a pre-existing interest or focused career goals.
- Broader knowledge of a technical field in order to be prepared for a diverse career based on post graduate training.
- Exploration of a wide variety of technical directions and courses in order to identify the most compelling and fulfilling future career directions.

Section 5 contains specific requirements and lists of approved BME electives. Note that approval of the BME electives must occur in discussion with the Major Advisory.

3.6 COOP/Internship Opportunities

Students interested in including industrial experience in their university education should consider participating in the Department’s COOP/Internship Program. Internships can also lead to credit through the required BIOEN 4990 Research Class, or the BIOEN 4995 Class for additional elective credit. Note: all students must take BIOEN 4990 as part of the core requirements. The BIOEN 4995 is a course for Coop or internship students wishing to receive additional elective credit.

3.7 Continuing Performance

A student admitted to major status must maintain a cumulative University of Utah GPA, as reported on his or her transcript, at or above 3.00. Students must also have a minimum of a 3.0 cumulative GPA to graduate.

Each course taken to satisfy departmental requirements in mathematics, chemistry, physics, biology, biomedical engineering core, and the BME electives must be taken for credit and passed with a grade of C or better. Generally, and in accordance with College of Engineering policy, a student may repeat these technical courses only once, and the second grade received will be counted for the requirement. It is possible to apply for a variance from these requirements by meeting with the Program Advisor.

3.8 Leave of Absence

Students are expected to complete all degree requirements within four years of acceptance to major status (6 years for students admitted as freshmen). Students accepted into major status who are planning to be absent from the program for more than one year should request a leave of absence by submitting a letter to the Undergraduate Advisor. (A copy should also be sent to the University Admissions Office to avoid the necessity of reapplying for admission and repaying the admission fee upon return.)

Students who move to a part time status and do not take the normal course load should apply to the Major Advisor, fill out a variance (tan colored form), and work out an acceptable plan for continuing progress in the program.
Otherwise, students accepted into major status who are not making satisfactory progress may be dropped from the program and declared inactive. To be reinstated to active status, students must submit a written petition to the Director of Undergraduate Studies. Reinstated students matriculate under the graduation requirements in place at the time they are reinstated.

3.9 Probation

A student admitted to major status whose cumulative GPA falls below 3.00 is placed on departmental academic probation and given written instructions for a return to good standing. Normally, these conditions must be met during the ensuing semester. Students who fail to meet probationary conditions are dropped from the program. Reinstatement requires a written petition to the Director of Undergraduate Studies. Reinstated students matriculate under the graduation requirements in place at the time they are reinstated.

3.10 Repeat and Withdrawal Policies

The BME program adheres to the College of Engineering policies for a course that is repeated and for withdrawals. In particular, a technical course required for the degree may be repeated only once, and the second grade received will be counted toward application for admission to major status and to the continuing performance requirement. Grades of W, I or V on the student’s record count as having taken the class. This policy does not apply to courses taken to satisfy Intellectual Exploration and lower division Writing requirements.

3.11 Academic Misconduct

The Biomedical Engineering program has a zero tolerance policy with any form of academic misconduct. We encourage group interactions and exchange but ultimately, each student must submit individual homework assignments, projects, and exams (with the exception of Design Class projects or those assignments explicitly declared otherwise). We follow the University policy on academic misconduct, as follows:

Definitions

“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.

1. “Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student’s examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one’s work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

2. Misrepresenting one’s work includes, but is not limited to, representing material prepared by another as one’s own work, or submitting the same work in more than one course without prior permission of both faculty members.

3. “Plagiarism” means 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 individuals words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
4. “Fabrication” or “falsification” includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

Sanctions:

A student who engages in academic misconduct as defined above may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the students degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

1. Any person who observes or discovers academic misconduct by a student should file a written complaint with the faculty member responsible for the pertinent academic activity within thirty (30) business days of the date of discovery of the alleged violation.

2. A faculty member who discovers or receives a complaint of misconduct relating to an academic activity for which the faculty member is responsible shall take action under this code and impose an appropriate sanction for the misconduct.

3. Upon receipt of a complaint or discovery of academic misconduct, the faculty member shall make reasonable efforts to discuss the alleged academic misconduct with the accused student no later than twenty (20) business days after receipt of the complaint, and give the student an opportunity to respond. Within ten (10) business days thereafter, the faculty member shall give the student written notice of the academic sanction, if any, to be taken and the student’s right to appeal the academic sanction to the Academic Appeals Committee for the college offering the course. Such sanctions may include requiring the student to rewrite a paper(s) or retake an exam(s), a grade reduction, a failing grade for the exercise, or a failing grade for the course. In no event shall the academic sanction imposed by the faculty member be more severe than a failing grade for the course.

4. If the faculty member imposes the sanction of a failing grade for the course, the faculty member shall, within ten (10) business days of imposing the sanction, notify in writing, the chair of the students home department and the senior vice president for academic affairs or senior vice president for health sciences, as appropriate, of the academic misconduct and the circumstances which the faculty member believes support the imposition of a failing grade. If the sanction imposed by the faculty member is less than a failing grade for the course, the faculty member should report the misconduct to the dean or chair of the students home department or college. Each college shall develop a policy specifying the dean and/or the chair as the appropriate person to receive notice of sanctions less than a failing grade for the course.

5. A student who believes that the academic sanction given by the faculty member is arbitrary or capricious should discuss the academic sanction with the faculty member and attempt to resolve the disagreement. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic sanction to the Academic Appeals Committee for the college offering the course within fifteen (15) business days of receiving written notice of the academic sanction.

6. If the faculty member, chair or vice president believes that the student’s academic misconduct warrants an academic sanction of probation, suspension or dismissal from a
program, suspension or dismissal from the University, or revocation of a students degree or certificate, they may, within thirty (30) business days of receiving notice of the misconduct, prepare a complaint with recommendations, refer the matter to the chair or deans designee of the students home department or college, and notify the student of the complaint and recommendation. The chair and/or deans designee may undertake an investigation of the allegations and recommendations set forth in the complaint. Within ten (10) business days of receipt of the complaint, the chair and/or deans designee shall forward the complaint and recommendation to the Academic Appeals Committee of the home college for proceedings in accordance with Section C, below, and so notify the student in writing. The chair and/or dean may accompany the complaint with his/her own recommendation supporting or opposing the sanction sought in the complaint. The person initiating the original complaint continues as the complainant in the case unless that person and the chair/dean’s designee both agree that the latter shall become the complainant. If the student has appealed the academic sanction imposed by the faculty member, the time periods set forth in this paragraph may be extended until ten (10) business days after the resolution of the students appeal.

7. If a department chair, the dean, the senior vice president for academic affairs and/or the senior vice president for health sciences, become aware of multiple acts of academic misconduct by a student, they or their designees may, within thirty (30) business days after receiving notice of the last act of misconduct, prepare a complaint with recommendations for probation, suspension or dismissal from a program, suspension or dismissal from the University, or revocation of a degree or certificate, and refer the matter to the Academic Appeals Committee of the student’s home college for proceedings in accordance with Section C, below, and so notify the student in writing.

3.12 Preparation for Graduation and Exit Interviews

In order to be cleared to graduate, a student must meet with the Major Advisor to review the DARS audit report and to verify that all graduation requirements will be completed by the time of graduation. This must be done one semester prior to graduation. See www.sa.utah.edu/regist/graduation/applying.htm for the details. Each student should also obtain a blank meeting form from Heather Palmer and return it, with signatures from both the student and the Major Advisor, to her. Management of these forms usually happens as part of the BIOEN 4991 Thesis Writing and Presentation course.

Immediately prior to graduation, the student must attend an exit interview with a faculty member during a time announced in the senior classes. This exit interview is required and provides important feedback to the Department to help improve the BME program.

