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Academics and Program Policies

This section includes information about:
- Program requirements for graduation
- Areas of specialization
- Course offerings
- Administrative and registration policies
Graduation Requirements for the MPP Program

Two-Year MPP Program (51 credits required for graduation):

First Year of Study (Fall/Spring Semesters)
- Required courses:
  - Pub Pol 803 Policy Analysis for Decision Makers
  - Pub Pol 810 Microeconomics & Public Policy Making
  - Pub Pol 812 Statistics & Data Analysis or Pub Pol 890 Advanced Statistics
  - Pub Pol 814 Politics of the Policy Process or Pub Pol 820 Globalization & Governance
  - Pub Pol 816 Ethics
  - Pub Pol 804 Policy Analysis II
  - Pub Pol 811 Microeconomics: Policy Applications
  - Pub Pol 813 Quantitative Evaluation Methods
- One elective or Foundations Course in Specialization Area

Summer Internship (performed between the first and second year of study)

Second Year of Study (Fall/Spring Semesters)
- Required courses:
  - Pub Pol 807 Master’s Project I
  - Pub Pol 816 Ethics (if not taken in first year) or Elective
  - Pub Pol 808 Master’s Project II
  - 6 course credits of Public Management and Leadership
    - Acceptable courses: Any 3.0 or 1.5-credit management/leadership courses offered at Sanford, as well as select courses offered at Fuqua, UNC, NC State, Duke Law, etc.
- Three electives

Dual Degree Program (39 credits required for graduation):
The 39 MPP credits must be registered under the Sanford School career on ACES.

First Year of Study (Fall/Spring Semesters) 27 or 30 units
- Required courses:
  - Pub Pol 803 Policy Analysis for Decision Makers
  - Pub Pol 810 Microeconomics & Public Policy Making
  - Pub Pol 812 Statistics & Data Analysis or Pub Pol 890 Advanced Statistics
  - Pub Pol 814 Politics of the Policy Process or Pub Pol 820 Globalization & Governance
  - Pub Pol 816 Ethics
  - Pub Pol 804 Policy Analysis II
  - Pub Pol 811 Microeconomics: Policy Applications
  - Pub Pol 813 Quantitative Evaluation Methods
- One elective or two electives or one elective plus Foundations Course in Specialization Area

Summer Internship (usually performed immediately after the MPP year of study)

Final Year of Study (Fall/Spring Semesters) 9 or 12 units
- Required courses:
  - Pub Pol 807 Master’s Project I
  - Pub Pol 808 Master’s Project II
- One or two Electives (based on total number of credits taken in first year)
Information for Course Planning and Registration

In planning your coursework at Sanford, you may find the following information useful. If you have any questions about course requirements, the suitability of particular courses, or the procedures for registering, please see the Director of Student Services, 172 Rubenstein Hall.

Registration via ACES: Each semester, students register for classes via the University Registrar’s ACES enrollment system (http://registrar.duke.edu/registration). Each semester’s registration cycle opens with a “bookbagging” period ten days prior to the start of the live registration window. During bookbagging, students can review course listings and place courses of interest to them in electronic “bookbags” to be accessed and transferred easily into their actual course schedules once the official registration window opens. To increase access to seats in elective courses, the first day of registration is exclusive reserved for graduate-level students. The registration period remains open for two weeks, followed by a drop/add period which extends through the end of the second week of each semester. Unless otherwise noted, students obtain permission numbers for courses requiring them directly from the instructors of those courses.

Two-year MPP students register for all courses within their Sanford Public Policy “PPS” career on ACES. Dual-degree students with other Duke schools (Law, NSOE, Fuqua, Divinity) will have two active careers in ACES. In the final, blended year of a dual-degree program, when a student takes courses at both Sanford and the other Duke professional school, the student will need to be sure that courses he/she needs to count toward the Public Policy degree are registered for within the Sanford “PPS” career on ACES. Dual-degree students should schedule an appointment with the MPP Director of Student Services to review degree requirements and discuss registration processes prior to registering for fall courses of their final academic year.

Sanford Course Numbering: Typically, MPP core courses and graduate-level electives are numbered 800 – 899. MIDP courses, many of which MPP’s are permitted to enroll in as electives, are numbered 700 – 799. Sanford courses numbered 500 – 699 are electives open to undergraduate juniors and seniors as well as graduate-level students. Courses listed below the 500 level are intended primarily for undergraduates. Please review the policy regarding graduate student registration for undergraduate courses on page 6 of this handbook.

Waiving Required Courses: A student may waive a required course if it is determined that the student has already taken a course very similar to the required course, or if the student has sufficient background in the subject matter. To have a course waived, the student should consult with the faculty member who teaches the course. If the faculty member consents to grant the waiver, the student should fill out a Course Exemption Form available in the “Forms” section of this handbook or accessible through the student’s MPP Sakai site and have the faculty member sign it. The student should then return the form to the Director of Student Services, who will consult with the Director of Graduate Studies (DGS) for final approval. All courses waived must be replaced with other policy-related courses of equal credit value.

Course Substitutions: In certain cases, a student may wish to substitute another course for a required course. To do this, the student should fill out the Course Substitution Form available in the “Forms” section of this handbook or accessible through the student’s MPP Sakai site and submit the form, together with information about the course he/she wishes to take, to the Director of Student Services, who will consult with the DGS for final approval.

Microeconomics and Statistics Course Placement: On-line assessments for microeconomics and statistics placement are offered to matriculated students prior to New Student Orientation Week via the Sakai online course management system. Placement assessment scores and a student’s prior coursework and academic performance will be considered by microeconomics and statistics faculty members to determine student placement.

Course Listings: A list of courses offered at the Sanford School is updated and posted each semester at: http://fds.duke.edu/db/Sanford/courses_grad.html. A Sanford School graduate course guide will be made available to
students prior to each registration cycle. Students may visit the Director of Student Services to discuss course options and graduation requirements.

**Interinstitutional Registration:** With DGS approval, full-time students at the Sanford School may be admitted to a maximum of two courses in a given semester, not to exceed a total of 12 credits during their tenure in the MPP Program, at UNC Chapel Hill, NC State University in Raleigh or NC Central University in Durham. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered part of Duke’s tuition coverage. Information on the interinstitutional registration process is available at: [http://registrar.duke.edu/special-registrations/interinstitutional-registration](http://registrar.duke.edu/special-registrations/interinstitutional-registration).

**Taking Classes in Other Duke Schools or Arts & Science Departments:** A student interested in taking a class at Fuqua or Duke Law School should contact the course instructor to receive his/her written or email permission to take the course. Then, bring this permission and a description of the course to the MPP DGS for approval to register and DGS signature on any required registration forms. Copies of these registration forms should be provided to the MPP Director of Student Services, who will submit them to the Sanford School Registrar for processing.

- For Duke Law School courses, visit: [http://www.law.duke.edu/registrar/](http://www.law.duke.edu/registrar/) for instructions and a link to the registration form. The Duke Law Registrar’s Office is Room 2027 Duke Law; 613-7027; e-mail: registrar_office@law.duke.edu.
- For Fuqua courses, visit: [http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/](http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/) for instructions and a link to registration forms. Completed Grad/Prof Student Course Registration Permission forms should be returned to the MPP Director of Student Services, who will enter registration requests into a cross-school database for review and approval by the Fuqua Registrar. Please note that Fuqua operates on a different academic calendar than the Sanford School.

**Independent Study:** Under certain circumstances, a student may wish to create a class of his or her own to study a particular policy issue in depth. The MPP Program provides the opportunity to create such a course with credits ranging from 0.5-3.0. The work in these independent study classes must be equal to a regular Duke class of the same credit value, and a faculty member must supervise the class. For additional information and to secure the appropriate paperwork, please see the Director of Student Services (172 Rubenstein Hall) or Sanford School Registrar (166 Rubenstein Hall).

**Auditing a Course:** Auditing a course gives a student the opportunity to explore an area related to his/her policy interests or to review an area of personal expertise. If a student audits a course, he/she attends classes but may not be required to turn in all assignments or take exams. No grade or credits will be issued for the course; however, it will appear on the student’s transcript with the notation “AD.” If the student withdraws from the audited course after the drop/add period, a “WA” (withdraw audit) will appear on the transcript. In order to register as an auditor for a course, the student completes the Course Audit Form available in this Handbook and on the MPP Sakai site and either delivers it in person to the University Registrar’s Office, 114 S. Buchanan Blvd., Smith Warehouse, Bay 9, Room A289, or scans and emails it to registrar@duke.edu prior to the end of the drop/add period.

**Transfer of Credits:** After successful completion of the first year, a maximum of 6 units of graduate credit may be transferred for graduate courses completed at other schools. Such units will be transferred only if the student has received a grade of B (or its equivalent) or better. The transfer of graduate credit does not reduce the total number of credits required for completion of a Sanford graduate degree, even though it may relieve the student of coursework. To be awarded a degree, the recording of transfer credit must be completed before the conclusion of the drop/add period of the final semester of study. Requests for transfer credits should be submitted to the Sanford School Registrar (166 Rubenstein Hall) on the approved Sanford School form. Grades earned for transfer credits
are not factored into the student’s GPA, and, in lieu of a grade, the notation “TR” will appear on the student’s Duke transcript.

**Dual-Degree Applications during the MPP Program**: Current two-year MPP students may decide to apply to a dual-degree program during the fall semester of their first year of MPP study. By November 1, students submit to the MPP Director of Student Services the signed Dual-Degree Application Intent Form available in this Handbook and on the MPP Sakai site. In considering whether or not to apply to a dual degree program, students should note that changing to dual-degree status affects the student's MPP curriculum and financial aid package, including forfeiture of guaranteed Sanford teaching/research assistantship assignments.

Upon acceptance into a dual degree program, students provide a copy of the dual degree admission offer letter to the Director of Student Services for inclusion in the student's academic record and discuss financial aid adjustments with the Director of Financial Aid.

**Leave of Absence**: Unforeseen circumstances (e.g., family crisis, medical issue) may require a student to take a leave of absence from the program for a period of one or two semesters. If you think you may need to pursue this option, please see the Director of Student Services to talk about paperwork required and terms of the LOA. Typically, a student can request an LOA only after completion of at least one full semester of the program.

**Withdrawal from a Course**: If a course must be dropped after the official drop/add period ends for a given semester, the student must formally withdraw from the course. The student completes a Course Withdrawal Form and has it signed by the course instructor before delivering it to the Director of Student Services, who submits it to the MPP DGS for approval. All withdrawals will be noted on the permanent record as Withdrawn (W).

**Withdrawal from Program**: A student who wishes to withdraw for any reason from the Sanford School during the academic year must notify in writing both the DGS and Dean of the Sanford School prior to the date of the expected withdrawal and no later than the last day of classes for that semester. Upon receipt of approval, the Director of Student Services will initiate the formal withdrawal process through the Office of the University Registrar. Consult the Financial Aid and Student Accounts pages of this handbook for information on eligibility for tuition refund upon withdrawal.

**General Academic Regulations**

**Grades**: Grades in the MPP program are as follows: A, B, C, F, I, X, Z, and W.

I (incomplete) indicates that some portion of the student’s work is lacking, for an acceptable reason, at the time the grades are reported. Sanford School graduate students have up to one year to resolve an incomplete (I), or it will become a permanent part of the student’s record. The student and instructor should coordinate a timeline for submission of the missing work. Program or continuation fees may be assessed for students who must register for an additional semester to resolve an incomplete.

The grade of X indicates that a student has missed the final examination for a course and must make it up by the end of the fifth week of the following semester to receive a grade for the course.

The grade of Z indicates satisfactory progress at the end of the first semester of a two-semester course. For graduate students enrolled in the summer session, a temporary I for a course may be assigned after the student has submitted a written request. If the request is approved by the instructor of the course, then the student must satisfactorily complete the work prior to the last day of classes of the subsequent summer term.

A grade of W indicates that the student officially withdrew from the course.

A grade of F in a core course normally occasions withdrawal from a degree program not later than the end of the ensuing semester or term; a grade of F in any other course occasions at least academic probation.
In order to be certified as making satisfactory progress toward the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize not only their financial support, but their continuation in the program. “C” grades in core courses may result in academic probation.

If a student takes a course for credit at another Duke school, such as Fuqua or Duke Law that does not assign grades used by Sanford, the instructors should review Sanford grades found at [http://registrar.duke.edu/student-records/how-calculate-gpa](http://registrar.duke.edu/student-records/how-calculate-gpa) and assign the appropriate Sanford grade accordingly. Courses graded Pass/Fail or Credit/No Credit cannot count toward graduation requirements.

**Credit Limit Overloads:** To meet the 51-credit graduation requirement, a two-year MPP student registers for 12 credits in three semesters, and 15 credits in one semester. The maximum number of credits a student can register for in one semester without obtaining express permission from the MPP DGS is 15 credits plus “Continuation.” The DGS will take into account a student’s overall program performance, GPA, and course workload in determining whether or not to authorize a credit overload. The Director of Student Services processes the overload request before a student can add the additional credits to his/her ACES registration record.

**Courses Primarily for Undergraduates:** With DGS approval, Sanford School students may enroll in courses primarily intended for undergraduates. MPP students may take a total of two approved undergraduate courses during their tenure in the program. Grades of B- or better must be earned in order for these courses to count toward graduation requirements. Courses listed at the “introductory” level (often, but not always, numbered 200 and below) will not count toward graduation requirements for MPP students. *Please confer with the Director of Student Services before attempting to register for an undergraduate course to determine if it meets program requirements.*
Specializations and Electives

The MPP Program offers seven policy-area specializations, Global Policy, Social Policy, Population Studies, National Security, Health Policy, Environment and Energy Policy, and Development Policy, for which certificates are awarded upon graduation. Requirements to earn a specialization certificate include:
- completing 9 credits of coursework in the specified area (either one, three-credit foundations course plus six elective course credits, or, for specializations without a designated foundations course, nine approved elective course credits);
- completion of a summer internship related to the specialization;
- writing a Master’s Project on a specialization-area topic.

Whether a student chooses to specialize in a particular policy area or opts for a general MPP degree, elective courses will play an important role in shaping the student’s learning experience. MPP students may take elective courses within the Sanford School, in other departments and schools at Duke, and at the University of North Carolina Chapel Hill, North Carolina State University, or North Carolina Central University.

The lists below provide a sampling of courses that have been offered at the Sanford School in recent academic years. These samples are meant to be illustrative rather than exhaustive. Course offerings and/or titles and numbers are subject to change. Students should plan their course work based on the course offerings for a particular semester. For the latest information, consult Duke University’s official schedule of classes available in ACES.

Global Policy Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PUBPOL 502</td>
<td>Contemporary U.S. Foreign Policy</td>
</tr>
<tr>
<td>PUBPOL 506</td>
<td>Politics of U.S. Foreign Policy</td>
</tr>
<tr>
<td>PUBPOL 513S</td>
<td>International Democratization</td>
</tr>
<tr>
<td>PUBPOL 590.XX</td>
<td>US Policy in Latin America</td>
</tr>
<tr>
<td>PUBPOL 590S.XX</td>
<td>Tools of International Influence</td>
</tr>
<tr>
<td>PUBPOL 605</td>
<td>International Trade and Policy</td>
</tr>
<tr>
<td>PUBPOL 642S</td>
<td>Designing Innovation for Global Health</td>
</tr>
<tr>
<td>PUBPOL 674</td>
<td>Media and Democracy</td>
</tr>
<tr>
<td>PUBPOL 721S</td>
<td>Institutional Design for Sustainable Development</td>
</tr>
<tr>
<td>PUBPOL 724</td>
<td>Politics of International Aid in Low-Income Countries</td>
</tr>
<tr>
<td>PUBPOL 761</td>
<td>Human Rights &amp; Conflict</td>
</tr>
<tr>
<td>PUBPOL 789</td>
<td>Strategic Management of Policy Change</td>
</tr>
<tr>
<td>PUBPOL 789</td>
<td>Global Financial Crisis &amp; Reform</td>
</tr>
<tr>
<td>PUBPOL 790</td>
<td>Indigenous Peoples, Human Rights &amp; Development</td>
</tr>
<tr>
<td>PUBPOL 820</td>
<td>Globalization &amp; Governance (Foundations course)</td>
</tr>
</tbody>
</table>
### Social Policy Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PUBPOL 525S</td>
<td>Poverty Policy after Welfare Reform</td>
</tr>
<tr>
<td>PUBPOL 526S</td>
<td>Race and American Politics</td>
</tr>
<tr>
<td>PUBPOL 527S</td>
<td>Poverty and Inequality</td>
</tr>
<tr>
<td>PUBPOL 528/890</td>
<td>Poverty in the U.S.</td>
</tr>
<tr>
<td>PUBPOL 530S</td>
<td>Women in Public Policy</td>
</tr>
<tr>
<td>PUBPOL 542S</td>
<td>Schools and Social Stratification</td>
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<tr>
<td>PUBPOL 544S</td>
<td>Schools and Social Policy</td>
</tr>
<tr>
<td>PUBPOL 563S</td>
<td>Making Social Policy</td>
</tr>
<tr>
<td>PUBPOL 590.XX</td>
<td>Urban Policy</td>
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<tr>
<td>PUBPOL 590S.XX</td>
<td>The Great Recession</td>
</tr>
<tr>
<td>PUBPOL 590S.XX</td>
<td>Remaking National Housing Policy</td>
</tr>
<tr>
<td>PUBPOL 727</td>
<td>Service Delivery Systems</td>
</tr>
<tr>
<td>PUBPOL 790.XX</td>
<td>Social Policy in the Context of Development</td>
</tr>
<tr>
<td>PUBPOL 845S</td>
<td>Racial and Ethnic Minorities in American Politics</td>
</tr>
<tr>
<td>PUBPOL 850</td>
<td>Social Policy (Foundations course)</td>
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</tbody>
</table>

### Population Studies Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PUBPOL 527</td>
<td>Poverty &amp; Inequality</td>
</tr>
<tr>
<td>PUBPOL 532S</td>
<td>Demographic Measures &amp; Concepts</td>
</tr>
<tr>
<td>PUBPOL 590.XX</td>
<td>Globalization &amp; Gender</td>
</tr>
<tr>
<td>PUBPOL 590.XX</td>
<td>Globalization &amp; Health</td>
</tr>
<tr>
<td>PUBPOL 590.XX</td>
<td>Introduction to Population, Health &amp; Policy</td>
</tr>
<tr>
<td>PUBPOL 590S.XX</td>
<td>Social Determinants of Health</td>
</tr>
<tr>
<td>PUBPOL 608S</td>
<td>Economics of the Family</td>
</tr>
<tr>
<td>PUBPOL 633</td>
<td>Population, Health &amp; Policy</td>
</tr>
<tr>
<td>PUBPOL 644S</td>
<td>Poverty, Inequality &amp; Health</td>
</tr>
<tr>
<td>ECON 395A</td>
<td>Applied Microeconomics of Development I and II</td>
</tr>
</tbody>
</table>

### National Security Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBPOL 501S</td>
<td>American Grand Strategy</td>
</tr>
</tbody>
</table>
PUBPOL 502S  Contemporary U.S. Foreign Policy
PUBPOL 504  Counterterrorism, Law & Policy
PUBPOL 505S  National Security Decision Making
PUBPOL 561  9/11 Causes, Responses, & Strategy
PUBPOL 583S.XX  US Energy Security
PUBPOL 590.XX  Post 9/11 Africa
PUBPOL 590.XX  Politics of U.S. Foreign Policy
PUBPOL 590.XX  Global Cold War History
PUBPOL 590S.04  North American Security Issues
PUBPOL 890.01  Contemporary National Security Issues (Foundations course)

Health Policy Electives
PUBPOL 580S  Water Co-operation & Conflict
PUBPOL 582  Environmental Health: Economics & Policy
PUBPOL 590.01  Comparative Health Policy
PUBPOL 590S.XX  Health Inequalities
PUBPOL 590S.XX  Long-Term Care Policy
PUBPOL 590S.XX  Healthcare in Developing Countries
PUBPOL 590S.XX  Globalization & Health
PUBPOL 634  Responsible Genomics
PUBPOL 635  Politics of Healthcare
PUBPOL 637  Health Policy Analysis
PUBPOL 641S  Cancer in Our Lives
PUBPOL 330/638  Global Health Ethics
PUBPOL 639S  Public Health Methods & Issues
PUBPOL 640S  Value for Money in Healthcare
PUBPOL 642S  Designing Innovation for Global Health

Environment and Energy Policy Electives
PUBPOL 279S.XX  Environment and Conflict
PUBPOL 576  Resource and Environmental Economics I
PUBPOL 577   Environmental Politics  
PUBPOL 578   Land Use Principles and Policies  
PUBPOL 579   Collective Action  
PUBPOL 583S   US Energy Security  
ENERGY 635.01   Energy Economics and Policy  
PUBPOL 780   Resource and Environmental Economics II  
PUBPOL 590S.XX   Environmental Policymaking in North Carolina  
PUBPOL 590S.XX   Applied Energy Economics  
PUBPOL 590S.XX   Climate Change and Economic Policy  
PUBPOL 607   Economic Analysis Environment and Public Health  
PUBPOL 790.XX   Energy and Sustainable Development  

Development Policy Electives  
PUBPOL 515S   Assisting Development  
PUBPOL 574   Economic Evaluation of Sustainable Development  
PUBPOL 590S.XX   Law, Development and Human Rights  
PUBPOL 590S.XX   Narratives of Development  
PUBPOL 598   Economic Growth and Development Policy  
PUBPOL 603S   Microeconomics of International Development Policy  
PUBPOL 630S   Political Economy of Growth, Stabilization and Distribution  
PUBPOL 721S.XX   Institutional Design for Sustainable Development  
PUBPOL 724   Politics of International Aid to Low Income Countries  
PUBPOL 751   Culture, Policy & Action  
PUBPOL 770   Public Finance Policy in Developing and Emerging Economies  
PUBPOL 789.XX   NGO Roles in Development Policy  
PUBPOL 790.XX   Capacity Development  
PUBPOL 790.XX   Governance and Development  
PUBPOL 790.XX   Project Management for Development
Management and Leadership Course Requirement

Two-year MPP students are required to take six credits of management and/or leadership courses during their MPP careers. Popular Sanford management/leadership courses are listed below. Select classes offered at the Fuqua School of Business, Duke Law, UNC, and NC State are also accepted. Fuqua’s Daytime MBA program offers courses in General Management, Decision Sciences, Health Sector Management, Finance, Social Entrepreneurship, and Leadership. Descriptions are available at: http://www.fuqua.duke.edu/student_resources/academics/course_listing. Students should meet with the Director of Student Services and/or the DGS to determine if a course not listed below satisfies the management/leadership requirements.

