Duke University Master of Arts in Bioethics and Science Policy

Science asks, “Can we?”
Bioethics asks, “Should we?”
Policy asks, “How?”
Join the Conversation.

Student Handbook

January 2014
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Welcome</td>
<td>4</td>
</tr>
<tr>
<td>Faculty and Administration</td>
<td>5</td>
</tr>
<tr>
<td>Administration</td>
<td>5</td>
</tr>
<tr>
<td>Core Faculty</td>
<td>6</td>
</tr>
<tr>
<td>The Degree</td>
<td>8</td>
</tr>
<tr>
<td>Core Courses</td>
<td>9</td>
</tr>
<tr>
<td>Concentrations</td>
<td>10</td>
</tr>
<tr>
<td>Representative Electives</td>
<td>11</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>12</td>
</tr>
<tr>
<td>Timing</td>
<td>13</td>
</tr>
<tr>
<td>Admissions</td>
<td>14</td>
</tr>
<tr>
<td>Student Experience</td>
<td>16</td>
</tr>
<tr>
<td>Financial Information</td>
<td>17</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>18</td>
</tr>
</tbody>
</table>
INTRODUCTION

We live in a society saturated with technology. Technology has extended our lives, elevated our standard of living, and created a global community out of billions of individual lives. It has also irreparably changed our lived environment, raised fundamental questions about where life begins and ends, challenged our understandings of our own thoughts and actions, and forced us to confront novel moral questions. Is it ethical to clone part of a human being? Should we use technologies that enhance or alter our brains? Will we permit the police to store DNA forever, even for those who have never committed a crime?

The Duke MA in Bioethics & Science Policy gives students the opportunity to explore these questions and many more. The program provides students with a solid foundation in the history, philosophy, legal, social, and theoretical approaches in bioethics, together with foundational knowledge in science policy and political processes. The program also teaches students how to thoughtfully identify, analyze, and propose solutions to complex problems at the intersection of science, technology, ethics, and policy. The curriculum addresses:

1. The ethical, legal, and social policy concerns arising from advances in science and medical technology, particularly at the intersection of life sciences, biotechnology, medicine, politics, law, and philosophy
2. Principles of bioethics, including respect for persons, beneficence, justice, and democratic deliberation
3. Methodologies, including foundational principlism, casuistic, communitarianism, virtue ethics, legal and political systems and analysis, deliberative decision-making, and data analysis.

Duke’s Masters in Bioethics & Science Policy is distinct in its focus on bioethics and science policy, rather than bioethics or medical ethics alone. Today’s world of rapid progress in the sciences has seen an increased demand for professionals with expertise in the ethical and policy implications of an increasingly broad range of scientific areas. Duke’s expanded focus provides a broader education, opens more opportunities to graduating students, and prepares students to meet an ever-growing need in society.

The program is directed by Nita Farahany, JD, Ph.D., a leading scholar on the ethical, legal, and social implications of biosciences and emerging technologies, particularly those related to neuroscience and behavioral genetics. Since 2010, Professor Farahany has served on President Obama’s Commission for the Study of Bioethical Issues.
Dear Prospective MA Students,

Welcome to the Duke Master of Arts in Bioethics & Science Policy! I am delighted that you are interested in joining our community.

The Master in Arts of Bioethics & Science Policy is a one-of-a-kind program. Together with an extraordinary team, I helped found this program at Duke to train students who are passionate about the interrelationships between science, law, ethics, and policy. Together with our outstanding faculty and staff, I invite you to explore our innovative curriculum and community.

While at Duke, you will have the opportunity to engage with and be mentored by some of the foremost scientists, ethicists, philosophers, and policy and legal academics in the world. You will also work closely with talented members of our team who will help you navigate and tailor your educational program.

If you have already enrolled in the program, I look forward to getting to know you and to working with you. And if you are considering applying, feel free to contact our team to discuss how the MA can help you join the conversation.