3.13 Undergraduate Advising

To receive specific advising, please visit the Department of Biomedical Engineering undergraduate office, SMBB Suite 3100, Office 3221, or contact any of the following advisors:

- Heather Palmer (mailto:Heather.J.Palmer@utah.edu),
- Kelly Broadhead (mailto:Kelly.Broadhead@utah.edu),
- TBD (currently being recruited) (mailto:macleod@sci.utah.edu),
# 4 Sample BME Plan of Study

Here is a sample plan of study, a plan few students follow exactly but a useful starting point for planning. The best order of classes will depend on the needs of the student and the Undergraduate Advising can assist in selection of courses. **Note:** many students use the summer semesters for courses in the Sciences and Math and for the Gen Ed requirements. Descriptions of Biomedical Engineering Department courses can be found at [http://www.bioen.utah.edu/education/syllabi.php?log=out](http://www.bioen.utah.edu/education/syllabi.php?log=out)

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**Grand total:** 127

## 4.1 Additional Notes

(1) As an alternative to this math sequence, students may take MATH 1310, 1320 and 2210 (or, as of fall, 2019, MATH 2310).
Students will take BIOEN 1020, a required BIOEN core class, which meets one of the prerequisites for BIOL 2020. Students may also take BIOL 1210 to meet the BIOL 2020 prerequisite, but it is neither required nor recommended for BME majors.

ECE 3530, or CS 3130 may also stand as replacement courses for BIOEN 3070. The MET E 3070 and Math 3070 will **not be considered** a substitute.

All students must take BIOEN 4990 before they begin the Writing & Communication series (BIOEN 4991/2). In addition, students may also take BIOEN 4995 once and apply that credit to the required BME electives. Students who perform a research internship outside of the University of Utah or with a faculty mentor who is not a member of the Department of Biomedical Engineering must seek prior approval for BIOEN 4995 and, upon completion, a grade from the Major Advisor.

### 4.2 Prerequisites

While there are many variations on the plan laid out above, there are some courses which must be taken in certain orders. Such sequences are aimed at ensuring suitable preparation for all students and more productive and fulfilling experiences in the intermediate and advanced classes.

The current set of prerequisites and class sequences among the BME core classes are as follows:

1. PHYCS 2220 (or 3220), Physics for Scientists II, is a prerequisite for BIOEN 3202, 4101, and 4001.

2. BIOEN 3301 Computational Methods: should be one of the first classes students take in the program and is a prerequisite or co-requisite for almost all other BIOEN classes at the sophomore, junior, or senior levels, *i.e.*, BIOEN 3070, 3101, 3202, 4101, 4301, 4250, and 4001.

3. BIOEN 3070 Statistics for Engineers should be taken in the first fall semester of the major. It is a prerequisite or co-requisite for almost all other BIOEN classes at the junior or senior levels, *e.g.*, a co-requisite for BIOEN 3202, 4101, and 4250 and a prerequisite for BIOEN 3801 and 4001. For transfer students or other, exceptional situations, it is possible to take BIOEN 4301 before BIOEN 3070.

4. BIOEN 1020 Fundamentals I: requires Math 1310 or 1311, and Chem 1210 and 1215. Chem 1220 and 1225 must also be taken before or concurrently.

5. BIOEN 2100 Fundamentals II: requires Math 1320 or 1321 and Physics 2220 (or 3220) is corequisite.

6. BIOEN 4101 requires BIOEN 3101 as prerequisite and BIOEN 3202 as a pre- or co-requisite.

7. BIOEN 3202 Physiology requires 3101 as a prerequisite.

8. BIOEN 3802 bioDesign II requires BIOEN 4801 bioDesign I as prerequisite.

9. BIOEN 4991 Writing & Communication I requires BIOEN 4990, BME Research, as a prerequisite.

10. BIOEN 4992 Thesis Writing & Communication II requires BIOEN 4991 Thesis Writing & Communication I as a prerequisite.
5 BME Electives

To successfully complete the BME elective component of the program requires a selection of courses that meets the following goals:

1. a minimum of 15 credit hours of course work, of which

2. at least 5 hours must be from courses taught in the College of Engineering and/or the College of Mines & Earth Sciences* (ensures meeting ABET course requirements), and

3. at least 9 of the hours must be at the upper division level (3000 or above).

4. and of which up to 3 may come from upper division courses outside the colleges of Science and Engineering, or be non-technical classes taught within the College of Engineering, provided they are approved by the Major Advisor before they are taken. The goal of such classes is to provide exposure to materials from other disciplines, e.g., Business, Law, Ethics, that directly support the individual goals of each student. All such courses must have a significant and direct link to engineering and must deepen the skill set and exposure of students in a field related to Biomedical Engineering. Note again that if a students would like to take a course from this category, the course must be approved by the Major Advisor BEFORE it is taken.

The following are useful guidelines when selecting BME Electives:

- **Note:** Transfer credits are generally only accepted as a BME elective if they are lower division (1000 and 2000 level) and must first be approved for transfer by means of a Petition for Transfer Credit or Variance (the “tan sheet”). Additionally, if transferred upper-division BME electives are accepted, they will count as lower-division credit. See Section 2.3 for more details on transfer classes.

- Students should use past schedules as guidelines in scheduling BME elective classes to ensure that they do not conflict with required classes.

- For admission to graduate level classes (5000, 6000), all students must simply meet standard prerequisites and obtain written (email) permission from the course instructor in order to apply for admission. Students should then forward the permission directly to the Program Coordinator, who will then hand-enroll the student in the course. Note that admission to 7000 classes is generally restricted to PhD students so only available to undergraduates in unusual circumstances.

- A list of Biomedical Engineering Department courses suitable for inclusion as a BME elective appears at the end of this section.

- Students must pay attention to prerequisites to be sure the courses are taken in the correct order.

- Note that entry into upper division courses in other departments is often possible without the standard prerequisites for those departments as long as the associated BME core course is completed. For example, to enter upper division classes in Mechanical Engineering, ensure that the BIOEN 4250, Biomechanics I course, is completed first (or concurrently). When in doubt, contact the Program Director for clarification or assistance.

- Organic Chemistry II, both the lecture and lab courses, (CHEM 2320 and CHEM 2325), typically required for entry to medical school, are acceptable as BME elective.

- If students perform a second semester of research in a lab or internship with a company, they may take the class BIOEN 4995 for a maximum of 1 hour of BME elective credit.
• Directed reading, independent study, literature surveys, and special project classes do **not** generally qualify as BME electives. Exceptions are possible but the Program Director must approve these beforehand.

• Some research seminar classes (e.g., BIOEN 6480, Biomechanics Research) may be acceptable for 1 hour of BME elective credit, but usually when they are used only to ensure adequate **college** credit hours, *i.e.*, they are not counted as part of the minimum 15 hours. Again, students must consult with the Program Director beforehand to receive permission.

### 5.1 Approval of BME Electives

A student’s BME elective plan must be approved by the Department’s Major Advisor by submitting a BME elective Coursework Plan via the BME Undergraduate web site ([http://ugforms.bioen.utah.edu/](http://ugforms.bioen.utah.edu/)). Seeking approval for a BME elective plan should occur in the first or second semester after admission to major status and before starting the BME elective sequence. Students may (and almost always do) update their plans through the course of their studies and should review the plan each semester. A final version of the plan must be approved in order to complete graduation requirements. **Students who have not applied for BME elective approval by the middle of the fall semester immediately following their admission may not be allowed to register for the following semester BME courses.**

Below are some samples of courses organized by focus or emphasis area. Note that in many cases, BME students can progress directly to the upper division classes offered by other departments **without completing the usual requirements** for those classes. When in doubt, the Major Advisor or the instructor of the course can provide guidance.

