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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 Course Credits Required for Graduation):

First Year of Study (Fall/Spring Semesters)

- Required courses:
  - Public Policy 803 (Policy Analysis for Decision Makers)
  - Public Policy 810 (Microeconomics & Public Policy Making)*
  - Public Policy 812 (Statistics & Data Analysis)**
  - Public Policy 814 (Politics of the Policy Process) or Public Policy 820 (Globalization & Governance)
  - Public Policy 816 (Ethics) or Public Policy 890 (Problem Analysis for Ethical Dilemmas)
  - Public Policy 804 (Policy Analysis II)
  - Public Policy 811 (Microeconomics: Policy Applications)
  - Public Policy 813 (Quantitative Evaluation Methods)
- One elective or Foundations Course in Specialization Area
*Students who place out of 810 (Microeconomics & Public Policy Making) will enroll instead in 811 (Microeconomics & Policy Applications) in fall semester and will have the ability to take an elective in place of 811 in spring semester.
**Students who place out of 812 (Statistics & Data Analysis) will enroll instead in 822 (Advanced Econometrics I) in fall semester and will enroll in 823 (Advanced Econometrics II) in spring semester.

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

Second Year of Study (Fall/Spring Semesters)

- Required courses:
  - Public Policy 807 (Master’s Project I)
  - Public Policy 816 or 890 (Problem Analysis and Ethical Dilemmas) or elective
  - Public Policy 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 Course Credits Required for Graduation):
The thirty-nine MPP credits must be registered under the Sanford School career in DukeHub.

First Year of Study (Fall/Spring Semesters) 27 or 30 course credits

- Required courses:
  - Public Policy 803 (Policy Analysis for Decision Makers)
  - Public Policy 810 (Microeconomics & Public Policy Making)*
  - Public Policy 812 (Statistics & Data Analysis)**
  - Public Policy 814 (Politics of the Policy Process) or Public Policy 820 (Globalization & Governance)
  - Public Policy 816 or 890 (Problem Analysis for Ethical Dilemmas, Organizational Ethics)
  - Public Policy 804 (Policy Analysis II)
  - Public Policy 811 (Microeconomics: Policy Applications)
  - Public Policy 813 (Quantitative Evaluation Methods)
- One elective or two electives or one elective plus Foundations Course in Specialization Area
*Students who place out of 810 Microeconomics & Public Policy Making will enroll instead in 811 Microeconomics & Policy Applications in fall semester and will have the ability to take an elective in place of 811 in spring semester.
**Students who place out of 812 Statistics & Data Analysis will enroll instead in 822 Advanced Econometrics I in fall semester and will enroll in 823 Advanced Econometrics II in spring semester.**

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

**Final Year of Study (Fall/Spring Semesters)** 9 or 12 course credits

- Required courses:
  - Public Policy 807 (Master’s Project I)
  - Public Policy 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 MPP Student Services, 172 Rubenstein Hall.

**Registration via DukeHub:** Each semester, students register for classes via the University Registrar’s DukeHub enrollment system (https://dukehub.duke.edu/). The registration cycle opens with a “book bagging” period ten days prior to the start of the live registration window. During book bagging, students can review course listings and place courses of interest in electronic book bags 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 exclusively 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 School Public Policy “PPS” career on DukeHub. Dual degree students with other Duke schools (Law, NSOE, Fuqua, Divinity) will have two active careers in DukeHub. 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 DukeHub. 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 take 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.

**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: Online 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: https://sanford.duke.edu/academics/graduate/courses. 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.

Inter-institutional 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 inter-institutional 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 inter-institutional registration process is available at: https://registrar.duke.edu/special-registrations/interinstitutional-registration. The registration form can be completed online or printed from this link: https://registrar.duke.edu/sites/default/files/uploaded-images/iiregistration.pdf.

Taking Classes in Other Duke Schools or Arts & Science Departments: A student interested in taking a class at Fuqua Business School 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: https://law.duke.edu/academics/course/browser/. The registration form can be found at https://law.duke.edu/curriculum/pdf/nonlawpermission.pdf. The Duke Law Registrar’s Office is Room 2027 Duke Law; 613-7027; e-mail: Registrar_Office@law.duke.edu.

- For Fuqua courses: http://www.fuqua.duke.edu/student_resources/registration/non_fuqua_students/ The registration form can be found at http://www.fuqua.duke.edu/documents/student_resources/registration/Duke_Grad_Prof_Student_Course_Registration_Permission_Form.pdf. 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 an academic calendar that is different than that of 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 Sanford 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 (108 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. 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 (Bevan Building, 1121 West Main Street, Suite 1200) 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 (108 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.

**Medical and Family Issues:** The MPP programs is committed to working with their students facing medical and family issues. Students are encouraged to consult with the Director of Student Services (DSS) in their degree program as soon as possible to consider possible arrangements.

In the case of pregnancy and childbirth, the DSS in the appropriate degree program will coordinate arrangements and, in particular, will consult with Duke’s Title IX Office in developing suitable coursework plans. The affected student may also request a Sanford faculty member to work with the DSS and provide guidance during the process.

**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 Withdrew (W).

**Time Limits for Completion of the Master’s Degree:** Students who are unable to complete the master’s degree requirements within 150 percent of the normal time for completion may appeal for an extension due to extraordinary circumstances or reasons approved by the Dean. Students must submit an appeal to and obtain the approval of their Director of Graduate Studies and the Associate Dean for Academic Programs. The change of an expected graduation date may be subject to the completion of new program requirements.

**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.
Accelerated Masters (“4+1”) MPP Track: The “4+1 Accelerated MPP” track is an opportunity for Duke undergraduate Public Policy Majors to complete both their undergraduate and master’s degrees in five years. Majors who are able to pursue graduate-level coursework during their senior year are eligible to apply in Spring of their Junior year. Students complete the entire 51-credits required for traditional 2-year MPP students.

International Master’s in Environmental Policy (iMEP): The Sanford of Public Policy and the Nicholas School of the Environment (NSOE) offer a two-year International Masters in Environmental Policy (iMEP) program at Duke’s Kunshan campus (DKU). The iMEP program creates a highly analytical master’s degree based on the Duke Master of Public Policy (MPP) and Master of Environmental Management (MEM), with an emphasis on both international and Chinese experience and contexts. The environmental policy program at DKU combines a world-class faculty, a cutting-edge research center, an innovative curriculum, and unparalleled career opportunities. The core curriculum combines economics, science, law and governance, policy, and program evaluation. The program allows DKU students to spend one semester at Duke. At the same time, internships with a range of international organizations, NGOs, and corporations round out the opportunities available to iMEP students.

MPP Students have the opportunity to study abroad at DKU for one semester during their academic program. Students considering this opportunity should contact the iMEP program coordinator.
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. Incompletes may not count towards graduation requirements.

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 will normally result in dismissal. Failure to maintain at least a 3.0 (B) cumulative grade point average or receiving a grade of F in any other course will result in academic probation. To remain in good academic standing, and to graduate from the MPP program, students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize their financial support and are subject to dismissal. “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, which does not assign grades used by Sanford, the instructors should review Sanford grades found at https://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 for 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 Duke Hub registration record.

Courses Primarily for Undergraduates: Courses numbered below the 500-level may not be applied toward the required credits needed for a post-baccalaureate degree. With the approval of their director of graduate studies, graduate students may enroll in undergraduate courses, but these courses will not count toward any graduation requirements and will not be included in a student’s GPA calculation. Graduate students must be classified as full-time students based on their graduate-level course enrollment as a prerequisite for enrolling in courses numbered below 500.
Concentrations and Electives

The MPP Program offers seven policy-area concentrations, 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 concentration certificate include:

- completing 9 credits of coursework in the specified area (either one, three-credit foundations course plus six elective course credits, or, for a specialization 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 concentrate 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. For the latest information, consult Duke University’s official schedule of classes available in DukeHub.

