

Master of Arts in Bioethics

UNIVERSITY OF WASHINGTON, SCHOOL OF MEDICINE
DEPARTMENT OF BIOETHICS AND HUMANITIES

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Program Contacts and Student Resources

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- [Graduate and professional grants | Student Financial Aid](#)
- [Student Financial Aid | Contact Us](#)
- [Disability Resources for Students](#)
- [Office of the University Registrar | OUR](#)
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Completing the MA Program

Earning the MA in Bioethics requires a minimum of 40 credits of graded coursework, inclusive of required coursework, elective credits, a practicum requirement, and a culminating master's project. While our program can flexibly accommodate many paths toward completion, most students do so over the course of two years. A two-year pathway consists of approximately 6 credits taken during the autumn, winter, and spring quarters. You may take courses during the summer quarter if you wish.

You are expected to monitor your own progress throughout this program. However, our program advisor is ready to answer any questions and help guide you through the curriculum. Consider downloading a copy of the [MA Requirements and Progress Report](#), to track your progress in the program.

Summary of Requirements

1. Completion of graded, required courses with a minimum grade of 2.7.
2. Completion of six approved elective credits with a minimum grade of 2.7.
3. Satisfactory completion of a master's project.
4. An oral presentation of the master's project at an approved meeting or seminar.
5. The UW Graduate School requires that a 3.0 cumulative GPA be maintained to remain in good academic standing.
6. As part of your professional development, we strongly encourage student attendance at our Department sponsored events such as our Bioethics Grand Rounds. See [BH Events](#). Our faculty as well as other faculty within and beyond the UW regularly present on important bioethics topics. It is an excellent opportunity to experience the wider world of bioethics practice and research.

MA Program Competencies

The master's program will produce the following competencies:

- Knowledge
- Clinical ethics
- Ethical theory
- Research ethics
- Historical foundations of bioethics
- Research methods

Skills

- Research, writing, and public speaking about bioethics
- Ability to communicate about and frame ethical issues in medicine and biomedical research from a multidisciplinary perspective

Requirement: Course of Study

The MA in Bioethics requires a minimum of 40 credits (although 41 - 42 credits is typical for students without transfer credit or course substitution requests). Those credits should meet the following criteria:

- 36 UW master's required credits
- 18 minimum graded* credits
- 18 500+ level credits

Required courses must be taken for a letter/numerical grade. Non-graded credits must be pre-approved by the director of the program.

Required Core Courses - 26 credits

COURSE #	CREDITS	TITLE	OFFERED
BH 502	5	ETHICAL THEORY	EVERY AUTUMN
BH 548	3	CLINICAL ETHICS	ODD SPRINGS
BH 535	3	MED ETHICS & JURISPRUDENCE	EVERY WINTER
BH 536	3	RESEARCH ETHICS	EVEN SPRINGS
BH 527	3	SOC SCI RSCH MTHDS	WIN OR SPR (TBD)
BH 596	9	MA PROJECT	EVERY AUT, WIN, SPR, SUM*

*Students typically take two BH 596 credits in AUT, WIN, and SPR of their second year. Your master's project advisor will serve as your BH 596 instructor. If you do not have a master's project advisor by the beginning of the second year, the director of graduate studies may serve as your BH 596 instructor for the fall quarter.

Additional Course Requirements

Take one of the following courses on ethical theory (5 credits):

- BH 556
- BH 574
- ETHICS 511
- ETHICS 512

Take elective courses (6 credits):

Any 400 level undergraduate course (must include a writing requirement) or a graduate course (500 level and above) from the following schools and departments counts towards the six credit requirement: Department of Bioethics & Humanities, Department of Philosophy, Department of History, Department of Anthropology, Global Health, School of Nursing, School of Public Health and Community Medicine, or the School of Law.

Courses from other Schools or Departments, or undergraduate courses without writing requirements, may count toward this requirement, but must be submitted to and approved by the department's Director of the MA program prior to taking the class.