### 5.2 Waiting Lists

Some potential BME electives have restricted numbers so that early registration is essential. Some are traditionally so heavily subscribed that there are waiting lists set up as much as two years ahead of the course offering. To avoid disappointments and limited class availability, please contact the academic coordinator.
5.3 Bioelectrical Engineering Focus

Students in the Bioelectrical Track are likely to take several ECE courses as part of their BIOEN elective requirements. Many of these ECE Elective courses list only other ECE courses in their prerequisites. However, many of our required BIOEN courses cover sufficiently similar material to satisfy the prereqs for these advanced ECE electives. To that end, we have established with the ECE undergraduate coordinators the following prerequisite substitutions and guidelines:

1. BIOEN 2100 can replace ECE 1250
2. BIOEN 3301 can replace CS 1410
3. BIOEN 3101 + BIOEN 4101 can replace ECE 2240 + ECE 3500
4. students can take BIOEN 4101 & ECE 2280 simultaneously

NOTE: BIOEN Students must still take the required BIOEN courses listed above. The listed ECE courses only indicate the course that our required course will replace when considering prerequisite requirements for more advanced ECE courses. The listed ECE courses do not fulfill the core course requirements of the BIOEN courses listed.

We have identified three subspecialties in this focus area, depending on a student’s long term goals: 1) Biomedical instrumentation, 2) Cardiac Bioelectricity, and 3) Neural Bioelectricity. Each of these has the following associated recommended set of electives that will develop the specific skills needed to pursue each area.

5.3.1 Biomedical Instrumentation

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Hrs</th>
<th>Course #</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOEN 4990</td>
<td>Biomedical Engineering Research</td>
<td>1</td>
<td>BIOEN 5421</td>
<td>Funds of Micromachining</td>
<td>3</td>
</tr>
<tr>
<td>ECE 2280</td>
<td>Fund of Eng. Electr.</td>
<td>4</td>
<td>ECE 3110</td>
<td>Engineering Electronics II</td>
<td>4</td>
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<tr>
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<table>
<thead>
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<th>Hrs</th>
<th>Course #</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 5231/5232</td>
<td>Microsensors &amp; Lab</td>
<td>4</td>
<td>Gen Ed Elective</td>
<td>3</td>
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</tr>
<tr>
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<td></td>
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### 5.3.2 Cardiac Bioelectricity

<table>
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<th>Title</th>
<th>Hrs</th>
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<tr>
<td><strong>Fall Semester</strong></td>
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<td></td>
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<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td>(Assuming otherwise standard classes)</td>
<td></td>
<td></td>
<td><strong>Sophomore Year</strong></td>
<td>(Assuming otherwise standard classes)</td>
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</tr>
<tr>
<td>BIOEN 2100</td>
<td>Fundamentals II</td>
<td>4</td>
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<td>BIOEN 4702</td>
<td>Intro to Image Based Model.</td>
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<tr>
<td></td>
<td>Total Hours</td>
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<td></td>
<td>Total Hours</td>
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<td>15</td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
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<td></td>
<td></td>
<td><strong>Senior Year</strong></td>
<td>(assuming additional credits of 9 and 6 hours)</td>
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</tr>
<tr>
<td>BIOEN 4990</td>
<td>Biomedical Engineering Research</td>
<td>1</td>
<td></td>
<td>BIOEN 6000</td>
<td>Systems Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 3730</td>
<td>Intro To Computing In Physics</td>
<td>4</td>
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<td>MATH 3150</td>
<td>PDE’s for Engineers.</td>
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<td>BIOEN 6003</td>
<td>Cell. Electrophys.</td>
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<td>BIOEN 5433</td>
<td>Biol. Stat Sign Process.</td>
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<tr>
<td>Or</td>
<td>BIOEN 6460</td>
<td>Bioelectricity</td>
<td>3</td>
<td></td>
<td>CS 3200</td>
<td>Intro to Scientific Computing</td>
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<tr>
<td>Gen Ed Elective</td>
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<td>Gen Ed Elective</td>
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### 5.3.3 Neuro Bioelectricity

<table>
<thead>
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<th>Title</th>
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<th></th>
<th>Course #</th>
<th>Title</th>
<th>Hrs</th>
</tr>
</thead>
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<tr>
<td><strong>Fall Semester</strong></td>
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<td></td>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td>(assuming additional credits of 11 and 10 hours)</td>
<td></td>
<td></td>
<td><strong>Senior Year</strong></td>
<td>(assuming additional credits of 9 and 6 hours)</td>
<td></td>
</tr>
<tr>
<td>BIOEN 4990</td>
<td>Biomedical Engineering Research</td>
<td>1</td>
<td></td>
<td>BIOEN 5433</td>
<td>Biol. Stat Sign Process</td>
<td>3</td>
</tr>
<tr>
<td>ECE 2280</td>
<td>Fund of Eng. Elect.</td>
<td>4</td>
<td></td>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
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<td></td>
<td>Total Hours</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>BIOEN 6440</td>
<td>Neural Engineering</td>
<td>3</td>
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<td>BIOEN 5005</td>
<td>Computat. Neurosci.</td>
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<tr>
<td>Gen Ed Elective</td>
<td></td>
<td>3</td>
<td></td>
<td>BIOEN 4702</td>
<td>Intro to Image Based Model.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
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<td></td>
<td>Gen Ed Elective</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>17</td>
<td></td>
<td>Gen Ed Elective</td>
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<td>3</td>
</tr>
</tbody>
</table>
5.3.4 Summary of Bioelectric elective courses

BIOEN 5460     Engineering Aspects of Clinical Medicine  
BIOEN 5480     Ultrasound                          
BIOEN 6002     Cellular Electrophysiology        
BIOEN 6005     Computational Neuroscience       
BIOEN 6421     Fundamentals of Micromachining Processes 
BIOEN 6433     Biological Statistical Signal Processing 
BIOEN 6440     Neural Engineering               
BIOEN 6460     Bioelectricity                   
BIOEN 6100     Biomedical Technology for Applied Research 
BIOEN 6110     Biomedical Technology in Anesthesia and Critical Care 
ECE 2280      Fundamentals of Engineering Electronics 
ECE 3110      Engineering Electronics II       
ECE 3300      Fundamentals of Electromagnetics and Transmission Lines 
ECE 3510      Introduction to Feedback Systems  
ECE 5231/32   Microsensors Lecture/Lab          
ECE 5325      Wireless Communication Systems    
ECE 5340      Numerical Techniques in Electromagnetics  
ECE 5410      Lasers and Their Applications      
ECE 5510      Random Processes                  
ECE 5530      Digital Signal Processing         
ECE 5780      Embedded System Design           
MATH 4600     Mathematics in Physiology and Medicine 
PHYS 3610     Electronics for Scientific Instrumentation 
PHYS 3620     Data Acquisition for Scientific Instrumentation  
PHYS 4310     Physics in Biology                
ENG 5020/6020 Emerging Technologies and Entrepreneurship

5.4 Biomedical Imaging Focus

BIOEN 4702     Introduction to Image Based Modeling  
BIOEN 5480     Ultrasound                          
BIOEN 5601     Scanning Electron Microscopy       
BIOEN 5602     Intro to BioImaging (treat as mandatory for this focus) 
BIOEN 6100     Biomedical Technology for Applied Research 
BIOEN 6330     Principles of Magnetic Resonance Imaging 
BIOEN 6401     Medical Imaging Systems           
BIOEN 6500     Mathematics of Imaging            
BIOEN 6640     Introduction to Image Processing   
BIOEN 7310     Advanced Topics in Magnetic Resonance Imaging 
BIOEN 7320     3-D Reconstruction Techniques in Medical Imaging 
CS 5320       Computer Vision                     
CS 7640       Advanced Image Processing           
MATH 3150     PDEs for Engineers                 
PHYS 3730     Intro To Computing In Physics       
PHYS 4310     Physics in Biology                 

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5.5 Biomaterials Engineering Focus