**Global Policy Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<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>U.S. 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 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.XX</td>
<td>Governance &amp; Development</td>
</tr>
<tr>
<td>PUBPOL 820</td>
<td>Globalization &amp; Governance (foundations course)</td>
</tr>
<tr>
<td>PUBPOL 890.XX</td>
<td>Public &amp; Private Sector Policymaking</td>
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</tbody>
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**Social Policy Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBPOL 525S</td>
<td>Poverty Policy and 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>Course Code</td>
<td>Course Title</td>
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</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>
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<tr>
<td>PUBPOL 542S</td>
<td>Schools and Social Stratification</td>
</tr>
<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 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>
</tr>
</tbody>
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**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 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>PUBPOL 840S.01</td>
<td>Demographic Measures &amp; Concepts (foundations course)</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>
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</thead>
<tbody>
<tr>
<td>PUBPOL 501S</td>
<td>American Grand Strategy</td>
</tr>
<tr>
<td>PUBPOL 502S</td>
<td>Contemporary U.S. Foreign Policy</td>
</tr>
<tr>
<td>PUBPOL 504</td>
<td>Counterterrorism, Law &amp; Policy</td>
</tr>
<tr>
<td>PUBPOL 505S</td>
<td>National Security Decision Making</td>
</tr>
<tr>
<td>PUBPOL 507</td>
<td>Intelligence for National Security</td>
</tr>
<tr>
<td>PUBPOL 561</td>
<td>9/11 Causes, Responses, &amp; Strategy</td>
</tr>
<tr>
<td>PUBPOL 583S.XX</td>
<td>U.S. Energy Security</td>
</tr>
<tr>
<td>PUBPOL 590.XX</td>
<td>Politics of U.S. Foreign Policy</td>
</tr>
<tr>
<td>PUBPOL 590.XX</td>
<td>Global Cold War History</td>
</tr>
<tr>
<td>PUBPOL 590S.XX</td>
<td>Privacy, Technology &amp; National Security</td>
</tr>
<tr>
<td>PUBPOL 590S.04</td>
<td>North American Security Issues</td>
</tr>
<tr>
<td>PUBPOL 890.01</td>
<td>Contemporary National Security Issues (foundations course)</td>
</tr>
</tbody>
</table>
Health Policy Electives

PUBPOL 580S   Water Cooperation & Conflict
PUBPOL 582   Global Environmental Health: Economics & Policy
PUBPOL 590.01   Comparative Health Policy
PUBPOL 590S.XX   Social Determinants
PUBPOL 590S.XX   Long-Term Care Policy
PUBPOL 590S.XX   Healthcare in Developing Countries
PUBPOL 590S.XX   Globalization & Health
PUBPOL 607   Cost-Benefit Analysis for Health & Environment
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 642S   Designing Innovation for Global Health
PUBPOL 825   Topics in Health Policy (foundations course)

Environment and Energy Policy Electives

PUBPOL 576 and 584   Resource and Environmental Economics Part I and Part II
PUBPOL 577   Environmental Politics
PUBPOL 578   Land Use Principles and Policies
PUBPOL 579   Collective Action
PUBPOL 583S   U.S. 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

International Development Policy Electives

PUBPOL 515S   Assisting Development
PUBPOL 590S.XX   Law, Development and Human Rights
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<th>Course Code</th>
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<tr>
<td>PUBPOL 590S.XX</td>
<td>Narratives of Development</td>
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<td>PUBPOL 630S</td>
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<td>Public Finance Policy in Developing and Emerging Economies</td>
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<td>Project Management for Development</td>
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<td>PUBPOL 890.XX</td>
<td>Economic Analysis of Development</td>
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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 Fuqua, 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 whether a course not listed below satisfies the management/leadership requirements.

Duke Public Policy Classes

PUBPOL 815: Public Management

PUBPOL 830: Management/Leadership Module Series: A variety of these 1.5-credit, half-semester courses are offered each year. Course offerings change annually. Recent 830 courses include:

- Administrative Law
- Practical and Ethical Challenges of Elected Office
- Effective Writing and Public Policy
- Urban Policy: Housing
- Urban Policy: Transportation
- Getting Money from Congress

PUBPOL 559S: Philanthropy, Voluntarism, and Not-for-Profit Management

PUBPOL 596: Evaluating Public Expenditures

PUBPOL 727.01: Service Delivery Systems

PUBPOL 790.XX Project Management for International Development

PUBPOL 790.XX Design and Analysis of Public/Private Partnerships

PUBPOL 789 Series: These intensive, 1.0-credit short courses are offered through the MIDP Program. Course offerings may change annually. Recent courses include:

- NGO’s Roles in Development and Policy
- Leadership & Development
- Strategic Management of Policy Change
- Macroeconomic Aspects of Fiscal Management

PUBPOL 890.XX Regional & Economic Social Analysis

PUBPOL 890.XX Introduction to Public Budgeting

PUBPOL 890.XX The Changing American Workplace & Public Policy
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/mfaeda/other-grad-opps
- Economics: https://econ.duke.edu/courses
- Environment: https://nicholas.duke.edu/programs/courses
- Fuqua Daytime MBA: http://www.fuqua.duke.edu/student_resources/academics/courses/
- Global Health Institute: https://globalhealth.duke.edu/education-and-training/graduate/courses
- History: http://history.duke.edu/courses
- Law: https://law.duke.edu/academics/course/browser/
- Political Science: https://polisci.duke.edu/courses
- Psychology: https://psychandneuro.duke.edu/courses
- Sociology: https://sociology.duke.edu/courses
- Women’s Studies: http://gendersexualityfeminist.duke.edu/courses

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
- Kenan-Flagler MBA

To view and search the complete UNC Directory of Courses, visit: http://registrar.unc.edu/courses/schedule-of-classes/.

Electives Offered at NC State

Popular departments and programs at NC State in which MPP’s have enrolled in courses include:
- Agricultural and Resource Economics
- Business Management
- Communications
- Economics
- Environmental Technology
- Geographic Info Systems
- Natural Resources
- Public Administration
- Political Science

To view and search the course offerings at NC State, visit the online catalog: https://www.acs.ncsu.edu/php/coursecat/directory.php.
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/or those who may be writing 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: https://www.hertie-school.org/.

Students in the exchange program continue to pay tuition to their home institution. Students who are 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 2020-21. To apply, students must submit via email to the MPP Director of Student Services (a PDF document that includes the following items:
- Resume
- Scanned copy of the Duke transcript for fall semester 2019
- One to two page “statement of motivation” highlighting the student’s interest in the exchange program, describing specific goals he/she would hope to achieve by participating in it, and demonstrating his/her 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.

Please see Director of MPP Student Services for current information regarding the Hertie application deadline.

The Sanford Director of the Hertie Exchange Program, in consultation with MPP faculty and staff, will select up to two returning students and one alternate from the pool of MPP program applicants to participate in this study abroad opportunity.
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. Find more information here: https://www.hertie-school.org/en/mpp/.

**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:**
[Visa requirements often change with little or no notice. We recommend that you consult with Duke Visa Services to confirm the German requirements in effect as you apply and begin your study travel.] Traditionally, 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 Durham. Fall semester classes end in December 2018, so the passport expiration would need to be March 2019 or later. In addition, Germany generally 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. Hertie recommends that you 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 a housing Moodle on the Hertie student services webpage: https://www.hertie-school.org/en/study/studentservices/. Important Note: Hertie administrators and students who have participated in the program advise you NOT to transfer any money without first seeing the accommodations 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 DukeHub 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” (PubPol 829.XX) 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 February 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.
Duke International Travel Registry

During the course of study, MPP students may travel abroad for program-related or personal reasons. Summer internships and study programs, including the Program on Global Governance in Geneva and the India Program for International Development Leaders, offer students extended opportunities for study, research, and professional development outside of the U.S.

The Duke University International Travel Policy requires that all Graduate/Professional students enter their travel plans in the Duke Travel Registry if a trip abroad will be funded by, sponsored by, or entails earning credit to be transferred to Duke or used to earn a Duke degree. This University-wide policy applies to Graduate/Professional students in all programs at any of Duke’s schools, institutes, departments, programs, and labs and went into effect March 1, 2017.

In addition to registering, Graduate/Professional students planning to visit a destination on Duke's Restricted Region List must also sign and remit a High Risk Travel Waiver-Release form to the Travel Policy Administrator prior to departure. The Waiver-Release will be tailored for the individual, noting his/her travel dates and destination, and it will include the most up-to-date travel warning or alert. To begin the Waiver-Release process, use this link and go to the bottom right-hand corner of the page under “graduate and professional students” and select the button that best describes your travel (restricted or non-restricted destination): https://travel.duke.edu/index.cfm?FuseAction=Abroad.Home.