Duke Public Policy Classes

PUBPOL 815: Public Management I
PUBPOL 830: Management/Leadership Module Series: Five or six of these 1.5-credit, half-semester courses are offered each academic year. Course offerings may change annually. Recent 830 courses include:
- An Introduction to Budgeting
- Administrative Law
- Negotiations
- Not-for-Profit Management Part I and Part II
- Practical and Ethical Challenges of Elected Office
- Public Policy Challenges in the Changing American Workplace

PUBPOL 840.01: Contemporary National Security Issues
PUBPOL 559S: Philanthropy, Voluntarism, and Not-for-Profit Management
PUBPOL 596: Evaluating Public Expenditures
PUBPOL 722: Managing the Project Cycle
PUBPOL 727: Service Delivery Systems
PUBPOL 729: Strategic Management/Policy Change
PUBPOL 790.XX: Design and Analysis of Public/Private Partnerships
PUBPOL 790.XX: Macroeconomics of the Public Sector
PUBPOL 789 Series: These 1.0-credit, partial-semester courses are offered through the MIDP Program. Course offerings may change annually. Recent courses include:
- Planning and Conflict Minimization
- NGO’s Roles in Development and Policy
- Leadership Development
- Financial Crises
- Macroeconomic Aspects of Fiscal Management

Fuqua MGT 725 Social Entrepreneurship (Five seats in spring semester are reserved in this Fuqua course for MPP students. Please see the Director of Student Services for registration information.)

**Electives Offered by Other Duke Departments**

The following links access program and/or course information web pages maintained by other Duke Departments offering electives that are applicable to substantive policy area interests.

Documentary Studies: [http://documentarystudies.duke.edu/classes/additional-graduate-education-opportunities-at-cds](http://documentarystudies.duke.edu/classes/additional-graduate-education-opportunities-at-cds).
Environment: Visit ACES and conduct a “Simple Class Search” for the semester of choice under ENV.
Global Health Institute: [https://globalhealth.duke.edu/education-and-training/courses](https://globalhealth.duke.edu/education-and-training/courses).
History: [http://history.duke.edu/courses](http://history.duke.edu/courses).
Political Science: [http://fds.duke.edu/db/aas/PoliticalScience/gradcourses.html](http://fds.duke.edu/db/aas/PoliticalScience/gradcourses.html).
Sociology: [http://sociology.duke.edu/graduate/courses](http://sociology.duke.edu/graduate/courses).
Women’s Studies: [http://fds.duke.edu/db/aas/WomensStudies/courses.html](http://fds.duke.edu/db/aas/WomensStudies/courses.html).

**Electives Offered at UNC Chapel Hill**

Popular departments and schools at UNC in which MPP’s have enrolled in courses include: Global Public Health, Health Policy and Management, Public Administration, Public Policy, Sociology, and the Kenan-Flagler Business School. To view the complete UNC Directory of Courses, visit [http://registrar.unc.edu/registration/registration-guide/directory-of-classes-2/](http://registrar.unc.edu/registration/registration-guide/directory-of-classes-2/), and choose the semester for which you are interested in enrolling.

**Electives Offered at NC State**

Agricultural and Resource Economics: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_ARE.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_ARE.html).
Business Management: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_BUS.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_BUS.html).
Communications: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_COM.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_COM.html).
Economics: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_ECG.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_ECG.html).
Environmental Technology: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_ET.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_ET.html).
Geographic Info Systems: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_GIS.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_GIS.html).
Natural Resources: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_NR.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_NR.html).
Public Administration: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_PA.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_PA.html).
Political Science: [http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_PS.html](http://www2.acs.ncsu.edu/reg_records/crs_cat/dir_PS.html).
The Sanford School MPP Program offers a fall-semester (12 –credit) exchange program with the Hertie School of Governance (HSoG) in Berlin, Germany. Launched in 2005, the Hertie School is modeled after leading professional public policy schools in the United States, and offers an English-language MPP degree. Hertie’s strength is in international policy, particularly EU and global governance. The exchange should be particularly valuable for MPP students with those interests, and who may be doing a Master’s Project for a client based in Europe. In addition, MPP students participating in the Geneva Summer Program may also find extending their time studying abroad worthwhile. For detailed information about the Hertie School, visit: http://www.hertie-school.org/.

Students in the exchange program continue to pay tuition to their home institution. Students being hosted by the Hertie School must acquire health insurance through a German health care provider that meets German legal standards. Housing, transportation, and living costs are not covered by the MPP Program.

All current, non-dual-degree, first-year MPP students in good standing are eligible to apply to study at Hertie for fall semester of academic year 2015-16. To apply, students must submit via email to the MPP Director of Student Services (hmca@duke.edu) a resume and a 1-2 page “statement of motivation” highlighting their interest in the exchange program, describing specific goals they would hope to achieve by participating in it, and demonstrating their adaptability for a semester-long international living experience. Each applicant’s overall performance in the MPP Program to date, as well as his/her prior international and work experience, will be considered in the application review process.

**Applications must be received by 5:00 PM on February 1, 2015.**

The Sanford Director of the Hertie Exchange Program (Professor Fritz Mayer), in consultation with MPP faculty, will select up to two returning students and one alternate from the pool of MPP program applicants to participate in this study abroad opportunity during fall semester of their second MPP year. Students will receive decisions on their applications before April 1, 2015.
Hertie Program FAQ

Launched in 2005, the Hertie School is modeled after leading professional public policy schools in the United States, and offers an English-language MPP degree. Hertie’s strength is in international policy, particularly EU and global governance. The exchange should be particularly valuable for MPP students with those interests, and who may be doing a Master’s Project for a client based in Europe.

**Question:** How many students each fall can be accepted into the program?

**Answer:** The program is designed for two Sanford MPP’s to go to Hertie and two Hertie MPP’s to come to Sanford. If the exchange ratio is imbalanced from previous years, adjustments may be made.

**Question:** What documentation will I need to study abroad?

**Answer:** U.S. students studying in Germany must have a valid passport with an expiration date at least three months beyond the date they intend to return to the U.S. Fall semester classes end in December 2014, so the passport expiration would need to be March 2015 or later. In addition, Germany allows U.S. passport holders to remain in their country for up to 90 days without a visa. A 13-week semester lasts 91 days, plus travel time, so you should obtain a student visa from the local municipal visa office in Berlin, Germany. You should schedule your appointment in advance (call/email ahead in June/July), since it may take up to eight weeks to get an appointment.

**Question:** How do I find housing?

**Answer:** Hertie is located in central Berlin in the Mitte district. It is recommended to find temporary housing in the following districts closest to the school and accessible by public transit: Mitte, Kreuzberg, Friedrichshain, Prenzlauer Berg, Neukölln, Charlottenburg, or Schöneberg. Once you matriculate at Hertie, you should gain access to “Hertie Connect,” an online resource that includes links to rental property postings. The public Hertie website also has temporary housing links ([http://www.hertie-school.org/campus/student-services/housing/](http://www.hertie-school.org/campus/student-services/housing/))

Important Note: Hertie administrators and students who have participated in the program advise you NOT to transfer any money without first seeing the accommodation or receiving a legitimate contract.

**Question:** What happens to a participant’s financial aid package?

**Answer:** The financial aid package is maintained at the same level guaranteed in the MPP student’s first year.

Hertie does not accept Duke University’s Student Health Insurance Plan, so MPP’s going to Hertie will need to purchase acceptable coverage independently. To ensure that Hertie Exchange participants aren’t paying for two insurance plans simultaneously, Duke will allow participants to suspend Duke coverage until they return to Durham for spring semester (January 1).

**Question:** What happens to a student’s guaranteed TA position, which is usually completed in fall?

**Answer:** The assistantship guarantee is shifted to the student’s final spring semester.
Question: How many courses do exchange students take, and which requirements do they satisfy?
Answer: Students enroll in Sanford’s 807 Master’s Project I plus three, 3-credit courses (electives) offered at the Hertie School, for a total of 12 credits. Hertie electives cannot replace MPP core classes; however, pertinent courses may count toward the six-credit “management/leadership” requirement or toward concentration elective requirements.

Question: How is registration for courses accomplished?
Answer: Students register for fall in April through the ACES system, selecting 807 Master’s Project I and Continuation and leaving the remaining credits free. MPP contacts the Duke Registrar to add a placeholder “course” (Reg – 800) to the fall roster until the student selects Hertie classes and registers for them in Berlin. Course titles and credit values are transferred from the Hertie record into the student’s record at Duke.

Question: How is participation in the 807 Master’s Project course managed?
Answer: Students enrolled in Sanford’s 807 MP course while at Hertie complete all assignments remotely (via email submission). 807 requires an MP Prospectus review meeting (usually scheduled in November) with the student’s MP Committee. This meeting may be held via video conference/SKYPE, or the student may wait until his/her return to the U.S. and hold the Prospectus review in spring semester (before Feb 1). An “Incomplete” will be issued for 807 if the prospectus meeting is delayed until early spring.

Question: How will grades earned at Hertie be translated on the Sanford/Duke transcript?
Answer: Grades are received from Hertie around February 1. They are converted by the Duke Registrar to the standard A, B, C, F scale used at Sanford.
The Sanford School of Public Policy Code of Professional Conduct

The Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:
- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Objective and Applicability of the Code of Professional Conduct at the Sanford School

Objective. The objective of the Sanford Code of Professional Conduct is to promote the Duke Community Standard. Since the entire Duke community benefits from the atmosphere of trust fostered by the Code, each of its members is responsible for upholding the spirit, as well as the letter, of the Code.

Applicability. The Sanford Code addresses standards expected of, and violations committed by, Master of Public Policy (MPP) or Master of International Development Policy (MIDP) students of the Sanford School of Public Policy or other students taking courses for graduate credit at the Sanford School. MPP and MIDP students who violate the Honor Code within other schools or programs remain under the jurisdiction of the Sanford School of Public Policy and will have their cases reviewed and acted upon, as necessary, according to the Honor Code and procedures described in this document. For dual degree students simultaneously enrolled in the Sanford School and another school at Duke University, the Dean of the Sanford School and the Director of the MPP or MIDP program will discuss any Honor Code violations committed with administrators in the dual degree student’s sister program to determine the appropriate course of action.

PhD students are members of the Graduate School of Duke University and are governed by the Standards of Conduct and Judicial Procedures of the Graduate School. Undergraduates are governed by the policies and procedures of the Duke University Division of Student Affairs – Office of Student Conduct. For all students, any conduct arising under Duke University’s pickets and protests regulations and cases involving students across communities (Sanford, Fuqua, Divinity, Undergraduate, etc.) also fall under the jurisdiction of the University Judicial Board.

Student Obligations, Professionalism, and Grievance Procedures
*Student Obligations.* Students will uphold the Sanford Code of Professional Conduct and the Duke Community Standard, including its obligation to take action if the Standard is compromised.

*Student Professionalism.* Integral to upholding the Duke Community Standard is the obligation to develop and maintain a professional atmosphere in every aspect of graduate student life. This includes complying with the Honor Code, as set out in further detail below, and according dignity and respect to other students, faculty, and staff, both on and off campus. This obligation extends to official and unofficial activities and events.

*Student Grievance Procedures.* It is the responsibility of the Director of the MPP or MIDP program to inform students of the appropriate channels for redressing complaints or grievances other than Honor Code violations. Normally students should bring their concerns to the attention of the person who is the subject of the complaint to see if they can resolve the matter. Although students may also discuss their complaints with any member of the faculty or staff in a position to advise or assist them, students should submit their complaints to the Director of the MPP or MIDP program for resolution. If the complaint cannot be resolved satisfactorily at this level, the student may appeal to the Dean of the Sanford School. An appeal must be filed in writing within two weeks from the date that the student receives notice of the decision by the program directors mentioned above.

The Sanford School of Public Policy Honor Code and Violations

*Honor Code.* An essential feature of Duke University is its commitment to integrity and ethical conduct. Duke’s honor system builds trust among students and faculty and maintains an academic community in which a code of values is shared. Instilling a sense of honor and of high principles that extend to all facets of life is an inherent aspect of a professional education. A student, by accepting admission to the Sanford School of Public Policy, thereby indicates willingness to subscribe to and be governed by the rules and regulations of the University as currently are in effect or, from time to time, are put into effect by the appropriate authorities of the University, and indicates willingness to accept disciplinary action, if behavior is adjudged to be in violation of those rules or in some way unacceptable or detrimental to the University. A student’s responsibility to the authorities and the regulations of the University in no way alters or modifies responsibilities in relation to civil authorities and laws.

*Violations.* Violations of the Sanford School of Public Policy Honor Code include the following:

- **Unsanctioned collaboration on any examination or assignment.** All academic work undertaken by a student must be completed independently unless the faculty member or other responsible authority expressly authorizes collaboration with another. Students may not discuss exams until all students have taken the exam.

- **Plagiarism.** “Plagiarism” occurs when a student presents any information, ideas or phrasing of another as if they were his or her own. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if closely associated with a particular source, be identified and attributed to that source. Instructors should make clear what their expectations are with respect to citing sources for each project. Students unsure about the University definition of plagiarism should consult the undergraduate bulletin, *The Duke Community Standard in Practice*, at:

- **Harassment.** “Harassment” is any persistent, unsolicited behavior that threatens, intimidates, or torments another and is likely to interfere with an individual’s work or education, or to affect adversely an individual’s health, welfare, safety, or living conditions. Students unsure about the University definition of harassment should consult The Office of Student Conduct harassment policy statement at: http://studentaffairs.duke.edu/conduct/z-policies/harassment.

- **Cheating.** “Cheating” is the act of wrongfully using or attempting to use unauthorized materials, information, study aids, or the ideas or work of another in order to gain an unfair advantage. It includes, but is not limited to, the following: plagiarism; giving or receiving unauthorized aid on tests, quizzes, assignments, or examinations; consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments, and examinations; altering or falsifying information on tests, quizzes, assignments, and examinations; using without prior instructor permission any material portion of a paper or project to fulfill requirements of more than one course; submitting an altered examination or assignment to an instructor for re-grading; or working on any test, quiz, examination, or assignment outside of the time constraints imposed.

- **Computer-Related Offenses.** It is expected that any student of the Duke community using its computer resources (all hardware, software, and network connections) will act in a legal and ethical manner. For more information, see the University’s Computing and Electronic Communications Policy in the undergraduate bulletin at: https://registrar.duke.edu/sites/default/files/bulletins/2013-14/DCSGuide2013-14Finalsm.pdf.

- **Stealing.** “Stealing” is the theft, mutilation, or any other unlawful or improper appropriation or use of any property that does not belong to oneself. This includes funds or property found in student common areas, faculty and staff offices, classrooms, library and reserve materials; intellectual property of anyone other than oneself; and other funds or property, whether or not related to Duke University.

- **Lying.** “Lying” includes, but is not limited to, communicating a falsehood in order to gain unfair academic, professional, personal, or employment advantage that impacts the students, faculty, and administration of Duke University.

- **Any Other Misconduct**, whether committed on or off campus, which is adjudged detrimental to the University community.

A comprehensive list of violations included in the Sanford Honor Code appears in The Duke University Community Standards in Practice, found at https://registrar.duke.edu/sites/default/files/bulletins/2013-14/DCSGuide2013-14Finalsm.pdf, which defines authoritatively the violations described in the Sanford Honor Code, and is incorporated, along with its subsequent changes, herein by reference.
**Honor Code Procedures**

*Student Response to Suspected Violations.* A student’s signature on the Duke Community Standard obligates him or her to take constructive action if he or she witnesses, or knows about, behavior that he or she perceives to be inconsistent with the Standard. Although there are no disciplinary sanctions associated with failure to act, a student is, nonetheless, expected to take action as a responsibility of membership in the Duke community.

If any member of the Sanford community believes that an Honor Code violation has occurred, then he or she should, if practicable, approach the suspected violator to clarify the situation. If, after the approach, the person making the allegation realizes no violation occurred, then the issue may be dropped. If, however, the person making the allegation still believes a violation may have occurred, he or she must promptly bring the matter to the attention of the faculty member concerned and Director of the MPP or MIDP program. For cases involving social behaviors of concern, a student should alert a faculty member, a senior staff member, or the Director of the MPP or MIDP program to address the matter through the appropriate informal or formal channels.

*Action by Directors of Graduate Programs.* The Director of the MPP or MIDP program will conduct a preliminary review of the information available about the allegations and provide the accused student an opportunity to respond. The Director and concerned faculty member will jointly determine whether to dispose of the allegations themselves through penalties or corrective measures, with the student’s concurrence, or through referral to the Sanford School Honor Board for formal review. The Director is responsible for assembling the relevant documents and records to provide to the Board.

The accused will be notified of the decision to refer the case to the Sanford School Honor Board, and may elect at any time to have the case reviewed directly by the Dean of the Sanford School in lieu of the Sanford School Honor Board.

*The Sanford School Honor Board.* The Board will be constituted to hear cases involving an accused MPP or MIDP student who has been referred by the Director of the MPP or MIDP program.

The Sanford School Honor Board shall sit with five members: a. One MPP student and one MIDP student, each elected by the student body of his or her respective program as an “Honor Board Representative.” b. Three members of the faculty appointed by the Dean of the Sanford School and serving staggered three-year terms that can be renewed by the Dean.

The senior faculty member of the Board (by length of service on the Board) shall serve as Chair. The Board shall be supported by a staff member to assemble, prepare, and maintain the record of proceedings, including the Board’s findings, in confidential files.

After the official request for a hearing has been received, the Chair must convene the Board within a reasonable period of time. During this time, it is the responsibility of the Chair fully to inform the Honor Board members concerning the case and to provide copies of the relevant documents and records to the Board and the accused.
The accused has the right to challenge any member of the Honor Board if he or she believes there is a significant conflict of interest with that panelist. If the Board decides by simple majority vote to excuse one or more of its members for reasons given by the accused, the Dean shall name a replacement for that case only. If any member of the Board believes he or she has a conflict of interest that might preclude a fair and impartial decision with respect to the accused, that Board member shall recuse himself or herself from the case, and the Dean shall appoint a replacement for that case only.

The accused has the right to be present at the hearing and to choose an advisor to assist him or her in the hearing process. The advisor must be a current Duke student, a Duke faculty member, or a Duke employee. The role of the advisor is to assist and support the student through the disciplinary process. The advisor may not address the hearing panel or any witness during the hearing.

The hearing shall be closed to the public. All proceedings shall be confidential. The hearing of any case shall begin with a reading of the allegations by the Chair in the presence of the accused. The Honor Board may call or question any witness with information relevant to the case. The accused shall have the right to offer written and oral information, question any witness, and call witnesses. The Honor Board shall consider only the documents and records provided by the Chair, documents submitted at the hearing, and any testimony of the accused and other witnesses at the hearing in reaching its decision(s).

After consideration of all the evidence, the accused will be excused, and the Honor Board will discuss the case and vote on whether the allegations are supported by clear and convincing information that the accused violated the Honor Code. A simple majority vote of the Honor Board will determine the finding to recommend to the Director of the graduate program in which the accused is enrolled. If the allegation is substantiated, the Honor Board will then recommend a penalty, again determined by a simple majority vote.

The Honor Board shall have the power to impose the following penalties, or a combination thereof:
- **Expulsion**, dismissal from the University with recommendation never to readmit;
- **Suspension**, dismissal from the University and from participation in all University activities for a specified period of time, during which the substantiation of any other Honor Code violation may result in more serious disciplinary action;
- **Restitution**, payment for all or a portion of property damage caused during the commission of an offense. Restitution may be imposed alone or in addition to any other penalties.
- **Appropriate apology**, as determined by the Director or Dean.
- **Disciplinary probation** or other actions deemed appropriate.

The Honor Board Chair shall prepare a written statement of the findings for the Director of the graduate program concerned. The Director shall review and implement the Honor Board’s findings unless the student appeals.

Pending the final decision on the disposition, the student’s status shall not be changed, nor the right to be on campus or to attend classes suspended, except that the Dean may impose an
interim suspension upon MPP or MIDP students who demonstrate by their conduct, that their presence on campus constitutes an immediate threat to the Duke community or its property.

**Appeals.** Only the accused student may appeal the decision of the Honor Board to the Dean of the Sanford School of Public Policy. Appeals shall be initiated in writing within two weeks from the date that a student receives notice of the decision by the Honor Board and shall be made directly to the Dean of the Sanford School of Public Policy. The Dean may conduct an independent review of the student’s case, or the Dean may choose to appoint an Appeals Committee as part of his or her review. The Appeals Committee will not include anyone who served on the Honor Board that considered the appellant’s case.

The Chair of the Honor Board shall supply the Dean and/or the Appeals Committee with the record of proceedings, documents, and records related to the case. The Dean may approve the Honor Board’s findings, or disapprove or modify them in whole or in part, but may not disadvantage the student. The Dean’s decision is final.

**Authority and Revision of Sanford Code of Professional Conduct**

The Dean and leadership community of the Sanford School of Public Policy approved this initial version of the Sanford Code of Professional Conduct, effective July 1, 2009. The Code may be amended at any time with due notice or publication by consent of the Executive Committee of the Sanford School, in consultation with student representatives. Questions and problems not answered or anticipated by the foregoing may be resolved by use of other existing institutions or by amendment. The Dean retains final authority for addressing all student misconduct, including conduct not covered in this Code and referral of matters for resolution in the civil or criminal justice systems.
Master’s Project

This section includes MP and Prospectus guidelines for students, clients, MP Faculty Advisors and MP Committee Members. Please note: Requirements, dates, and deadlines in this section are intended as guidelines and, as such, are subject to change.
The Master's Project (MP) is a 20-30 page single-spaced paper required of all master's students in public policy. There are two general types of master’s projects:
1. a project for an actual client that involves a variety of methodological approaches
2. a project based on quantitative methods that may or may not have an actual client.
Hybrids of these project types are also possible. Students are encouraged to build their projects from their summer internships, where possible, and to deepen their policy-area expertise by taking appropriate elective courses.

Client-Based MP: An MP of this type helps a client decide what to do about a policy problem. Its purpose is to recommend and defend a specific course of action. Hence, a client with an interesting problem is a key starting point for the MP. A project must also measure up to standards of good analysis, including precise definition of the problem, assemblage and careful evaluation of the relevant evidence, identification of important trade-offs, and clear presentation of conclusions and recommendations.

Finding a client and a policy problem is a challenging, but essential, first step in writing the MP. Two approaches are possible:
1. find an appropriate client first (someone connected with the summer internship, a client from the PubPol 804 Spring Consulting Project, someone the student would like to work with in the future, or someone working on problems in the student's area of interest) and then work with the client to define a suitable and manageable policy problem.
2. conduct initial research into a general policy problem and then look for an appropriate client who can help narrow the topic and define a more specific policy problem.

The main criteria for approving an MP topic are that:
1. the client has a significant policy problem
2. the policy problem be posed in the form of a "should" question, e.g., “What should the client do?” or “How should the client do X?”

The goal of the MP is to develop policy recommendations, not simply to describe or measure impacts of a particular policy.