- BIOEN 5501 Biomimetic Materials Engineering
- BIOEN 5601 Scanning Electron Microscopy
- BIOEN 6002 Molecular Biophysics
- BIOEN 6302 Biomaterials II
- BIOEN 6303 Cell and Tissue Engineering: Stem Cells in Tissue Engineering
- BIOEN 6305 Cell and Tissue Engineering: Organ Systems Design
- BIOEN 6304 Polymers and Biopolymers
- BIOEN 6405 Nanomedicine
- BIOEN 6422 Biomedical Applications of Micromachining
- CH EN 6853 Thermodynamics
- CH EN 3453 Heat Transfer
- CH EN 5103 Biochemical Eng.
- CH EN 5810 Nanoscience
- MSE 2160 Elements of Materials Science & Engineering
- MSE 3010 Materials Processing
- MSE 3310 Introduction to Ceramics
- MSE 3011 Materials Characterization
- MSE 3210 Electronic Properties of Solids
- MSE 3410 Introduction to Polymers
- MSE 5072 Thin Film Techniques
- MSE 5073 Nanostructured Materials: Science & Technology
- MSE 5074 Photovoltaic Materials & Solar Cells
- MSE 5353 Physical Ceramics
- MSE 5354 Processing of Ceramics
- MSE 5475 Introduction to Composites
- ME EN 2010 Statics
- ME EN 2030 Dynamics
- ME EN 5060 Sustainable Products and Processes
- MET E 1620 Introduction to Physical Metallurgy
- MET E 3530 Experimental Techniques in Metallurgy
- MET E 5260 Physical Metallurgy I
- MET E 5450 Mechanical Metallurgy
- MET E 5600 Corrosion Engineering

Note: for a complete list of elective course in Materials Science Engineering, please see the MSE Technical Electives web page.
### 5.6 Biomechanical Engineering Focus

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>BIOEN 4702</td>
<td>Introduction to Image Based Modeling</td>
</tr>
<tr>
<td>BIOEN 5250/6250</td>
<td>Biomechanics II (treat as a required class)</td>
</tr>
<tr>
<td>BIOEN 5601</td>
<td>Scanning Electron Microscopy</td>
</tr>
<tr>
<td>BIOEN 6100</td>
<td>Biomedical Technology for Applied Research</td>
</tr>
<tr>
<td>BIOEN 6230</td>
<td>Functional Anatomy for Engineers</td>
</tr>
<tr>
<td>BIOEN 6421</td>
<td>Fundamentals of Micromachining</td>
</tr>
<tr>
<td>BIOEN 6480</td>
<td>Biomechanics Research (treat as required class, maximum enrollment of 1 semester)</td>
</tr>
<tr>
<td>BIOEN 7210</td>
<td>Computational Biomechanics</td>
</tr>
<tr>
<td>CH EN 6853</td>
<td>Thermodynamics</td>
</tr>
<tr>
<td>CH EN 3453</td>
<td>Heat Transfer</td>
</tr>
<tr>
<td>CS 3200</td>
<td>Introduction to Scientific Computing</td>
</tr>
<tr>
<td>CS 5962</td>
<td>Programming for Engineers</td>
</tr>
<tr>
<td>CS 5963</td>
<td>Introduction to Data Science</td>
</tr>
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<td>MATH 3150</td>
<td>PDEs for Engineers</td>
</tr>
<tr>
<td>ME EN 5250</td>
<td>Programming for Engineers</td>
</tr>
<tr>
<td>ME EN 5510</td>
<td>Introduction to Finite Elements</td>
</tr>
<tr>
<td>ME EN 2650</td>
<td>Manufacturing for Engineering Systems</td>
</tr>
<tr>
<td>ME EN 2010</td>
<td>Statics</td>
</tr>
<tr>
<td>ME EN 2030</td>
<td>Dynamics</td>
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<td>ME EN 3300</td>
<td>Strength of Materials</td>
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<td>ME EN 3610</td>
<td>Thermodynamics</td>
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<td>Heat Transfer</td>
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<td>ME EN 3710</td>
<td>Fluid Mechanics</td>
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<td>ME EN 4610</td>
<td>Heat Transfer</td>
</tr>
<tr>
<td>ME EN 4650</td>
<td>Thermal Fluid and Energy Systems (TFES) Lab</td>
</tr>
<tr>
<td>ME EN 5010</td>
<td>Principles of Manufacturing Processes</td>
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<tr>
<td>ME EN 5060</td>
<td>Sustainable Products and Processes</td>
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<tr>
<td>ME EN 5300</td>
<td>Advanced Strength of Materials</td>
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<td>ME EN 5500</td>
<td>Engineering Elasticity</td>
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<td>ME EN 5520</td>
<td>Composites</td>
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<td>ME EN 5720</td>
<td>Comp. Fluid Mechanics</td>
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<td>ME EN 5960</td>
<td>Product Safety</td>
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<td>ME EN 6200</td>
<td>Classical Control Systems</td>
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<tr>
<td>ME EN 6205</td>
<td>System Dynamics</td>
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<td>ME EN 6220</td>
<td>Robotics</td>
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<td>PHYS 3730</td>
<td>Intro To Computing In Physics</td>
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<td>PHYS 4310</td>
<td>Physics in Biology</td>
</tr>
<tr>
<td>ENG 5020/6020</td>
<td>Emerging Technologies and Entrepreneurship</td>
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</table>
### 5.7 Computational and Informatics Focus

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<tr>
<th>Course Code</th>
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<tr>
<td>BIOEN 4702</td>
<td>Introduction to Image Based Modeling</td>
</tr>
<tr>
<td>BIOEN 6005</td>
<td>Computational Neuroscience</td>
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<tr>
<td>BIOEN 6640</td>
<td>Introduction to Image Processing</td>
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<td>BIOEN 6670</td>
<td>Genomic Signal Processing</td>
</tr>
<tr>
<td>BIOEN 6760</td>
<td>Modeling and Analysis of Biological Networks</td>
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<tr>
<td>CH EN 5353</td>
<td>Computational Fluid Dynamics</td>
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<td>CH EN 6703</td>
<td>Applied Numerical Methods</td>
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<td>CS 1410</td>
<td>Object-Oriented Prog</td>
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<tr>
<td>CS 2100</td>
<td>Discrete Structures</td>
</tr>
<tr>
<td>CS 2420</td>
<td>Introduction to Algorithms &amp; Data Structures</td>
</tr>
<tr>
<td>CS 3100</td>
<td>Models of Computation</td>
</tr>
<tr>
<td>CS 3200</td>
<td>Introduction to Scientific Computing (recommended)</td>
</tr>
<tr>
<td>CS 3500</td>
<td>Software Practice I</td>
</tr>
<tr>
<td>CS 3505</td>
<td>Software Practice II</td>
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<tr>
<td>CS 3810</td>
<td>Computer Organization</td>
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<td>CS 4150</td>
<td>Algorithms</td>
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<td>Artificial Intelligence</td>
</tr>
<tr>
<td>CS 4960</td>
<td>Intro. Computational Geometry</td>
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<td>CS 4964</td>
<td>Math for Data</td>
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<td>Interactive Computer Graphics</td>
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<td>Scientific Visualization</td>
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<td>CS 5650</td>
<td>Visual Perception from a Computer Graphics and Visualization Perspective</td>
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<td>Programming for Engineers</td>
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<tr>
<td>CS 5360/Math 4100</td>
<td>Introduction to Data Science</td>
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<td>CS 5968</td>
<td>Algorithms &amp; Approximation</td>
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<td>CS 6210</td>
<td>Advanced Scientific Computing I</td>
</tr>
<tr>
<td>CS 6320</td>
<td>3D Computer Vision</td>
</tr>
<tr>
<td>CS 6330</td>
<td>Intro to Robot Control</td>
</tr>
<tr>
<td>CS 6630</td>
<td>Visualization</td>
</tr>
</tbody>
</table>
5.7 **Computational and Informatics Focus (con’t)**