The Restricted Regions List (RRL) is a list of destinations deemed unsafe for travel by Duke University. Restriction decisions are made by the Provost based on recommendations from the Global Travel Advisory Committee (GTAC). GTAC assesses safety and security by reviewing U.S. State Department, International SOS, other government's foreign affairs information, the World Health Organization and the Centers for Disease Control and Prevention. GTAC also consults with Duke Faculty and Staff who are identified as having research or travel experience in the destination being reviewed. The RRL is updated whenever specific conditions warrant and it is reviewed twice a year in its entirety. Further, any member of the Duke community can ask for a GTAC review of a destination or a review of a planned activity. Faculty and Staff can contact Christy Parrish Michels, Travel Policy Administrator, with questions or requests for a review or a GTAC opinion on a destination or planned activity. To sign up for RRL and Travel Policy related announcements, email your request to globaltravel@duke.edu. For a printer friendly copy of the list go to Restricted Regions List as of August 10 2017.pdf.

Registration information is considered confidential and will only be used in the event of an emergency.

Even if a student’s international travel destination is not on included in the RRL, it is strongly recommended that the student register his/her trip. In the case of an emergency, the information provided in the trip registration form can help Duke administrators locate you and coordinate support and evacuation services, if needed.
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. Disciplinary action, including revocation of a diploma, may be taken against someone who has graduated but later determined, in accordance with procedures established by the Dean, to have committed a Code violation while a student in the MPP or MIDP programs.

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 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 Duke Community Standard in Practice, at: https://studentaffairs.duke.edu/conduct/about-us/duke-community-standard and this link on the Duke Student Affairs website: https://studentaffairs.duke.edu/conduct/z-policies/academic-dishonesty. The Duke Library website offers guidelines for citing sources and avoiding plagiarism at: https://library.duke.edu/research/plagiarism and http://library.duke.edu/research/citing/.

- 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: https://studentaffairs.duke.edu/conduct/z-policies/harassment.

- Cheating. “Cheating” is the act of wrongfully the source of information and ideas, if closely 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. See more at: https://studentaffairs.duke.edu/conduct/z-policies/academic-dishonesty.

- **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 https://web.duke.edu/policies/students/universitywide/computing.php.

- **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. Refer to: https://studentaffairs.duke.edu/conduct/z-policies/academic-dishonesty

- **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. Refer to: https://studentaffairs.duke.edu/conduct/z-policies/academic-dishonesty

- **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/university-bulletins/duke-community-standard-practice-guide-undergraduates, 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.

Last Revision: August 14, 2017
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.
MPP Master’s Project Process Information -- Academic Year 2019-20

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:
- Project for an actual client, an organization that is focused on policy relevant issues.
- In rare cases, students may do an MP that is not client based. These situations must be approved by the advisor and the DGS.

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.

Most MPs consist of a paper that addresses policy questions for clients. They must be conducted under the supervision of an adviser who is a member of the Sanford faculty or on the DGS's approved list of instructors. In exceptional circumstances, the DGS can waive the requirement to have a client. The adviser must then confirm in writing to the DGS that a client is not needed or appropriate in the particular case. An example of such an exceptional case would be a project which relies heavily on the use of primary data to answer a question of interest to scholars and which may resemble an article in a public policy journal.

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:
- 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.
- 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:
- The client has a significant policy problem
- 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?”

Non-client based 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 work closely with their primary faculty advisor and can request the DGS’s approval to waive the client requirement.

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 students get started on their 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 non-client based MPs 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 instructors 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 one other person to serve on the MP Committee. Normally, this will be a Sanford School faculty member, but students may include faculty members from other Duke departments or schools, 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 the 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 instructors, 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 non-client based 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 both 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 March.

The final version of the MP is due mid-April. The final report should include appendices, supporting materials, formal cover page, 1-2 page executive summary or, for non-client based projects, abstract, 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 non-client based 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.

Students are required to submit a final MP PDF to the MPP Program Office through the MPP class Sakai page. MP Advisors may recommend that projects of the highest quality be posted to DukeSpace, Duke Library’s electronic document repository. Faculty Advisors and/or clients may request hard copies or bound copies of MPs for their records.

*NOTE: final MPs posted to DukeSpace 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.*

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MPP Master’s Project (MP) Deadline Dates
Academic Year 2019-2020

To Graduate in May, 2020

On or before December 13, 2019:
- Signed Approval of Prospectus for Master’s Project Form due to the MPP Director of Student Services, via the labeled box on the 171 Rubenstein Hall desk.

On or before January 31, 2020:
- Complete the online Apply to Graduate form any time before 5 PM if you intend to graduate in May 2020. Log on to DukeHub, go into your Student Homepage and click on the “Services” tab, then select “Apply to Graduate” and follow the instructions to complete the form.

Friday, March 6, 2020 by 5:00 PM:
- Master’s Project full first draft due to MP Advisor.

On or before Friday, April 17, 2020 by 5:00 PM:
- Master’s Project FINAL copy and Executive Summary submitted in electronic (PDF) format to the students’ individual folder on the PUBPOL 808 Sakai site.

- Hard copy of the Master’s Project Completion Form signed by your MP Advisor and DGS delivered to the office of the MPP Director of Student Services, via the labeled box on the 171 Rubenstein Hall desk.

- Copies of the Master’s Project Completion Form are available on your PubPol 808 Sakai site.
Expectations for Master’s Project Advisors, Students, and Committee Members

The MPP student, MP Advisor, and committee member 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. 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 member 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:
  - How well-defined was the policy question?
  - 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.
Recommend MP’s of the highest quality for posting to the Duke University Library’s electronic document repository, DukeSpace.

**Expectations of the MP Committee Member:**
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 Member 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 a printed (hard copy) and an electronic (PDF) copy of the final MP to the MPP Program Office, and, if recommended by the primary MP Advisor, to DukeSpace.

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 refining 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.

The MP Faculty Advisor may recommend a student’s final MP for posting to the Duke University Library’s DukeSpace digital repository. If so, **the MP will be web accessible to the public using a Creative Commons license and will be assigned a persistent URL.** Exceptions to posting MP’s 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 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) non-client based.

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 non-client based 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 with your advisor and consult with the IRB to determine whether an IRB application must be submitted. The IRB staff can be reached at the Campus IRB Office (207P Gross Hall), telephone: 919-684-3030 and email: campusirb@duke.edu. The MPP Director of Graduate Studies and your 807 Master’s Project I course instructor 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 document that classifies 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: https://security.duke.edu/policies/data-classification-standard. 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 (https://oit.duke.edu/what-we-do/services/protected-network) 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 at 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 (https://library.duke.edu/research/citing) 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.

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. The Executive Summary/Abstract and final MP must be uploaded to the student’s individual dropbox on the PubPol 808 Sakai site. The 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.

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

General Typing Instructions: If printing the MP, 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. 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: A student whose MP is recommended by the MP Advisor for posting to DukeSpace will receive a detailed Guide for the Electronic Submission of Master’s Projects and will have two weeks to submit the project to this electronic document repository.
MP Cover Sample
Note that the sample below is not to scale. Actual covers should be 8½" by 11".

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 2018 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.
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, if applicable, 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 mid-December), 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.
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 Users” link on the Sanford Facility Rental website http://sanford.duke.edu/about-us/our-location/facility-rental. 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 electronic application by November 30. The application link will be e-mailed to graduating students via the pnsgrad2@duke.edu listserv in October. The application will 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 and the quality of the application. 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. Students will be given instructions to submit original travel receipts and documentation. Original receipts and documentation must be submitted to the Academic Programs Staff Assistant by April 15, who will forward them to Duke University Accounting for processing. Funds will post directly to a student’s Bursar account.
Emergency Plan

This section includes information about Sanford’s Emergency Plan, Procedures, and Policies.
Sanford School Emergency Plan

This emergency plan for Sanford School of Public Policy (SSPP) outlines actions the SSPP Emergency Management Team should take to respond to incidents including accidents, severe weather, fires, explosions, and floods, hazardous materials releases, extended power outages, mass casualty events, and potential or actual terrorism events. It also applies to emergencies in the larger Duke community that could affect SSPP staff, faculty, students, programs, and facilities.

This protocol is part of the larger Duke University Emergency Management Plan created to prevent and respond to emergencies, protect students, faculty, and staff, secure infrastructure, and guard physical and reputational integrity. The SSPP emergency management team should follow the lead established at the university level during emergency response. 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 Response Procedure

Step 1: Gain Situational Awareness

Gain situational awareness (hazards, safety and/or operational concerns) to determine the severity, scope and potential duration of the emergency.