Quantitative MP: An MP of this type focuses on assembling and analyzing data to address a question of relevance to a substantive area of policy. Students choosing this option work closely with a faculty member and write the project either for a real client or for a “shadow client,” a policy organization for which the project would be of use. The criteria for approving a quantitative project are:
1. the topic must originate with the student and not be part of a professor’s research agenda
2. the project should have clear public policy relevance
3. appropriate data must be available or can be obtained/collected by the student
4. the project can be completed within the limited time period.

Process for Completing the Project: All two-year MPP and dual-degree students enroll in PUBPOL 807 in their final fall term and PUBPOL 808 in their final spring term. (The one exception is in the case of dual-degree MPP-MEM students who choose to write the combined MPP-MEM Master’s Project; these students register for 807 in their final fall, but they do not enroll in 808 in spring.) The fall term course is designed to help each student get started on his/her project, to provide some exposure to basic questions related to applied policy research (for example, IRB procedures and survey design) and to write a prospectus that will be reviewed by the end of fall semester before a committee of faculty members. Those writing quantitative projects are encouraged to register for the same 807 discussion section.
At the inception of the process, students should identify a client, a policy problem, and an MP Advisor from the approved list of faculty advisors. It is recommended to initiate the MP process and cultivate advisor and client relationships prior to the beginning of the second-year fall term. Additionally, before and during the required summer internships, students should determine if their summer placements can yield MP client relationships and/or policy problems. Early in the fall, the student writes a 3-to-5-page introductory document describing topic, client, and MP Advisor, and submits this document to the 807 instructor for review.

The MP Advisor will be the chair of the MP Committee and will work with the student throughout the year. Early in the fall, in consultation with the MP Advisor, the student will select two other people to serve on the MP Committee. Normally, at least one of these should be a Sanford School faculty member, but students can include faculty members from other Duke departments or schools, who are familiar with the subject area of the policy problem, with the approval of their MP Advisor. The student is responsible for making sure any non-Sanford faculty are familiar with the goals of the MP and also with their responsibilities as a committee member. The client should not be a member of the committee. The prospectus and its formal committee review are the basis for the grade in PUBPOL 807.

At the end of the 807 course, with feedback from the 807 instructor, peers, and the MP Advisor, the student writes a 7-10 page, double-spaced prospectus describing the client's problem, the background, and how the student intends to proceed to develop a recommended course of action. If the student is writing a quantitative project, the prospectus should include the specific policy-relevant questions to be addressed, a description of the data, and the proposed methodology. Ideally, the prospectus would include some initial descriptive statistics related to the project.

Once the MP Advisor has reviewed drafts of the prospectus and feels that the student is ready to present it to the MP Committee for approval, the student will schedule a formal prospectus review meeting during the fall semester. Although the prospectus must be passed by all members of the MP Committee, the MP Advisor is solely responsible for reading, approving, and grading the final project.

In the course of developing the prospectus, the student begins the research, data analysis, and writing necessary to flesh out the MP. During and after the review, regular meetings should be scheduled between the MP Advisor and student to set interim goals and evaluate progress. A complete draft of the project is due to the MP Advisor in early March.

The final version of the MP is due mid-April. The final report should include appendices, supporting materials, formal cover page, 2-3 page executive summary, table of contents, complete footnotes, and a bibliography. The final product should be of professional quality as well as useful to the client. In the case of a quantitative project, it should meet high standards of methodological analysis. The MP Advisor reports the final MP grade to the DGS, who serves as the instructor of record for the 808 course. Interested students will have opportunities to present their projects to the Sanford community.

Students are required to submit a final pdf copy of their project to the Duke Library’s electronic document repository, DukeSpace, as well as provide a pdf of their project and a separate pdf of the executive summary to the MPP office, by the specified due date. PLEASE NOTE: because final MPs will be publicly available via search engines to persons outside of the Sanford School and Duke, students must anticipate and address in advance any potential difficulties regarding proprietary or confidential information with both their MP Advisor and client. The Director of Graduate Studies may grant exemptions from DukeSpace publication on a case by case basis.

Faculty Advisors and/or clients may request hard copies or bound copies of MP’s for their records/use. Formatting and submission instructions are described in the Master’s Project Preparation guide sheet.
DRAFT List of Faculty Available as MP Advisors 2014-2015

* Denotes faculty on sabbatical/unavailable for all or part of academic year 2014-15.

BILL ADAIR: Professor of the Practice of Journalism and Public Policy; BA (Political Science), Arizona State University, 1985. Research: New forms of journalism; political reporting and fact-checking; technology and new media. Recent Projects: How Should the Tennessee Department of Education Encourage Data-Driven Communication across Districts to Promote Regional Best Practice Sharing? (Anna Bryant, 2014). bill.adair@duke.edu .


* ELIZABETH ANANAT: Assistant Professor of Public Policy Studies and Economics; Ph.D. (Economics) MIT, 2006; MPP Ford School of Public Policy, University of Michigan, 2001. Research: Public Finance; labor economics; poverty. Recent Projects: What are the costs and benefits of maintaining the current defined benefit pension system for public employees in NC? (Becky Lewis, 2008); (Erin Sullivan, 2008); Using Urban Policy to Improve Quality of Life: the Effect of Public Transportation Expansions on Public Health (Emily Sharp, MPP-MEM, December 2008); What Is the Effect of States’ Child Care Subsidy Policies on the Stability of Subsidy Usage for Low-Income Families? (Melissa Medeiros, 2014). eoananat@duke.edu .


*SARAH BERMEO: Assistant Professor of Public Policy Studies; Ph.D. (Politics) Princeton University, 2008. Research: International relations; foreign aid; international development. Recent Projects: Do Foreign Aid Ministers Allocate Differently Across Bilateral and Multilateral Channels? (Jared Woollacott, 2011); The Effectiveness of Aid to the Water/Sanitation and Health Sectors (Alia Waly, 2012). sb159@duke.edu .

HAL BRANDS: Assistant Professor of Public Policy Studies; Ph. D. (History) Yale University, 2009. Research: American foreign relations; international securities studies. Recent Projects: Partnering with Civilian Employers to Build an Operational Marine Corps Reserve (Rob Peterson, 2011); Developing Cyber-Inoperability with Latin American Partners: An Analysis of Opportunities and Challenges to Collaborative Cyber-Defense (Jarrett Lane 2014). hsb11@duke.edu .

ALMA BLOUNT: Director, Hart Leadership Program; Director, Service Opportunities in Leadership; Lecturer in Public Policy Studies. M.Div. Harvard University, 1993. Research: Civic participation; community organizing; assessment of research service learning pedagogy. Available only as an MP Committee Member. blount@pps.duke.edu .

NICHOLAS CARNES: Assistant Professor of Public Policy Studies. Ph.D. (Politics and Social Policy) Princeton University, 2011. Research: American politics; formal and quantitative methodology; political behavior; representation; legislative decision making; urban politics and inequality. Recent Projects: Gentrification in the Wake of the Subprime Mortgage Crisis (Candace Coleman, 2012); Do Voters Believe Environmental Regulations Hurt Economic Growth? (Sarah Grantham, 2014). nicholas.carnes@duke.edu .

EVAN CHARNEY: Assistant Professor of Public Policy Studies and Political Science. Ph.D. (Government) Harvard University, 2000. Research: Ethics; modern political theory; Constitutional law. Recent Projects: What Policies should the Government Accountability Project pursue to encourage the World Bank to incorporate principles of international human rights law into their policies? (Amber Kuchar, 2006); What policies can the Department of Defense implement to improve retention of SpecOps Froces while maintaining the DOD’s security capabilities provided by military personnel and private security companies? (Drew Pounds, 2006). echar@duke.edu.
CHARLES T. CLOTFELTER: Director, Center for the Study of Philanthropy and Voluntarism. Z. Smith Reynolds Professor of Public Policy Studies; Professor of Economics and Law; Ph.D. (Economics), Harvard University, 1974. Research: Economics of education; public finance. Recent Projects: Improving the diversity of the NC Teaching Fellows Program (Emily Loney, 2008); What features of state hate crime legislation have proven most effective in reducing the number of hate crime incidents? (Garth Weintraub, 2010); Sales and Use Tax Refunds for Non-Profits in North Carolina (Christina Alaimo, 2010). charles.clotfelter@duke.edu.


ROBERT COOK-DEEGAN: Director, Duke Center for Genome Ethics, Law, and Policy. Research Professor of Public Policy Studies; M.D., University of Colorado, 1979. Research: Ethics and policy of genomics; science and health policy; genomics research policy. Recent Projects: What policies should Brazil adapt to foster the development of genomics? (Elana Fric-Shamji, 2008); Policy Options for Human Embryonic Stem Cell Research Policy in the United States (Jeremy Block, MPP-PhD, Biochemistry, 2009). bob.cd@duke.edu.

THOMAS J. COOK: DCID Visiting Lecturer; Ph.D. (Political Science) Florida State University, 1969. Recent Projects: Advocacy in Uncertainty (Holly Williams, 2009); Key Factors Shaping Use or Non-Use of Impact Evaluation in International Development (Vanessa Holcomb, 2009). hellotjc@nc.rr.com.


PETER D. FEATHER: Director, Triangle Institute for Security Studies. Alexander F. Hehmeyer Professor of Political Science and Public Policy; Ph.D. (Political Science), Harvard University, 1990. Research: Civil-military relations; American foreign policy; nuclear operations; information warfare; international relations theory. pfeaver@duke.edu.

FERNANDO FERNHOLZ: DCID Associate Professor of the Practice of Public Policy Studies. Ph.D. (Economics), Boston University, 2000. Research: Public finance; international economics; trade external debt and finance; public enterprises; economic planning models; investment appraisal and risk analysis. Recent Projects:

JOEL L. FLEISHMAN: Director, Samuel and Ronnie Heyman Center for Ethics, Public Policy and the Professions. Director, Foundation Strategy and Impact Research Program, Professor of Public Policy Studies and Law; L.L.M., Yale University, 1960. Research: Political ethics; campaign finance; philanthropy and non-profits. Recent Projects: Self-Regulation of the Nonprofit Sector (Steven Schindler, 2007). joel.fleishman@duke.edu.

ELIZABETH FRANKENBERG: Associate Dean for Academic Programs; Professor of Public Policy and Sociology. Ph.D. (Demography and Sociology), University of Pennsylvania, 1992. Research: Demography of developing countries; program evaluation. Recent Projects: When developing national legislation, what range of options should the Indian government consider to protect the health and human rights of women who engage in surrogacy? (Kari Points, 2009); Effects of Lunch Payment Systems on Free and Reduced-Price Lunch Participation (Holly Presley, 2010); Employment Outcomes over Time for Arab and Iraqi-Pakistani-Afghani Men in the United States (Hasan Abdullah, 2012). eaf16@duke.edu.

ANNA GASSMAN-PINES: Assistant Professor of Public Policy Studies. Ph.D. (Community Psychology), New York University, 2007. Research: Child and family policy, poverty. Recent Project(s): An Exploration of the Relationship between Teacher Turnover and School Safety in NC Public High Schools (Devin O’Connor, 2009); What Is the Relationship between Student Perceptions of School Climate and Student Achievement? (Lauren Milam, 2014). ag127@duke.edu.


ALEX HARRIS: Professor of the Practice of Public Policy Studies, Hart Leadership Program, and Professor of the Practice, Center for Documentary Studies. B.A. (Psychology), Yale University, 1971. Research: Documentary studies; documentary photography; humanitarian challenges and media; aging in America; Hispanic Southwest, Cuba. aharris@duke.edu.

ROBERT G. HEALY: Director, Center for North American Studies, Nicholas School. Professor of Resource and Environmental Policy and Public Policy Studies; Ph.D. (Economics), University of California, Los Angeles, 1972. Research: Natural resources; land use; environmental policy. Available only as an MP Committee Member. healy@duke.edu.
BRUCE W. JENTLESON: Professor of Public Policy Studies; Professor of Political Science. Ph.D. (Government), Cornell University, 1983. Research: U.S. foreign policy; globalization; military intervention; preventive diplomacy and peacekeeping; Middle East peace and security. Recent Projects: How should the Nepalese government reduce the incidence of the worst forms of child domestic labor in Kathmandu? (Anu Gurung, 2006); The Criminal Justice Sector Assessment Rating Tool: Maximizing Effectiveness to Support Comprehensive US Sponsored Security Sector Reform Initiatives (Ryan Chevalier, 2010). bwj7@duke.edu.


*TANA JOHNSON: Assistant Professor of Public Policy. Ph.D. (Public Policy), University of Chicago, 2010. Research: International relations; international organizations; institutional origin and change; bureaucratic politics; international political economy; conflicts over natural resources; Asian politics. Recent Projects: Is It Feasible for Chinese Social and Environmental Small and Growing Businesses (SGBS) to Use US-Based Crowdfunding Platforms to Gain Access to Financing? (Christine Yip, 2014). tana.johnson@duke.edu.

JUDITH KELLEY: Associate Professor of Public Policy Studies and Political Science. Ph.D. (Public Policy), Harvard University, 2001. Research: International relations and institutions, European Union and European institutions; transatlantic (US-EU) relations and related issues such as the ICC and Kyoto; ethnic minority politics. Recent Projects: The Conservatization of a Political Generation: A Case Study of the 386 Generation in South Korea (Jaehoo Park, 2011); How Do Political Factors Explain the Differences in Shale Gas Production between the USA and EU? (Henry Beresford, 2014). jkelley@duke.edu.


ROBERT KORSTAD: Associate Professor of Public Policy Studies and History. Ph.D. (History), University of North Carolina, Chapel Hill, 1987. Research: Social policy from an historical perspective. Strategies for NC Transitional Farm Workforce (Sarah Zaleski, 2007); Incorporating "Green" Initiatives into North Carolina's AmeriCorps VISTA Program (Frank DiSilvestro, 2009); Financing Fresh Food: Retail Solutions to North Carolina’s Food Deserts (Gillian Locke, 2012). rkorstad@duke.edu.

*ANIRUDH KRISHNA: Professor of Public Policy Studies and Political Science. Ph.D. (Government), Cornell University, 2000. Research: poverty, local institutions, democracy, social capital with a focus on developing countries. Recent Projects: Understanding the Need for Credit in Rural Madagascar (Eric Haglund, 2007); Designing Microfinance Programs as an Economic and Environmental Tool in East Kalimantan, Indonesia (Nate Wiowode, 2007); Evaluating the sustainability of economic and health-related outcomes of BRAC'S "Targeting the Ultra-Poor" Project (Meri Poghosyan, 2010). ak30@duke.edu.


FRANCIS LETHEM: DCID Professor of the Practice of Public Policy Studies; Ph.D. (Economics), Neuchatel University, 1967. Research: Institutional design; development project design, human resources development. Available only as MP Committee Member. flethem@pps.duke.edu.

FREDERICK W. MAYER: Associate Professor of Public Policy Studies and Political Science; Ph.D. (Public Policy), Harvard University, 1988. Research: International trade; globalization and governance; international negotiations; political analysis. Recent Projects: An Analysis of Trade-Based Tools to Combat Illegal Logging (Paige McClanahan, 2008); How Should Partners for Youth improve participating students' educational outcomes? (Mary Kingston, 2010); Network Analysis in Food Security: The Evolution of the Wheat Trade Network in the MENA Region (Danice Brown, 2014). fmayer@duke.edu.

ANNE MARTIN-STAPLE: Research Scholar in Public Policy Studies, Duke Center for International Development; Ph.D. (Health Economics), London School of Economics, 1984. amartin@duke.edu.

PAULA MCCLAIN: Professor of Public Policy Studies; Professor of Law, Professor of Political Science. Ph.D. (Political Science), Howard University, 1977. Research: Racial minority group politics, particularly inter-minority political and social competition; urban politics, especially public policy and urban crime. pmcclain@duke.edu.

MAC MCCORKLE: Associate Professor of the Practice of Public Policy; Director of Graduate Studies, MPP Program. J.D., Duke University, 1984. Recent Projects: An Assessment of Transparency in the Obama Administration (Harrison Gilbert, 2012); Case Study of the Simpson-Bowles Budget Package (Emma Tessier, 2014). mac.mccorkle@duke.edu.


NATALIA MIROVITSKAYA: Associate Professor of the Practice of Public Policy. Ph.D. (Economics), Russian Academy of Sciences, 1980; M.A. (Geography), Moscow State University, 1976. Research: International environmental policies and policy; sustainable development; environmental security. Recent Projects: What should Equality Now do to encourage a model response by local law enforcement to better identify and prosecute human trafficking cases, esp. of women/girls in NYC? (Verena Arnabal, 2006). nataliam@duke.edu.

*MANOJ MOHANAN: Assistant Professor of Public Policy, Economics, and Global Health. Ph.D. (Health Policy – Economics Track), Harvard University, 2009. Research: Health economics; health policy, development
economics, applied microeconomics. **Recent Projects:** The Impact of Political Reservation Policy on Household Education in India (Emily Cho, 2014). manoj.mohanan@duke.edu.

**MICHAEL C. MUNGER:** Professor of Public Policy Studies; Professor and Chair of Political Science. Ph.D. (Economics), University of Washington, 1984. **Research:** Ideology of racism in the slave South; low-level radioactive waste disposal; methods and American institutions. michael.munger@duke.edu.

**CLARA MUSCHKIN:** Assistant Research Professor of Public Policy Studies. Ph.D. (Sociology), Duke University, 1989. **Research:** Impact of education policy on student achievement and behavior; constraints and peer influence of retained and old-for-grade students; variations in educational outcomes by race, ethnicity and immigrant status. muschkin@duke.edu.

**JENNI OWEN:** Lecturer in Public Policy; Director of Policy Initiatives and Associate Director for Policy Translation, Center for Child & Family Policy. MPA (Public Administration), Harvard University, 1996. **Research:** Application of research to policy and practice; evidence-based policy; education, child and family research and policy. **Recent Projects:** Developing and Scaling Up Summer Programming for the East Durham Children’s Initiative (Julia Howley, 2012); What Approach to Program Evaluation Should the Triangle Community Foundation Adopt for Its Community Programs, and How Should TCF Implement This Approach? (Darryl Childers, 2014). jwowen@duke.edu.

**CANDICE ODGERS:** Associate Professor of Public Policy and Psychology and Neuroscience. Ph.D. (Psychology), University of Virginia, 2005. **Research:** Social inequalities and child well-being, neighborhoods and health, adolescent development and violence prevention.

**SUBHRENDU PATTANAYAK:** Associate Professor of Public Policy and Environmental Economics. Ph.D. (Environmental Economics), Duke University, 1997. **Research:** Policy causes and consequences of interactions between human behavior and environmental services. **Recent Project(s):** Impact of Improved Biomass Stores and Local Institutions on Firewood Consumption, Health, and Welfare in Orissa, India (Melissa Furlong, 2010); Who Adopts Improved Cookstoves and What is the Effect of Revates on Improved Cookstove Purchase? (Laura Morrison, 2014). subhrendu.pattanayak@duke.edu.

**JAY PEARSON:** Assistant Professor of Public Policy. Ph.D. (Health Behavior and Health Education), University of Michigan, 2006. **Research:** Health impact of policy-influenced social determinants including racial assignment, ethnic identity formation, immigration/trans-nationalism, social discrimination, socioeconomic indicators, social-cultural orientation, and physical embodiment. **Recent Projects:** In Light of the Limited Research on Migrant Children, What Steps Can Researchers Take to Best Use Qualitative Methods to Examine How Children Move in Transit and Assess Their Situation at Destination in Relation to Labor Laws? (Margaret Woods, 2014). jap59@duke.edu.

**GUNThER PECK:** Associate Professor of Public Policy Studies and History. Ph.D. (History), Yale University, 1994. **Research:** 19th and 20th century American social and cultural history; comparative immigration and labor studies; environmental history. **Recent Project(s):** What special procedures should be created for detained immigrants with mental health issues during removal proceedings and how should NWIRP and VAJJ advocate for such procedures in Washington State (Carla Reyes, JD-MPP, 2009); How Can Ecuador Implement an Integrated Border Management System That Prioritizes Human Rights? (Mariel Beasley, 2013). peckgw@duke.edu.

**BRIAN PENCE:** Assistant Research Professor of Public Policy Studies, Center for Health Policy, Law and Management. Ph.D. (Epidemiology) University of North Carolina at Chapel Hill, 2005. **Research:** AIDS and HIV health policy. **Recent Projects:** The use of material or monetary incentives for HIV prevention at the community level (Amanda Sheldon, 2008). bwp2@duke.edu.

**ALEXANDER PFAFF:** Associate Professor of Public Policy Studies,. Ph.D. (Economics) Massachusetts Institute of Technology, 1995. **Research:** Environmental and resource economics and policy; sustainable development economics. **Recent Projects:** How do resource scarcity and uncertainty affect decision-making regarding resource allocation, and to what extent can communication improve individuals’ abilities to make better decisions? (Abbie Turiansky, 2010). alex.pfaff@duke.edu.


TIMOTHY PROFETA: Associate Professor of the Practice of Public Policy; Director, Nicholas Institute for Environmental Policy Solutions. J.D., Duke University, 1997. Research: Climate change policy design; the Clean Air Act; adaptive use of current environmental laws for evolving environmental challenges. Recent Projects: Exploring the Precedential Value of Such Multi-State Elements of SIPs Under Section 110 for Informing the Potential Use of Multi-State Compliance Mechanisms to Meet the Requirements of Section 111(d) GHG Emissions Guidelines (Janie Hauser, 2013); Intellectual Property Rights on Solar Photovoltaic Technologies in China (Gwen Shu, 2014). tim.profeta@duke.edu.

KENNETH S. ROGERSON: Lecturer in Public Policy Studies, Director of Undergraduate Studies. Ph.D. (Political Science), University of South Carolina, 2000. Research: International communications; media and foreign policy; Internet politics and policy. Recent Projects: Advising Agilent Technologies, Inc. on its video franchising lobbying strategy (Rong Hu, 2007); Branding and Communication Strategies for Single Redesign NC High Schools (Kerci Stroud, 2008); Strategic Management of Technology in Campaign Strategy (Spencer Gilbert, 2010). rogerson@duke.edu.


CHRISTOPHER SCHROEDER: Charles S. Murphy Professor of Law and Professor of Public Policy Studies. J.D., University of California School of Law, Berkeley, 1974. Research: Congressional decision-making and reform; democratic theory; administrative and environmental law and policy. Recent Projects: How should the NC Dep’t of Environmental and Natural Resources build a coalition to promote the passage of an advanced recycling fee-based electronics recycling legislation in the 2005-06 session of the NC General Assembly? (Kate Roetzer, 2006). schroeder@faculty.law.duke.edu.

DAVID SCHANZER: Associate Professor of the Practice of Public Policy; Director, Triangle Center on Terrorism and Homeland Security. J.D., Harvard University, 1989. Research: Exploring Strategies to Address the Prevalence of Islamophobia in America (Dulce Acosta-Licea, 2012). dsschanzer@duke.edu.