- ECE 5340 Numerical Techniques in Electromagnetics
- MATH 3150 PDEs for Engineers
- MATH 3600 Mathematics in Medicine
- MATH 4600 Mathematics in Physiology and Medicine
- MATH 5110 Mathematical Biology I
- MATH 5120 Mathematical Biology II
- MATH 5600 Survey Numerical Analysis
- MATH 5610 Intr. Numerical Analysis I
- MATH 5740 Mathematical Modeling
- ME EN 5510 Introduction to Finite Elements
- PHYS 3730 Intro To Computing In Physics (recommended)

5.8 **Design, Regulatory, & Entrepreneurship Focus**

This focus requires a subset of the following classes:

- BIOEN 5110 Regulatory Affairs
- BIOEN 5160 Engineering Aspects of Clinical Medicine
- BIOEN 6110 Biomedical Technology in Anesthesia
- ENGIN 5020 Engineering Entrepreneurship
- ENGIN 5790 The Business of Entrepreneurship
- ENGIN 5791 Launching Technology Ventures
- MDCRC 6000 Intro to Biostatistics
- MDCRC 6040 Biostatistics for Basic Science
- MDCRC 6040 Design and Implementation of Clinical Trials
- MDCRC 6430 Bioethical Issues of Clinical Research
- MDCRC 6470 Implementation of Clinical Trials
- ME EN 5000 Engineering Law & Contracts (or “IP and business Law”)
- ME EN 5050 Fundamentals of Micromachining Processes
- ME EN 5051 Microsensors
- ME EN 5055 Microsystems Design and Characterization
- ME EN 5100 Ergonomics
- ME EN 5130 Design Implications for Human-Machine Systems
- PHIL 3520 Bioethics

(1) Taking BIOEN 5110, ENGIN 5020, 5790, & 5791 will complete the Engineering Entrepreneurship Certificate (see the College of Engineering Entrepreneurship web site for details). Note: While ME EN 5000 is listed as a College of Engineering requirement for the Entrepreneurship Certificate, due to the heavily regulated nature of the medical device industry, bioengineering students must complete BIOEN 5110 instead of ME EN 5000 to complete the certificate.

(2) Only one of these classes may be counted for BME elective credit. The class will fill the maximum 3 credits that may come from upper division non-technical courses.
5.9 Premedical Focus

Students planning on applying to medical school may wish to design a set of BME electives that supports this goal. The BME electives selected should meet, to the extent possible, three criteria:

1. Students complete course requirements set by the medical schools for admission;
2. The selected courses are from a subject area in which the student performs well;
3. The courses provide the student a sound foundation for an alternative career choice should the medical schools not respond favorably.

The BS program in BME generally meets all the course requirements for medical school with the exception of Organic Chemistry II (lecture and laboratory) and laboratories in introductory courses in Biology. However, the BME core courses taken in the junior and senior years supply laboratory course hours which may be accepted in lieu of these explicit laboratory courses. Some medical schools also require an upper division writing course, i.e., they may not accept the Thesis Writing and Communications series BIOEN 4991/4992 as equivalent.

Because there is considerable variability in what is both recommended and required among different medical schools, students should review the entrance requirements of the medical schools to which they are considering applying and determine which of the following courses (or equivalent) to include in their BME electives. They should also schedule advisory visits with Dr. Susan Bock, the special advisory for pre-medical students.

- BIOEN 5480 Ultrasound
- BIOEN 5602 Intro to BioImaging
- BIOEN 6000 Systems Physiology I: Cardiovascular System
- BIOEN 6303 Cell and Tissue Engineering: Stem Cells in Tissue Engineering
- BIOEN 6305 Cell and Tissue Engineering: Organ Systems Design
- BIOEN 6401 Medical Imaging Systems
- BIOEN 6230 Functional Anatomy for Engineers
- BIOEN 6405 Nanomedicine
- BIOEN 6430 Systems Neuroscience
- BIOEN 6440 Neural Engineering
- BIOEN 6110 Biomedical Technology in Anesthesia and Critical Care
- BIOL 2030 Genetics
- BIOL 3215 Cell Biology Lab
- BIOL 3230 Developmental Biology
- BIOL 3510 Biological Chemistry I (highly recommended)
- BIOL 3515 Biological Chemistry Lab
- BIOL 3520 Biological Chemistry II
- CHEM 2320 Organic Chemistry II (a required class for medical school)
- CHEM 2325 Organic Chemistry II Lab (a required class for medical school)
- PATH 5030 Basic Immunology
- MATH 3600 Mathematics in Medicine
- PHYS 2215 Physics Lab I for S & E
- PHYS 2225 Physics Lab II for S & E
- PHYS 4310 Physics in Biology
5.10 Courses approved for inclusion as BME electives

All regular courses offered by Biomedical Engineering outside the required core classes in the BME program are recommended and approved for inclusion in the BME electives plan. This course list is changing constantly and course offerings change in other departments, so please consult with the Major Advisor whenever making a decision on the BME electives. It is up to the individual student to ensure that the BME elective courses exist and are offered at the time the student wishes to take them. Note that some courses are taught only every second year or may be postponed for a host of reasons. For the most updated list of course offered by the Biomedical Engineering department, visit the “Course List” page on the department web site.

5.11 Courses NOT acceptable for inclusion as a BME elective

The following courses are not acceptable as a BME elective. The reasons for excluding courses include:

- course does not include adequate engineering or biomedical content;
- course overlaps too much with a course already in the core curriculum of the BME program;
- course level, requirements, or evaluation are not equivalent to the rest of the BME program;
- course does not require active participation of the student

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOEN 4999</td>
<td>Honors Thesis/Project</td>
</tr>
<tr>
<td>BIOEN 5950/6910</td>
<td>Independent Study</td>
</tr>
<tr>
<td>BIOEN 6090/1</td>
<td>Department Seminar</td>
</tr>
<tr>
<td>BIOEN 6062</td>
<td>Biomedical Engineering Literature Survey</td>
</tr>
<tr>
<td>BIOEN 6464</td>
<td>Cardiac Electrophysiology and Biophysics Seminar*</td>
</tr>
<tr>
<td>BIOEN 6900</td>
<td>Special Topics**</td>
</tr>
<tr>
<td>BIOEN 6930</td>
<td>Special Project</td>
</tr>
<tr>
<td>MSE 2160</td>
<td>Elements of Materials Science and Engineering</td>
</tr>
<tr>
<td>ME 5960</td>
<td>Project Management</td>
</tr>
<tr>
<td>PHYS 3110</td>
<td>Physics of the Human Body I</td>
</tr>
<tr>
<td>PHYS 3111</td>
<td>Physics of the Human Body II</td>
</tr>
<tr>
<td>PHYS 2015 and 2025</td>
<td>Physics I/II Labs (take the Engineering and Sciences versions</td>
</tr>
<tr>
<td></td>
<td>PHYS 2215/2225 instead).</td>
</tr>
<tr>
<td></td>
<td>Language training courses</td>
</tr>
</tbody>
</table>

* Generally, students may take these courses for BME electives credit only if they otherwise have adequate numbers of hours but need to achieve the required number of college hours.

** Special topics class may count as BME electives, depending on the type and structure of the course. Please see the Major Advisor before taking a special topics class to determine its status.

BioInnovate classes: The following courses are part of the graduate BioInnovate program and are open only to MS/PhD students in that program. They do not qualify as BME electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOEN 6081</td>
<td>bioInnovate I</td>
</tr>
<tr>
<td>BIOEN 6082</td>
<td>bioInnovate II</td>
</tr>
<tr>
<td>BIOEN 6181</td>
<td>Clinical Problem Solving Through Strategic Analysis I</td>
</tr>
<tr>
<td>BIOEN 6182</td>
<td>Clinical Problem Solving Through Strategic Analysis II</td>
</tr>
</tbody>
</table>
6 Thesis Writing and Communications Project

The goals of the senior thesis project are to develop specific experience and skills in scientific research and/or engineering design and development and to learn to present the results of such a study in all forms: written, oral, and visual. For most students, the senior project should be the culminating activity of their program in which they use skills acquired from numerous courses and laboratory experiences and develop a whole new set of abilities in the science (and art) of organizing and presenting ideas.