TYPICAL SCHEDULE FOR STUDENTS STARTING IN AN ODD-EVEN YEAR (EX: 2023-24)

YEAR ONE

ODD AUTUMN	EVEN WINTER	EVEN SPRING
BH 502 (EVERY AUT)	BH 552 (EVEN WIN) *Method requirement option	BH 527 (WIN OR SPR TBD)
BH 562 (EVERY AUT) *Elective	BH 530 (EVERY WIN) *Elective	BH 536 (EVEN SPR)

YEAR TWO

EVEN AUTUMN	ODD WINTER	ODD SPRING
BH 596 (EVERY AUT, WIN, SPR)	BH 535 (EVERY WIN)	BH 548 (ODD SPR)
BH 556 (EVERY AUT) *option or BH 574 in WIN	BH 574 (EVERY WIN) *option or BH 556 in AUT	BH 595 (ODD SPR)

TYPICAL SCHEDULE FOR STUDENTS STARTING IN AN EVEN-ODD YEAR (EX: 2024-25)

YEAR ONE

EVEN AUTUMN	ODD WINTER	ODD SPRING
BH 502 (EVERY AUT)	BH 535 (EVERY WIN)	BH 548 (ODD SPR)
BH 562 (EVERY AUT) *Elective	BH 530 (EVERY WIN) *Elective	BH 595 (ODD SPR)

YEAR TWO

ODD AUTUMN	EVEN WINTER	EVEN SPRING
BH 596 (EVERY AUT, WIN, SPR)	BH 552 (EVEN WIN)	BH 536 (EVEN SPR)

BH 556 (EVERY AUT) *option or BH 574 in WIN	BH 574 (EVERY WIN) *option or BH 556 in AUT	BH 527 (WIN OR SPR TBD)
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Transfer Credits

According to graduate school guidelines, students may petition the Dean of the Graduate School for permission to transfer a maximum of 6 credits for graduate level coursework from another recognized academic institution. Semester credits are multiplied by 1.5 to transfer in as quarter credits at UW (example 2 semester credits will transfer in as 3 quarter credits). Prior to petitioning the Dean, the courses must be approved by the Director of the MA program. Note: no more than 12 credits derived from any combination of UW GNM credits and transfer credits may be applied to the MA program. See current [Graduate School Guidelines](#).

To request transfer credits be applied toward your graduate program, email bhadvise@uw.edu and the Director of the MA program the following information, completing the fields in yellow:

May I please transfer [Course Prefix, Number, Title] from [College/University] and have it applied toward the [Requirement, ex: Electives] or substituted for [BH Course Number, Title]. Please see attached syllabus.

If approved, track the transfer and/or substitution in your [MA Requirements and Progress Report](#).

Requirement: Master's Project

The master's project (MP) is an intensive writing experience that affords students the opportunity to prepare a research paper under the direct supervision of a Master's Project Advisor. The MP should be an original piece of scholarship that demonstrates mastery of the literature, contributes new insights and makes a novel contribution to the literature. It should move the debate about a particular topic forward, rather than merely describing the debate.

The MA in Bioethics is a research oriented program. Therefore, the scope, length, and format of the MP should match that of work published in the field. For many students, the MP serves as the initial draft of work that is eventually published.

Toward that end, the MP should reflect a comprehensive understanding of the important empirical, conceptual, and normative literature relevant to the student's topic. It must also address relevant contextual features, such as historical, legal, and cultural factors, that shape and influence our thinking about the topic. The final manuscript will ordinarily comprise a minimum of 20 pages of text, with additional pages for references and appendices.

You may use a course paper or empirical research project as the starting point for their MP, however, you should expect to supplement and/or revise the original paper to meet the MP requirements. The MP is solely for the purpose of demonstrating the student's comprehensive understanding of the important empirical, conceptual, and normative literature relevant to the student's topic.

In some cases, the MP may evolve out of an empirical research project in which the student's MP Advisor serves as the PI. It is permissible for students to be a co-author on a research paper and also utilize portions of the collaborative work in their MP; however, the portion of the research that becomes the student's MP must be written by the student. In the event a version of a collaborative research paper is submitted for publication, the student may be first author on both, but the MP and the publication are two separate, though related,

papers. The student should inform co-authors that they will be listed on the MP, but the student is solely responsible for meeting all requirements for the MP and co-authors need not review or approve the MP prior to submission.

Master's Project Authorship

When a student's MP incorporates data and analysis from collaborative empirical research, colleagues may be included as authors; however, in all cases the student must be the first author. As such, the student should take responsibility for organizing the paper, participating in analysis, contributing original ideas to the discussion, and doing the lion's share of the writing and revising. Co-authors should be named on the face page of the final MP and should meet the authorship requirements delineated by the International Committee of Medical Journal Editors (ICJME), available at: [Defining the Roles of Authors and Contributors](#). Where colleagues do not meet the requirements for authorship, they should be recognized in the acknowledgements section on the title page. Students should use the [Model MP Title Page](#) for their master's project.