GANGADHAR PRASAD (GP) SHUKLA: DCID Professor of the Practice of Public Policy Studies. Ph.D. (Political Economy and Government), Harvard University, 1993. Research: Tax analysis and revenue forecasting; public finance for open economies; investment appraisal; taxation of natural resources. Recent Projects: An Analysis of the Impact of Regulatory Reform on the financial Losses of Power Sector Utilities in India (Leona Christy, 2007); shukla@duke.edu.

FRANK SLOAN: Director, Center for Health Policy, Law and Management. J. Alexander McMahon Professor of Health Policy, Law and Management; Professor of Public Policy Studies and Economics; Ph.D. (Economics), Harvard University, 1969. Research: Health economics; economics of aging; determinants of and effects of hospital ownership conversions. Recent Project(s): What would the costs and benefits be if every state had allocated
funding towards tobacco prevention and control programs since 2001 at the same levels as Maine? (Jeremy Cluchey, 2009). fsloan@hpolicy.duke.edu.

**ANTHONY SO**: Professor of the Practice of Public Policy and Global Health; Director, Program in Global Health and Technology Access. M.D., University of Michigan, Ann Arbor, 1987; MPA, Princeton University, 1986. **Recent Projects**: How Innovation Drives Policy in Low-Resource Settings: The Case for Cervical Cancer Prevention in Haiti (Sarah Scheening, 2006); What changes should the Accelerating Access Initiative implement to improve their antiretroviral access policies in low and middle income countries? (Erin McCarthy, 2010). anthonyso@duke.edu.

**DONALD TAYLOR**: Associate Professor of Public Policy Studies; Assistant Professor of Community and Family Medicine and Nursing, Duke Medical Center Ph.D. (Health Policy and Administration), University of North Carolina, Chapel Hill, 1995; MPA (Political Science), University of North Carolina, Chapel Hill, 1992. **Research**: Aging, with focus on dementia, preventive services and impact of lifestyle factors on health costs; comparative health policy. **Recent Projects**: Examining Take-Up of the Health Coverage Tax Credit in North Carolina (Jill Fasching, 2010); Should North Carolina Implement Its Own State-Based Marketplace under the Affordable Care Act (Sonia Sekhar, 2014). don.taylor@duke.edu.

**THOMAS TAYLOR**: Professor of the Practice of Public Policy Studies. J.D. University of North Carolina School of Law, 1969. **Area(s) of Expertise**: public management and leadership. **Recent Projects**: Beyond the Blue: Analysis of India’s Development of a Blue-Water Navy and Recommendations for Response by the United States Department of State (Marjie Patterson, 2010); Cigarette Smuggling and the Bureau of Alcohol, Tobacco, Firearms and Explosives (Lindsay Zwiener, 2012); Analyzing U-Visa Access for Durham’s Undocumented Population (Rachel Pittenger, 2014) twtaylor@duke.edu.


**JERRY VANSANT**: DCID Visiting Lecturer in Public Policy Studies, Duke Center for International Development. M.B.A., Pace University, N.Y., 1975. **Recent Projects**: Somali Civil Society: Ensuring Human Rights to Displaced Persons in the Ongoing Conflict (Emily Wei, JD-MPP with Fordham, 2009); Sustainability and Expansion of a Non-Governmental Primary Health Care Program in the Dominican Republic (Alison Dawe, 2010); Climate Change Adaptation Strategies for the State of Oaxaca, Mexico (Sofia Munoz, 2012). jvansant@mail.com.

**JONATHAN B. WIENER**: Faculty Director, Duke Center for Environmental Solutions. Professor of Public Policy Studies; Professor of Law; Professor of Environmental Studies; J.D., Harvard University, 1987. **Research**: U.S. and international environmental law; climate change; risk regulation; risk-risk tradeoffs. **Recent Projects**: What factors contribute to North Carolinian communities undertaking flood hazard mitigation projects? (Kimberly Lake, 2008). wiener@law.duke.edu.

**KATHRYN WHETTEN**: Director, Center for Health Policy and Inequalities Research; Professor of Public Policy, Global Health, and Community Nursing and Family Medicine. Ph.D. (Health Policy and Administration), University of North Carolina, Chapel Hill, 1994. **Research**: Understanding of health-related issues for the poor, disenfranchised and chronically ill; HIV/AIDS in the rural Southeast and less wealthy countries. **Recent Project(s)**: How to Increase Access to Health Services for Migrant Farmworkers Who Are Unaccompanied and Undocumented Minors (Magdalena Fernandez, 2010); Assessing BRAC’s Community Health Volunteer Program in Tanzania (Jade Lamb, 2012). k.whetten@duke.edu.

**DUNCAN YAGGY**: Chief Planning Officer, Duke University Health System. Adjunct Professor of Public Policy Studies; Ph.D. (History of American Civilization), Brandeis University, 1974. **Research**: Managing and financing healthcare delivery. **Recent Projects**: How can the DCHD increase appropriate public response with short-term urgent or emergent risk communication? (Natasha Harrison, 2008); Principles and Policy Options for Ensuring Patient Care, Patient Coverage, and Graduate Medical Education in the Era of Duty Hours Restrictions (E. Philip Lehman, 2010). yaggy001@mc.duke.edu.
MPP Master’s Project Deadline Dates  
Academic Year 2014-15

To Graduate September 2014

Before June 2, 2014:

- Signed Approval of Prospectus Form due to MPP Director of Student Services’ office (172 RH). Form is available in your class’ Sakai site or by email to hmca@duke.edu.

Monday, July 7, 2014:

- Complete the online Apply to Graduate form on ACES before 5:00 PM on this date. Log on to ACES, go to your Student Homepage and click on the “Services” tab, then select Apply to Graduate and follow the on-screen instructions to complete and submit the form.

- Master’s Project full first draft due to MP Advisor.

Wednesday, August 6, 2014:

- Master’s Project FINAL copy submitted in pdf format to DukeSpace.

- Separate pdf’s of your MP and Executive Summary emailed to hmca@duke.edu.

- Hard copy of the Master’s Project Completion Form signed by your MP Advisor and the DGS delivered to the MPP Director of Student Services’ Office (172 RH).

To Graduate December 2014

Before October 1, 2014:

- Signed Approval of Prospectus Form due to MPP Director of Student Services’ office (172 RH). Form is available in your class’ Sakai site or by email to hmca@duke.edu.

Monday, November 3, 2014:

- Complete the online Apply to Graduate form on ACES before 5:00 PM on this date. Log on to ACES, go to your Student Homepage and click on the “Services” tab, then select Apply to Graduate and follow the on-screen instructions to complete and submit the form.

- Master’s Project full first draft due to MP Advisor.

Monday, December 8, 2014:

- Master’s Project FINAL copy submitted in pdf format to DukeSpace.

- Separate pdf’s of your MP and Executive Summary emailed to hmca@duke.edu.

- Hard copy of the Master’s Project Completion Form signed by your MP Advisor and the DGS delivered to the MPP Director of Student Services’ Office (172 RH).
To Graduate May 2015

Before December 12, 2014:

- Signed Approval of Prospectus Form due to MPP Director of Student Services’ office (172 RH). Form is available in your class’ Sakai site or by email to hmca@duke.edu.

Before January 25, 2015:

- Complete the online Apply to Graduate form on ACES before 5:00 PM on this date. Log on to ACES, go to your Student Homepage and click on the “Services” tab, then select Apply to Graduate and follow the on-screen instructions to complete and submit the form.

Friday, March 6, 2015

- Master’s Project full first draft due to MP Advisor.

Friday, April 17, 2015:

- Master’s Project FINAL copy submitted in pdf format to DukeSpace.
- Separate pdf’s of your MP and Executive Summary emailed to hmca@duke.edu.
- Hard copy of the Master’s Project Completion Form signed by your MP Advisor and the DGS delivered to the MPP Director of Student Services’ Office (172 RH).
Expectations for Master’s Project Advisors, Students, and Committee Members

The MPP student, MP Advisor, and committee members play crucial roles in ensuring that the Master’s Project (MP) is a top-quality piece of work. Advisors and committee members serve as guides to MPP students in forming and refining a topic for the MP, writing a prospectus, writing and editing drafts, and ultimately finishing the culminating product of the MPP Program. Starting in 2014-15, faculty will serve as primary Advisors for not more than four projects in a given academic year.

In order to ensure that the student, advisor, and committee members have the most productive working relationship possible, we have created the following guidelines and expectations.

Expectations of the MP Advisor:
Although the student is enrolled in PUBPOL 807 and receives general feedback on prospectus preparation and MP development, the MP Advisor serves as the student’s chief guide throughout the MP process. More specifically, the MP Advisor is expected to:

• Meet with the student on a regular basis, at least every other week, to provide advice and feedback throughout the MP process. It is recommended that the student begin meeting with the advisor at the inception of fall semester.

• Provide timely feedback to the student throughout the MP writing process. Generally, drafts should be turned around within one week.

• Help the student formulate a researchable problem and question and devise a research strategy, but not provide the student with an MP topic question that is part of the professor’s research agenda.

• Provide advice to the student on ways to manage the client relationship and balance academic and professional standards with obligations to the client.

• Provide specific, constructive feedback on prospectus drafts and help the student to prepare for the formal prospectus review in November/December. It is essential that the MP Advisor feels confident that the prospectus is ready and that the student is prepared to present it to the committee.

• Serve as chair of the prospectus review meeting, a meeting of 30-60 minutes, in which all committee members have a chance to question the student and make comments. When the prospectus review is complete, the student should be excused, and the MP Advisor must help the committee reach a consensus decision on whether the student is to be passed. Key topics to discuss in evaluating the prospectus include:

  o How well-defined was the policy question?

  o How clearly did the student demonstrate a well-informed understanding of the policy problem?
To what degree/extent did the student consider the range of policy options available to the client?

How viable/realistic was the research strategy proposed by the student?

- Once a decision is reached, the MP Advisor and both committee members sign the prospectus form supplied by the student. The meeting is adjourned, and the MP Advisor and student meet briefly to discuss the committee’s recommendations. If the committee does not sign off on the prospectus, the MP Advisor directs the student to revise it and schedule follow-up communication (either in person or via email) to evaluate the modified product.

- Recommend a course grade for the student to the PUBPOL 807 instructor.

- Work with the student on drafts of the MP until the project reaches the required level of excellence to be considered final.

- Sign the Master’s Project Completion Form provided by the student when the final draft of the MP is complete.

- Communicate to the DGS the final grade to be assigned to the MP.

**Expectations of MP Committee Members:**
The MP Committee plays a limited, yet important, role in guiding the student through the development of the prospectus. Committee members are expected to:

- Provide timely advice and feedback to the student on the draft prospectus.

- Attend the student’s prospectus review meeting, ask questions, and make constructive comments.

- Reach a consensus decision with MP Committee members on whether or not the student’s prospectus is satisfactory and sign the prospectus form supplied by the student. If revision of the prospectus is required before it can be approved, committee members will be engaged in reviewing the modified document and approving it.

- Continue to provide advice and guidance to the student as the student progresses towards a final draft of the MP.

**Expectations of the Student:**
By acting in a professional manner and meeting the deadlines set, students share responsibility with the MP Advisor and MP Committee Members to ensure that the advising relationship is successful. Specifically, students are expected to:

- Meet all deadlines set by the 807 instructors, the MPP office and Sanford School.
• Secure faculty members to serve as MP Advisor and MP Committee Members no later than the end of the second week of fall semester. Establishing these relationships even earlier is highly recommended.

• Attend and actively participate in regularly scheduled meetings with the MP Advisor. It may be helpful to develop a step-by-step MP process schedule/calendar with the advisor to set interim deadlines and ensure that the project remains on track.

• Provide deliverables (drafts, etc.) to the MP Advisor and committee members in a timely fashion to allow for feedback.

• Upon receiving approval from the MP Advisor that the prospectus is ready to be reviewed by the committee, set up the formal prospectus review meeting, provide the committee with a Prospectus Approval Form, and prepare to present the prospectus to the committee.

• At least one week prior to the review meeting, provide the MP Advisor and committee members with a copy of the prospectus.

• Work with the MP Advisor on drafts of the MP until it reaches the required level of excellence to be considered final.

• Once a final draft of the MP has been approved, present the Master’s Project Completion Form to the MP Advisor for his/her signature. Submit this signed form to the MPP Program Office for DGS signature.

• Submit an electronic (pdf) copy of the final MP to DukeSpace, the Duke Library’s document repository.

  o The confidential nature of some MP content or a client’s sensitivity to the public availability of an MP may require that an exception be granted to the DukeSpace posting policy. At the earliest date possible, a student must submit a request for an MP posting exception to the DGS, who will review and approve or decline the request.

In addition to his or her obligations to the MP advising team, the student has additional obligations to the MPP office, the Sanford School, and the client. The student relationship with the client is a unique one. The student must balance academic and professional standards with obligations to the client. In all dealings with the client, the student is expected to conduct himself/herself in a professional manner, remembering that all his/her actions reflect on the larger MPP Program, Sanford School, and Duke University communities.
Master's Project Information for Clients

All Sanford School master’s students in public policy are required to produce a professional report or Master’s Project (MP) that helps a client decide what to do about a policy problem. The MP’s purpose is to recommend and defend a specific course of action. It is important to recognize that the MP is also a key component of a student’s academic program requirements and must be approved by a Sanford School MP Faculty Advisor. As such, the MP must measure up to the standards of good analysis, including precise definition of the problem, dispassionate evaluation of the evidence, identification of important trade-offs, and clear presentation of the results and recommendations.

**MP Topics:** An interesting policy problem is the starting point for a good MP. The main criterion for an acceptable MP topic is a significant policy problem posed in the form of a "should" question: “What should the client do?” - or - “How should the client do X?” The goal of the MP is to develop policy recommendations, not to describe or measure impacts of a particular policy.

**What is Expected of the Client:** The client should work closely with the student to develop an appropriate topic that is of practical use to his/her organization. The student's MP Faculty Advisor will be involved in defining the topic and developing the research strategy for the MP. The student and client should plan to talk or meet periodically to discuss the shape and direction of the project over the course of the academic year.

**Schedule:** During the fall term, the student writes a prospectus, which must be approved by the MP Faculty Advisor and a faculty committee, and begins the research and writing of the project. During the spring term, the student completes the project. A draft project will be due to the MP Faculty Advisor in March; a final version is due both to the MP Faculty Advisor and to the client in April. The client is encouraged to request that the student make a presentation of the project to the client's organization.

To provide enhanced access, storage, and preservation of Sanford School Master of Public Policy MP’s, students are required to submit their projects electronically through the Duke University Library’s DukeSpace digital repository. The **MP will be web accessible to the public using a Creative Commons license and will be assigned a persistent URL.** Exceptions to this policy are granted via application by the student to the MPP Program’s Director of Graduate Studies.

**Support:** Students welcome financial or in-kind assistance to help defray costs of their research.

**Contact:** Clients should feel free to contact the MPP Director of Student Services, Helene McAdams (919-613-9207; hmca@duke.edu) for any clarification on the MP process or requirements.
The Master’s Project and the IRB

As a capstone to the MPP degree students complete a master’s project, a yearlong undertaking that allows students an in-depth, real-world opportunity to employ all their MPP skills while working closely with a faculty advisor. Traditionally, master’s projects take one of two forms, (1) client-based or (2) quantitative.

What is the role of the Institutional Review Board (IRB) in your MP project? Under federal regulations and university policy, the IRB reviews and monitors human subjects research conducted by Duke faculty and students.

For client-based MP projects, the Duke IRB has determined that work for a client involving policy analysis or recommendations, program evaluation, or quality improvement studies is not designed to contribute to a field of knowledge and does not need IRB review. For example, if data are being collected to improve a program within an institution and will be used only for that purpose, the collection of that information would not constitute research with human subjects and would not need IRB review.

Most quantitative MP projects are research projects. They are intended to answer a research question, are not limited to one client, and may be designed to draw general conclusions about a field of study. If you are conducting research AND you are talking to people or using secondary data about people, then you are conducting research with human subjects and you may need the IRB to review your research proposal.

However, depending on the project, your research may qualify as “exempt.” Research can be exempt if it is limited to the following:

1. Existing data that is publically available OR recorded without any identifiers.
2. Evaluating public programs for public benefit.
3. Educational settings involving educational practices.
4. Educational tests, surveys, interviews, or observations of public behavior that does not include interacting with children, and if identifiable, must not pose risk to subjects.
5. Educational tests, surveys, interviews, or observations of public behavior, of public officials, OR if confidentiality is maintained by a federal statute.
6. Taste and food quality tests and consumer studies.

Exempt research still needs IRB review, but the review will be conducted by the Director of the IRB program and not an IRB member.

If you have any questions, you should talk to your advisor and consult with the IRB, ors-info@duke.edu, to determine whether an IRB application must be submitted. The MPP Director of Graduate Studies and the Assistant Dean are also happy to talk with you and assist with this process.
Data Security

To help insure the safe storage of research data Duke OIT has created a Data Classification Standard (http://security.duke.edu/protect-your-information/data-classification-duke) document that breaks up data into three types: Public, Restricted, and Sensitive. Each type of data has a different minimum security standard. Please review the documentation to determine which type of data your study contains. Public or Restricted data can be stored on the Sanford file server. Requests for study specific storage can be made directly to the Sanford helpdesk (ppshelp@duke.edu or 919-613-7400).

Sensitive data cannot be stored on the Sanford file server; sensitive data should only be stored and worked with on dedicated secure systems. The Sanford School has reserved some file space and a computation machine in the Duke Protected Data Network (http://oit.duke.edu/enterprise/infrastructure/protectednetwork.php) for use by Sanford graduate students working with sensitive data. If your study contains sensitive data and you need access to the Protected Data Network or you need some assistance in determining the classification of your data please contact Neil Prentice, Director of Information Technology, at neil.prentice@duke.edu or via the Sanford helpdesk (ppshelp@duke.edu or 613-9355).

Please note that all studies that are categorized as Research with Human Subjects will need to include a Data Security Plan as part of the IRB application. Even those that do not require an IRB protocol, however, are still subject to the above restrictions and controls if they include restricted or sensitive data.
Preparation of the Master’s Project Document

The final report on the Master’s Project (MP) must demonstrate a high level of professional competence through organization, quality of analysis, and ability to communicate findings. Consult the *Chicago Manual of Style*, or another writer's style manual recommended by your MP Advisor, on the appropriate style to follow. The Duke University Libraries web site ([http://library.duke.edu/research/citing/index.html](http://library.duke.edu/research/citing/index.html)) offers updated information about citation styles (MLA, APA, Chicago, etc.) and guidelines.

**Approval of the MP:** The MP Advisor will approve the MP after a critical assessment of content, format, style of writing, and technical quality. **In order for the MP to be considered complete, the final version of the report (in electronic or printed format) must be submitted to the MP Advisor and an electronic (pdf) version must be posted to the Duke Library’s DukeSpace electronic document repository.** The Primary Advisor and Director of Graduate Studies sign the Master’s Project Completion Form, which the student delivers to the MPP Director of Student Services (172 Rubenstein Hall) on the due date. In addition, the student must submit a supplemental electronic copy (pdf) of the MP and a separate pdf of the executive summary via email to hmca@duke.edu.

**The Cover Sheet:** The cover sheet gives the title, author, client, advisor, date, and degree. The cover sheet is not numbered. Please see the following page in this Handbook for the preferred cover layout.

**General Typing Instructions:** Use a computer printer that produces sharp, black type. Use white, 8½" by 11" paper of good quality. Allow margins of approximately one inch on sides, top, and bottom. All type, including titles of sections and page numbers, should fall within these margins. Material in the body of the report may be single or double-spaced. *(Note: In the interest of conserving paper, MP’s may be printed double-sided, provided that good quality paper is used so that readability is not compromised.)* Footnotes and references, charts, diagrams, etc., may follow any generally accepted format for your field and be single-spaced.

**General Content:**

You should discuss content organization with your MP Advisor.

**Submitting the Electronic Copy of the Report to DukeSpace:** Please refer to the detailed Student Guide for the Electronic Submission of Master’s Projects document.
MP Cover Sample
Note: the box drawn below is for illustration purposes only. Your actual cover text should fill a standard 8 1/2 x 11 inch page.

MP Project Title
Prepared for: Client Name and Organization Name
Prepared by: Your Name
Master of Public Policy Candidate
The Sanford School of Public Policy
Duke University
Faculty Advisor: Name

Disclaimer: This student paper was prepared in 2014 in partial completion of the requirements for the Master’s Project, a major assignment for the Master of Public Policy Program at the Sanford School of Public Policy at Duke University. The research, analysis, and policy alternatives and recommendations contained in this paper are the work of the student who authored the document, and do not represent the official or unofficial views of the Sanford School of Public Policy or of Duke University. Without the specific permission of its author, this paper may not be used or cited for any purpose other than to inform the client organization about the subject matter. The author relied in many instances on data provided by the client and related organizations and makes no independent representations as to the accuracy of the data.
Student Guide for the Electronic Submission of Master’s Projects

To provide enhanced access, storage, and preservation of Sanford School Master of Public Policy (MPP) Program Master’s Projects students are required to submit their projects electronically using the Library’s DukeSpace digital repository. Your work will be web accessible to the public using a Creative Commons license and assigned a persistent URL. This document will guide you through the formatting standards for electronic submission.

The project you submit to DukeSpace should be in its final form, requiring no further review or editing and meet all necessary Sanford School requirements, as this will serve as the permanent copy in the University Archives. The document should be in Adobe Portable Document Format (PDF). No compression or password protection should be used.

Additional files supplemental to the project such as audio or video clips, digital images, research data, etc. to which the submitter has permission to post (copyright, permission research collaborators, etc.) may also be included. Each additional file must be smaller than 512MB. Larger files may be included upon request. Open formats are encouraged.

SIGNING IN USING YOUR NETID
To sign in using your NetID, go to this URL: http://dukespace.lib.duke.edu/dspace/login

ELECTRONIC SUBMISSION
This submission process is intended for a completed project. This submission process will collect the information necessary to deliver your manuscript to the DukeSpace Repository. The information you provide will be used by the Sanford School as part of auditing your qualifications for graduation. To submit your work electronically, use the following web address:
http://dukespace.lib.duke.edu/dspace

Before you begin, please be sure you have the following:
- Title of your project
- Abstract (the Executive Summary of your project should be submitted as the abstract.)
- The project to be submitted (PDF format is preferred).
- Optional supplementary files (images, sound, etc.)
- Keywords/phrases (up to six)

Navigate to the submission form:
Enter the URL: http://dukespace.lib.duke.edu/dspace/submit
OR
1. To submit your Master’s Project click the “Submissions” link under the “My Account” list on the left hand side.
2. Click the “start a new submission” link.

“Sanford School …” should already be selected. Otherwise, select it in the drop-down box. Click Next. Check the first option if you have an alternate title for your project. Check the second option if you are submitting supplementary files (audio recordings, images, etc). Click Next. Click the Add More button if you have multiple authors keywords/phrases for your project. Please limit your keywords (phrases) to a maximum of six. Enter your Executive Summary in the abstract text box. Click Next.
Please choose the files you wish to upload by clicking the “Browse” button next to the option to upload a file. This will open a window allowing you to choose the appropriate file on your computer.