Step 2: Alert First Responders

Alert First Responders in order to safeguard human life, safety and health, and the material assets of the university through the following:

- **Accident or Medical Emergency:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app.
- **Crime/Violence:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app.
- **Explosion, Fire, Flood:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app; evacuate according to policy posted for individual locations.
- **Information Technology Breaches:** Report immediately to Neil Prentice (SSPP Director of Information Technology) at neil.prentice@duke.edu or 919-613-9355.
- **Power Outage or Severe Weather Impact:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app; alert Khalil Nasir at 919-613-9200 or at khalil.nasir@duke.edu.
- **Mental Health Issues:** Contact DukeReach (https://studentaffairs.duke.edu/dukereach1) or using the LiveSafe app; at 919-613-9200 to assist students who need psychological counseling. For emergencies after business hours, call Duke Police (919-684-2444) or page the Dean On-Call (919-970-4169). Staff and faculty seeking psychological counseling will be referred to Personal Assistance Service (PAS) at 919-416-1727 and http://pas.duke.edu/.
Step 3: Notify SSPP Emergency Management

**Primary** SSPP Emergency Management members as follows:

**Emergency Manager**: David Arrington, Associate Dean for Finance & Administration  

**Backup Emergency Manager**: Neil Prentice, Director of Information Technology  
Office: 919-613-9355  Cell: 919-491-7785  Home: 919-405-3927

Karen Kemp, Assistant Dean for Communications & Marketing  
Office: 919-613-9394  Cell: 919-475-2704  Home: 919-493-5727

**Secondary** SSPP Emergency Management members as follows:

Khalil Nasir, Building Manager  
Office: 919-613-9200  Cell/Home: 919-698-0773

Emily Totherow, Video Services Specialist  
Office: 919-613-9269  Cell/Home: 919-717-2266

Jonathan Abels, Executive Director, Duke Center for International Development  

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

Linda Lytvinnenko, Assistant Dean for Academic Programs and Student Affairs  
Office: 919-613-9250  Cell/Home: 919-409-5797

Linda Simpson, Staff Assistant  
Office: 919-613-9363  Cell/Home: 919-624-6118

David Schanzer, Faculty Member  
Office: 919-613-9279

Tom Taylor, Faculty Member  
Office: 919-613-9252

**Step 4: Emergency Management Team Manager Continue Notification**

The SSPP Emergency Manager will continue to notify central Duke and Sanford School senior administration.

1. Notify Duke's Emergency Coordinator or designee.
2. Notify senior administration in Sanford School.

**Step 5: Emergency Recovery Operations**

The exact steps for returning to normal operations will depend on the emergency and will be dictated by the Office of the Dean in collaboration with the Duke Emergency Coordinator.

**Policy & Priorities**

In the event of an emergency situation, the Sanford School of Public Policy will:

- Place the highest priority and concern on human life, safety, and health.
- Be compassionate, caring and make every effort to address the needs of our faculty, staff, students and visitors.
- Be open, straightforward, and accessible.
- Consider all stakeholders in our actions, keeping them fully abreast of the situation through normal channels, to the best of our ability.
- Acknowledge appropriate responsibility immediately.
- Make emergency response and all associated elements the top priority during an emergency event.

Priorities that must always be addressed when managing any emergency event:

1. **First Priority:** Ensure the life/safety of all employees and visitors.
2. **Second Priority:** Stabilize the situation through reestablishment of essential organizational services.
3. **Third Priority:** Reduce confusion and misinformation by following a clearly define chain of communication and response.

**Sanford School Emergency Management Plan & Team**

Sanford School of Public Policy will maintain an Emergency Management Plan and an Emergency Management Team (EMT).

**Emergency Management Team & Responsibilities**

The EMT consists of individuals covering key functional areas of the School, i.e., Faculty, Central Administration, Academic Administration, Facilities, Communications, Information Technology, Events Management and School Centers/Programs.

The EMT will be chaired by the Associate Dean for Finance & Administration and will be advised by the Duke University Emergency Coordinator, as required. During an emergency event, representation on the EMT may vary according to the crisis at hand. SSPP abides by Duke University's Emergency Management Plan.
The EMT will develop, exercise, and maintain the processes, procedures, and tools necessary to effectively and efficiently manage through any emergency situation that may arise. Team responsibilities include:

- Acting quickly
- Obtaining all relevant facts regarding the situation
- Considering impact to all key audiences (internal and external)
- Establishing goals to defuse/remedy the situation
- Engaging assistance, if necessary
- Communicating with key audiences as needed

Appropriate emergency reporting, tracking, documentation, and post-crisis review practices will be implemented and adhered to. The EMT will work closely with leadership at the emergency "site" during any emergency and ensure mutual coordination.

Emergency Management Plan

The EMT has developed and implemented local Emergency Response and Evacuation Plans for its two buildings.

All public spaces (classrooms, Rubenstein Hall Resource Room, most meeting rooms) and Rubenstein Hall first floor corridor doors are equipped with door locking mechanisms to prevent access when appropriate. Door locking mechanisms are either a thumb turn lock or a push button lock. Thumb turn locks are housed on the door itself, above the door handle, and are color-coded to indicate whether locked (red color) or unlocked (green color). Yellow 'LOCKDOWN' push button locks are located on a wall adjacent to the entry door and are activated by lifting the cover and pushing the red button; you will hear a clicking sound that denotes the door has been locked. To deactivate the push button lock, turn the red button slightly to the right and the red button will pop back out and you will hear another clicking sound that denotes the door has been unlocked. Keep in mind that you can always exit out of a room whether either door locking mechanism is engaged or not.
All public spaces have two types of posted signage inside each room as follows:

- **In Case of Emergency** signage that provides building information (location, room #, building #, room phone # if applicable), closest fire extinguisher and fire alarm pulls, and designated storm shelters for that building (which may include the room you are in).
- **Floor Plan** of the building and room you are in (red star with "You Are Here" reference that shows your specific location), where emergency exits are, where designated storm shelters are located, and specific location of fire extinguisher and fire alarm pulls.

The School maintains a team of fire safety monitors for each building and floor level, each of whom is assigned specific offices/public spaces/restrooms to cover. Their primary role is to assist with building evacuation in the event of a fire/drill but may be called on in other ways as needed.

This Plan is an evolving operational document; departures from this plan in actual crisis/emergency/disaster are likely to be appropriate and will be reviewed and revised based upon lessons learned from new events and/or exercises and/or changes in standards or best practice.

**Objectives of the Plan**

The objectives of our plan include the following:

1. Identify and assess vulnerabilities and hazards which may have a direct or indirect impact on the organization;
2. Strategic planning for emergency response, business continuity, and disaster recovery;
3. Ensure the safety and security of faculty, staff, students and visitors;
4. Maintain the continuity of our research and teaching services, products, and operations;
5. Effectively manage disaster assets and resources;
6. Provide relevant training based upon staff knowledge and lessons learned; and

Emergency response will address four phases of emergency (crisis) management: mitigation, preparedness, response and recovery, which are defined below:

- **Mitigation** activities are taken to reduce the risk of and lessen the impact due to a crisis.
- **Preparedness** activities are taken to organize and mobilize essential resources to a crisis before one occurs (i.e. training, obtaining and storing emergency supplies).
- **Response** strategies and actions are activated to respond to the crisis when it occurs.
- **Recovery** strategies and actions are taken during and after the crisis to restore systems critical to resuming normal operations. Considerations of recovery should begin early in the response phase and can extend into a long-term period after a major event.

**Emergency Levels**
Duke University utilizes a tiered response structure that encourages local management of incidents and coordinated communication involving senior leadership. Information on the University Emergency Management decision-making process can be found on the emergency website: http://emergency.duke.edu/.

**Employee Responsibilities**

It is the expectation of the Sanford School of Public Policy for employees to report any potential or developing emergency up through line management so that an appropriate response can be made. Management should quickly analyze the situation, then alert the appropriate authorities. This response may also include the activation of the SSPP Emergency Management Plan & Team.