Normative MPs should be authored solely by the student. In the rare instance that a student wants to co-author a non-empirical MP, they should seek permission from the Director of the MA program prior to submitting the MP proposal. In all cases, the student must be the first author.

The Master's Project Committee

The Master's Project Committee (MP committee) consists of the MP Advisor and the Second Reader. The role of the MP committee is to provide direct, hands-on mentorship for the student's MP project, and to inform the Director of the MA Program as to whether or not the student's MP project meets department standards and should be accepted. We expect that all members of the MP committee will meet with students on a regular basis (ideally, at least once per quarter) to assess progress in preparing the MP, address barriers or setbacks, and provide support as needed. The [Graduate School's Mentorship resource page](#) is a helpful resource for students and advisors. Additional questions regarding expectations, mentorship and advising should be directed to the Director of the MA program.

The Master's Project Advisor

The primary role of the MP Advisor is to serve as the MP committee chair. In that role, they will supervise and guide the development of the MP. It is the right and responsibility of each student to find a department or adjunct faculty member to serve as their MP Advisor. The MP Advisor may play other roles in the professional development of a student, such as serving as a fellowship mentor or the PI of a project, but their role as an MP Advisor comes with specific responsibilities. As the MP Advisor, they will:

- Serve as their advisee's instructor for BH 586 Credits;
- Help the student determine a feasible project suitable for their goals and timeline;
- Guide them in developing the initial project proposal;
- Provide timely feedback on all drafts;
- Provide guidance and/or resources in regards to theory, data, & methods as appropriate; and
- Advise the Director of the MA Program as to whether the final draft meets the standards for acceptance.

The MP Advisor will typically be a member of the BH regular faculty, adjunct faculty, or faculty associate group. Faculty not affiliated with the Department in any of these capacities may be selected, but must be approved in advance by the Director of the MA program.

We encourage each student and their MP Advisor to begin their working relationship with transparent communication about how they will work with one another. Please see the suggested [Advising Agreement](#) as a possible resource.

The Master’s Project Second Reader

The primary role of the Second Reader is to provide feedback on the project proposal and subsequent written drafts. Second readers may also provide specific methodological, conceptual, or subject area expertise that may be of use in more formative stages of the MP. Therefore, it is common (but not required) to seek advice from the MP Advisor when inviting a faculty member to serve as second reader. As part of the MP committee, the Second Reader will provide an assessment as to whether the MP meets departmental standards for acceptance.

BH 596: Master’s Project Course Credits

Students are required to take six credits of BH 596 to complete their MP. This is typically done in the second year of the program, enrolling in two credits each in autumn, winter, and spring quarter. Your MP Advisor will serve as your BH 596 instructor. If you do not have an MP Advisor at the time you first enroll in BH 596, the Director of the MA program can serve as your instructor.

Each credit = three hours/work per week. Students must confirm with their MP Advisor whether they will supervise the amount of credit hours they wish to take. These credits will be graded Credit/No Credit. Students who receive a “no credit” grade must receive credit before work on the next unit may begin. Ordinarily, the 6 credits will be distributed evenly over the student’s second year of study. However, the course is arranged as “variable credit,” enabling students to distribute credits variably to meet the 6-credit requirement, per the approval of the MP Advisor. Occasionally, students may need to register for more than 6 MP credits. Doing so requires the approval of their MP Advisor and the Director of the MA program.

Important Program Benchmarks

Adherence to the following benchmarks are important for students who wish to graduate within a two year timeframe. For concerns or questions about your plan to meet these benchmarks, you are encouraged to speak with the BH Advisor and the Director of the MA program for additional guidance.

Graduate Program Year One

APRIL	Students meet with potential MP Advisor to discuss project ideas
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Graduate Program Year Two

SEPT	Students Finalize MP Advisor and Enroll in BH 596 Resource: Guidance for Research Proposal
DEC	MP Proposal Completed and Shared with Program Staff Proposal Recipients: MA Director, BH Advisor
FEB	Student Progress Report Meeting Attendees: Student, DGS, BH Advisor
MARCH	First Draft Due to MP Committee, DGS, and BH Advisor
APRIL	Meeting to Discuss Progress and Completion

	Attendees: MP Committee, Student, DGS, and BH Advisor
MAY	Second Draft Due to MP Committee
MAY/JUNE	MP Presentation at BH Faculty Meeting or Other Approved Venue
	Graduate School deadlines for requests to graduate can be found here
JUNE	Final MP and MP committee recommendation to DGS & BH Advisor