Click “Upload file & add another.” Your file is now being uploaded. Please be patient if the next screen does not immediately appear.

You may click on the blue link to your project’s file to ensure that it was uploaded correctly. Once you verify that the file successfully loaded, click Next.

The page that opens summarizes the information provided during the submission process. Please review it and if there are any problems click the “Correct one of these” buttons to go back and re-enter the information. Click Next.

Student authorization to publish the work electronically will open. Read this page carefully! By clicking “I Grant the License” you are giving Duke University non-exclusive rights to provide access to your project online among other things, but you keep your copyrights. Granting this license is necessary for the submission to be successful. Check the box: “I Grant the License” and click “Complete submission.”

Congratulations! Your project has now been submitted.

**ACCESS, STORAGE, AND PRESERVATION OF DUKESPACE CONTENT**

Your work will be available worldwide with a persistent URL through DukeSpace. In addition a *dark archive* copy will be maintained and preserved on the archival server for the University Archives.

DukeSpace makes content available under a Creative Commons license designed to protect your intellectual property rights. Under the Attribution-Noncommercial-No Derivatives license, users of your work are free to share (copy, distribute, display, and perform the work) the work under the following conditions:

- **Attribution.** You must attribute the work in the manner specified by the author or licensor.
- **Noncommercial.** You may not use this work for commercial purposes.
- **No Derivative Works.** You may not alter, transform, or build upon this work. For any reuse or distribution, you must make clear to others the license terms of this work.

Any of these conditions can be waived if you get permission from the copyright holder.

For more information see: [http://creativecommons.org/about](http://creativecommons.org/about).

For additional questions or technical assistance contact:

Matthew Farrell  
Digital Repository Services  
Digital Records Archivist  
Duke University Libraries  
919.613.6181  
matthew.j.farrell@duke.edu  
Lib-dspace-admin@duke.edu
**Master’s Project Executive Summary Guidelines**

On the due date for the final version of the Master’s Project, students are required to submit via email separate pdf executive summaries of their reports to the MPP office and their MP Advisors. In addition, the executive summary will be entered as the “abstract” for the official electronic MP document submission on DukeSpace.

As students have learned in their Policy Analysis classes, an executive summary is a short, stand-alone document that condenses the content of a longer report or proposal so that readers can gain a clear understanding of the full report efficiently. In considering the audience for the executive summary, students should direct the content toward readers who lack detailed background knowledge of the MP topic. References to the body of the MP may appear throughout the executive summary to allow readers to explore aspects of the project in depth if necessary or desired.

The executive summary should be approximately 10% of the length of the report (not including appendices), or one page for every 10-15 pages of the MP. Its pages should be numbered with italicized lower-case Roman numerals (i., ii.) to distinguish it from the body of the MP. Use of bullets and headings to guide readers through the document is encouraged. Like the MP itself, there is a range of acceptable formats for the executive summary; however, it is recommended that the following components are included:

- An introduction which describes the policy problem and states the specific policy question addressed in the MP.
- A statement of policy recommendations listed by number for easy reference.
- A summary of the methodology and criteria used to analyze the problem and derive recommendations to answer the policy question.
- An explanation of the results of the analysis, which may include a discussion of unexpected outcomes and their implications.

For additional guidance, students may refer to the executive summary format used in Policy Analysis 804 for their spring consulting projects as well as sample executive summaries from MP’s completed in prior years. Two MP executive summary samples will be made available to students on their class’ Sakai site.
The Master’s Project Prospectus

Before the end of the fall semester (usually by December 15), students intending to complete their MP’s and graduate in May write and formally present to their Master’s Project Committee a 7-10 page, double-spaced prospectus. The prospectus describes the client’s problem and related policy question, provides background necessary to understand the problem, and explains how the student intends to proceed to develop a recommended course of action. MPP’s enrolled in PUBPOL 807 in the fall term receive guidelines and feedback from their section instructor and their peers on the prospectus process. Dual-degree students register for 807 in the fall semester of their final year of study.

There is a range of acceptable formats for the prospectus; however, a strong prospectus normally includes the following:

- **Policy/Research Question**: The prospectus should include a clear, well-defined, and concise question. Policy questions can be prescriptive: “What should X do about Y?”; “How should X best accomplish Y?” or empirical: “Why do North Carolina schools suspend low-income students at a higher rate than more affluent students?” The question should be stated in a single sentence in the introduction.

- **Background**: This section provides the larger political, economic, social, historical, and policy context for the problem and related policy question. The background should answer the question “What is the problem?” and include a literature review of relevant books, scholarly articles, web materials from government agencies, interest groups, think tanks, etc. A list of references cited for this section should appear at the end of the prospectus.

- **Policy Options**: This section identifies plausible policy options to address the problem/answer the policy question. One effective way to present this section is to lay out categories of recommendation options and describe potential viable strategies within each category. For example, if the question is: How can we eradicate polio in Nigeria?, the possible recommendations can be categorized into economic options (such as putting more resources into existing efforts), cultural options (such as conducting campaigns to dispel taboos about vaccination), administrative options (such as developing a decentralized field organization to distribute the vaccine), etc.

- **Data and Methods**: This section describes the research strategy and specifies how the student plans to answer the policy question. It should demonstrate that the project is feasible and should address potential problems the student may encounter in the research process and how the student plans to respond to these problems. A good research strategy must be feasible (taking into account the data available and the student’s level of skill) and answer the policy question.

The student should meet regularly with the MP Advisor to discuss the prospectus and receive feedback on drafts. Samples of exemplary prospectuses from prior years are available in the MPP Director of Student Services’ Office, 172 RH, or on your class’ Sakai site.
The Prospectus Review

Once the student has completed the final draft of the prospectus and has received approval from the MP Advisor to make the presentation, the student consults members of the MP Committee and schedules a time and location to hold the prospectus review. Students sign up to use one of the Rubenstein Hall graduate student study/bubble rooms between November 15 and December 15 for prospectus review meetings. To schedule a review meeting outside of this time frame, a room must be reserved through the 25Live space reservation system available through the “Duke Requestor” link on the Sanford Event Planning website: http://sanford.duke.edu/about/facilities/. The meeting should last no longer than one hour. All members of the MP Committee should be present. Please consult the MP Advisor about expectations for the prospectus review.

Students should distribute copies of the completed prospectus to the MP Committee members at least one week prior to the prospectus review to give the student time to address any red-flag issues Committee Members may notice. The student brings a copy of the Prospectus Approval Form (available in the Student Handbook or on the class’ Sakai site) to the meeting. After making the presentation, the committee members will come to a consensus on whether or not to sign-off on the prospectus. The MP Advisor notifies the student of the decision and returns the signed Prospectus Approval Form to him/her. The student then brings the signed form to the MPP Program Office (172 Rubenstein Hall) for recordkeeping purposes.
MPP Master’s Project Research/Travel Grants

Some Master’s Projects may require extra expenses to result in the best possible product. These expenses might include extra domestic or international conference calls, costs incurred to gather data, or domestic or international travel for field research. The MPP program office administers a fund to support MP research and research travel expenses.

To qualify for funding, students must be completing their Master’s Project during the academic year in which they are applying. Students intending to graduate in May must submit an application to the MPP Director of Student Services by November 30. The 2-page application should include a detailed project description and justification for funding, as well as an itemized budget. To allow the greatest possible number of students to benefit from this fund, the maximum grant awarded will be $250 for domestic travel/research and $750 for international travel/research. Students may apply for smaller grants from the fund. Students may only receive one grant from this fund.

A committee will review the applications, and grants will be distributed on a competitive basis. Criteria for awarding a grant will include the necessity of funding to carrying out the proposed Master’s Project, the quality of the application, and the student’s overall performance in the MPP program. Students will receive a decision on their application by December 31.

MP research and travel grants are disbursed to students through Duke University’s Travel Reimbursement process. By April 1, students will submit original travel receipts and documentation to the Director of Student Services (172 RH), who will forward them to Duke University Accounting for processing. Funds will post directly to a student’s Bursar account.
General Reference

This section includes information about the Sanford Campus and staff, the computer network, financial aid awards and loans, and teaching, research, and graduate assistantships (TA/RA/GA).
# MPP Sanford School Frequent Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>E-mail Address</th>
<th>Phone</th>
<th>Office</th>
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<tbody>
<tr>
<td><strong>MPP PROGRAM OFFICE</strong></td>
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<tr>
<td>Professor Pope “Mac” McCorkle</td>
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<td><a href="mailto:mac.mccorkle@duke.edu">mac.mccorkle@duke.edu</a></td>
<td>613-4390</td>
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</tr>
<tr>
<td>Misty Brindle</td>
<td>Director of Financial Aid</td>
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<td>613-9206</td>
<td>170 RH</td>
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<tr>
<td>Helene McAdams</td>
<td>Director of Student Services &amp; Program Development</td>
<td><a href="mailto:hmca@duke.edu">hmca@duke.edu</a></td>
<td>613-9207</td>
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<td>168 RH</td>
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<tr>
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<td>164 RH</td>
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<tr>
<td><strong>CAREER SERVICES OFFICE</strong></td>
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<td>613-7383</td>
<td>257A SB</td>
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<td>613-7328</td>
<td>255 SB</td>
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<tr>
<td><strong>MIDP OFFICE</strong></td>
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<td>291 RH</td>
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<tr>
<td><strong>SCHOOL IT/COMPUTING</strong></td>
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<tr>
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<td>613-9355</td>
<td>015 SB</td>
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<tr>
<td><strong>SCHOOL ADMIN CONTACTS</strong></td>
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<tr>
<td>Jadrien Hill</td>
<td>Building Manager/Institute Parking Contact</td>
<td><a href="mailto:jadrien.hill@duke.edu">jadrien.hill@duke.edu</a></td>
<td>613-9200</td>
<td>104 RH</td>
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<td><a href="mailto:mary.lindsley@duke.edu">mary.lindsley@duke.edu</a></td>
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<td>205 SB</td>
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<td>613-9269</td>
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<td>Nancy Shaw</td>
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<td>613-7316</td>
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<td>Karen Kemp</td>
<td>Assistant Dean of Communications &amp; Marketing</td>
<td><a href="mailto:kkemp@duke.edu">kkemp@duke.edu</a></td>
<td>613-7394</td>
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<td>613-7308</td>
<td>121 SB</td>
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<tr>
<td>Anita Lyon</td>
<td>Sanford School Registrar</td>
<td><a href="mailto:anita.lyon@duke.edu">anita.lyon@duke.edu</a></td>
<td>613-7382</td>
<td>166 RH</td>
</tr>
<tr>
<td>Sanford Fax Machine</td>
<td>Sanford 133</td>
<td></td>
<td>681-8288</td>
<td>133 SB</td>
</tr>
</tbody>
</table>
Building Facilities Information

Building Maintenance, Housekeeping, and Parking Issues: For building maintenance and housekeeping issues for both Rubenstein Hall and the Sanford Building, contact Jadrien Hill by completing a “Maintenance Request” form located on the Sanford School website under the Quick Links.

Building Hours: The Sanford School buildings are open to students 24 hours a day, with the exception of the first floor office corridors and the second floor of Rubenstein Hall. These areas are open during normal business hours. During the school year, the buildings are open to the public Monday through Friday from 7 AM to 7:30 PM. Use your Duke Card to access both buildings at all other times. From midnight to 6 AM, the air conditioning/heating may be reduced to conserve energy and cut costs. When maintenance that affects building utilities (water, air, electricity, etc.) is scheduled to be done, email notification will be sent out to all faculty, staff, and students.

Lockers/Lounge: Student lockers are located on the ground floor of the Sanford Building in room 018, the Student Lounge. The lounge is accessible only to Sanford graduate students. At the start of each fall semester, MPP and MIDP staff will provide students with the confidential door code necessary to gain access to the lounge.

Lockers are assigned to incoming students during New Student Orientation Week. Prior to orientation, incoming students are given the chance to opt out of receiving a locker if they are not interested in having one. Two-year MPP’s maintain their locker assignments for the duration of the program. Dual-degree students receive lockers only for the one full Sanford year of their program of study. The MPP Program Office maintains a record of locker number assignments. Students are responsible for purchasing their own locks and memorizing lock combinations or managing keys. School policy requires that locker fronts remain free of decorations, notices, etc. All lockers must be emptied of contents and cleaned by students before the last day of spring semester final exams. MPP is not responsible for locker contents left behind by graduated students.

There are microwaves, refrigerators, and a sink in the Student Lounge for your convenience. Students are responsible for keeping these appliances and the areas around them clean. The MPP and MIDP Student Councils will facilitate bi-weekly refrigerator purges, notifying classes by email that items will be removed/discarded on specific dates (usually Fridays).

Study Rooms: Four student study rooms, rooms 203 and 254 in the Sanford Building and rooms 103 and 160 in Rubenstein Hall, are reserved for MPP & MIDP students. Room 07 Sanford is a graduate student laptop workroom outfitted with computer desks, stools, and soft seating. The study rooms and laptop workroom require key access. Students must reserve study rooms using the sign-up sheets posted outside their doors. Study room reservation policies are outlined in more depth on a separate page of this handbook. Study room keys will be distributed during New Student Orientation Week by MPP staff. Keys are collected prior to graduation. A $20.00 fee will be charged for lost keys.

Computer Labs: The computer lab in the Sanford Building is located in Room 09 on the ground floor of the building. In Rubenstein Hall, the computer lab is located in room 162 on the first floor. The Sanford Building lab is always open (except when classes are being conducted inside a lab) and is accessible to those students who have accounts on the Public Policy local area network (LAN). If one lab is being used for a class, the other lab is open for students. Class schedules will be posted on the doors of the labs each semester. The Rubenstein Hall lab is accessible by swiping your Duke ID Card. For assistance with your personal computer, contact the OIT helpdesk, 919-684-2200. For computer, network, or email assistance, contact the PPS Helpdesk at 919-613-7400 or ppshelp@duke.edu.
Parking: Students who park motor vehicles on campus Monday through Friday (generally 8 AM to 4 PM), must purchase a parking permit from Duke Transportation Services; exceptions are restricted, handicapped, service vehicle only or specially designated areas where you cannot park at any time. Parking in the three visitor spaces in the traffic circle during the business day is prohibited and subject to a $100 fine. Parking in the traffic circle, in the loading dock of either building, or in one of the two handicap spaces at the traffic circle is prohibited and subject to up to a $250 fine. If, during the course of your time at Duke, you become temporarily disabled due to an accident or other illness, please see Jadrien Hill, RH104 for assistance in getting handicap or handicap equivalent parking.

When you purchase your parking permit, you should receive a campus map and guidelines for parking on the University campus. Please read this information. If you have questions regarding parking please contact Duke Parking and Transportation Services, 2010 Campus Drive; 919-684-7275; tranpark@duke.edu. Please contact Jadrien Hill with any questions about Sanford parking issues.

Sanford Eatery: Saladelia Café is located on the ground floor of the Sanford Building adjacent to the Fleishman Commons and operates Monday through Friday during the academic year. Flex account, credit card and cash payments are accepted.

Mailroom: Student mailboxes are located in 08 Sanford. USPS mail is picked up and delivered at this location Monday through Friday before 2 PM. All business-related student mail should be addressed to Box 90584, Durham, NC 27708.

Students are strongly advised to have all personal mail and UPS/FedEx deliveries addressed to their local off-campus mailing address. UPS and FedEx will not deliver packages to PO boxes. If you must ship a large USPS package that cannot be easily picked up from 08 Sanford, please bring it to the Duke Post Office, located in the Duke Technology Center on the ground floor of the Bryan Center building (http://www.postoffice.duke.edu/receiving_sending/index.html).

Copy Machines: Two student copy machines, one in 08 Sanford and another in the Rubenstein Hall Resource Room 147, are available for personal (non-Teaching or Research Assistantship) use and require Flex Account (Duke ID swipe) payment. If problems arise with the copiers in either building, contact Jadrien Hill by completing a maintenance request form located on the Sanford School website under the Quick Links.

Room Reservations: To reserve any rooms except the four student study rooms, students must complete an official reservation request through the 25-Live system available on the Sanford website through the website Quick Links under “Facility Rental.” By requesting a room, you are agreeing to follow Sanford’s room use policies which are found on that webpage.

25-Live requires users to “sign in” with their net IDs and passwords before accepting room reservations. To search for spaces to reserve, you must enter a building name or numerical building prefix and room number. The numerical prefix for Sanford Building spaces is “7725”; the numerical prefix for Rubenstein Hall spaces is “7739.” To find special event room 200 in Rubenstein Hall, the search entry would be: “7739200.”

There are four types of spaces available for use on the Sanford campus: meeting rooms; classrooms; technical rooms; event rooms. Meeting rooms will be automatically assigned by the 25Live system. These include: 7739140, 7739207, 7725223D, and 7725223E. You can “star” these rooms in your 25Live profile as favorites, making your request for meeting rooms more efficient. Classroom, technical, and event rooms will have to be approved by a Sanford scheduler, and you should receive an email confirmation of the space assigned to you within 48 hours. Unauthorized use of rooms/facilities will result in your being asked to leave the room.

For planning special events (guest speakers, catered events), please contact Mary Lindsley (mary.lindsley@duke.edu) to discuss your event and how the Sanford School can help make it a success.
**Audio-Visual Equipment:** If you require audio-visual equipment, contact Richard Mitchell, Video Services Specialist, Room 295 Rubenstein Hall, 919-613-9269, email: richard.mitchell@duke.edu. Requests should be made with ample lead time, to ensure that equipment can be located, tested/installed, etc.

**Resource Room:** Room 147 in Rubenstein Hall is open to Public Policy graduate students only daily from 7 AM until 5 PM and is accessible after those hours by swiping your Duke ID Card. Individual study carrels are available in the room. The Resource Room is a designated quiet work area.

**Telephones and Facsimile Machine:** Landline phones are located in meeting rooms throughout both Sanford and Rubenstein buildings as well as in the student study rooms in Rubenstein hall (103 and 160). Long distance calls made by students in either building require the use of a calling card.

A facsimile machine is located in the Sanford Institute copier room 133 (your study room key will unlock the door). **The fax number is: 919-681-8288.** If you are expecting an incoming fax, you may want to check the fax machine location shortly after transmission. Students are provided at no charge, up to $20 in telephone calling cards per academic year for course projects, internship coordination, and professional development needs. See Nicole Kubinsky, Career Services, Room 257 Sanford, phone: 919-613-7381 for issuance of telephone calling cards.
Procedures for Study (Bubble) Room Use

MPP and MIDP students have four private study (also known as “bubble”) rooms available to them for individual or group work use. These rooms, Sanford 203 and 254 and Rubenstein Hall 103 and 160, are accessible only to Public Policy graduate students who have received keys to the rooms during New Student Orientation Week. Dual degree students may keep their study room keys beyond their first MPP year of study; however, they are only permitted to use study rooms for Public Policy course work or public policy group meetings. Upon completion of the MPP or MIDP Program, students return their study room keys to the respective program offices. A lost-key charge of $20.00 will be assessed for study room keys that are lost or not returned as requested.

To ensure that all MPP and MIDP students have access to these study rooms, students in both programs are asked to comply with the following study room reservation policies:

- Students reserve study rooms by signing up for blocks of time on monthly calendar sheets posted outside each room. **Please note that from November 15 – December 15, the study rooms in Rubenstein Hall will be used ONLY for Master’s Project Prospectus Review meeting reservations.**
- Study rooms should be reserved for course work/study sessions, **not TA office hours or club or social group meetings.**
- Reservations can be made only up to two weeks in advance. Regular, recurring meetings (e.g., every two weeks for an entire semester), should be reserved in other RH or Sanford rooms by contacting Jadrien Hill (jadrien.hill@duke.edu).
- Individuals and all members of a group working together can only sign up for one two-hour block of time per day. **PLEASE do not sign up for consecutive two-hour blocks to monopolize a room.** If you need a room for more than two hours, reserve another space in either building through the 25Live reservation system on the Sanford website.
- **To ensure that your valuables and equipment installed in the rooms are secure, please do not prop study room doors open with trash cans or door stoppers.** Laptops and cell phones have been taken from unattended rooms that had propped open doors.
- To avoid wasting energy and prevent weather damage, please shut the lights and windows when your group finishes using a room.
- If you bring food or beverages into the rooms, please clean work areas and dispose of all trash. Because study rooms are intended solely for academic purposes and cannot be reserved for social events, use of alcohol is prohibited in study rooms.
- If you lock yourself out of a room during business hours (8:30 – 5:00 PM), and need to retrieve items left behind, please see Helene McAdams (MPP – RH 172) or Jay Tucker (MIDP – RH 285Q) to unlock the room for you.

As the MPP and MIDP programs grow, and study room use increases, students will need to expand their search for alternative group study spaces. Perkins and Bostock Libraries, as well as the LINK (located on the basement level of Perkins) offer group study rooms that can be reserved through the 25Live system. Visit Duke’s Library website at: [http://library.duke.edu/using/room-reservations](http://library.duke.edu/using/room-reservations) for more information.
Emergency Management Plan
Sanford School of Public Policy

The Sanford School of Public Policy (SSPP) of Duke University maintains two academic buildings, and supports faculty, staff and students through its PhD program, master’s degrees programs in public policy (MPP) and international development policy (MIDP), public policy undergraduate program and a number of affiliated centers and programs. The SSPP is located at the corner of Towerview Rd. and Science Dr.

An emergency is a fire, hurricane, or crime that presents an ongoing threat or other event that involves a response from police, fire or emergency medical personnel.

The Emergency Manager (EM) for the SSPP is David Arrington, Associate Dean of Finance & Administration. In case of an emergency, the Emergency Manager should be contacted. If he is unavailable, the person(s) next in line should be contacted. All members of the SSPP Emergency Management Team should be notified.

Emergency notifications may be distributed via the following email address: PPS-emergency-mgmt@duke.edu, which covers all SSPP faculty, staff, graduate and undergraduate public policy majors.

**EMERGENCY MANAGEMENT PRIMARY CONTACT INFORMATION**

1. David Arrington (EM)  
   Associate Dean of Finance & Administration  
   Office 919-613-7310  
   Cell 919-812-2937  
   Home 336-364-2070

2. Neil Prentice (Backup EM)  
   Director of Information Technology  
   Office 919-613-9355  
   Cell 919-491-7785  
   Home 919-405-3927

3. Karen Kemp  
   Assistant Dean for Communications & Marketing  
   Office 919-613-7394  
   Cell 919-475-2704  
   Home 919-493-5727

The SSPP Emergency Management Team consists of individuals covering key functional areas of the School, i.e., Faculty, Central Administration, Facilities, Information Technology, Events Management, Resource/Study Room and School Centers/Programs. Other Team members are noted below, along with their emergency contact information.