Warmly,

Nita A. Farahany
FACULTY AND ADMINISTRATION

Administration

Nita Farahany, PhD, JD, MA Director, Director of Graduate Studies
Nita Farahany is Professor of Law & Philosophy at Duke Law School and Professor of Genome Sciences and Policy at the IGSP. Since 2010, she has served on Obama’s Presidential Commission for the Study of Bioethical Issues. Her scholarship focuses on the ethical, legal, and social implications of biosciences and emerging technologies, particularly those related to neuroscience and behavioral genetics. She is an elected member of the American Law Institute, Chair of the Criminal Justice Section of the American Association of Law Schools, and serves on the Board of the International Neuroethics Society. She received her AB from Dartmouth College and her PhD in philosophy and JD from Duke University.

Lauren Dame, JD, MPH, Associate Director of Graduate Studies
Lauren Dame teaches the core course Law, Research, & Bioethics and serves as a faculty mentor for the MA. She is also a Senior Lecturing Fellow at Duke Law School and a Faculty Associate of the Trent Center for Bioethics, Humanities, and History of Medicine. Her areas of interest include bioethics, genetics, biomedical research and the protection of human subjects, healthcare policy, and the effects of technology on privacy. She teaches Bioethics and Genetics & the Law at Duke Law School and an undergraduate seminar on The Law and Genomic Sciences. She received her BA from Stanford University, her JD from Harvard Law School, and her MPH from Harvard School of Public Health.

Melissa Segal, LCSW, Associate Director of Strategy & Operations
Melissa Segal has served as the lead program administrator for Science & Society initiatives, including the MA. Before coming to Duke, she was Executive Director of a non-profit organization, where she was responsible for managing daily operations and finances, supervising human resources, and facilitating board and employee training. She founded two national professional organizations and served as chairs of both; worked as an Education Director and a Program Director; and has built several new initiatives and educational programs. She received her BA from Duke University and her MSW from University of Pennsylvania.
Core Faculty

**Misha Angrist, PhD,** Assistant Professor of the Practice  
Misha Angrist serves as a lead of the Public Impact & Engagement concentration for the MA and as a faculty mentor, and he is teaching several MA electives. In his work, he explores the intersection of biology and society, especially as it relates to the governance of human participation in research and medicine. As the fourth participant in the Personal Genome Project, he was among the first to have his entire genome sequenced and made public. He chronicled this experience in his book, *Here is a Human Being: At the Dawn of Personal Genomics.* He has his MFA from the Bennington Writing Seminars, his MS in genetic counseling from the University of Cincinnati, and a PhD in genetics from Case Western Reserve University.

**Jennie Hawkins, PhD,** Associate Research Professor  
Jennie Hawkins is Associate Research Professor in Philosophy and in the Trent Center for Bioethics, Humanities, and History of Medicine. She is teaching the core course Foundations of Bioethics & Science Policy and is serving as a faculty mentor for the MA. Her research has two main themes: (1) clinical research ethics, encompassing such topics as coercion, consent, exploitation, and (2) well-being, the philosophical exploration of how to understand well-being and quality of life, as well as how this affects various practical ethical questions. She earned her BA from Reed College and her PhD in Philosophy from Princeton University.

**Mollie Minear, PhD,** Postdoctoral Associate  
Mollie Minear works in the Center for Public Genomics, where she studies gene patenting and licensing practices, the implementation of noninvasive prenatal genetic testing in the US and in the developing world, and commercialization practices associated with the Human Health and Heredity in Africa (H3Africa) initiative. She co-founded the Science Policy Speaker Series (SPSS), a joint series with UNC designed to give graduate students and postdocs opportunities to interact with science policy experts, and she serves on the Science & Society Workshop Committee. She received her PhD in Genetics and Genomics from Duke University.
**Phil Rosoff, MD**, Professor, Director of Clinical Ethics

Phil Rosoff is Professor of Pediatrics, Professor of Medicine, and the Director of Clinical Ethics at Duke University Hospital and the Clinical Ethics Consult Subcommittee. He teaches clinical ethics extensively throughout the hospital and health system and is teaching the core course Clinical Ethics & Policy for the MA. His research interests center around the equitable allocation of scarce resources. In particular, he has focused on vaccines and intensive care during a pandemic, drugs during acute shortages, rationing in a general health care system, and how to draw cut-off points for rationing on more or less continuous variables such as age. He received his BA from New York University, his MA in Philosophy from Duke, and his MD from Case Western Reserve University.