**What to do in an Emergency**

For specific steps on what to do in case of an emergency, employees are asked to review Duke guidelines:

- Tornadoes
- Armed Intruder
- Winter Weather
- Hurricane
- Evacuation
- Extreme Heat
- Fire
- Hazmat

**How Campus Emergencies are Communicated**

To stay informed about emergencies and/or potential situations, review the University's 'How You'll Be Notified' site which outlines how information is distributed:

- Outdoor siren system
- Text messaging (opt in system; sign up for DukeALERT text messages)
- Email
- Duke Emergency Website & alert bar on Duke-hosted sites
- Phone (alert message posted on 919-684-INFO, Duke's emergency and severe weather information line)
- Direct contact
- LiveSafe App

**Personal Responsibilities**

We encourage you to be situationally aware:

Know where the building emergency exits.
Know where the designated storm shelters are in each building.
Know the location of fire extinguishers, fire alarm pulls and first aid kits. When fire alarm activated, exit the building.

If anyone is interested in serving as a fire safety monitor, then contact Sanford School Building Manager.

**LiveSafe App**

You are also encouraged to download as use the [LiveSafe](https://www.livesafe.com) app, which is free for Duke students, staff and faculty. LiveSafe allows community members to submit various real-time tips through the touch of a button – everything from assault/abuse to suspicious activity – to Duke Police, which monitors messages 24/7 in its dispatch center. With the “SafeWalk” feature, the app uses GPS technology that enables individuals to invite others to “virtually escort” and monitor their location on a real-time map.
General Reference

This section includes information about Sanford resources, facilities, and administration, student organizations and co-curricular activities, financial aid awards and loans, and teaching, research, and graduate assistantships (TA/RA/GA).
### Sanford School Frequent Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>E-mail Address</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC PROGRAMS + MPP</strong></td>
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<tr>
<td>Ken Rogerson</td>
<td>Director of Graduate Studies - MPP</td>
<td><a href="mailto:rogerson@duke.edu">rogerson@duke.edu</a></td>
<td>613-7387</td>
<td>176 RH</td>
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<tr>
<td>Genille Anderson</td>
<td>Director of Student Services &amp; Program Development</td>
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<td>613-9214</td>
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<td><a href="mailto:linda.lytvinenko@duke.edu">linda.lytvinenko@duke.edu</a></td>
<td>613-9250</td>
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<td>613-9221</td>
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<td><strong>MIDP</strong></td>
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<td>613-9221</td>
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<td>613-9218</td>
<td>182 RH</td>
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<td>613-9281</td>
<td>166 RH</td>
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<tr>
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<td>Phone</td>
<td>Office</td>
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<td>613-7308</td>
<td>121 SB</td>
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<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 Khalil Nasir by completing a “Maintenance Request” form located on the Sanford School Intranet, accessed through the Sanford website: https://duke.qualtrics.com/jfe/form/SV_0Nz6QJDkPXNzfQp.

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). Storage of alcoholic beverages in lounge appliances and cabinets is prohibited.

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. The study rooms 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 Lab: The computer lab in the Sanford Building is located in Room 09 on the ground floor of the building. The Sanford Building lab is always open (except when classes are being conducted) and is accessible to those students who have accounts on the Public Policy local area network (LAN). Class schedules will be posted on the doors of the lab each semester. 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.

Student Parking: Students who park motor vehicles on campus Monday through Friday (generally 8 AM to 5 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 adjacent to the Sanford 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 visit the Duke Parking and Transportation Services website (http://parking.duke.edu/forms_apps/Student_Medical_Need_Parking_Request1.pdf) for instructions.

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; http://parking.duke.edu/parking/permits/students/graduate_students.php.

Visitor Parking: There are three (3) visitor parking spaces available in the ungated portion of the Sanford lot which require a visitor’s permit. There is no charge incurred for these spaces. If those spaces are full, alternate parking is available at a cost of $8.00 per permit. To obtain a permit for a guest, please contact Heather Griswold via email at heather.griswold@duke.edu, at least 48 hours in advance of the guest’s arrival with the following information:

- Guest(s) name(s)
- Date of visit
- Time of visit
- Anticipated duration of visit
- Purpose of meeting (please include Prof. name if a guest speaker)
- A fund code to pay for the permit if necessary
- Is accessible parking required?

All permits may be picked up in Room 103 SB when your guest arrives. Due to the nature of parking at the Sanford School, there is no “reserving” of a visitor space near the circle and there is a two hour maximum time allotment. There are several alternative options for parking, but all other options will incur an $8.00 charge. If the three spots are occupied, Heather (or her designated backup) will assist your guest when they arrive. Please be sure to communicate to your guests they should always anticipate a minimum 15 minute lead time to obtain parking.

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://postoffice.duke.edu/contact/index.html); dukepostoffice@duke.edu.

Copy Machines: A copy machine is available in 08 for personal (non-Teaching or Research Assistantship) use and requires Flex Account (Duke ID swipe) payment. If problems arise with the copier, contact Khalil Nasir by completing a maintenance request form located on the Sanford School website: https://duke.qualtrics.com/jfe/form/SV_0Nz6QJDkPXNZfQp.
Room Reservations: To request the use of any rooms (except the four student study rooms), students must complete an official reservation request through the 25-Live software available on the Sanford website’s “Facility Rental” section. Room use policies, facility description, and contact information can also be found on that page: http://sanford.duke.edu/about-us/our-location/facility-rental.

The online 25-Live program requires users to “sign in” with their net IDs and passwords each time a room request is made. To begin using the system, students must register by contacting Marialana Weitzel, Events and Resources Coordinator. Send an email to marialana.weitzel@duke.edu with the subject line: “25Live new student registration.” Include your full name and Net ID in the body of the email. When Marialana confirms that you are registered, you can begin to request rooms within these two buildings, as well as in many other buildings on campus.

There are four types of space available for use in the Sanford Building and Rubenstein Hall: small meeting rooms, classrooms, technical rooms, and event rooms. Small meeting rooms (rooms 140, 142, 207 and 287 in Rubenstein Hall) are automatically assigned if they are available. You should “star” these and other preferred rooms in your 25Live profile which will make your request for meeting rooms more efficient. Classroom, technical, and event rooms will have to be approved by the Events and Resources Coordinator. Unless you have requested a small auto-assign meeting room, you should receive an email confirmation of your space assignment within 72 hours. Unauthorized use of rooms/facilities will result in your being asked to leave the room.

For questions and suggestions when planning special events (guest speakers, catered events), please contact Marialana Weitzel (marialana.weitzel@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 Emily Totherow, Video Services Specialist, Room 295 Rubenstein Hall, 919-613-9269, email: emily.totherow@duke.edu. Requests should be made with ample lead time, to ensure that equipment can be located, tested/installed, etc.

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.

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 via the 25Live room reservation system.
• 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 25-Live reservation system on the Sanford website.
• To ensure that your valuables 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 turn off the lights and close 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 Genille Anderson (MPP – RH 172) or Stephanie Lowd (MIDP – RH 291) 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 space. 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: https://library.duke.edu/using/room-reservations for more information.
**Sanford School IT Services**  
**August 2019**

**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 any windows or OS X computer. The network is backed up every night and backups are available for 3 months. More information about file storage is available on the Sanford Intranet, under the FAQs.

In addition, Duke offers storage space in the cloud via Box and OneDrive. There will be a training session to get you familiar with these alternatives.

Duke University has a robust, secure, wireless network available across campus named Dukeblue. You can connect to the Duke wireless network with your netid and password. The “visitor” wireless network (does not require authentication) is also available. Duke University is a member of the Eduroam campus wireless community.

For classroom training, presentation or Audio-Visual needs at Sanford (video conferencing, Zoom, skype, and use of classroom equipment) please contact the AV support specialist at 919.613.7400, option 2.

**Hardware:**

We provide computers in lab 09 in the Sanford Building. This space is equipped with computers running Windows 10 and MS Office 2016. When a lab is reserved for a class the schedule will be posted on the door.

There are four “study/team rooms”. They are 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 display panel, web camera 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 should not be propped open. During orientation you will get a key for these rooms.

The Duke Technology Center offers some excellent laptop/computer 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.

*Sanford IT does not provide support for personal computers. If you have a problem with your personal laptop, contact Duke OIT at 919-684-2200, or bring it to The Link*

**eMail:**

Your Duke email address is netid@duke.edu Your E-mail address alias is: firstname.lastname@duke.edu. You can access your email via http://mail.duke.edu.