Scope and Form of Master's Project

Students will necessarily choose a primary approach for their MP, along a continuum from normative to empirical. However, all students must demonstrate a multidisciplinary understanding of their topic. For example, a MP that takes as its primary focus the normative analysis of a case involving withholding and withdrawing treatment from a patient in a persistent vegetative state must also display the student's knowledge of historical circumstances, such as the development of new life-sustaining technologies, that led to the occurrence of cases like this, as well as empirical research relevant to the analysis. Likewise, a MP that is principally concerned with the empirical analysis of medical students' attitudes toward end-of-life care must also discuss and make reference to conceptual and normative debates about caring for patients at the end of life.

Projects Emphasizing Normative Analysis

Normative analyses provide rationale for why particular principles, rules, character traits, actions, or obligations are commendable (right) and why others are morally objectionable (wrong). Normative analyses answer the question "what should be done?" or "what kind of person should one strive to be?" or "what obligations does one have toward others?" Students who are primarily interested in the normative analysis of problems in bioethics may elect to analyze the ethical dimensions of a clinical case, a specific health care policy, or a particular health care system. All normative analyses must demonstrate an understanding of the empirical research relevant to the topic.

Ethics Case Analysis

Students preparing an ethics case analysis will present a clinical case and provide a critical analysis of an important ethical concern that the case raises. The analysis must include taking a position about the ethical issue, supporting this position with ethical argument, and answering objections to one's position. Case analysis may employ a variety of methods, including narrative approaches, casuistic techniques, appeal to ethical principles and theories, or some combination of these methods. Although the primary focus of this type of MP is a specific case, the student must point out how the ethical analysis applies to other, similar cases. The student must demonstrate knowledge of policies, laws, and empirical research relevant to the case. Examples of ethics case analysis include evaluating the decision to withhold or withdraw medical treatment for a patient in a persistent vegetative state, to meet the request of a patient with end-stage ovarian cancer for physician aid in dying, to terminate a pregnancy when the fetus is affected with Down Syndrome, or to use reproductive technologies to accomplish posthumous reproduction.

Ethical Analysis of a Health Care Policy

Students who are interested in evaluating the ethical implications of healthcare policies or law may prepare a normative analysis of a specific policy or law that raises important ethical questions. The student must put forward a position about the ethical issue the policy or law raises, and must provide an ethical argument in defense of this position. Arguments may take a variety of forms, such as appeal to ethical principles and theories of justice, to feminist analyses, or to empirical data revealing the consequences of similar policies or laws. While one or two appeals may be dominant in the paper, all papers must demonstrate understanding of relevant normative, conceptual, and empirical literature. Students may consider the ethical support for existing local, state, or federal policies or laws, or may propose changes to existing policies or laws. Examples of this kind of MP include evaluating the ethical

aspects of Death with Dignity laws; assessing the adequacy of institutional policies governing privacy of genetic testing for BRCA1 and BRCA2; and suggesting specific improvements to Federal standards for protection of children as research subjects.

Ethical Analysis of Health Care Systems

Students who would like to analyze the ethical features of health care systems may prepare a normative assessment of a specific feature of the health care system, or may compare how different health care systems approach a specific ethical problem. For example, students choosing this option may consider the justice of employer-based health insurance in the United States, or compare and evaluate physician paternalism within the British and U.S. health care systems, or examine whether different health care system responses to protecting vulnerable populations in human subjects research meet justice standards, or investigate ethical features of medical student or residency training for physicians in the United States.

Projects Emphasizing Empirical or Conceptual Analysis

Students who are primarily interested in describing or analyzing bioethics topics without an emphasis on normative analysis may conduct empirical, conceptual, historical, or secondary analyses.

Primary Empirical Research

Students considering this option must work with their MP Advisor to ensure that they have the specific skills required for a particular empirical research project, and ensure they have the resources and time to collect primary data (including time to prepare and receive approval for Human Subjects participation, if applicable). Projects of this kind can include original data sets collected by the student alone or as part of a research team, often led by the MP Advisor (or other faculty). For some projects, the MP Advisor may require students to gain additional training or take specific courses related to the research project. Examples of empirical research in bioethics include evaluating surveys of medical student attitudes toward end-of-life care, analyzing transcripts of physician interviews with unannounced standardized patients, and examining patients' beliefs about a duty to disclose genetic diagnoses to at-risk family members. All empirical papers must demonstrate understanding of relevant normative and conceptual literature.