**Michael “Buz” Waitzkin, JD**, Visiting Lecturer, Senior Fellow

Buz Waitzkin is teaching the core course Science, Law, & Policy and is mentoring students for the MA. For the past 15 years, he has been a Visiting Lecturer, Senior Fellow, and Adjunct Professor in the Health Sector Management (HSM) Program at the Fuqua School of Business. Most recently, he designed and taught the ethics seminar in the Masters of Management in Clinical Informatics program and organized and moderated a series of evening symposia on current issues in health care for HSM. He provides strategic counsel to the biomedical research community, including academics, government officials, private companies and non-profits. Waitzkin received a BA from University of Virginia, a JD from Stanford Law School, and his LLM in Science & Medicine from Yale Law School.
THE DEGREE

The Master of Arts in Bioethics & Science Policy requires a minimum of 9 courses (27 credits) and 1 capstone project (9 credits), for a total of 36 credits. The breakdown is: 5 core courses, 4 electives, and 1 capstone project.

The Duke MA in Bioethics & Science Policy consists of:

- 5 core classes
  - Foundations of Bioethics & Science Policy
  - Clinical Bioethics & Policy
  - Law, Research, & Bioethics
  - Science, Law, & Policy
  - Contemporary Issues in Bioethics & Science Policy
- 4 elective classes, one of which must be a biostatistics or methodology course
- 1 capstone project

The MA program engages an amazing group of Duke faculty from all over campus to offer a robust selection of intellectually stimulating core and elective courses (see the following pages for course listings). Further, faculty members work with students on designing the capstone project, which may be either a research paper or a practicum with a written report.
Core Courses

Foundations of Bioethics & Science Policy
Instructor: Jennie Hawkins, PhD
An introduction to ethical theories and bioethical decision-making, as well as critiques of mainstream bioethical theory. The focus will be on understanding ethical theories and developing the ability to apply theoretical tools to analyze normative issues that arise in medicine, science, and policy choices.

Clinical Bioethics & Policy
Instructor: Phil Rosoff, MD
An examination of the leading issues in bioethics, especially those that arise in the context of clinical decision-making and the doctor-patient encounter. The focus will be on the ethical dilemmas faced by medical providers, patients, and their families: how issues are analyzed, what values are considered, and how disputes are resolved. Topics will include end-of-life care; withdrawal or refusal of life-sustaining treatment; pediatric ethics; transplantation; and rationing of scarce drugs or resources. The course will use real case examples to illustrate these dilemmas and challenges.

Law, Research, & Bioethics
Instructor: Lauren Dame, JD, MPH
An examination of the relationship between the law and bioethical issues, particularly in research and medical contexts. The course will explore the ways scientific advances affect law and other social institutions, and, conversely, how law affects the development and use of scientific knowledge. Topics include the history of human subject protections, current regulatory and statutory issues in research, and legal decisions governing informed consent, confidentiality, privacy, and other issues.

Science, Law, & Policy
Instructor: Buz Waitzkin, JD
An exploration of questions at the intersection of science and law. This course will cover the history of government funding for research and development, the emergence of research at academic institutions, the effect of new technologies on science policy, the impact of neuroscience and functional brain imaging on the law, and the use of genomics in reproductive technologies.

Contemporary Issues in Bioethics & Science Policy
Coordinated by the Law and Biosciences Fellow
An introduction to cutting-edge developments in science, medicine, and technology as well as the difficult ethical questions they raise. This two-semester course will meet every other week and will feature guest speakers, including policy-makers, regulators, criminal investigators, legislators, activists, and prominent academics in the fields of policy, bioethics, law, and neuroscience. Students will have the opportunity to engage with speakers and to explore potential career paths.
**Concentrations**
A distinctive feature of Duke’s MA in Bioethics & Science Policy is the opportunity to concentrate in a specific area. By concentrating, students focus on an existing or emerging area that poses fundamental yet complex questions about the relationship between science, ethics, and society.