**Software:**

Duke OIT offers a wealth of free and discounted software including adobe products, 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 919-684-2200 or email at help@oit.duke.edu. For computer/printer related problems, call the PPS Helpdesk at 919-613-7400 or email ppshelp@duke.edu to tell us the problem. When reporting a problem on a lab computer, please be specific, including any error messages and the computer number posted on the front of the computer. Answers to common Sanford IT questions can be found on our intranet page: https://inside.sanford.duke.edu/sspp-it/faqs

Printing:

*Duke’s ePrint System:*

ePrint is a University managed print service offered by Duke OIT rather than Sanford IT. ePrint printers are located in the alcove off the Fleishman Commons in the Sanford Building, Sanford 09 Computer Lab, room 145 in Rubenstein Hall, and near Rubenstein 291. Please visit the ePrint website for information on other locations, quotas, and the required ePrint software download.

*Personal copies:* For personal copies, you will need to load FLEX money onto your DukeID card, which you will swipe through the copier’s card reader in the same way you swipe a print/copy card. Copiers are in Sanford 133 and 223D, and Rubenstein Hall 104, 195, 205, and 285.

Printer Paper and Toner:

Paper and toner cartridges in the computer lab will be restocked by employees. If any of the eprint printers 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 lab and is not intended for personal use.

Security

To keep your information secure you are offered several services through Duke’s IT Security Office. We will talk about these at greater length during orientation:

- Multi-factor authentication to protect duke websites you log in to that have personal information: https://oit.duke.edu/net-security/security/multi-factor-authentication.php
- LastPass Premium password manager
- Box, 50 GB of encrypted storage in the cloud: https://box.duke.edu
- Phone and mobile device security: https://security.duke.edu/anti-theft-tracking

Sanford School Computing Staff:

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<th>Name</th>
<th>Position</th>
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</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>
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</tr>
<tr>
<td>Astrid Gatling</td>
<td>Computer Technician</td>
<td><a href="mailto:astrid.gatling@duke.edu">astrid.gatling@duke.edu</a></td>
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<tr>
<td>Emily Totherow</td>
<td>Video Services Specialist</td>
<td><a href="mailto:emily.totherow@duke.edu">emily.totherow@duke.edu</a></td>
<td>295</td>
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<tr>
<td>Stan Paskoff</td>
<td>Manager, Desktop Services</td>
<td><a href="mailto:stan.paskoff@duke.edu">stan.paskoff@duke.edu</a></td>
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</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>015</td>
</tr>
</tbody>
</table>
Sanford Communications Office

WHO WE ARE

Kirsten Khire, Associate Dean of Communications & Marketing, Kirsten.khire@duke.edu, SB 221
Karen Kemp, Assistant Dean, Communications & Marketing, kkemp@duke.edu, SB 208
Carol Jackson, Digital Communications Strategist, carol.m.jackson@duke.edu, SB 202
Mary Lindsley, Communications and Events Manager, mary.lindsley@duke.edu, SB 205
Jackie Ogburn, Senior Public Relations Manager, Jacqueline.ogburn@duke.edu, SB 202A
Marialana Weitzel, Events and Resources Coordinator, Marialana.weitzel@duke.edu, SB 202
Hunter Stark, Communications Intern, hunter.stark@duke.edu, SB 202

WHAT WE DO

Brand Management: We strive for design consistency among print and electronic products created by the school and its affiliates. It’s our job to ensure that uses of the school logo are consistent and high quality. A brief Sanford style guide (based on the Duke style guide) is available on the Sanford intranet.

Before using the school logo on anything (T-shirt, mug, website, etc.) the design needs to be reviewed. Please contact Karen.

SHOW YOUR SANFORD PRIDE: Logo products are available online. Contact Marialana to learn about bulk order discounts or suggest new products.
Create your Duke Sanford e-mail signature with the Sanford logo. Download the image file here.
Use school PowerPoint templates when presenting your academic work. Download templates here.

Media Relations: We inform the public about Sanford School and its work, though print, radio, TV, and online media. We field queries from reporters, send out news releases, and shoot videos about faculty research, student accomplishments, awards, speakers, etc. We track media mentions of Sanford faculty, students, and sometimes alumni. We help faculty and students edit and distribute op-ed (commentary) pieces and work closely with Duke News Office to track breaking news.

Please let Karen or Jackie know if a journalist contacts you. We can help you prepare for interviews.

Events: We coordinate and promote annual endowed lectures, sponsor and co-sponsor other special events, and manage the use of Sanford’s meeting DukeHub. We welcome your suggestions for the main endowed lectures (Sanford Distinguished Lecture, Crown Lecture in Ethics, Rubenstein Lecture) and ask you to submit them on the lecture page of the website.
Request rooms for your meetings and events at https://25live.collegenet.com/duke
When planning events, please talk with Mary. Our team is happy to assist with advice on logistics and event promotion. There are established channels for promoting events such as the Duke online calendar. Duke University and the Sanford School host many events and coordination is important.

Sanford Website: We manage the website, www.sanford.duke.edu and work with Sanford centers and programs to develop their sites.
Find the faculty directory, news, policy events calendar, and more on the Sanford website.
**Video and Audio Production:** We produce the “Ways & Means” podcast, the “Policy 360” podcast hosted by Kelly Brownell, and numerous marketing and news videos. *Contact Carol if you have a story idea!*

**TOP 10 WAYS TO STAY IN THE KNOW**

*Read SNAPShot* (Sanford News and People) – This weekly e-newsletter for all graduate students, faculty and staff arrives in your Duke e-mail in-box by Monday mornings. Read it to hear about events, kudos, and everything Sanford.

*Join the Sanford School Facebook Page* – Find events here, too, and see who else is going. Interact with alumni.

*Follow [@DukeSanford on Twitter](https://twitter.com/DukeSanford)*. Tag us in your tweets so we can find you!

*Follow [Duke Sanford on Instagram](https://www.instagram.com/DukeSanford)* (Find the popular #humansofDukeSanford series here.)

Expand your professional network by joining the school’s [Linked In group](https://www.linkedin.com/groups) for students, alumni, faculty and staff.


*Subscribe to Sanford’s YouTube channel.*

*Share your Sanford photos* with us on Flickr.

*Check out [Duke Today](https://today.duke.edu)*, a daily online news magazine with university news, videos, events, etc.

Duke has many other social media accounts and newsletters. *Find them here.*
Sanford Committee on Diversity and Inclusion (CDI)

Diversity and inclusion are central to the mission of the Sanford School of Public Policy. As a leader in the field of public policy studies, the Sanford School has a responsibility to grapple with tough questions related to the major challenges of our time. As recent events have demonstrated, diversity and inclusion are central among them. Following in the path of the Duke University Diversity Task Force (DTF), the Sanford School’s Committee on Diversity and Inclusion (CDI) has worked to set and execute an agenda for ensuring that Sanford provides a vibrant intellectual community that embraces and is empowered by diversity. This agenda focuses on improving the school structure and environment, faculty recruitment and retention, and the curriculum.

The CDI also devotes considerable attention to maintaining our efforts to provide a community that fosters inclusive excellence in the context of the contemporary social and political landscape. For more information about the Sanford CDI, please contact Quinton Smith, Quinton.smith@duke.edu.
Sanford MPP Student Council

The Sanford MPP 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 eleven elected Council offices:

- President: leads the Council, represents the Council to Sanford and the wider Duke community, votes only in the event of a tie
- Council Liaison: manages the relationship between Student Council and Sanford faculty/staff
- Honor Board Representative: represents MPP students on the Sanford Honor Board and serves as secretary to the Council
- Treasurer: maintains the Council’s financial guidelines and oversees budgeting and funding processes
- (2) First-Year Representatives: represent the needs of the first-year class
- (2) Second-Year Representatives: represent the needs of the second-year class
- (2) GPSC Representatives: represent MPP students to the GPSC
- Dual-Degree Representative: represents the needs of students pursuing dual degrees

Election Procedures:

- First-Year Representatives, GPSC Representatives, and the Dual-Degree Representative are elected at the start of the fall semester (September) and serve an academic year term.
- The President and Second-Year Representatives are elected at the end of the spring semester (May) to ensure the Council can function over the summer and is in place to address concerns when the new academic year begins. They serve an academic year term.
- The Council Liaison, Honor Board Representative, and Treasurer are elected at the start of the spring semester (January). They serve as “shadow members” from January to May, during which time they cannot vote. Once the President and Second-Year Representatives are elected at the end of the spring semester, the Council Liaison, Honor Board Representative, and Treasurer become voting members and serve an academic year term.
- Two weeks prior to an 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 a 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.
Sanford School Student Organizations

Since becoming an independent school in 2009, Sanford graduate students have established numerous formally recognized organizations dedicated to representing the diverse interests of the student body and to strengthening Sanford students’ connections with other programs, professional schools, university resources, and the Durham community. In academic year 2019-20, active Sanford graduate student organizations include:

Academic Committee (AC): gives students the opportunity to apply research, analysis, and communication skills learned in class by evaluating the MPP program. The AC allows like-minded students the opportunity to collaborate and learn from each other. Through data-driven insights, we independently develop strategies and advocate for positive improvements to the student experience.