Secondary Analysis of an Existing Data Set

Working with a MP Advisor who has already collected empirical data, a student conducting empirical research conducts a quantitative or qualitative analysis of an existing data set. In this instance, the student may draft or be assigned a specific research question but the student is responsible for organizing the analysis and writing it up.

Conceptual Analysis

A conceptual analysis analyzes and describes the way concepts, theories, or methods have been defined, interpreted, and applied. A conceptual analysis provides critical evaluation of various interpretations. Students preparing a conceptual analysis examine a conceptual, methodological, or theoretical debate in the bioethics literature and provide an original analysis of this debate. Students pursuing this option not only describe alternative positions in the literature, but also evaluate the arguments for and against these positions and offer new insights. For example, a student might explore whether casuistic methods of case analysis entail some form of ethical relativism, or investigate feminist critiques of the concept of care, or explore the concept of professional integrity and its relationship to virtue theory, or investigate alternative accounts of the relationship between professional development and the development of narrative skills.

Contextual Analysis

Students also may pursue research that focuses on an important contextual factor that shapes and influences how a topic is understood. The focus may be on the underlying historical, cultural, legal,

policy or other contexts. For example, students may investigate the historical development of a contemporary bioethics topic, or analyze the social and cultural forces that shaped this development. Such an analysis must go beyond simple reporting of facts. A central focus must be examining why our understanding of a particular bioethics topic has developed in a certain way, the assumptions underlying this development, and critical reflection about the topic's future directions and development. Students are required to work with their MP Advisor to narrow their research focus appropriately. For example, students undertaking a historical analysis of a bioethics topic may examine the development of ethics committees during the latter half of the twentieth century, investigate the origin of informed consent in Western ethics and law, consider the development of doctor-patient relationships during a specific time period, or explore how nursing or medicine gained recognition as a profession.

Master's Project Approval

The MP committee chair submits the committee's recommendation to the Director of the MA program as to whether or not the student's MP meets department standards and should be accepted. If there is a difference of opinion among MP committee members about approval of the project, the Director of the MA program serves as a tie-breaker.

Departmental Standards for Master's Project

The MP should demonstrate critical thinking skills and mastery of relevant empirical, normative, conceptual, and historical literature and make an original contribution to the literature. In terms of format, it should be approximately 20-25 pages in length and be formatted as a publishable paper. It is the role of the MP committee to help guide and assess the student in addressing each of the criteria listed below.

- Critical Reasoning
 - State and defend with supporting arguments a central question or thesis. Include discussion of important objections to your arguments.
 - Demonstrate skills of ethical analysis applied to cases, policies, or conceptual features of the topic. Demonstrate knowledge of relevant ethical principles and theories, as well as relevant methods of case analysis.
 - Identify underlying assumptions and contextual features (e.g., cultural, religious, historical, or other aspects).
 - Evaluate the strengths and weaknesses of key arguments, including your own.
- Empirical
 - Cite and interpret key empirical studies relevant to the topic. Papers with an emphasis on normative ethics are expected to discuss the relevance of empirical data.
 - Address whether methodologies used in key references are appropriate for the study and robust enough to support the conclusion.
- Conceptual
 - Define key concepts from the bioethics, medical, and legal literature. Explain competing interpretations of these concepts as appropriate.
- Normative
 - Discuss normative dimensions of the topic. Papers with an emphasis on empirical questions are expected to discuss relevant normative literature.
 - Present both sides of ethically controversial issues, and show the arguments supporting each.
- Contextual Features
 - Discuss important contextual aspects of the topic, including, e.g., historical, cultural, religious, legal or policy issues.
 - Demonstrate awareness of relevant local, regional, national and international laws.
 - When relevant, identify paradigm cases that shape or inform the issue.

Resource: Guidance for MP Proposal

Whether normative or empirical, all research begins with a proposal. For empirical work in particular, it is crucial to have a solid proposal *before* the research begins. The goal of the proposal is to communicate the question, explain why it's important, and provide a conceptual and practical roadmap for how you plan to answer it.

Bioethics is an interdisciplinary field, grounded in both empirical and normative modes of inquiry. Therefore, each student should work closely with their MP advisor to choose a format for their proposal that is suitable for their project and its intended audience.