The senior thesis project involves two components:

1. A substantial involvement (approximately 200 hours) in one of three research activities, each of which requires participation in the BIOEN 4990 class:
   - A scientific research project supervised by a faculty member either in or affiliated with the Biomedical Engineering Department.
   - A design project that extends above and beyond the scope of the BME Design Course, mentored by a BME faculty member.
   - A substantial design or research project undertaken as part of an industrial or academic internship.

2. Completing the Thesis Writing and Communications course series (BIOEN 4991/2).

Success in the senior project requires students to take the following steps. Students must:

1. At the very latest in the last week of the winter break of the Junior year, obtain a position in a research lab, internship, or receive permission to use the design class project as your Thesis project. For help in finding lab placement there is a department directory that is organized by research topics at this link. After reading about their research, students should contact individual faculty whose research sounds interesting and ask for a meeting to discuss opportunities. Students must be prepared to volunteer in the lab (although paid positions often become available once they have established some skills).

2. Obtain the research contract and associated information and templates from the BIOEN 4990 course web page or in Section 8 of this document.

3. Discuss with a mentor/manager the specific needs of the senior project and develop a plan to carry out and complete, by August 1 of the summer before taking BIOEN 4991, a project of adequate scope to generate the results for the senior project. Students must obtain their signature on the Memorandum of Understanding (MOU) and the contract and submit this and an abstract to an Undergrad Advisor to obtain the necessary permission code.

4. Request a permission code at https://udine.bioen.utah.edu/permissioncodes/ and sign up for BIOEN 4990 before the fall semester in which you wish to take BIOEN 4991.

The sections below contain more details about each of these steps.

6.1 Biomedical Engineering Research class

BIOEN 4990 (BME Research) is course that meets weekly to provide coaching and best practices for research laboratory or the internship experience. This course runs in the spring semester and is a prerequisite for Senior Thesis Writing and Communications classes (BIOEN 4991/2). To be allowed to take BIOEN 4990, student must be actively working on a thesis project, either in a laboratory setting or in an internship. Additionally, enrollment will require a permission code that students receive when they demonstrate that they are actively participating in research, no fewer than 14 days before the beginning of the semester.
in which students wish to take the course. Demonstration of participation in research is by means of a research/project contract to be read and signed by both the student and his/her Principle Investigator/Manager, and when applicable, the graduate student supervising the student’s research.

More information about the course is available on the Department Course List web page (http://www.bioen.utah.edu/education/syllabi.php?op=syllabus&sylID=77 and the contract template in Section 8 of this manual.

6.2 Biomedical Engineering Thesis Writing and Communication classes

This course sequence uses each student’s required senior project as source information that the student will repeatedly present to the class in both a written and oral format. Due the communication emphasis of the class, the combination of BIOEN 4991/2 covers the University’s upper-division communication/writing requirement. During the course of the class, each student provides several drafts of their research thesis and several oral presentations that generate instructional criticism from the class students and the instructor(s). Each student also prepares a draft of their final project poster at the conclusion of the semester that are critiqued and returned at the start of BIOEN 4992 for revision and resubmission.

6.3 Research opportunities

The program encourages all students to take advantage of opportunities to pursue a project in a research lab on the campus. Such projects are typically the basis for the data needed for the Thesis Writing and Communications course series but can also become a source of employment or the starting point of a research career.

A typical dialog with a student about pursuing research opportunities might go as follows:

**Student:** “I have a few questions concerning the senior project that I am hoping you can help me with:
“Does my project need to be related to the bioelectric engineering focus I chose? “

**Advisor:** “Heavens, no! Often the point of the project is to delve into some biological system or applications area that is new to you. Or to simply see how a lab operates.”

**Student:** “Does the project need to be solely my own work or can I build my project off of previous research?”

**Advisor:** “We always assume that senior projects are pieces of a larger project; most research we engage in is like this actually. The main thing is to be sure you understand the larger project and how your piece fits. You can make this context clear in your writing and your presentations.”

**Student:** “Would you recommend using the design project as the senior project? What are the advantages and disadvantages of choosing this option?”

**Advisor:** “This is a path less traveled and so we are still gaining experience on how to make this work. We have perhaps 1 student per year who has decided on this option. I think all students benefit from a true lab experience, especially those considering medical or graduate school. The design experience also has value but all things about the specific project have to be just right for it to work out well as a senior project.”

**Student:** “Are you aware of any lab openings within the bioengineering department that could help me get started on a project? If so, how is the best way to contact them?”

**Advisor:** “We don’t keep lists of openings but rather respond to students approaching us by creating projects such students could work on. Some faculty place limits on the number of UG students they have in the lab at any given time, while others are more flexible. So the best approach is to identify those faculty who pursue research that you find motivating and interesting. The department web site is a good place to start such a search, in the directory by research area section:

www.bioen.utah.edu/research/faculty_by_technical_area.php

“Once you have narrowed the search, contact some professors by email and ask them for an appointment to discuss possible senior projects they might have. It is helpful to come to the interview informed from
reading some of the professor’s papers, enough to at least have an idea of the research and some questions prepared. Then see what options emerge.”

Student: “I am concerned that since it is the spring of my Junior year, I am behind in getting started on this, so I would appreciate any help you could give me in getting started.”

Advisor: “If you start aggressively now with the plan of working over the summer on the project, then you should be fine. But do start NOW and feel free to contact me again with more questions or to get suggestions.”

If there are questions or uncertainty at any step in the process, the Major Advisor is available to help.

6.4 Planning for Graduate School

Here are some tips to help prepare for further training in graduate school, especially a PhD or research MS degree. These describe a personal perspective of Dr. Rob MacLeod, Director of the Undergraduate Program.

“Finding a good mentor or mentors at each step is key. These are people who not only write nice letters for you but are there on a regular basis to answer the little questions that come up along the way, to bounce ideas off when you are considering various options. They should be people you respect, have relevant experience, and who you feel you can trust to put your interests ahead of other considerations. It helps if you feel like you can talk openly and honestly with them. Natural candidates are the PIs from the lab(s) you spend time in, perhaps also a mature post doc or even a grad student, perhaps even a mix of these different roles. Finding someone who already does what you might one day want to do can be very helpful too, be this an academic person or someone from industry.

“If you have a passion, e.g., sports, music or arts, you can also seek out mentors who understand your situation. We usually have several PhD students who are former varsity or even national team level athletes and they could help you understand and also overcome the special challenges of balancing sports and school in a way that most cannot. I (Dr. MacLeod) was not a student athlete but rather a manager of our varsity hockey team as a student. I had arguably a worse schedule than the athletes with practice and travel and all the support and organizational work behind the scenes; it was tough to keep up course work (even tougher to give up ski seasons). Very few of my team were taking challenging academic courses and it was pretty isolating at times when I was awake late at night in some hotel room finishing my physics homework. Someone who working full time as a student has a different experience, as does someone starting a family, or someone with full financial support and few other obligations. If you can find people who have been through your experience, they will always be more empathetic and supportive, hopefully also helpful.

“A book to consider owning (and reading!) is called ‘A PhD is not Enough’, which is useful even before the PhD and clearly once you are doing it. It summarizes a lot of information about the process. There are other books with similar goals so feel free to browse them too and see if they speak to you.

“Consider attending a meeting like BMES, which is really directed towards students, both grad and undergrad. They have a wide range of science sessions, which are mediocre but still a nice venue to present your own research. More important are the opportunities to meet other students and to check out different programs; most good programs have a booth to get information and meet people and there is also a social event evening when programs put on a party. So each of a set of hotel rooms at the conference host parties from different programs where you are meant to mingle and meet people. The deadline for submitting something to this meeting is usually March or April (the meeting is always in the fall) so make sure you plan
ahead, talk to your research mentor about what it would take to go to this meeting with a poster or even a presentation, start to seek out financial support (the department will often help, for example, as will the ASUU).