**EMERGENCY MANAGEMENT SECONDARY CONTACT INFORMATION**

- Jadrien Hill  
  Facilities/Building Support Services Coordinator  
  Office 919-613-9200  
  Cell/Home 919-673-7456

- Mary Lindsley  
  Events Coordinator  
  Office 919-613-7312  
  Cell/Home 919-413-4417

- Jonathan Abels  
  Executive Dir, Duke Center for International Development  
  Office 919-613-9230  
  Cell 919-604-3546  
  Home 919-493-3546

- Kate Walker  
  Assistant to the Dean  
  Office 919-613-7309  
  Cell/Home 919-308-2294

- Judith Kelley  
  Professor, Sanford Faculty  
  Office 919-613-7343
In addition to the SSPP Emergency Management Team members, the SSPP has an established fire safety monitor network of individuals in each building and on each floor of each building that assist in emergency events.

**Types of Emergencies**

**Fire, Building Collapse, Explosion, Chemical Spills:** 911 is the first alert, followed by alerting Emergency Manager. The SSPP Emergency Management Team and fire safety monitors will assist with egress from the affected area/building via the fire escape or exit doors and will make sure faculty, staff and students are removed to a safe location. The Emergency Manager will inform the University Emergency Coordinator when a fire, explosion or chemical spill has occurred.

**Severe Weather/Tornadoes:** 911 is the first alert followed by alerting Emergency Manager. The SSPP Emergency Management Team and fire safety monitors will assist with moving faculty, staff and students to safe and windowless areas in the event of a severe weather occurrence. The Emergency Manager will alert the University Emergency Coordinator when a severe weather condition has occurred.

**Criminal Acts:** 911 is the first alert followed by alerting Emergency Manager. If a suspect is present and a danger to himself or others, the Emergency Manager will assist with providing a safety perimeter for unwary personnel to prevent them from entering within range of danger. Members of the SSPP Emergency Management Team will inform faculty, staff and students via different communication modes (email, text messaging, automated phone message) of whether to evacuate the facility(ies) or lockdown in their office/classroom. The Emergency Manager will alert the University Emergency Coordinator of any criminal act.

**Cyber Attacks:** Notify Sanford School IT Help Desk (919-613-7400) followed by alerting Emergency Manager. If unable to reach Sanford School IT Help Desk, then please contact OIT Security Office via their Help Desk (919-684-2200). Examples of a cyber attack are taking down our websites or denial of service attacks (called DOS attacks).

Each SSPP faculty, staff and student will be provided a “How Will You Be Notified in the Event of an Emergency” handout outlining different communication modes and instructions that will be used. All School emergency documents can be found on the School’s Intranet site, under the ‘Dean’s Office’ tab.

**Emergency Follow-Up and Review:** Each emergency and its associated damages are assessed by the Emergency Manager and members of the Management Team as soon as possible. Steps are implemented to make emergency repairs and contract for permanent repairs to the physical plant, and to modify safety and response standards as indicated. Damages are reported to SSPP Facilities Manager for insurance claims. Housekeeping Services begin cleanup if needed. Faculty and staff return their assigned spaces to full function as soon as possible, sometimes having to relocate offices.

Each event is reviewed by the Management Team and is used as a tool to refine emergency procedures. The Management Team will meet annually to formally review procedures in place for continued relevancy.

**University’s Counseling and Psychological Services (CAPS)** (Phone 919-660-1000, Location: 214 Page) and **Personal Assistance Service (PAS)** (Phone 919-416-1727, Location: 2200 W. Main St., Erwin Square Tower, 4 floor, Suite 400A) are available to assist students (CAPS) and faculty and staff (PAS) in the event of emotional trauma as a result of any emergency event.

**Employee Preparedness:** Employees will be informed and/or reminded of the SSPP emergency management plan through a variety of methods, as follows:

- SSPP orientation manual
- Annual emergency management email notification and survey
**IMPORTANT UNIVERSITY PHONE CONTACTS IN THE EVENT OF AN EMERGENCY SITUATION:**

**Duke Police:** Emergencies: (911); Non-Emergencies: (919-684-2444)
**Duke Card Office:** Jeff Clay (919-681-5448 or 919-684-5800)
**Facilities Management Department (FMD):** (919-684-2122)
**Housekeeping:** University Housekeeping (919-684-6387)

Effective 12/2007
Updated 07/2014

How Sanford School Community Members Will Be Notified of an Emergency

(This document is adapted from the Duke University Emergency Communications Plan online at emergency.duke.edu, with additions (underlined) specific to the Sanford School of Public Policy. Please refer to the web site for additional information.)

Duke’s communication approach is based on redundancy, using multiple methods to reach members of the university as well as parents, alumni, visitors and the news media.

Duke’s goal is to send alert messages within 30 minutes of officials being notified of an emergency situation. While other means may be used, the primary methods of alerting people are:

- **Outdoor Warning System:** An alert message may be broadcast in and around buildings on campus using Duke’s siren/public address system. For more information, please see the Outdoor Warning System. [http://emergency.duke.edu/notified/warningsystem/]

- **Text Messaging:** An alert message may be sent to the mobile devices of Duke community members who register for a text messaging system. Go to http://emergency.duke.edu/ to Sign up for DukeALERT text messages.

- **Email:** A “Duke Alert” message will be sent to all students, faculty and staff at their Duke e-mail account. Duke parents whose students have provided an e-mail address to the University through ACES will also receive an e-mail. When an emergency originates at the Sanford Building or in Rubenstein Hall, or when the incident does not require wide campus action or notification, the Sanford Emergency Management Team will e-mail an alert to PPS-emergency-mgmt@duke.edu and to undergraduate public policy lists.

- **Duke Digital Signage:** Alert and informational messages from the University Emergency management team may be posted on the digital displays in both buildings during a campus wide incident.

- **Web:** Emergency information will be posted online at http://www.emergency.duke.edu/. An alert message will also be posted on Duke.edu, today.duke.edu, https://dukepass.duke.edu and Sanford.duke.edu. In addition, the Duke community is encouraged to subscribe on the emergency website to RSS feeds that will provide
information about the nature of an emergency and update you throughout an emergency. The RSS feeds will activate only in case of emergency.

- **Phone**: An alert message will be posted on 919-684-INFO, Duke’s emergency and severe weather information line.

- **Direct contact**: Supervisors will announce alert messages to staff in their respective units. Residence life staff will alert students and other residents living in university housing. Duke police or officials will alert those in academic buildings, as well as other campus locations. In the Sanford/Rubenstein buildings, fire safety monitors will notify people in their areas.

- **Other**: Regular updates will be provided to news media.

Created February 2008/ Most recent update July 2014.
The Sanford School Resource Room
147 Rubenstein Hall

The Resource Room is a multipurpose, quiet work facility designed to support the study and research needs of faculty, graduate students, and undergraduate public policy majors who are writing theses.

Facilities and Technology

- **Six computer terminals** with Internet access for use by public policy graduate students.

- Eight individual carrels and four tables **for study space**.

- A **wireless Internet** connection for patrons who prefer to bring their own laptops.

- A **printer, scanner, and a photocopy machine** (for use by patrons with a prepaid personal flex card.)

- **Shelf space** for non-circulating journals, printed materials and collections of public-use data in CD-ROM format for programs pertinent to public policy.

To help maintain the facility and its equipment please:

- take care when eating or drinking in the Resource Room
- dispose of all trash
- do not store personal belongings in the carrels or on the bookshelves.

Services

During most hours of the academic day, the Resource Room is not supervised by a Sanford staff member. Students using the space are expected to abide by all policies for proper use of the room.

In fall semester 2014, the office located in the rear of the Resource Room (147A) will be dedicated to office hours for 803 Policy Analysis I writing coaches and individual writing conferences for international MPP students.

In spring semester 2015, Catherine Shreve, the Perkins Librarian for Public Policy, will return from sabbatical and will hold 2-4 office hours per week in the Resource Room to address reference questions for faculty, staff and students. In Catherine Shreve’s absence during fall semester, the following Perkins Library contacts are available to assist you:

- **research consultations**: asklib@duke.edu (Brittany Wofford will match you with the best subject specialist for your topic.)

- **purchase requests**: stephanie.ford@duke.edu

- **reference questions**: Perkins Research Services (asklib@duke.edu) -- consultation appointments with subject specialists can be scheduled.
Sanford School IT Services  
August 2014

The Sanford Network:

The Sanford School provides network storage for graduate students in both a private directory and, if needed, shared space for group projects. You can access this space from your own computer or from the computers at the Sanford School. The network is backed up every night and backups are available for 3 months. Information about the Sanford network and useful IT facts are found at the Sanford intranet under the IT tab: http://inside.sanford.duke.edu

Duke University has a robust wireless network available across campus. You can connect to the Duke wireless network with your netid and password. For more information on this please see: http://oit.duke.edu/net-security/network/wireless/connect.php. A visitor wireless network (does not require authentication) is also available and Duke University is a member of the Eduroam community.

Hardware:

We provide computers in lab 09 in the Sanford Building, lab 162 Rubenstein Hall, and Resource Room 147 Rubenstein Hall. Each of these spaces is equipped with late model computers running Windows 7 and office 2013. The computers in each room print to an HP 9050 LaserJet printer which is rated at 50 pages per minute and provides duplex printing. When a lab is reserved for a class the schedule will be posted on the door. Both labs will not be scheduled simultaneously.

There are four “study/team rooms” 203 and 254 in the Sanford Building, and 103 and 160 in Rubenstein Hall. Students can use these rooms for group projects. Each room has a computer and can accommodate two to six people. Students can reserve these rooms using the sign-up sheet posted on the door of the room. For security reasons the doors to these rooms must never be propped open. During orientation you will get a key for these rooms.

The Duke Technology Center offers some excellent pricing on its back to school page. For more information on the models offered please see these student configurations. Note that these laptops offer extended warranties, which not only covers parts and labor but also optional coverage for accidental breaks or spills.

During orientation you will learn how to use our computing system.

eMail:

Your email address is netid@duke.edu, and your E-mail address alias is: firstname.lastname@duke.edu You can access your email via http://mail.duke.edu. Click on the first button, labeled Office 365.

Software:

Duke OIT offers a wealth of free and discounted software including virus and spam protection, Stata and other statistical software, research tools, Office suites, and operating systems.
Reporting IT Problems:

For problems related to email, call the Duke OIT Helpdesk at 684-2200 or email at help@oit.duke.edu. For computer/printer related problems, call the PPS Helpdesk at 613-7400. You can also email ppshelp@duke.edu to tell us when problems exist. When reporting a problem, please be specific, including any error messages and the computer number posted on the front of the computer. Answers to many common Sanford IT questions can be found on our intranet page:
https://inside.sanford.duke.edu/sspp-it/faqs

Printing:

There is not a charge to print in the labs. HOWEVER, you are limited to 5,000 pages per academic year. So, if between August 2014 and May 2015 you print 4,200 pages, you will not be charged for printing, and your counter goes back down to 0 in August 2015. The status of your print queue always appears on your lab computer.

If you go over 5,000 pages before August 2015 you will need to start using the eprint printer located in the alcove off the Fleishman Commons in the Sanford Building. Eprint is managed by Duke OIT. See http://www.oit.duke.edu/comp-print/printing/ for more information. Your Sanford counter will go back down to 0 in August 2014.

If you are working as a TA or RA and print something for the professor, you do not want those pages to count against your Sanford total. Printing done for work should be printed via eprint to the eprint printer in the alcove near the front entrance of the Sanford Building, see link in previous paragraph for details about eprint.

Printer Paper and Toner:

Paper is in boxes near the printer in each lab. Paper and toner cartridges in two computer labs and the Resource Room will be restocked by employees. If any of these places are out of supplies please email ppshelp@duke.edu. Students are advised to check the condition of the toner cartridge (by printing a sample page and checking it for readability) prior to printing a large number of pages, to reduce waste of paper. This paper is for the labs and is not intended for personal use.

Sanford School Computing Staff:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Ocampo</td>
<td>Computer Technician</td>
<td><a href="mailto:edwin.ocampo@duke.edu">edwin.ocampo@duke.edu</a></td>
<td>Room 295, Rubenstein</td>
</tr>
<tr>
<td>Astrid Gatling</td>
<td>Computer Technician</td>
<td><a href="mailto:astrid.gatling@duke.edu">astrid.gatling@duke.edu</a></td>
<td>Room 019, Sanford</td>
</tr>
<tr>
<td>Stan Paskoff</td>
<td>Manager, Desktop Services</td>
<td><a href="mailto:stan.paskoff@duke.edu">stan.paskoff@duke.edu</a></td>
<td>Room 019, Sanford</td>
</tr>
<tr>
<td>Neil Prentice</td>
<td>Director of IT</td>
<td><a href="mailto:neil.prentice@duke.edu">neil.prentice@duke.edu</a></td>
<td>Room 015, Sanford</td>
</tr>
</tbody>
</table>
Sanford Communications Office

WHO WE ARE
Karen Kemp, Assistant Dean for Communications & Marketing, 613-7394, SB 129, kkemp@duke.edu
Mary Lindsley, Special Events Planner/ Public Relations Coordinator, 613-7312, mary.lindsley@duke.edu
Jackie Ogburn, Senior Public Relations Manager, 613-7315, SB 127, Jacqueline.ogburn@duke.edu
Web Content Producer (Position Open)

WHAT WE DO
Brand Management: We ensure that use of the school logo is consistent and high quality, and seek design consistency among print and electronic products that the school and its affiliates produce. *If you want to use the school logo on anything (T-shirt, mug, website, etc.) the design needs to be reviewed. Talk to Karen. We also provide Powerpoint templates to use in your presentations.*

Media Relations: We inform the public about Sanford School and its work, though news outlets (print, radio, TV, Internet). We field queries from reporters and send out news releases and videos about faculty research, student accomplishments, awards, speakers, etc. These may run on the Duke Today website, our newsletter, on our website, and in the local and national media. We track media mentions of Sanford faculty, students, and sometimes alumni. We help faculty edit and distribute op-ed (commentary) pieces and work with the Duke News Office to track issues and breaking news that our faculty can comment on. *If you are contacted by the media, or have been interviewed or quoted in a piece, please let us know. Also, we can help you prepare for media interviews. Talk to Karen or Jackie.*

Events: We schedule speakers for annual endowed lectures (Sanford Distinguished Lecture, Crown Lecture in Ethics, Rubenstein Lecture); sponsor and co-sponsor other lectures each year; and manage rental of our facilities to external groups. *If you plan to invite speakers to Sanford, we can guide you to an appropriate space, and help guide your publicity efforts. To reserve a room for a meeting or event, reservations are made online at www.sanford.duke.edu/about/facilities Duke University and the Sanford School host many events and coordination is important. There are established channels for promoting events such as the Duke online calendar. Talk to Mary.*

Sanford Website and Social Media: We manage the website, www.sanford.duke.edu and work with Sanford centers and programs to develop their sites. We are always looking for news to feature on the site, including news releases, commentary, features on faculty, students and alumni. *We also administer the Sanford School Facebook fan page (become a fan!), Sanford Twitter account, @DukeSanford, school Linked In group and page, YouTube channel, and other social media.*

Sanford Insights: Published twice a year, *Sanford Insights* features new about the School, faculty research and publications, student projects and alumni news. Back issues are available online in PDF format. We also publish a monthly e-newsletter for alumni, “The Sanford Memo” and a weekly internal newsletter, Week@Sanford.
Ways to stay informed
1. Read the weekly e-newsletter that arrives in your e-mail inbox.

2. www.sanford.duke.edu – Sanford website with news, policy events calendar, blog links, etc.

3. Join the Sanford School Facebook Page http://www.facebook.com/duke.sanfordschool
   We post EVENTS here too, and interact with alumni.

4. Follow @DukeSanford on Twitter

5. Grow your professional network by joining the school’s Linked In group:
   http://www.linkedin.com/groups/Sanford-School-Public-Policy-Duke-4499258/about

6. Duke Today is a daily online news magazine with university news, videos, events, etc.
   http://today.duke.edu/students

7. Duke has many other newsletters and social media accounts. You can find them here:
   http://newsoffice.duke.edu/resources-media
Sanford MPP Student Council

The Sanford Student Council is comprised of elected students from within the Master of Public Policy (MPP) Program at the Sanford School of Public Policy. The Council’s mission is to represent the needs of the student body to the Sanford Administration, as well as to enhance the educational experience and professional development of MPP students. To fulfill this mission, the Council:

- Facilitates communication among faculty, staff, students, and administration
- Provides funding to student organizations
- Upholds the Sanford School mission
- Promotes opportunities and partnerships to enhance the student experience

Elected Council Members: There are eight elected Council offices:

- (2) First-Year Representatives: represent needs of the first-year class
- (2) Second-Year Representatives: represent needs of the second-year class
- Dual-Degree Representative: represents the needs of students pursuing dual degrees
- Dean’s Liaison: represents the needs of the student body to the Dean of the Sanford School through regular meetings
- Treasurer: maintains the Council’s financial guidelines and oversees the budgeting and funding processes
- Honor Board Representative: represents MPP students on the Sanford Honor Board and serves as secretary to the Council. The Honor Board Representative is a non-voting Council member.

Election Procedures:

- First-Year Representatives, the Dual-Degree Representative, and the Dean’s Liaison are elected early in the fall semester (September) and serve an academic year term.
- Second-Year Representatives are elected at the end of spring semester (May) to ensure that a portion of the Council is in place to address concerns when the new academic year begins.
- The Treasurer and Honor Board Representative are elected at the conclusion of fall semester (December), and serve a calendar year term (January - December).
- Two weeks prior to the established election date, students will be notified to submit nominations for open offices.
  - It is acceptable for candidates to nominate themselves.
- One week prior to the established election date, the Director of Student Services contacts all nominees to confirm acceptance of nomination and to solicit their statements of intent in support of their candidacies.
  - Submitting a statement of intent is optional.
  - The statement should be limited to 250 words.
- Once all nominations are confirmed, the Director of Student Services generates ballot in Qualtrics, a survey software program, which includes voting instructions as well as the candidates’ statements of intent.
  - In addition to statements of intent, candidates may post campaign signs on designated bulletin boards in the Fleishman Commons and the Sanford Student Lounge area.
    - Email listserv policies prohibit the use of Duke/Sanford maintained email lists for campaigning.
- The ballot remains open for three business days and must be completed in Qualtrics before the published deadline.
- Results of the election are announced within 24 hours, or on the following Monday morning, if the election concluded on a Friday.
Managing Time and Stress

Earning an MPP at Duke is a full-time job, and, as such, students should expect to devote significant time and effort to completing course assignments and reading. The MPP Academic Committee has surveyed first-year students to assess workload. Results indicate that most MPP’s spend between 40 – 60 hours per week, including class meeting time, on coursework and reading. For this reason, it is not recommended that MPP’s work more than 20 hours per week at campus (including the departmental teaching assistantships) and/or off-campus jobs.

It will be important for you to consider how you can best manage your time and alleviate stress during “peak” workload times, such as mid-semester testing, finals, group project due dates, or the 48-hour memo. You may want to think about the stress management techniques that work best for you now to avoid burning out at mid-semester. It is very easy to get overwhelmed by work or to jump head-first into all the activities Duke and Sanford have to offer. Keeping perspective and maintaining your personal coping mechanisms are invaluable. Whether it is working out, meditating, reading for fun, going hiking, knitting, or calling someone back home just to talk, make time to do it!

Resources to Assist You

- The MPP Program Office provides all first-year students with a fall Core Course Coordination calendar that lists most major tests and assignments for the core MPP courses. Keep this calendar handy and use it to make plans to manage your workflow.

- The MPP Program provides one-on-one writing assistance and feedback to PPS students enrolled in PubPol 803, Practical Policy Analysis for Decision Makers and Policy and PubPol 804, Policy Analysis. Please see Helene McAdams, Director of Student Services, 172 Rubenstein Hall, to discuss other writing resources available to MPP students.

- The Office of Information Technology (OIT) and Social Science Research Institute (SSRI) offer graduate students technical training and support related to academic research. Services include free technology workshops, on-demand student group training, and access to/training to use statistical applications for quantitative analysis. Visit [http://www.ssri.duke.edu/?q=technology-resources](http://www.ssri.duke.edu/?q=technology-resources) and [http://www.ssri.duke.edu/?q=education-training](http://www.ssri.duke.edu/?q=education-training) for more information.

- Statistics Lab TA’s are second-year MPP or PhD students who are available by appointment to consult with you on data analysis/research questions.

- Optional Microeconomics 810 and Statistics 812 review sessions are held during fall semester at the instructors’ discretion to reinforce concepts presented in class and provide opportunities to address student questions.

- Sanford faculty and staff have a reputation for being very approachable and are available to discuss your program concerns. Many staff and faculty members have an “open-door” policy to meet students without appointments; others have designated office hours reserved to respond to student questions.

- Duke University’s Counseling and Psychological Services (CAPS) office offers individual and group counseling as well as workshops and courses to help students manage stress and flourish in graduate school. Visit [http://studentaffairs.duke.edu/caps](http://studentaffairs.duke.edu/caps) for more information.

- Duke dedicates resources to serve students in need and to help members of the Duke community report potential crisis situations. The university’s Office of Case Management oversees the online DukeReach system to receive and respond to incident reports submitted by concerned members of the Duke community. If you have serious concern for a peer who is exhibiting symptoms of distress and is engaging in behavior that may pose a safety threat to him/herself or others, you may file an electronic report at [www.studentaffairs.duke.edu/dukereach](http://www.studentaffairs.duke.edu/dukereach) or call Graduate Student Case Manager, Christine Pesetski, at 919-684-6632.
Reading Efficiently

Most MPP core courses include reading lists of essential and supplementary material. Determining which items are must-reads and which are ancillary and budgeting your time accordingly will help you get a handle on reading assignments. The following are tips from Duke University’s Academic Resource Center (ARC).

With the Book Closed
For every textbook, book, or article that you are assigned, think about the purpose of the reading in relation to the course as a whole.

- Consider the role of the reading material in your class. Is it the essential source of information? Is it included to provide background? Serve as a reference? Serve as supplemental information?
- Why did the professor assign the reading material? How does the professor use it in the course? Is the material discussed thoroughly in lecture or only occasionally mentioned? How does the material coordinate with other aspects of the course, such as problem sets, paper assignments, course packs, etc.?

Opening the Book
A large part of reading is predicting. The more you can predict while you are reading, the easier it will be. Try the following strategies to acquaint you with the material and help you make predictions.

- Read the table of contents, cover, and intro blurb to see how information is organized and what will be covered.
- Read the preface, introduction, or forward to learn the author’s purpose for writing.
- Examine the layout of a chapter to locate headers, review sections, study questions, etc.
- Decide how the format of the text should guide your study strategies for the course.