A concentration consists of 3 electives in the concentration, including:
- Course in biostatistics or methodologies*
- Background course in concentration*
- 1 general elective in concentration

Students then take 1 general elective to complete the elective requirement.

* May be replaced with another concentration elective for students with relevant professional experience or course-work.

**Predesigned Concentrations**

**Genomics**
As genomics moves from the era of research sequencing to an era of clinical translation, we can expect novel challenges to current definitions of disease, race, behavior, and health. This concentration offers students a survey of the ethical, legal, and social issues surrounding the rise of genomic technologies.

**Neuroscience**
Scientists are gaining an increased understanding of the human brain and developing more and more technologies to “look inside” it. This concentration explores what this knowledge means for our concepts of free will, criminal intent and culpability, decision-making, and social behavior.

**Public Impact & Engagement**
This concentration enables students to bring the tools and understandings of investigative journalism, humanities scholarship, and community engagement/citizen science to bear on ethical and policy questions in science and health policy.

**Independent Concentration**
Students may design a concentration with the guidance of the Associate Director of Graduate Studies (ADGS) or mentor. Possible options include Environmental Ethics, Divinity and Medical Ethics, Global Bioethics, and Clinical Bioethics and Health Policy.
**Representative Electives**

This is a representative sample of electives for the Genome, Neuroscience, and Public Impact & Engagement concentrations. Students who design their own concentrations will work with their mentors or with the ADGS to select from these or additional electives.

<table>
<thead>
<tr>
<th>Electives</th>
<th>Genome</th>
<th>Neuroscience</th>
<th>Public Impact &amp; Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 554. Genomic Perspectives on Human Evolution.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Genome 508S. Global Health and Genomics.</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Genome 584/Law 584. Genetics and Reproductive Technologies.</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Genome 612/PubPol 634. Responsible Genomics.</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>GlHlth 540/PubPol 638. Global Health Ethics: Interdisciplinary Perspectives.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Law. Neuroscience, Law, and Policy.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Law 347. Healthcare Law &amp; Policy.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Law 529. Genetics and the Law.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Law 774.01 Taboo Trades &amp; Forbidden Exchanges.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Neurosci 555S/Phil 555S. Topics in Philosophy of Mind.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Phil 539S/ AAAS 580S. Race Theory: Biological Classification and Moral Implications.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phil 541S/Hist 577S. Historical and Philosophical Perspectives on Science.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Phil 634S/Biology 555S. Problems in the Philosophy of Biology.</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Phil 950S. Neurophilosophy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psy 608S. Gender, Pain, and Coping.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Psy 609S. Psychosocial Determinants of Health.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Psy 672S. Cognitive Neuroscience of Memory.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Psy 759S/Phil 753S. Principles in Cognitive Neuroscience I.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Psy 760S/Phil 754S. Principles in Cognitive Neuroscience II.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Psy 780S. Foundations of Behavioral and Computational Neuroscience.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PubPol 5905.02. Cancer and the Genome.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PubPol 642S. Designing Innovation for Global Health.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PubPol 825. Topics in Health Policy.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Sociol 641S. Proseminar in Medical Sociology: Social Determinants of Health or Health in the Life Course Perspective</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
**Capstone Project**

Each MA student completes an independent capstone project. The Capstone Project is designed to demonstrate that a student has acquired extensive knowledge of current thinking in bioethics; has collected, synthesized, reported, and critically reflected on these issues; and has developed competence in scholarly writing and procedures.

Capstone projects can be either:

- A research paper focusing on a specific subject in bioethics, including the history and analysis of modern issues related to the subject, or
- A practicum—a field placement to gain practical experience, with a written report analyzing the experience and integrating concepts learned in the program.

Faculty mentors and the MA’s Associate Director of Graduate Studies work individually with students to help design and implement a project that reflects a student’s interests and professional goals. Students who wish to write a research paper meet to discuss potential topics, sources, and scope. Students who wish to participate in a practicum work with the MA's Associate Director of Graduate Studies, who helps match them with a learning-filled experience in the field.