Bridging Communities (BC): aims to connect students to each other and the broader Durham community; we also want to produce culturally competent professionals who are passionate about and dedicated to achieving social equity.

MPP Student Council: is comprised of elected students from within the MPP program. The Council represents the needs of the student body to the Sanford Administration and works to enhance the educational experience and professional development of MPP students.

Partners in Policy (PIP): focuses on helping the significant others of Sanford students better navigate the transition into their new role. Monthly meetings across the Durham community act to maintain a strong connection among members as well as to help everyone acclimate to their new surroundings.

Policy for the People: seeks to expand the range of conventional thought present at Sanford and Duke. Our university and school generally operate on a relatively traditional Liberal-Conservative spectrum, and our group gives a platform to a broader range of economic and political policies. Through national and international perspectives, our group hopes to provide education on the ideologies and systems in the left side of the political spectrum that are increasingly relevant to our rapidly shifting world.

Public Policy in Living Color:

Sanford Board Leadership Initiative (SBLI): places MPP students on Triangle nonprofit boards, applying policy skills outside of the classroom and developing valuable experiences in nonprofit governance and strategy while giving back to the community.

Sanford Energy and Environment Club (SEEC): represents MPP, MIDP, and IMEP students interested in environmental policy, energy policy, water and oceans policy, and agriculture and food policy. SEEC facilitates faculty discussions and career panels, promotes attendance at local and national conferences, and sponsors outdoor adventures and eco-outings.

Sanford Graduates in American Grand Strategy (AGS): provides a forum for graduate students to discuss national security issues, to network among peers and leaders with similar interests, and to facilitate interaction between students and key faculty.
Sanford Intercultural Exchange Social Committee (SIESC): seeks to celebrate and represent cultural diversity at the Sanford School of Public Policy. SIESC organizes social events to celebrate cultural diversity at Sanford, promotes intercultural engagement between students, faculty and staff, and provides international students additional opportunities to engage outside the classroom.

Sanford Journal of Public Policy (SJPP): publishes articles throughout the year to inform Sanford, Duke, and the larger public policy community about a range of topics. SJPP provides coverage of policy-related events and developments as well as ongoing discussions about policy issues more broadly. SJPP also organizes educational workshops to support article research, writing, and editing.

Sanford Net Impact: is a chapter of Net Impact, an international organization focused on using business skills in support of social and environmental causes. Sanford Net Impact’s mission is to connect emerging policy professionals who aim to use business as a force for environmental and social good.

Sanford Pride: fosters a supportive, inclusive community for LGBTQ individuals at the Sanford School of Public Policy.

Sanford Run Club: promotes inclusive and supportive opportunities for Sanford students to achieve a healthy and active lifestyle while developing social bonds with peers and faculty.

Sanford Social Committee: fosters connections and relationships and adds value to the social life of the MPP program. The Committee facilitates popularly conceived events that are fun, inclusive, and feasible within the Committee's budget constraints, as well as the time constraints of its volunteer members. Membership on the Committee entails serving as a voice for classmates, generating event ideas, and basic administrative/logistical work associated with hosting events.

Sanford Women in Policy (SWP): provides a forum to discuss and address challenges and opportunities for women. As a substantial and institutionalized organization, we seek to use this platform to support any groups that face oppression within the Duke community. SWP serves as a space to support, cultivate, empower and promote unity and fellowship for those who identify as women and their allies.

Students interested in creating a new student organization must complete a process that includes: researching other similar student organizations on campus writing and submitting a formal application proposal to the MPP Student Council for review making a short presentation of the proposal to the MPP Student Council at their weekly general meeting.

If approved by the MPP Student Council, a new student organization will need to:

- apply for acceptance to the Graduate and Professional Student Council (GPSC)
- familiarize themselves with the procedures and policies of University Center Activities & Events (UCAE), the division of Duke Student Affairs that governs all student organization activities ([https://studentaffairs.duke.edu/ucae/student-involvement/starting-student-organization](https://studentaffairs.duke.edu/ucae/student-involvement/starting-student-organization))
- register and maintain a student organization page within the UCAE DukeGroups database

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• complete the mandatory Student Organization Training online at: https://studentaffairs.duke.edu/ucae/student-involvement/student-organization-support/student-organization-training-and-registration
• apply through GPSC for a dedicated UCAE fund code to enable the organization to collect revenue and disburse/reimburse funds
• adhere to all policies outlined at: https://studentaffairs.duke.edu/ucae/finance/student-organization-finance to ensure timely and accurate reimbursement for expenses incurred by organization representatives.
• create and present to the MPP Student Council a detailed annual budget proposal (every April) to apply for funding for the upcoming academic year
  o Note that funds are deposited into student organization fund codes in two equal installments (fall deposit and spring deposit) of 50% of the total amount awarded for the academic year.
Campus Resources for Graduate Students

In addition to the resources and support services available to students within the Sanford School, MPP’s have access to University facilities, resources, and programs to meet their needs and expand their knowledge and skills beyond the classroom. Some frequently accessed campus resources are listed below. Please see the MPP Director of Student Services (172 Rubenstein Hall) to for additional information or referrals to specific offices.

Health and Wellness

**Student Health:** This is the primary resource for health care services at Duke, offering general medical care, nutrition counseling, immunizations, physical therapy, allergy immunotherapy, a pharmacy, and other services.
Website: [https://studentaffairs.duke.edu/studenthealth](https://studentaffairs.duke.edu/studenthealth)
Appointments: 919-681-9355
Location: Student Wellness Center, 305 Towerview Drive, across the street from Sanford

**CAPS** (Counseling and Psychological Services): This office provides individual, couples, and group counseling services as well as health coaching and workshops to build and enhance life skills that allow students to thrive in graduate school.
Website: [https://studentaffairs.duke.edu/caps](https://studentaffairs.duke.edu/caps)
Phone: 919-660-1000
Location: Inside the Student Wellness Center, 305 Towerview Drive, across the street from Sanford

**Student Disability Access Office:** This office is dedicated to providing and coordinating accommodations, support services and programs that enable students with disabilities to have equal access to all Duke programs, activities and services. Students qualifying as disabled in accordance with the Americans with Disabilities Act of 1990 and/or the ADA Amendments Act of 2008 should contact this office as early as possible to initiate the accommodations request process.
Website: [http://access.duke.edu/students/index.php](http://access.duke.edu/students/index.php)
Phone: 919-668-1267
Location: 402 Oregon Street; Suites 102 and 103

**Women’s Center:** This center offers support and services to promote gender equity and prevent and address instances of gender violence. All members of the Duke community are welcome to consult with center staff and participate in center-sponsored activities.
Website: [https://studentaffairs.duke.edu/wc](https://studentaffairs.duke.edu/wc)
Confidential Crisis Support: 919-684-3897 (M-F, 9:00 AM – 5:00 PM)
Location: Crowell Hall – 10 Epworth Lane; East Campus

**DukeReach:** Is a collaborative university program which connects students in crisis to the appropriate counseling, medical, and personal assistance services they need. Members of the Duke community may complete a DukeReach report via the web to share concern about a student’s health or behavior.
Website: [https://studentaffairs.duke.edu/dukereach1](https://studentaffairs.duke.edu/dukereach1)
Phone: 919-681-2455

Culture and Identity

**International House:** Celebrating its 51st year in 2016, this center provides educational services, outreach, and advocacy to international students and their families as well as other members of the Duke
community who want opportunities to socialize and engage with international students. Popular IHouse programs and services include Duke Language Partners, Global Café, and Connect/Learn/Grow.  
Website: https://studentaffairs.duke.edu/ihouse  
Phone: 919-684-3585  
Location: 300 Alexander Avenue (Central Campus)  

Center for Multicultural Affairs: This center serves as a space for students to learn how to navigate a complex cultural environment from unique, multicultural perspectives. The center frequently sponsors panel discussions, workshops, and events to explore issues about race, ethnicity, socio-economic status, national origin, and gender.  
Website: https://studentaffairs.duke.edu/cma  
Phone: 919-684-6756  
Location: 0010 Bryan Center  