Reading the Assignment

- Before you begin, anticipate what you need to do with the material in the future and choose a reading strategy to suit this goal. (e.g., you may opt to simply skim supplementary material).
- Read the beginning of the assignment carefully to help you predict and read the rest of the assignment faster.
- Create a simple, graphic representation of the information. Chart, diagram, or draw relationships or systems to show connections among concepts.
- Reduce each paragraph to a word or phrase and write it in the margin. Turn these key words/phrases into a study outline after reading the material.
- Underline (rather than highlight) important information after reading the entire assignment.
- Make a list of specific questions you need answered as you read.
Overview of Teaching, Research, and Graduate Assistant Assignments

For many MPP students, the financial aid package includes a commitment to serve as a Teaching Assistant (TA), Research Assistant (RA), or Graduate Assistant (GA) while studying here. Others will be offered opportunities to submit letters of interest to secure an assistantship if additional TA, RA, or GA positions become available. This document will provide you a basic overview of how positions are assigned, and expectations of TA/RA/GAs.

Each semester, to begin the TA/RA/GA assignment process, we survey Sanford faculty and staff members to determine the needs of their classes, research projects, and offices. We assess needs and determine which classes will receive TAs, which projects will get RAs, and which offices will receive GAs. Next, we provide students who are guaranteed positions with a list describing the assistantships and an application form on which they identify all positions for which they are available and qualified to serve as a TA/RA/GA. We then match students to available positions.

Within individual departments, graduate TAs, RAs, and GAs perform a variety of roles related to teaching, research, and organizational operations. In the Sanford School, teaching assistants work directly with an instructor to provide an optimal learning environment for the students enrolled in the class. Research assistants contribute directly to the ongoing research of the faculty member, which in turn helps the professor become a better teacher and scholar. GAs help Sanford staff recruit students, place undergraduates in internships, plan events, update publications and resources, and keep various aspects of the school and its programs running smoothly.

As a TA, RA, or GA you are expected to maintain the highest levels of professional and ethical standards, such as a respect for honest and responsible exchange of intellectual ideas, fair and equal treatment of all students, respect for individual differences, and avoidance of any interactions that could jeopardize the objective assessment of student efforts, including, but not limited to, dating students who are members of the class while you are serving as its TA. All teaching, research, and graduate assistants with access to student “education records,” including personal data, test scores and other academic performance information, must comply with guidelines of the Family Educational Rights and Privacy Act (FERPA), available for review at: http://www2.ed.gov/policy/gen/guid/fpcbo/ferpa/index.html. Further, any research or work must be thorough and accurate and completed within the agreed upon time frame.

TA/RA/GAs at the Sanford School is expected to work an average of 10-12 hours per week. All positions begin no later than the first day of the semester in which you have been assigned as a TA/RA/GA. TA assignments end upon completion of examination/final assignment grading for the course. For RAs and GAs, assignments conclude no earlier than the last day of undergraduate classes for a given semester. At least once per year, we will host an introductory session for TA/RA/GAs, which will provide you with more complete information on expectations and norms. We will also direct you to resources that may help you more fully develop your abilities as a TA/RA/GA. Assistants will be formally evaluated at the end of each semester. The results of these evaluations will help us monitor and improve the assistantship system.

We appreciate all that MPP assistants do to help make the Sanford School a better place to teach, research, and work!
Checklist of Administrative Assistantship Details

1. Payday is on the 25th of the month, and your pay statement will be visible electronically through a secure link on the Duke HR website. Paychecks are required to be deposited automatically to your financial institution. See Nancy Shaw in Room 122 Sanford or by email (nancy.shaw@duke.edu) for payroll issues.

2. Copying: Your faculty or staff assistantship supervisor should provide you with a copy card to use for assistantship copying purposes. Please use the copy machines in the Sanford Building, rooms 133 and 231, or in Rubenstein Hall, rooms 205 and 285. Please note that the second floor of Rubenstein Hall is accessible to students only during regular business hours (8:00 AM to 5:00 PM). The Sanford mailroom copier is reserved for personal student copying, NOT for TA/RA/GA use. If you need technical assistance with the Sanford copiers, or if you find one broken beyond your capabilities, please contact Jadrien Hill in Rubenstein Hall 104 (jadrien.hill@duke.edu; 919-613-9200) immediately so a repair request can be called in. Jadrien can also provide you with information on removing misfed documents.

3. Copy Cards: See Belinda Keith in Room 121 Sanford if your professor does not provide you with one. Please return copy cards to Belinda at the end of the semester.

4. Office Keys: If you need access to your professor’s office, the professor should email Jadrien Hill (jadrien.hill@duke.edu) to request a key. Pick up your key from Jadrien in Rubenstein Hall 104. The key should be returned to Jadrien at the end of the semester.

5. Room Reservations: Visit http://sanford.duke.edu/about/facilities/ and complete the on-line room reservation request through the 25-Live system. Be certain to include time, purpose, location preference, number of students or attendees, AV equipment requirements and other special needs. Try to make your room reservation as far in advance as possible. For emergency room reservation needs, please contact Jadrien Hill (jadrien.hill@duke.edu). Study/Bubble Rooms should NOT be used for TA Office Hours.

6. AV and Equipment Needs: For information on availability and use of audio/visual devices, contact Richard Mitchell (richard.mitchell@duke.edu; 919-613-9269; Rubenstein 295).

7. Troubleshooting: contact the following people if you have problems with:
   - Copy Machines: Jadrien Hill, 919-613-9200, jadrien.hill@duke.edu
   - Copy Cards and Office Supplies: Belinda Keith, 919-613-7308, belinda.keith@duke.edu. Due to funding policies, RA’s must place special orders for supplies with Belinda. TA’s must notify Belinda of the supplies they need before removing them from the designated TA supply cabinet.
   - Mail/Express Delivery Vendors: Belinda Keith, 919-613-7308, belinda.keith@duke.edu
   - Room Reservations and Building/Room Maintenance: Jadrien Hill, 919-613-9200, jadrien.hill@duke.edu
   - Payroll: Nancy Shaw, 919-613-7316, nancy.shaw@duke.edu
   - General Concerns: Helene McAdams, 919-613-9207, hmca@duke.edu
   - Academic Issues: Mac McCorkle, 919-613-4390, mac.mccorkle@duke.edu

Checklist for Discussion with Professor:

For Teaching Assistants:
   - What are my responsibilities? Are they clear and doable within the time frame available?
   - What specifically is my role in evaluating student work products? What guidance will I get with respect to substance and standards?
   - Will I be meeting with students in groups? Individually?
   - Am I expected to come to every class and what is my role during class?
• How much and how often should I meet with my professor?
• If there is another TA for the course, how are we going to work together? What does the professor prefer?
• Are there any students with special needs in the course whose accommodations will require TA involvement (e.g., note-taking, reserving space for extended time testing)?

For Research and Graduate Assistants:
• What are my responsibilities? Are they clear and doable within the time frame available?
• If I am doing research, am I clear on what the professor or staff wants?
• How often will I meet with my professor/staff member?
Tips for First-Time Teaching Assistants

If you have never been in the role of a teacher before, your first college teaching assistantship (TA) can seem daunting. To increase your comfort level, you can apply skills mastered from your own past educational experiences or work experiences to help you manage and execute TA responsibilities. Professional skills and behaviors that you have developed, such as: organization, time-management, setting objectives, understanding group dynamics, interpersonal communication skills, sensitivity to cultural differences, etc., will serve you well in your new role as TA.

Developing a Good Working Relationship with the Faculty Member
TA’s for public policy courses perform a wide variety of tasks, and no two TA assignments are exactly alike. The faculty member teaching the course to which you have been assigned determines his/her TA’s level of responsibility for performing key tasks. Most often, faculty members expect TA’s to assist them with grading, lead discussion sections, hold office hours, and attend class. Other administrative duties, such as maintaining records and posting materials on Sakai, preparing course materials for distribution, and creating library e-reserves, may also be required. Cultivating a good working relationship with your faculty member is essential to a successful teaching assistantship. Some tips to help you build this relationship are:
- Meet/communicate with the instructor prior to the beginning of the semester to get a clear understanding of his/her expectations and define your role.
- Obtain a copy of the syllabus and a detailed reading list, if applicable, as early as possible.
- Ensure that you will have access to all texts/required readings/course materials.
- Schedule regular (weekly) meetings with the instructor to discuss the course and any concerns. (Faculty often require these meetings.)
- Prepare specific questions to ask the instructor to get clear answers about the course, content and teaching strategies, grading standards and feedback, etc.
- Maintain an empathetic yet neutral position in responding to student Frustrations/complaints and dispassionately convey student concerns to the instructor.

Grading
Grading responsibilities vary based upon course content and instructor expectations. Grading for quantitative courses, for example, often entails assessing regularly-assigned problem sets. Grading for courses that emphasize writing skills may require students to read lengthier papers and provide feedback on content and quality of writing. Student writers benefit from receiving clear, specific feedback on written work; however, in an effort to do a thorough job, it is easy for TA’s to spend excessive time grading papers. Some tips to help you balance grading responsibilities with your own schedule needs are:
- Meet with the instructor and other TA’s to generate a mutually agreed upon set of grading standards (global versus holistic, etc.) and policies (how to handle late/missed assignments, etc.)
- Be clear on the instructor’s grading expectations. Are TA’s expected to provide written feedback on student papers and “recommend” grades to the instructor, or will the TA “assign” grades directly?
- Request a sample graded assignment from the instructor.
- Provide concise, constructive written feedback on content and style that shows the student how to improve future drafts or assignments. Avoid rewriting the material for the student.
- If you find yourself making the same suggestions for revision multiple times for a particular student, it might be more effective to meet him/her briefly during office hours and explain your feedback in-person.
- Early in the semester, you may point out mechanical errors in student writing and recommend a good grammar/style manual (such as The Chicago Manual of Style) for student reference. Do not continue
to devote excessive time to correcting and explaining mechanical errors as the semester progresses. It is the student’s responsibility to address this weakness and improve his/her technical proficiency.

- Refer undergraduate students struggling with writing skills to The Writing Studio (http://uwp.aas.duke.edu/wstudio/) for a free 50-minute writing consultation.
- Be consistent throughout an entire set of papers you are grading. Using a rubric may help you do this. Take a break if you sense yourself becoming bored (and, therefore, more lenient) while grading.
- Sort the papers into quality ranges or piles before scoring them. Then revisit the papers in each pile and rank them.
- Ask the instructor for suggestions or feedback if you have questions about grading a particular assignment or paper.
- Report concerns about potential violations of the academic honesty code to the instructor. Remember that Family Education Rights & Privacy Act (FERPA) rules require teaching assistants to maintain confidentiality in all academic matters involving students.

Leading Discussions
Discussion sections allow students to participate actively in learning course content. A well-planned discussion allows for synergies among students that extend learning beyond what can be conveyed via lecture. A poorly organized discussion section can devolve into an unproductive session. To stay on target during discussion sections, the following tips may be of value:

- Establish a clear, manageable goal for the discussion based upon your assessment of the students’ understanding of course materials being covered in class and/or content of the readings to be discussed.
- Decide what you and/or the instructor feel the students should learn from the discussion, and use this benchmark to keep the discussion on track.
- Hand out/email study questions before the discussion, so students can think about and plan their responses/comments.
- Cultivate an environment that promotes inclusion in the discussion. Students need to feel valued and secure to express their ideas. Be mindful of cultural and learning differences in assessing the dynamics of the group.
- Serve as a moderator who clarifies and summarizes main points of the discussion and segues or refocuses the discussion as needed.
- Insist that personal concerns not related to the topic at hand be discussed one-on-one during office hours.

Holding Office Hours
Office hours give students a chance to meet one-on-one or in small groups with TA’s to ask questions or clarify content points that need not be addressed with the full class. Most TA’s are required to hold two office hours each week. The hours should be scheduled at a regular time and location, if possible. Students can meet in study rooms or schedule other private spaces through Jadrien Hill (jadrien.hill@duke.edu). To make the most of your limited office hours, consider doing the following:

- Establish early in the conversation the reason for the student visit and focus the conversation on this topic.
- Take notes of recommendations you make to give to the student or keep for your own reference.
- Ask questions to lead students to reason through answers to their own content questions.
- Avoid becoming defensive if a student expresses frustration or has a complaint. Be empathetic and ask probing questions to get a better understanding of the problem. Refrain from making a snap judgment/decision. Give yourself time to think about and/or discuss the concern with the instructor before responding.
- Consider grouping students with similar concerns/issues.
- Consider designating some office hours as “review sessions,” so students can determine the best time to schedule a visit with you based upon their needs.
- Invite students who are having difficulty with specific course material to visit you during office hours.
- Keep track of students you see during office hours, and encourage those who have not come to do so.

**Tips for First-Time Research and Graduate Assistants**

- Meet/communicate with your research project or administrative office supervisor prior to the beginning of the semester to get an overview of the project on which you will be working and to agree upon expectations and objectives of your position.
- Provide your faculty or staff supervisor with a copy of your academic schedule, so he/she knows your general availability.
- To the extent possible, plan a regular schedule for your 10-12 hours per week and make every effort to follow it.
- Be realistic and encourage your supervisor to be realistic about the scope/depth of research support you can provide (as compared to a PhD research assistant).
- Approach your research or administrative office assistantship as seriously as you would any job from which you would expect to receive a favorable recommendation from your supervisor.
- Use the assistantship to expand your skill set and/or network with faculty or staff you may not otherwise have had the opportunity to meet.
Financial Aid Awards, Student Accounts and Loans

The Duke Master of Public Policy Financial Aid Office awards merit-based financial aid awards to all qualified domestic and international students in the form of tuition fellowships and/or teaching, research or staff assistantships. Merit-based financial aid is offered to most accepted MPP applicants unless the student has external funding sources to pay for program costs.

We generally provide two-year MPP students (non-dual degree students) financial assistance and teaching or research assistantships for two academic years of study, conditional upon satisfactory coursework progress during the first year.

Dual degree students receive tuition fellowships during their first year of MPP academic study (generally 30 credits) and U.S. citizens are eligible for federal loans based on financial need for the remaining 9 credits taken in subsequent semesters beyond the first academic year of study if they attend UNC or Duke.

The Duke MPP Program reserves the right to amend financial aid awards if a student receives external funding, applies to become a dual degree student or fails to maintain academic performance standards. Federal Loans require students to be making satisfactory progress. Students who perform below a 3.0 for two semesters will lose their eligibility for student loans. In order to be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students have an ongoing obligation to notify the MPP aid officer upon receipt of external funding sources, scholarships, or grants obtained independently.

Financial Aid Resources
- Duke Financial Aid-Direct Lending (Summary of loan types, interest rates etc.)
  - [http://dukefinancialaid.duke.edu/loans/index.html](http://dukefinancialaid.duke.edu/loans/index.html)
- National Student Loan Data System (To find your servicing agency and loan info)
- The Smart Student Guide to Financial Aid
  - [http://www.finaid.org/](http://www.finaid.org/)
- The Sanford School Financial Aid Policy and Procedure Manual
  - [http://graduate.sanford.duke.edu/mpp/forms-and-resources](http://graduate.sanford.duke.edu/mpp/forms-and-resources)

U.S. citizens and U.S. permanent resident students who anticipate a need to supplement their financial resources through loans or college work-study employment must complete a Free Application for Federal Student Aid form in each year of study. Students should complete the FAFSA online at [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students must select the Duke University Code (002920) in order for the Duke MPP Program Financial Aid Office to obtain your FAFSA information. We suggest that the FAFSA be submitted by May 1, each academic year you are with the program. Award notices for second-year students will be sent out in early May and students should be able to accept their loan choices, if necessary, by July 1. Loan and financial aid inquiries should be emailed to misty.brindle@duke.edu. Students must be enrolled at least half-time, be U.S. citizens or permanent residents, meet the federal criteria for need, and remain in good academic standing (3.0 or better) to be and to remain eligible for Stafford Loans under the Federal Family Education Loan Program.

Loans
Federal Loans and College Work Study funds may be available to graduate students on the basis of financial need. Financial need is determined by subtracting from the standard student budget the expected student
contribution (EFC) and any other financial aid awarded. The difference can be funded with federal need based financial aid. All fellowship and scholarship awards are considered financial aid in the needs analysis.

Students borrowing for the first time from Duke must also complete loan entrance counseling and promissory notes for any Perkins, Stafford, and Graduate PLUS Loans they will receive before funds will disburse.

**Disbursement of Loans**
Generally, student loan proceeds are received by Electronic Fund Transfer at the University not more than 10 days prior to the start of classes each semester and are credited to your student Bursar account in two equal payments - at the beginning of the Fall and Spring semesters.

**Private Loans**
Alternative student loans must be obtained by the student. You must notify the loan officer so it may be included in your aid package. Most private loans must be certified by the aid officer before they will disburse.

**Payment of Fellowships and Assistantships**
Students must be registered in the Duke MPP Program in order to receive fellowship or assistantship support. The payment of graduate assistantships starts on September 25 for the fall semester, and January 25 for the spring semester, and is made in four equal payments on the twenty-fifth day of each month thereafter. Awards are disbursed by the first day of classes.

**Payment of Student Accounts**
Student bills will be available for review through the ACES web system. Approximately six weeks prior to the beginning of classes each semester the Bursar's Office emails a notice to all registered students, via the Duke Email account, that bills are available to view online. Students are responsible for monitoring their own student accounts and for making sure loans, scholarships and fellowships are disbursed properly. The bill is payable by the due date listed on the statement. Inquiries regarding statements can be directed to the Bursar's Office at bursar@duke.edu or by calling them at (919) 684-3531. Please visit their website for more information: http://finance.duke.edu/bursar/.

By accepting admission to Duke University, students agree that they are ultimately responsible for payment of all statements as presented. If full payment is not received, a late payment penalty charge will be issued. Failure to receive an invoice does not exempt students from the payment of tuition and fees or from penalties and restrictions that result from non-payment.

In addition to late payment charges, students with accounts in default may be subject to the following:

- a registration block on their account
- a transcript block and Duke will not certify academic credits
- he/she will not be permitted to go on leave of absence
- he or she will not be eligible to receive a diploma at graduation
- he/she may subject to withdrawal from the University.

The past due student account will also be referred to a collection agency and credit bureaus. Students with questions about their Bursar accounts should first contact the Bursar's Office. Please contact Misty Brindle with financial aid difficulties and for other issues or questions about charges you may contact Helene McAdams, Director of Student Services.

**Refunds for Withdrawal from School during Fall and Spring Semesters**
In the event of death, refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule:
withdrawal before classes begin: full refund, including fees*
withdrawal during the first or second week of classes: 80% refund
withdrawal during the third, fourth, or fifth week of classes: 60% refund
withdrawal during the sixth week of classes: 20% refund
withdrawal after the sixth week: no refund

*Fees will not be refunded after the start of the term. Tuition charges paid from grants or loans will be restored to those funds on the same prorated basis and will not be refunded or carried forward. If a student has to drop a course a special fee course (music, golf, etc.) or drops a paid audit during the first two weeks of the drop/add period, a full refund may be granted with the approval of the dean. The student health fee will not be refunded. Student loans must also be returned according to a government required formula. Once a withdrawal or leave of absence form is sent to the aid officer, they will notify you about the amount of funds you will need to return. Sanford fellowships are not prorated and are returned to Sanford in full.

Internal Revenue Service (IRS) Information and Publications
Under the Tax Reform Act of 1986, both fellowship payments and assistantships may be taxable. For general information about the taxability of scholarships and fellowships, students should see IRS publication 970 (see www.irs.gov).

For international students, fellowship/assistantship payments are subject to withholding of federal and state income taxes, based on the existing tax treaty between the student's country and the USA. In addition there is an IRS requirement that tuition payments for foreign students must be reported to the federal government. Tax treaties can be viewed on the web. Each student's tax situation is unique, and the Payroll Office at Duke provides assistance to enrolled students regarding withholding requirements. Duke employees are prohibited from providing tax advice; hence students should contact the IRS or a qualified tax advisor concerning taxes and income inquiries.
Forms

This section contains the following frequently used forms:

- Course Audit Form
- Course Substitution
- Course Waiver/Exemption Form
- Dual Degree Application Intent Form
- Independent Study Permission Form
- Duke Law School Course Permission Form
- Fuqua School of Business Course Registration Form
- Inter-Institutional Registration Form
- Course Withdrawal Form
- Approval of Prospectus Form
- Master’s Project Completion Form
- Request for Transfer of Credit Form
- Request for Retroactive Credit Form
- Leave of Absence Request Form
Course Audit Form

Auditing a course gives a student the opportunity to explore an area related to his/her policy interests or review an area of personal expertise. No credits will be issued for an audited course; however, it will appear on the student’s transcript with the grade notation “AD” for an audit that has been completed successfully or “WA” for an audit from which a student has withdrawn. Once a class has been audited, a student may not enroll in it for credit in a future semester. A student may drop and audit without penalty until the end of the drop/add period. After that time, the student must officially withdraw from the audit if he/she can no longer participate in the course.

Complete this Course Audit Form and submit it directly to the Office of the University Registrar no later than noon on the final day of Drop/Add for a given semester. The form may be delivered in person to the Registrar’s Office, 114 S. Buchanan Blvd., Smith Warehouse, Bay 9, Room A289, or scanned and sent as an email attachment to registrar@duke.edu.

Name of Student: ____________________________ (Please Print)

Student ID: ____________________________ (Please use Student ID and not Unique ID)

Student’s Program: ____________________________

Semester (e.g., Fall 2012): ____________________________

Subject (e.g., PUBPOL): _______________ Course # and Section (e.g., 804.01): _______________

Course Title: __________________________________________________________________________

Days and Times Course Meets: ___________________________________________________________

Approval Signatures:

Printed Instructor Name ____________________________ Instructor Signature ____________________________ Date ____________________________

Printed Student Name ____________________________ Student Signature ____________________________ Date ____________________________

Printed Sanford Administrator Name ____________________________ Administrator Signature ____________________________ Date ____________________________
Course Substitution Form

_________________________________________ has permission to substitute

_________________________________________ for the required course

(course # and title)

_________________________________________.

(course # and title)

_________________________________________

Student Signature                                      Date

_________________________________________

Professor Signature                                    Date

_________________________________________

Director of Graduate Studies                          Date

Return to your program office after all signatures are obtained.
Course Exemption Form

Based on his or her previous training and coursework, ________________________________

is hereby exempted from the requirement that he or she enroll in PPS_____________________.

The student understands that this waived course must be replaced with an alternative course.

__________________________  ______________________
Student Signature                Date

__________________________  ______________________
Professor Signature             Date

__________________________  ______________________
Director of Graduate Studies    Date

Return to your program office after all signatures are obtained.
Dual-Degree Application Intent Form

I, ________________________________, am currently a two-year MPP student and intend to submit an application to the following dual-degree program (checked below) for admission in ______________________ semester/academic year:

- [ ] JD Duke Law School
- [ ] JD UNC Law School
- [ ] JD NC Central Law School
- [ ] MBA Fuqua School of Business
- [ ] MBA Kenan-Flagler School of Business – UNC
- [ ] MEM Nicholas School of the Environment

I understand that by applying to the dual-degree program, I will be required to take 15 credits in my first MPP spring semester, will no longer be guaranteed a teaching or research assistantship through the MPP Program, and will be subject to adjustments in my financial aid package that will affect my future tuition rates and loan eligibility.