The completed paper or report is reviewed by a faculty committee for approval. Generally, full-time students participate in a practicum or work on the research paper during the summer before graduation.
Timing
Full-time students may complete the program in 1 full year (3 semesters—including fall, spring, and summer). Students without a background in bioethics or a closely related field are encouraged to complete the degree in 1.5 to 2 years so that they can take a broad selection of foundation courses and have time to participate in more advanced study. Students may also enroll on a part-time basis and take 1-2 courses per semester. Part-time students generally earn the degree in 3 years.

| Sample Schedule for Students Completing the MA in 1 year, or 3 semesters |
|-------------------------------------------------|-----------------|-----------------|-----------------|
| 1<sup>st</sup> Semester                          | 2<sup>nd</sup> Semester | Summer          |
| • Foundations of Bioethics & Science Policy     | • Clinical Bioethics & Policy | • Capstone Project |
| • Law, Research, & Bioethics                    | • Contemporary Issues in Bioethics & Science Policy II |                 |
| • Science, Law, & Policy                       | • Elective       |                 |
| • Contemporary Issues in Bioethics & Science Policy I | • Elective |                 |
| • Elective                                     | • Elective       |                 |

| Sample Schedule for Students Completing the MA in 1.5 years, or 4 semesters |
|-------------------------------------------------|-----------------|-----------------|-----------------|
| Year 1                                          |                 |                 |                 |
| 1<sup>st</sup> Semester                          | 2<sup>nd</sup> Semester | Summer          |
| • Foundations of Bioethics & Science Policy     | • Clinical Bioethics & Policy | • Capstone Project |
| • Law, Research, & Bioethics                    | • Contemporary Issues in Bioethics & Science Policy II |                 |
| • Science, Law, & Policy                       | • Elective       |                 |
| • Contemporary Issues in Bioethics & Science Policy I | • Elective |                 |
| Year 2                                          |                 |                 |                 |
| 1<sup>st</sup> Semester                          |                 |                 |                 |
| • Finish Capstone Project                       |                 |                 |                 |
| • Elective                                     |                 |                 |                 |
| • Elective                                     |                 |                 |                 |
The MA in Bioethics & Science Policy seeks students from a variety of backgrounds. The degree is designed for:

- Professionals with work experience who wish to specialize in bioethics or science policy, alter their career path, or deepen their skills in this area;
- Students currently pursuing another degree in a related field, such as law, medicine, nursing, social work, or public health; and
- A select number of post-baccalaureate students who wish to increase their knowledge in this area, the competitiveness of their graduate school application, or the range of job opportunities.

Students apply to the MA through the Graduate School. The application and program information are online at http://gradschool.duke.edu/admissions/index.php. Please complete the application in its entirety before submission. The required supporting documents are:

1. One copy of a transcript from each undergraduate or graduate institution attended. Once an applicant accepts an offer of admission, he or she must send an official copy of his or her transcript to the Graduate School for each institution listed in the application. The Graduate School reserves the right to revoke any offer of admission in the case of a discrepancy between the transcript included in the application and the official transcript.
2. Three academic letters of recommendation.
3. Official Graduate Record Examination (GRE) General Test scores. Students should take the GRE in time for official scores to reach the Graduate School by the appropriate application deadline. In rare circumstances, such as in the case of a student pursuing a dual degree, we may consider waiving the GRE requirement. If you have a special circumstance, please contact us at scienceandsociety@duke.edu to discuss your options.
4. Supplemental Questions (to be uploaded in the additional information section on the online Graduate School application):
   a. Describe and analyze an issue or dilemma in bioethics or science policy that you find interesting and challenging. Please limit your response to a maximum of 1200 words.
   b. What are your career goals, and how do you think this program will help you achieve them? Please limit your response to a maximum of 600 words.
   c. The MA program offers the opportunity to concentrate in Genomics, Neuroscience, Public Impact & Engagement, or an independent concentration. Please indicate if you have an interest in concentrating and if so, which area(s) you are considering. Your response is not binding and is for planning purposes only.
5. For applicants whose first language is not English: Official test scores from the International English Language Testing Service (IELTS) (http://www.ielts.org) or the Test of English as a Foreign Language (TOEFL) (http://www.toefl.org).
All applications are considered without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, or age.