Regardless of the format chosen, all proposals should include the following information:

- The thesis/research question
- A summary of the literature that motivates the question
- Description of the approach (empirical or normative)
- Description of the relevant data and modes of inquiry; this may include case descriptions and ethical approach for normative work or an overview of data and methods for empirical work
- A proposed timeline for completion
- Preliminary reference section

In terms of scope, the proposal should be between 3-8, double-spaced pages, excluding references.

Normative MP proposals are typically shorter as empirical projects usually require more space to describe the proposed data and methods. Stay in conversation with your MP advisor for guidance that is appropriate for your project.

Below are resources you may find helpful in writing your MP proposal.

- [Guidance for MA thesis proposal](#) - Ohio University
- [Guidance for MA paper in philosophy](#) - Concordia University

Resource: MP Project Title Page Template

[Project Title]

[Student's Name]

[Co-authors (if applicable)]

“

“

“

Master's Project Advisor

[Name]

Second Reader

[Name]

Acknowledgments

[Funding, sponsorship, collaborators who do not meet authorship criteria,
other mentors/people you wish to recognize here]

A project submitted in partial fulfillment of the requirements for the degree of

Master of Arts in Bioethics

University of Washington

Department of Bioethics and Humanities

School of Medicine

MONTH, YEAR

Requirement: Presentation of Master's Project

Students are required to present their MP, or some portion of the MP, before the Department as a whole or before an academic or community audience approved by the MP Advisor and Director of the MA program.

Presentations occur during May and June for spring graduations and December for autumn graduations. Required attendees: the presenting student, both members of the MP Committee, the Director of the MA program, the BH Advisor, and if the student is a Treuman Katz Fellow, the Seattle Children's Treuman Katz Program Directors. Students are welcome to share the invitation widely with family, friends, colleagues, mentors, and others. The students will introduce themselves and should consider speaking to how they became interested in the topic and their post-graduation plans.

Resource: Suggested Advising Agreement

The MA in Bioethics suggests joint completion of this agreement by the MP Advisor and student to clarify roles, responsibilities and expectations.

Objectives

- We hope to achieve:
- To accomplish this, we will:

Frequency of Meetings

We will attempt to meet at least _____ time(s) each month/quarter. If we cannot attend a scheduled meeting, we agree to notify one another at least _____ hours in advance by email/phone.

Turn Around Time for Feedback

Upon receipt, the advisor will get feedback to the student within _____ days (and ideally, no later than 2 weeks).

Limits on Availability (optional)

Generally, the advisor is not available to provide feedback at these times (e.g., evenings, weekends)

Managing differences of opinion and conflict

Faculty members are committed to open and honest communication with students. We expect both faculty and students to work together to proactively resolve conflicts as they arise. The Director of the MA program is available to assist students and faculty in resolving conflicts.

Signatures:

	Date
--	------

Student

	Date
--	------

MP Advisor

Graduation

Students must:

- Connect with the Director of the MA program and BH Advisor, the quarter before they intend to graduate, to review master's project progress and the coursework audit;
- Review and take responsibility for the UW [Preparing to Graduate Guide](#);
- Submit a master's degree request, during the intended graduation quarter, in UW MyGrad Program (this is a hard deadline); and
- Be enrolled in at least one credit during the intended graduation quarter.

Tuition and Funding

Tuition Rate

The tuition level is Graduate Tier II, see: [Office of Planning and Budgeting, Current Tuition and Fees](#). 40 credits are required for the MA in Bioethics, students typically take 6 credits per quarter (autumn, winter, and spring) for two years. Use the [Graduate Tuition Dashboard](#) to calculate your tuition fees according to credit hours, see: [Tuition Rates](#). For tuition questions, contact the [Office of the Registrar](#).

Funding for Students

See [Graduate School Funding for Students](#) for student assistantships, fellowships, grants, federal loans, work study, and employment opportunities. Also consider the Wylie Burke Endowed Scholarship for Diversity.

Tuition Exemption

- **State employees**, see: [State Employee Tuition Exemption](#)
- **UW employees**, see: Human Resources Professional and Organizational Development: [Tuition Exemption](#). To determine your eligibility, email [Professional & Organizational Development \(POD\)](#) at pod@uw.edu, and include your Employee Identification Number (EIN) and quarter you wish to attend in your message. The tuition exemption benefit covers up to 6 applicable credits per quarter. Neither the Office of the University Registrar nor the Department of Bioethics and Humanities can determine an employee's tuition exemption eligibility.