“Similarly, make sure you are getting UROP funding and take advantage of the special sessions they have. They accept applications a couple times per year so find out those deadlines and then work with your research mentor to prepare a solid application.

“Find a like minded group of undergrads, students who share your goals and with whom you can discuss openly. They do not need to be BME students, just students who aspire to a PhD program. It is like any other team setting, when you can share the stresses and the joys of trying to reach your goals. They can be sources of information and motivation and as a group, can often help leverage or even initiate events. The University and certainly our program are very responsive to students and if a groups proposes something useful like a panel discussion or a meeting with some successful people in the profession, then there are often ways to organize such things.

“Attend the Senior Symposium even before you have to present at it. It is usually around the third week in April 21 in the evening and it is an excellent chance to see the sort of research and the level of presentations that you should be aiming for. You can meet students this way, talk to seniors who are also planning on graduate school or who have perhaps worked in labs you might be targeting. They can, for example, tell you about how a specific lab works in practice, how to improve your chances of getting into that lab or generally being successful in undergraduate research.”

8 Forms

The forms on the following pages are also available in paper form from the undergraduate advisor and coordinator and in electronic form from the department UG Program website.

Note: To submit proposed BME electives, please use the electronic entry system available at http://ugforms.bioen.utah.edu.
**Application for Admission to Major Status in BME (2018/19)**

*Instructions:* To earn a Bachelor of Science in BME, you must be admitted to major status before registering for upper-division Biomedical Engineering courses. To be considered for major status, each of the courses listed below must be passed with a straight C grade (as of 2019/20, B-) or better, the GPA among the courses listed below must be at least a 3.4, and the cumulative U of U GPA must be at least a 3.0. If any of these criteria are not met, your application may not be considered. Applications are due by the last day of fall classes of every year; late applications will not be considered.

For classes in progress at the time the application is submitted, DO NOT include a grade. However, DO indicate the semester and year a course is being taken. Indicate if you intend to apply for an Honors designation on your Bachelor Degree. Write legibly, and ensure that all grades included on the application are correct. Grades will be verified, and any inaccuracy may disqualify the application.

Application for Major Status Submission Process: set up a meeting with a BME academic advisor. Come prepared to complete the application for major status and bring with you a specific plan for your graduation timeline. In the meeting, you will discuss your graduation plan and submit permission code requests for the upper-division BIOEN courses that you intend to take in the spring, as you being the major. The application process is incomplete without exactly following this procedure.

**Intention to apply for Honors designation** Y / N? _____

<table>
<thead>
<tr>
<th>Course</th>
<th>Letter Grade</th>
<th>Grade Value*</th>
<th>x</th>
<th>Credit Hours</th>
<th>=</th>
<th>Points</th>
<th>Semester/Year Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
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<tr>
<td>BIOEN 1010 Careers in Biomedical Engineering</td>
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<td>3.70</td>
<td>x 3</td>
<td></td>
<td>11.10</td>
<td>Fall 18</td>
<td></td>
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<td>BIOEN 1020 Fund. of Bioengineering I</td>
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<td>x 4</td>
<td></td>
<td>4 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOEN 2100 Fund. of Bioengineering II</td>
<td></td>
<td>N/A</td>
<td>x 4</td>
<td></td>
<td>4 =</td>
<td></td>
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<tr>
<td>BIOL 2020 Cell Biology</td>
<td></td>
<td>N/A</td>
<td>x 3</td>
<td></td>
<td>3 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 1220 General Chemistry II</td>
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<td>x 4</td>
<td></td>
<td>4 =</td>
<td></td>
<td></td>
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<td>CHEM 1225 General Chemistry II Lab</td>
<td></td>
<td>N/A</td>
<td>x 4</td>
<td></td>
<td>4 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 1321, 2210 , or 2310 Accel. Eng. Calc II</td>
<td></td>
<td>N/A</td>
<td>x 4</td>
<td></td>
<td>4 =</td>
<td></td>
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</tr>
<tr>
<td>MATH 2250 Diff. Equations &amp; Linear Algebra</td>
<td></td>
<td>N/A</td>
<td>x 4</td>
<td></td>
<td>4 =</td>
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<tr>
<td>PHYCS 2210 Physics for Scientist &amp; Engineers I</td>
<td></td>
<td>N/A</td>
<td>x 4</td>
<td></td>
<td>4 =</td>
<td></td>
<td></td>
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<tr>
<td>PHYCS 2220 Physics for Scientist &amp; Engineers II</td>
<td></td>
<td>N/A</td>
<td>x 4</td>
<td></td>
<td>4 =</td>
<td></td>
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</tbody>
</table>

| Total | 31 or 30 |

* Grade Values: A = 4.00, A- = 3.70, B+ = 3.30, B = 3.00, B- = 2.70, C+ 2.30, C=2.00

A GPA from courses above (Total Points / Total Credit Hours): ____________

B U of U Cumulative GPA reported on transcript (adjusted to include transfer grades weighted by hrs.): ____________

Student Signature: ___________________________ Date: __________________

**Office use**

Confirmed: ___________________________

**Action date(s):** Admit Wait list Decline
Student – Faculty/Manager Mentor Contract: BIOEN 4990 (BIOEN Research/Internship)

**Student**

**Duties**
- Minimum of 200 actively engaged project hours
  - Hours don’t include training time and are often spread over multiple semesters
  - 80 hours minimum for 1 credit of BIOEN 4990 (may be repeated under BIOEN 4995)
  - Approximately 6 hours/week (minimum)
- Be integrated into a research/design group
  - Make weekly contact with faculty advisor/manager (or representative)
  - Participate in lab/company culture including attending group meetings
  - Become trained to perform experiments, simulations, device testing, or related tasks
- Conduct literature review for project
  - Read key papers related to research project under guidance of research advisor/manager
- Be actively engaged in the research or design activity for the thesis project
  - Actively participate in experimental/engineering design
  - Conduct experiments, simulations, tests and/or designs
  - Apply statistics to experimentation
  - Generate results for papers, posters, and presentations to be used in BIOEN 4991/4992
  - Papers, posters, and presentations will be single author documents in BIOEN 4991/4992
  - Students must not plagiarize, including other lab documents
  - Material submitted for a grade in BIOEN 4991/4992 must be the student’s work product and should accurately reflect the student’s ability (i.e. mentor/manager will not write or edit the thesis)
  - Create a project report to determine eligibility for BIOEN 4991. Report submission is the final assignment for BIOEN 4990. Contact Heather Palmer with any questions.

**Expectations/Deliverables**
- Collect data for and complete thesis project prior to taking BIOEN 4991
  - Minimum of 200 total research/project hours
  - Typically done over several semesters but can be done in one
- Successful completion of BIOEN 4990 (C grade or better) allows enrollment in BIOEN 4991
  - Volunteer position unless UROP or other funding is obtained
  - Submit a 3-5 page research report to Heather Palmer (Thesis sequence instructor) as final for BIOEN 4990

**Faculty Advisor/Manager**

**Duties**
- Act as a mentor for the student
  - Direct in development of a clearly defined thesis project
  - Meet regularly with student
  - Provide direct, regular feedback to student on his/her performance
  - Facilitate lab participation (e.g., be considerate of student’s class schedule)
  - Provide instruction on bibliography generation
  - Provide three papers to start literature research
  - Instruct student on literature search methodologies
  - Provide instruction on lab methodologies
  - Involve student in experimental or engineering design of project
  - Instruct on lab safety and appropriate methodologies for project
  - Introduce appropriate statistical treatment of data and post-hoc analysis
  - Provide limited review of project-relevant papers, posters, and presentations
  - Papers, posters, and presentations will be single author documents in BIOEN 4991/4992
  - Material submitted to BIOEN 4991/4992 must be the student’s work product and accurately reflect the student’s ability (i.e. mentor/manager will not write or edit the thesis)
  - Identify intellectual property concerns and develop an appropriate disclosure strategy
  - Student will publically present work in April of the year taking BIOEN 4992
  - The senior symposium in April is considered a public disclosure by USPTO standards

**Expectations**
- Student will contribute at least 80 hours for BIOEN 4990
- Student will contribute at least 200 hours toward completing thesis project
- Student will enhance lab/company community
- Student has no expectation to be paid for research hours (except in an internship setting in industry) but advisor is not restricted from paying the student

I, the undersigned, hereby acknowledge that I have read and understand the advisor/manager expectations as well as the student expectations and will comply with them to the best of my ability. I also understand and verify that the project represented in the abstract is the student’s thesis project that will be used for and presented in BIOEN 4991/4992.