**Application Deadlines**

January 31. Priority deadline for admission for the following fall semester.

March 1. Final deadline for admission to the MA in Bioethics & Science Policy

Applications submitted by the above dates are guaranteed a review. Applications submitted after March 1 are not guaranteed consideration but will be considered for admission if all spaces have not been filled, and for financial aid, if funds are still available.

For more information about application requirements and deadlines, please visit the Graduate School website at: [http://gradschool.duke.edu/admissions/](http://gradschool.duke.edu/admissions/).
STUDENT EXPERIENCE

Our goal is to give every student an excellent academic experience. To meet that goal, program faculty and staff will work individually with students to provide advice and mentoring. Upon arrival at Duke, each student meets with our Associate Director of Graduate Studies (ADGS) to plan a course of study, select an area of concentration, identify a faculty mentor, and begin thinking about options for a practicum or research paper. For students designing their own concentrations, our ADGS and faculty mentors will help identify an appropriate set of courses.

Mentoring
The MA program recognizes that each student has unique academic needs and career goals, so students are paired with academic mentors who provide feedback and guidance throughout the educational experience. Mentors can offer advice on everything from course selection and capstone topics to the best place to get a pizza in Durham; our goal is to provide students with the support they need to enjoy a rich learning experience.

Careers
The MA program works individually with students to tailor the practicum experience and explore job opportunities. We have an extensive database of internship, fellowship, and job opportunities to help students find the best fit for their interests and expertise. We also have developed networks among governmental agencies, health systems, pharmaceutical and scientific companies, law firms, non-profits, and other organizations to help students enter or return to the workplace after graduation.

Activities
Throughout the year, we sponsor activities for students to learn together, solidify their connections to each other, and expand their networks. We offer a several monthly workshops, including the Science & Society Journal Club, Research & Writing Roundtable, Classic Readings in Bioethics, and the Science Policy Speaker Series. In addition, we host a monthly distinguished speaker series and a career speaker series. For more information, visit http://scienceandsociety.duke.edu/engage.

Life at Duke
Attending a Duke program means joining a vibrant and active community of individuals from a wide variety of backgrounds. That diversity and energy is reflected in our campus life and in the lively city of Durham that surrounds us. If you’d like to know more about Durham, visit http://durham.duke.edu/.
FINANCIAL INFORMATION

For information on the cost of graduate education at Duke, please visit:

For information about need-based financial assistance, please visit:

The MA program also provides merit-based scholarships. For more information, email:
scienceandsociety@duke.edu.

Sample cost of attendance for a full-time student

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>$22,880.00</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>$22,880.00</td>
</tr>
<tr>
<td>Summer Semester I</td>
<td>$11,440.00</td>
</tr>
<tr>
<td>Summer Semester II</td>
<td>$11,440.00</td>
</tr>
</tbody>
</table>

Tuition total minus 15% Merit Based Scholarship $58,344.00

- Transcript Fee $40.00
- Activity Fee (for 3 semesters) $51.75
- Health Fee (for Winter and Spring) $636.00
- Health Fee (for Summer) $225.00
- Health Insurance $3,240.00

$62,536.75

Sample cost of attendance for a part-time student

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per Credit (36 credits required)</td>
<td>$2,660.00</td>
</tr>
<tr>
<td>-15% Merit Based Scholarship</td>
<td>$2,261.00</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$17.25</td>
</tr>
<tr>
<td>Activity Fee (per semester)</td>
<td>$40.00</td>
</tr>
<tr>
<td>Health Fee (in Winter and Spring)</td>
<td>$318.00</td>
</tr>
<tr>
<td>Health Fee (in Summer)</td>
<td>$225.00</td>
</tr>
<tr>
<td>Health Insurance (if applicable)</td>
<td>$1,080.00</td>
</tr>
</tbody>
</table>
## ACADEMIC CALENDAR