________________________________________________________
Student Signature                      Date

________________________________________________________
Director of Student Services Signature  Date

________________________________________________________
Director of Graduate Studies            Date

Return to the MPP Program office (172 Rubenstein Hall) after all signatures are obtained.
GRADUATE STUDENT INDEPENDENT STUDY PERMISSION FORM

Sanford School of Public Policy

To the student: This form must be approved and signed by the supervising faculty member, the instructor (if different from supervising faculty member), and submitted to the Director of Graduate Studies, (Mac McCorkle (MPP), Cory Krupp (MIDP), Ken Dodge (Ph.D) before the end of the drop/add period. Once form is complete return to Sanford Registrar, Anita Lyon, 166 Rubenstein Hall.

Student Name: ___________________________________ Date ________________________

Email: ______________________________ Student ID (not unique ID) __________________

Telephone #: __________________

Graduation Date: __________________________________________________________________

Academic Plan: MPP  MIDP  Ph.D  Other (please specify)

Course Subject / Number: __________________________________________________________________

Term / Year: Fall ___ Spring ___ Summer (I) ___ (II) ___ Full___

Special reading 792 MPP students only variable credit; please indicate credit ___

Research Topics 786 MIDP students only variable credit; please indicate credit ___

Title of Independent Study __________________________________________________________________

Short Title __________________________________________________________ (to be listed on transcript; limit 30 characters, including spaces)

Supervising Faculty Member __________________________________________________________________

Academic Title __________________________________________________________________________

signature of Student __________________________________________________________ Date ________________

Approval Signatures:

Supervising Faculty Member (print name) __________________________________________ Signature ________________

Director of Graduate Studies (print name) __________________________________________ Signature ________________

ASSIGNED COURSE AND SECTION NUMBER: __________________________________________

ASSIGNED PERMISSION NUMBER: __________________________________________
Permission to Enroll in Duke Law course
(for use by NON-law students)

DUKE LAW

Office of the Registrar/Student Records
Room 2027
(919)613-7027
Registrar_Office@law.duke.edu

This is to certify that:

Student (print name): ______________________________________________________

Student ID#_______________ E-mail address:  _________________________________

School of Current Enrollment _______________________________________________

has permission to enroll in

LAW Course Number/Title   ________________________________________________

Instructor:  ______________________________________________________________

Fall / Spring Semester 20______ (circle & complete)

_________________________________________  ________________________
Signature of Registrar/Assistant Registrar (required)  Date

Anita Lyon (166 RH)

_________________________________________  ________________________
Signature of Instructor (required, if auditing)  Date

*FUQUA STUDENTS SHOULD ALSO HAVE FORM SIGNED BY FUQUA REGISTRAR.*

Please return this form to the Law School Registrar’s Office, Room 2027.
DUKE GRAD/PROF STUDENT COURSE REGISTRATION PERMISSION FORM

Fuqua School of Business

Note: Completed request form should be return to your department for processing

Name (print clearly): __________________________ Date: __________________________
Student ID #: __________________ Duke Unique ID#: __________________
Phone Number: __________________ Duke E-mail Address: __________________
Graduate/Professional School: __________________ Degree Pursuing: __________________

Honor Code: Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

The objective of The Fuqua School of Business Honor Code is to promote these standards. As the Fuqua community benefits from the atmosphere of trust fostered by the Honor Code, each member is responsible for upholding the spirit as well as the letter of the Code. By signing this registration request form you are agreeing to adhere to The Fuqua School of Business Honor Code. Visit our Non-Fuqua student registration site for more information on the Honor Code.

http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/

Student’s Signature __________________ Date __________________

Seeks permission to register for the following course if space is available:
1st Choice: __________________________ (course prefix) __________________________ (course number) __________________________ (course section)
   (ex: ACCOUNTG 592.102)
  Course Title: __________________________ Class Number __________ (4 digit number)
  *Course Schedule __________________________ (ex. Tues/Fri 1:30-3:45)

   NOTE: 2nd choice only if first choice is unavailable. (Please fill out a separate form for each requested course.)

2nd Choice: __________________________ (course prefix) __________________________ (course number) __________________________ (course section)
   (ex: ACCOUNTG 592.102)
  Course Title: __________________________ Class Number __________ (4 digit number)
  *Course Schedule __________________________ (ex. Tues/Fri 1:30-3:45)
  Time Conflicts and registration blocks will prevent you from being enrolled into this course.

   Term _______ (ex: Fall 2013) Session: ____ Fall 1 ____ Fall 2 ____ Spring 1 ____ Spring 2 ____ Credit ____ Audit

   Note: If a course has a course pack, you must buy it. You will be billed if you are approved to enroll in the class and have not purchased the course pack.

   ____________________________________________

   Signature of Fuqua Professor or attach email from professor

   Departmental approval (see NOTE below)


   Do not write below this line, Office use only.

   Course: __________________________ Class Number: ____ Seating available _______
   __________________________ Fuqua Registrar ______Date
## Inter-Institutional Approval Form

**INTER-INSTITUTIONAL APPROVAL FORM**

*FOR STUDENTS TAKING COURSES ON ANOTHER CAMPUS*

### Home Institution:
- Duke University
- N.C. Central University
- N.C. State University

### Visited Institution:
- U.N.C.- Chapel Hill
- U.N.C.- Charlotte
- U.N.C.- Greensboro

### Classification:
- Graduate/Professional
- Undergraduate

### Department/College: ____________________________

### Last Name

### First Name

### Middle Name or Initial

### Student ID Number/Social Security Number

### CURRENT LOCAL ADDRESS

- Street, RFD or P.O. Box Number
- Apartment
- Telephone Number

- City
- State
- Zip
- E-Mail Address

### PERMANENT MAILING ADDRESS (Where you will be receiving registration materials)

- Street, RFD or P.O. Box Number
- City
- State
- Zip
- County
- Country

### What is your legal residence? County __________________ State ____________ Country ____________

### CITIZENSHIP:
- US Citizen
- Non-Resident Alien
- Resident Alien

### DATE OF BIRTH

### SEX/MARITAL STATUS:
- Male
- Female
- Single/Divorced
- Married

### PLACE OF BIRTH

### CITY/County/State

### APPLICANT'S ETHNIC GROUP:
- African-American (Not of Hispanic origin)
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White (Not of Hispanic origin)
- Other/Foreign

### Have you ever attended the Visited Institution?
- NO
- YES

### If "YES", last term attended _______________________

### Term you desire to attend:
- Fall 20___
- Spring 20___
- Summer I 20___
- Summer II 20___

### Are you graduating this term?
- YES
- NO

### Number of hours for which you will be enrolled for above semester:
- Home Institution
- Visited Institution

### COURSE(S) TO BE TAKEN ON VISITED CAMPUS (Please consult the Visited institution's schedule of classes to correctly fill out this section)

<table>
<thead>
<tr>
<th>Subject Abbr.</th>
<th>Course No.</th>
<th>Section</th>
<th>Title</th>
<th>Cr. Hrs.</th>
<th>Hour/Days</th>
<th>Visited Inst. Approval (if needed)</th>
</tr>
</thead>
<tbody>
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### NOT ALLOWED TO TAKE PASS/FAIL OR NO CREDIT COURSES

I hereby give consent for my Home Institution Registrar's Office to provide the Visited Institution Registrar's Office my student identification number, social security number, or record keeping purposes. Also, I am aware that my grades at the Visited Institution will be submitted to my Home Institution Registrar's Office for the term of enrollment indicated above.

### Department/Advisor's Approval

- Date

### College Dean's Approval

- Date

### Student's Signature

- Date

### Home Registrar's Office Approval

- Date

---

**White: Registration Office-Home Institution Use Only**

- Sent completed inter-institutional form to visited institution by:
  - US Mail
  - State Counter
  - FAX
  - Student
  - Date

- Student dropped course/visited institution notified on ______________________

---

**Canary: Registration Office-Visited Institution Use Only**

- Visited student registered on ______________________
- Visited student not registered because:
- Sent Confirmation/Rejection Notice by:
  - US Mail
  - e-mail
  - Student
  - Date
- Received drop notice on ______________________
Course Withdrawal Form

After the drop/add period students can withdraw from courses “W” designation on the transcript. Students can withdraw from courses until the last day of classes in the current semester. No tuition refund will be given. Complete this form and deliver it to Sanford School Registrar, Anita Lyon, 166 RH.

Name of Student: ____________________________________________________________

(Please Print)

Student ID: ________________________________________________________________

(Please use Student ID and not Unique ID)

Student’s Program: __________________________________________________________

Course to be dropped: _________________________________________________________

(Please include course number and section)

Current term and year: _________________________________________________________

Approval Signatures:

__________________________________________________________________________

Instructor Date

__________________________________________________________________________

Director of Graduate Studies Date

__________________________________________________________________________

Student Date

Effective Date
### APPROVAL OF PROSPECTUS FOR MASTER’S PROJECT

**Student’s Name:**

<table>
<thead>
<tr>
<th>PRINTED: (First)</th>
<th>(M.I.)</th>
<th>(Last)</th>
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**Master’s Project Advisor:**

<table>
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<th>(Printed Name)</th>
<th>(Signature)</th>
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**Committee Member 2:**

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<th>(Signature)</th>
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**Committee Member 3:**

<table>
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<tr>
<th>(Printed Name)</th>
<th>(Signature)</th>
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</table>

**Title/Question:**

| __________________________________________ |
|__________________________________________|
|__________________________________________|
|__________________________________________|
|__________________________________________|

**Client Name/Organization:**

| __________________________________________ |
|__________________________________________|
|__________________________________________|

**Date:** ________________________________

**Please return this form to the MPP Director of Student Services’ mailbox.**
Master’s Project Completion Form

Name of Student: ________________________________
(Please Print)

Student ID: ____________________ Graduation Term: ____________________
(Not Unique ID)

Student’s Program: ____________________ MP Submission Date: ____________

MP Title: ____________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

MP Client (if applicable): __________________________________________________________________

By my signature, I certify that this Master’s Project meets or exceeds requirements

______________________________________________________________________________
Advisor Name (print) Advisor Signature

______________________________
Director of Graduate Studies

Return to your program office after all signatures are obtained.
This letter is to request transfer of graduate-level credits for the courses listed below to my program for meeting the requirements for the ________________________________ degree.

I have satisfactorily completed half of my graduate degree program at the Sanford School. The courses were completed subsequent to my completion of the baccalaureate degree. I understand that a maximum of six units will be transferred to a graduate degree program at Sanford. I understand that the effect on my tuition will depend on whether I am part of a flat-rate program or a tuition-per-credit program.

I further understand that no credits will be counted toward my program for a course which is more than six years old at the date I am awarded my Master’s degree and that only students enrolled in degree programs of a duration of two years or more are eligible to receive graduate transfer credit. I have requested that an official transcript be sent to the Sanford School.

<table>
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<tr>
<th>Course No.</th>
<th>Title</th>
<th>No. of Units</th>
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Sincerely,

______________________________
Student                          Date                              Email address

Approval:

______________________________
Director of Graduate Studies       Date

______________________________
Sanford School Registrar          Date
This letter is to request retroactive credit for the courses listed below to my program for meeting the requirements for the ____________________________ degree.

I understand credit for graduate courses taken at Duke by a student (not taken as an undergraduate) before admission to the Sanford School or while registered as a non-degree student may be carried over into a graduate degree program if: (1) the action is recommended by the Director of Graduate Studies, (2) the work is not more than two years old, (3) the amount of such credit does not exceed 12 units and (4) the work is of “B-“ level or better. This option is open to students who have taken their work at Duke through Continuing Education, within the Sanford School as non-degree students, or in the Summer Session as unclassified students.

<table>
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</tbody>
</table>

Sincerely,

__________________________________________
Student

Date

Email address

Approval:

__________________________________________
Director of Graduate Studies

Date

__________________________________________
Sanford School Registrar

Date
Leave of Absence Request Form

Leave requests MUST be received by the Sanford School PRIOR to the first day of class in the semester for which you are requesting the leave.

Name of Student: ________________________________ (Please Print)

Student ID: ________________________________ (Please use Student ID and not Unique ID)

Student’s Program: ________________________________

Mailing Address: ________________________________________________________________

Requesting leave of absence for the following term(s): ____________________________ to ____________________________ month/date/year

Reason for Leave of Absence (required): ________________________________

Do you plan to stay in the United States during your Leave of Absence? ________________________________

Note: 1) Leave can be granted only to students who are in good academic standing. This includes the requirement of a zero balance on your Bursar’s account. 2) Students cannot take more than 2 semesters of leave during the course of their graduate studies. 3) Time limitations which pertain to the various degrees and the completion of courses in which a grade of “I” (incomplete) was earned are not waived.

Please be sure to notify the Director of Graduate Studies and the Director of Student Services, in writing, of your intention to return. Failure to do so at least 30 days in advance of the start of classes may result in your withdrawal from the Sanford School.

Signature of Student ________________________________ Date ________________________________

Director of Graduate Studies ________________________________ Date ________________________________

Sanford School Registrar ________________________________ Date ________________________________

This request has been ☐ approved ☐ denied.
Career Services

Throughout the fall semester, you are encouraged to attend brown bag lunch and half-day Professional Development Workshops at which you will receive materials to assist you in applying and interviewing for internships. For quick reference, you can add documents received at these workshops to this section of your Handbook.
WHAT ARE THE MPP INTERNSHIP REQUIREMENTS?

In order to meet the MPP internship requirement, you need an internship that:

- Is related to public policy. If you want to pursue a concentration, your internship must be relevant to the policy area of your concentration.
- Lasts at least 10 weeks full time.
- Is approved by the Career Services Office.
- Has a supervisor who is willing to complete an evaluation form.

HOW DO I GET STARTED?

- Resume: we require a ONE-PAGE resume in the template format found in Sanford Career Link Document Library. You can create as many resumes as you want, but the 1-page resume is required.
- LinkedIn: if you don’t have a LinkedIn account, create one right away and link to Career Services staff, friends in policy careers, and other people you meet. We will show you how to maximize your LinkedIn presence at our first Boot Camp.
- SanfordCareerLink: during Orientation, we will help you create an account on SanfordCareerLink.com, our online career center manager that is the key to our office.
- Schedule an appointment with Donna or Carmella during September.

HOW DO I GET MORE CAREER SEARCH SKILLS?

- Attend Career Services workshops and events! (See SanfordCareerLink for specifics)
- Practice interviewing with friends, alumni, and each other (Career Services can help)
- Practice your elevator speech and basic networking with family, friends, co-workers, and alumni
- Have lots of people review your resume, cover letter, LinkedIn profile and intro email

WHAT IF I WANT MORE CAREER PLANNING AND ADVISING?

- Schedule an appointment. Career Services staff members are all certified career advisors.
- We can administer the MBTI, Self-Directed Search, Strengths Finder and other assessments.
- We have worksheets to help you identify your Career Values and Motivated Skills.

HOW DO I FIND AN INTERNSHIP?

- Follow the steps outlined in Your Internship Search Timeline.
- Read emails from Career Services! We send weekly job newsletters and event announcements.
- Read about your policy area of interest, join listservs and scan for organizations
- Subscribe to jobs newsletters in your area of interest
- Set aside a regular time each week to work on career planning, even if it’s just an hour.
- Stay on top of deadlines for desirable internships.
- When you make a connection, follow up!
- Your internship search success depends on your effort and work. An internship that you find for yourself will be better than one that we find for you.
**WHAT ABOUT FUNDING FOR OTHER PROFESSIONAL OPPORTUNITIES?**

- Sanford has a Professional Development Fund for students who want to attend conferences or take short courses or attend other events that may be useful to career and professional development. These funds are limited! Please apply for a fund reservation as soon as you plan to attend an event. An approval form and information sheet can be found on SanfordCareerLink that will reserve the funds for you.

**ONCE I HAVE SECURED AN INTERNSHIP, HOW DO I MAKE SURE IT IS APPROVED?**

- Complete your Internship Record on SanfordCareerLink. You must have a specific Work Plan and your Supervisor Contact Information to complete the Internship Record.
- Once you submit your Internship Record, we will be asked to approve it.
- You will be notified when it is approved, or we will reply with questions or concerns.
- Once you have completed your internship, we will ask your supervisor to complete an evaluation form.
- You must also complete an evaluation form.
- Once all these steps are complete, your internship is approved!

**IF MY INTERNSHIP IS UNPAID, HOW DO I GET FUNDING?**

- See Internship Fund FAQ document in the MPP Handbook and on SanfordCareerLink

**WHAT ABOUT FUNDING FOR OTHER PROFESSIONAL OPPORTUNITIES?**

- Sanford has a Professional Development Fund for students who want to attend conferences or take short courses or attend other events that may be useful to career and professional development. These funds are limited! Please apply for a fund reservation as soon as you plan to attend an event. An approval form and information sheet can be found on SanfordCareerLink that will reserve the funds for you.

---

**August**
- Create a resume and LinkedIn profile
- Attend Orientation and create a SanfordCareerLink account
- Attend Boot Camp I
- Order Business Cards
  (see link http://career.sanford.duke.edu/graduate/business-cards)

**September**
- Meet with Career Services (make appointment on SanfordCareerLink)
- Attend Policy Area Advising Group of interest to you
- Attend Graduate Student Etiquette Dinner if applicable
- Begin a spreadsheet of organizations of interest that you find by reading for class or for pleasure, trolling LinkedIn, asking professors.
- Include these columns: Organization Name, Website Link, Geographic Location, Formal Internship?, Paid?, Internship Deadline, Duke Connection, Other Connection, Level of Interest, Date Applied, Outcome, Notes.

**October**
- Attend Boot Camp II
- Finalize your resume and upload to SanfordCareerLink for approval
- Create and practice your "elevator speech"
- Early deadlines for some internships! See list of deadlines on SanfordCareerLink or in Handbook

**November**
- Attend NC Networking Expo
- Meet with Career Services again
- Attend DC Career Expo Information Session
- Attend Policy Area Advising Group of interest to you
- Continue your spreadsheet of organizations
- Have at least 1 practice interview and 1 informational interview
- Create a general cover letter and intro email to use as a template

**December**
- Attend Two Hour Job Search Workshop
- Complete your spreadsheet of organizations
- Begin submitting applications for internships
- Network Like Crazy!

**January-May**
- Attend DC Career Expo, January 5-7
- Apply to at least 15 internships, both formal programs and informal connections you find through networking
- Meet with Career Services as needed
In the late 1990’s, MPP students raised an initial endowment of $100,000. Interest from that growing endowment plus generous donations from the Sanford Annual Fund are the primary sources of funds for MPP Internship support. In addition, several individual donors have established specific endowments for internships in particular policy areas, and Professor Clotfelter provides funds to students working in domestic nonprofit organizations.

Funds are limited to MPP students for internships completed during the summer after their first year. Students may request internship funds only once while enrolled at Duke and the funds may be used solely to complete the Sanford internship requirement. Two-year MPP students may apply for funds for the summer between their two years of study. Joint degree students may apply for internship funds only for the summer immediately following their year of study at the Sanford School. Any exceptions must be approved by the Career Services Office.

Annual allocations are limited to funds available, so annual stipends vary based on demand and availability. These funds are not intended to cover all the costs of your internship. We expect that stipends will be at least $3000 for lower-cost areas, $3500 for high-cost areas, and $4000 for international internships.

Your internship must last at least 10 weeks, at least 40 hours per week. Your internship must be policy-relevant, as determined by the MPP Career Services Office. Research assistantships with Duke or other university faculty do not normally qualify. Internships that involve working in a partisan political campaign are not eligible for funding from the Sanford Internship Fund even if the internship is approved as policy-relevant.

Submit a completed MPP Internship Fund Application Form (found on SanfordCareerLink). The deadline will be announced each year via email and on Sanford Career Link. Complete your Internship Record on SanfordCareerLink. If you don’t know your final internship site by the deadline, the Application Form provides a space for you to describe your situation and possible internships. You are required to report any wages, stipends, grants, subsidies or other compensation from the sponsoring organization. You are also required to report any other sources of income or support for the summer, such as free housing or free air travel to the internship site, provided by sources other than the internship sponsor organization (including government salaries or sponsor stipends). We expect you to report these additional expenses and income honestly and completely. The Code of Professional Conduct applies to all information you provide to us in application for funds from the Internship Fund.
HOW DO WE GET OUR FUNDS?

- **Printed** checks are available on May 31. THE INTERNSHIP FUND STIPENDS WILL NOT BE DIRECT-DEPOSITED! Please follow the instructions in your award email in order to receive your funds in a timely manner. You must complete all necessary paperwork before May 1.

- Funds are awarded as non-compensatory stipends. No taxes are withheld for U.S. citizens and permanent residents. International students on student visas will have 20% of the stipend amount withheld by the IRS, although most students with limited incomes may have most of this withholding refunded if they file a U.S. tax return.

WHAT IF I’M IN THE SANFORD GENEVA OR INDIA PROGRAM?

- Students in these special Sanford programs must complete the MPP Internship Fund Application Form. If you are in these programs, you will receive fixed stipends from the Sanford Internship Fund.

WHAT IF MY INTERNSHIP CHANGES AFTER I RECEIVE FUNDS?

- If your internship changes to a different employer and/or internship location after you have received notice of an Internship Fund award, you must report the change to the Director of Career Services within 48 hours. Changes may result in the adjustment of internship stipends.

THE FINE PRINT- OTHER IMPORTANT INFORMATION

- Acceptance of an unpaid or low-paying internship does not guarantee that you will receive funding support from the Sanford Internship Fund. Final stipend amounts are based on funding availability and number of eligible applications submitted and may be less than the amount requested. For low-paying internships, if you will receive wages or stipends equivalent to or in excess of the allocations above, you will not likely get an internship fund allocation.

- Students receiving funding from certain endowments must provide a brief report about their internship by the deadline established by the Career Services.

- Students receiving Internship Fund awards who are traveling to a location on the Duke Restricted Regions List must register their travel and sign the High Risk Travel Waiver/Release Form prior to receiving funding. Students who receive Internship Fund awards may travel to locations that are not on the Duke Restricted Regions List without signing the waiver form, but are requested to register their travel plans with the Duke Travel Registry. Students traveling to foreign locations will be covered under Duke’s international travel insurance policy, which provides for emergency assistance or evacuation. Forms and more information on Duke’s international travel policy can be found here: https://eruditio.aas.duke.edu/international/gradtravelpolicy.php

- International students must work through their respective career services office and the Duke International Office or their sponsoring organization to acquire the appropriate government regulatory approval for an internship (Curricular Practical Training (CPT)). Details can be found at: http://www.internationaloffice.duke.edu/AcademicTrainJ1Students.html

- If you fail to comply with any of these guidelines, including falsifying information regarding other compensation, the full amount of the internship fund allocation will be charged back to your student account prior to clearance for graduation.

Notes: ____________________________
______________________________
______________________________
______________________________
______________________________
______________________________