Advisor/Manager’s Name (Please Print): ____________________________
Advisor/Manager’s Signature: __________________________________________ Date: ____________
Advisor/Manager’s Email: ____________________________________________
Graduate Student’s Name (if applicable): ____________________________ Date: ____________
Graduate Student’s Email: ____________________________________________
Student (print): ____________________________________________________ Date: ____________
Student Email: ____________________________________________________ Student ID #: ____________________________

BIOEN 4990 Research/Design Report Assignment

**Purpose:** Eligibility for BIOEN 4991 (Thesis Writing and Communication I) is based on the content of this report. As you are aware, you need to meet two minimum requirements: 1-at least 200 hours of research on one project (this can be done as part of an internship) and 2-a completed research/internship project. The research/internship project may be done in conjunction with a graduate student or coworker, but you will EXCLUSIVELY focus on your personal contribution to the research/project. This paper is SINGLE AUTHOR (i.e. you).

Your eligibility will be determined by the results you include in this report. Please provide relevant tables, charts, and figures to demonstrate your findings.

Your audience for this report is a generally educated, academic biomedical engineering reader. Your audience dictates much about the writerly choices you make.

This report is due by the last day of classes in the spring semester (the specific date will be communicated to you). Please use Microsoft Word, not pdf.

**Assignment:** Please cover these 8 aspects as thoroughly as possible in 3-5 pages (1.5 or double spaced). Include headers to designate specific sections (e.g. Introduction, Methods, Results, Timeline). Note that the page limit does not include figures, charts, and tables (these can take as many pages as necessary beyond the 3-5):

1. **Title and author:** Use a title that balances the general area of the research with your specific contribution. A reader will decide whether or not to continue with a scientific article based on the title, so choice of words and phrasing is part of the effectiveness of the paper—be careful to make the title accessible and not unwieldly. Finally, this is a single-author paper, so only your name will appear in this area.

2. **Introduction:** Appropriately cover the global context as well as the project’s context. Be sure to include your hypothesis, design aim, or method aim. Any work that is not your own that is included here should be cited.

3. **Methods:** Include the materials used, describe the experimental method and the rationale behind why this method was used, and describe any data processing used (including statistical analysis). You may organize the methods according to subheadings. Provide sufficient detail to demonstrate that you followed a robust methodological approach.

4. **Results:** Include the relevant results derived from your methods. You need sufficient detail to allow your reader to fully understand your findings, but DO NOT interpret. You may organize the results section according to the relevant subheadings found in methods, but it isn’t required. You need sufficient detail to allow your reader to fully understand your findings. Also, include appropriate tables with useful titles and figures with useful captions, and relevant statistics. For tables, titles go above the table. For figures, the caption goes below. Begin with a succinct figure title, and then describe briefly the salient aspects of the figure.

5. **In-text References:** Cite any information pulled from primary literature according to IEEE Transactions on Biomedical Engineering.

6. **Reference Section:** Include no fewer than 7 references. Cite in the text where applicable (this is most likely to come up in the background). Format according to IEEE Transactions on Biomedical Engineering.

7. **Timeline:** If you are finished with your project, please simply indicate that you are done. If the results are preliminary, provide a detailed timeline (dates) of when you will have your results. The results must be collected,

Updated July 2018
analyzed, and ready to report by August 1. The timeline will greatly determine whether or not you will be allowed to take BIOEN 4991.

8. **Formatting:** The report format is submission style (i.e. single-column, 1.5 or double spaced, 10 or 12 pt., any professional font). However, provide your charts, tables and figures as near as possible to the text where you describe them. Also include page numbers. The references and in-text citations should be formatted according to *IEEE Transactions on Biomedical Engineering*.

*Please refer to the grading rubric for more details on content areas.*

<table>
<thead>
<tr>
<th><strong>BIOEN 4990 Report Rubric</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background:</strong></td>
</tr>
<tr>
<td>Global Context, Project Context, Research/Design/Method Statement, Strategy and Accomplishments</td>
</tr>
<tr>
<td><strong>Methods:</strong></td>
</tr>
<tr>
<td>Description of Materials, Experimental methods with rationale, and data processing, including statistics</td>
</tr>
<tr>
<td><strong>Results:</strong></td>
</tr>
<tr>
<td>Detailed description of findings or prospective findings from methodological approaches (qualitatively and quantitatively)</td>
</tr>
<tr>
<td>Include data analysis and statistics (if available)</td>
</tr>
<tr>
<td><strong>Timeline:</strong></td>
</tr>
<tr>
<td>If results are preliminary, provide a timeline of major milestones</td>
</tr>
<tr>
<td><strong>Structure and Organization</strong></td>
</tr>
<tr>
<td>Logically ordered ideas, Flow, Transitions, Appropriate sign-posting and over-viewing (between sections), Clearly identifiable topic sentences, Balance</td>
</tr>
<tr>
<td><strong>Supporting Material/References:</strong></td>
</tr>
<tr>
<td>At least 7 relevant references</td>
</tr>
<tr>
<td>Consistent citation format</td>
</tr>
<tr>
<td><strong>Overall written presentation quality:</strong></td>
</tr>
<tr>
<td>Effectively communication to the intended audience (discourse community)</td>
</tr>
<tr>
<td>Balance between concision and detail</td>
</tr>
<tr>
<td>Definition of terms/abbreviations/symbols (when necessary)</td>
</tr>
</tbody>
</table>

Updated July 2018
Faculty/Manager Memorandum of Understanding

Thesis Writing and Communication I and II (BIOEN4991/4992) are the research writing and communication capstone experience for the undergraduates in the Biomedical Engineering BS degree in the Department of Bioengineering at the University of Utah. Prior to taking this course sequence, students have participated in health-related, data-driven research, and have completed a research project. The scope of the project can be broad or narrow, simple or robust, but the purpose of the project is to be mentored and learn research practice, data analysis, and making claims substantiated by results. Furthermore, the project can be performed as a component of a larger project, but the student may only make claims based on his or her own contribution to that work.

The deliverables of this course are as follows:

1. A single-author (the student), publishable-quality thesis paper,
2. A conference-quality research poster geared toward a generally educated biomedical engineering audience and shown at the annual Bioengineering Senior Research Symposium*,
3. A 15-minute, conference-quality scientific presentation given to an audience of peers, and
4. A 5-minute research presentation geared to a public, non-scientific audience that will be presented at the annual Bioengineering Senior Research Symposium in April.**

I understand that ______________________________ (student) will be using research done under my guidance for his/her Thesis Project. He/she has my permission to use this research in the ways outlined above.

Name:_______________________________________   Date:_________________________________

Signature: ____________________________________

*The student will meet with his/her advisor to receive an additional permission on the research poster prior to it being presented at the Symposium.

**If you have concerns about a public disclosure (for reasons of IP), it is possible for the student to meet the course requirements with a private, closed presentation to the course instructors.

Note: If you feel that presenting the research publically is acceptable but feel uncomfortable with the way your name or lab may be represented, there is no obligation to have yourself included on the poster as the research advisor or in the presentation. Please simply request that the student remove your name.