### Fall 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Tuesday. New graduate student orientation begins</td>
</tr>
<tr>
<td>August 20</td>
<td>Wednesday. 4 p.m. Convocation for graduate and professional school</td>
</tr>
<tr>
<td></td>
<td>students</td>
</tr>
<tr>
<td>August 25</td>
<td>Monday. 8:30 a.m. Fall semester classes begin; Drop/Add continues</td>
</tr>
<tr>
<td>September 1</td>
<td>Monday. Labor Day. Classes in session</td>
</tr>
<tr>
<td>September 5</td>
<td>Friday. Drop/Add ends</td>
</tr>
<tr>
<td>September 18/19</td>
<td>Thursday/Friday. 4:30 p.m. Founders' Day Convocation (exact day TBD)</td>
</tr>
<tr>
<td>September 21</td>
<td>Sunday. Founders' Day</td>
</tr>
<tr>
<td>October 10</td>
<td>Friday. Last day for reporting mid-semester grades</td>
</tr>
<tr>
<td>October 10</td>
<td>Friday. 7 p.m. Fall break begins</td>
</tr>
<tr>
<td>October 15</td>
<td>Wednesday. 8:30 a.m. Classes resume</td>
</tr>
<tr>
<td>November 5</td>
<td>Wednesday. Registration begins for Spring 2015</td>
</tr>
<tr>
<td>November 7</td>
<td>Friday. Last day to withdraw with W from Fall 2014 classes (Undergraduates Only)</td>
</tr>
<tr>
<td>November 19</td>
<td>Wednesday. Registration ends for Spring 2015</td>
</tr>
<tr>
<td>November 20</td>
<td>Thursday. Drop/Add begins for Spring 2015</td>
</tr>
<tr>
<td>November 25</td>
<td>Tuesday. 10:30 p.m. Thanksgiving recess begins</td>
</tr>
<tr>
<td>November 25</td>
<td>Tuesday. Graduate classes end</td>
</tr>
<tr>
<td>December 1</td>
<td>Monday. 8:30 a.m. Classes resume</td>
</tr>
<tr>
<td>December 1 - 8</td>
<td>Monday-Monday. Graduate reading period</td>
</tr>
<tr>
<td>December 5</td>
<td>Friday. Undergraduate classes end</td>
</tr>
<tr>
<td>December 6 - 8</td>
<td>Saturday-Monday. Undergraduate reading period</td>
</tr>
<tr>
<td>December 9</td>
<td>Tuesday. Final examinations begin (9 a.m.)</td>
</tr>
<tr>
<td>December 14</td>
<td>Sunday. 10 p.m. Final examinations end</td>
</tr>
</tbody>
</table>
Spring 2015

January 4 - 6  Sunday-Tuesday. Undergraduate Winter Forum
January 7  Wednesday. 8:30 a.m. Spring semester begins: The Monday class meeting schedule is in effect on this day; Regular class meeting schedule begins on Thursday, January 8; Classes meeting in a Wednesday/Friday meeting pattern begin January 9; Drop/Add continues
January 8  Thursday. Regular class meeting schedule begins
January 19  Monday. Martin Luther King, Jr. Day holiday; classes are rescheduled on Wednesday, January 7
January 21  Wednesday. Drop/Add ends
February 16  Monday. Registration begins for Summer 2015
February 20  Friday. Last day for reporting mid-semester grades
March 6  Friday. 7 p.m. Spring recess begins
March 16  Monday. 8 a.m. Classes resume
March 25  Wednesday. Last day to withdraw with W from Spring 2015 classes (Undergraduates Only)
April 1  Wednesday. Registration begins for Fall 2015; Summer 2015 registration continues
April 10  Friday. Registration ends for Fall 2015; Summer 2015 registration continues
April 11  Saturday. Drop/Add begins for Fall 2015
April 15  Wednesday. Graduate classes end
April 16 - 26  Thursday-Sunday. Graduate reading period
April 22  Wednesday. Undergraduate classes end
April 23 - 26  Thursday-Sunday. Undergraduate reading period
April 27  Monday. Final examinations begin
April 29  Wednesday. Undergraduate reading period (9 a.m. - 2 p.m.)
May 2  Saturday. 10 p.m. Final examinations end
May 8  Friday. Commencement begins
May 10  Sunday. Graduation exercises; conferring of degrees

Summer 2015

Schedule to be published in Spring 2014.