Mary Lou Williams Center for Black Culture: This center strives to cultivate understanding, build community, and foster appreciation for Black culture as well as provide support services that contribute to successful academic and personal development of Black students at Duke University.  
Website: https://studentaffairs.duke.edu/mlw  
Phone: 919-684-3814  
Location: 101 Flowers Building  

Center for Sexual and Gender Diversity: The mission of this center is to provide education, advocacy, mentoring and support for LGBTQ and allied students, staff, faculty, and alumni/ae. During the academic year, the center maintains a very active calendar of events and programs as well as training programs for allies, and in 2015, a dedicated online magazine (WE magazine) celebrating the gender diverse community at Duke.  
Website: https://studentaffairs.duke.edu/csgd  
Phone: 919-684-6607  
Location: 100 Bryan Center  

Duke Human Rights Center at the Franklin Humanities Institute: This interdisciplinary center includes faculty, staff, and students interested in promoting human rights and is committed to the goal of social justice and the study of accountability and reconciliation. Sanford faculty members Bob Korstad, Sandy Darity, Catherine Admay, and Bob Cook-Deegan are affiliated with the center.  
Website: http://humanrights.fhi.duke.edu/  
Location: Smith Warehouse; 114 S. Buchanan Blvd. 1st Floor, Bays 4 & 5  

Student Expense Reimbursement Policies and Procedures

There are occasions during the MPP program that students may be reimbursed for travel expenses or miscellaneous expenses incurred for program-related activities. Examples include MP travel awards and 804 Spring Consulting Project travel. **Note:** these instructions are applicable for non-student organization expenses. Student organization expenses are reimbursed through UCAE.

All reimbursed trips must be pre-approved by the Director of Graduate Studies or the Director of Student Services and Program Development. You will be required to fill out a MPP Student Reimbursement Form. The following list indicates the type of documentation that should be submitted with the Travel Expense Form.

**Air/rail/bus:** Original ticket receipt, not email confirmation. Boarding passes are recommended to be submitted for proof of flight

**Rental car:** Original receipt/contract showing itemized charges

**Hotel/motel:** Original receipt showing itemized charges

**Registration fees:** Receipt, cancelled check or registration confirmation form indicating payment of registration fees

**Meals:** Original itemized receipts for all meals. Per Duke and Sanford Accounting, NO Alcohol is reimbursable. Please have alcoholic beverages put on a separate receipt and pay with personal funds.

**Taxi, shuttle, public transportation:** Original receipts

*If traveling to an area that receipts are not widely used, please keep specific documentation of where, when and amount spent. You will need to fill out a missing receipt form with this information.*

**Entertaining/Business Meetings:** Reimbursement for entertainment and business meetings require additional information. List the names of persons attending, their business relationship(s) to Duke and the Duke-related business purpose in the space provided on the form. Receipts are required for all entertainment and business meeting expenses, regardless of the amount.

Students will need to complete the MPP reimbursement form and have original receipts turned in to the Academic Programs Staff Assistant (171A Rubenstein Hall) for reimbursement processing.

Student employees receiving payroll payments via direct deposit will receive travel reimbursement payments the same way. An email notification will ask you to go into your Duke@Work site and approve the charges before payment can be made. It may take a month for funds to be deposited into your account.

Students receiving reimbursement via live check can pick up their checks at the University Cashiers Office, located in the Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, room B103. An email notification sent to the student provides information about the availability of the check. The individual picking up the check must present a valid Duke Identification Card.
Receipt documentation example:

Mulate's
201 Julia Street
New Orleans, LA 70130
504-522-1492
Date: Mar23'15 12:58PM
Card Type: Visa
Acct #: XXXX
Card Entry: SWIPED
Trans Type: PURCHASE
Auth Code: 042972
Check:  1194
Check 10: 12
Server: 404 AM BAR
Subtotal: 16.44
Gratuity:  2.00
Total:  18.44

Signature: Customer Name

******* Customer Copy *******
www.mutates.com
## MPP Student Reimbursement

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### Entertaining/Meeting information

| **Names attending meeting:** |  |
| **Relationship to Duke:** |  |
| **Purpose of meeting:** |  |

### If you drove your personal car

| **Mileage:** |  |
| **Address of arrival:** |  |

Mileage will be reimbursed using maps.google.com from your departure address to the Sanford Campus address at the current IRS mileage rate.
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 Genille Anderson, 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 https://ssri.duke.edu/about, https://connect.ssri.duke.edu/education/help-topics and https://ssri.duke.edu/education/workshops 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 https://studentaffairs.duke.edu/index.php/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 https://studentaffairs.duke.edu/dukereach1/reporting-concern.

**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: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=ft. 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 (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 223D, or in Rubenstein Hall, rooms 104, 195, 205 and 285. If you need technical assistance with the Sanford copiers, or if you find one broken beyond your capabilities, please contact Khalil Nasir, Sanford Building Manager, at khalil.nasir@duke.edu, immediately so a repair request can be placed.

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 Khalil Nasir to request a key. The key should be returned to Khalil at the end of the semester.

5. Room Reservations: Visit http://sanford.duke.edu/about-us/our-location/facility-rental 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 Marialana Weitzel at marialana@duke.edu.

Study/Bubble Rooms may NOT be used for TA Office Hours.

6. AV and Equipment Needs: For information on availability and use of audio/visual devices, contact Emily Totherow at emily.totherow@duke.edu or 919-613-9269; Rubenstein 295.

7. Troubleshooting: contact the following people if you have problems with:
   - Copy Machines: Khalil Nasir, khalil.nasir@duke.edu.
   - Copy Cards: 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. Belinda will provide you with instructions and fund codes.
   - Building/Room Maintenance: Khalil Nasir, khalil.nasir@duke.edu.
   - Payroll: Nancy Shaw, 919-613-7316
   - General Concerns: Genille Anderson, 919-613-9207, genille.anderson@duke.edu
   - Academic Issues: DGS Ken Rogerson, 919-613-7387, rogerson@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. 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, Student Accounts and Loans

Estimated Cost of Attendance 2019-2020
The estimated Cost of Attendance (COA) includes both education and living expenses based on nine months of off-campus housing in the Durham area. Tuition and fees are subject to change each year and are not fixed until approved by the University Board of Trustees, usually in May. The COA will be used to determine total federal financial aid eligibility.

<table>
<thead>
<tr>
<th></th>
<th>First-Year Student</th>
<th>Second-Year Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
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<td>$48,307</td>
</tr>
<tr>
<td>Student Health Fee</td>
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<td>$834</td>
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<tr>
<td>Student Medical Insurance Program*</td>
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<td>$316</td>
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<tr>
<td>Books and Supplies</td>
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<tr>
<td>Transcript Fee (One-time fee-1st year)</td>
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<tr>
<td>University Student Services Fee</td>
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<tr>
<td><strong>Total Educational Expenses</strong></td>
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<td>$53,814.50</td>
</tr>
</tbody>
</table>

|                                   |                    |                     |
| **Living and Additional Expenses**|                    |                     |
| Rent/Housing (includes utilities) | $9,854             | $9,854              |
| Food                              | $3,424             | $3,424              |
| Miscellaneous Personal Expenses   | $3,572             | $3,572              |
| Transportation                    | $1,850             | $1,850              |
| **Total living expenses**         | $18,700            | $18,700             |

**Total Cost of Attendance** for one academic year  $72,554.50 $72,514.50

Annual tuition and fees are divided evenly between the fall and spring terms.

*The Student Medical Insurance Plan is required for all MPPs and is charged during the fall term. Students may waive out of this plan if they can present proof of alternative coverage. International students with an F-1 or J-1 visa are required to purchase the student medical insurance plan. The actual cost of the Student Medical Insurance Plan is established before the fall term begins. The University Bursar's Office provides additional information regarding student medical insurance with fall tuition statements.

Additional Considerations That May Raise the Cost of Attendance for Aid Purposes
- One-Time Computer Increase—Students must submit an invoice showing the price of the computer in order to receive an increase up to $2,500.
- Study Abroad Expenses (Hertie Exchange Program)—Students can request an increase in transportation costs and living expenses. Copies of round trip airfare receipt and dorm/rental agreement must be made available to the financial aid office prior to the increase being made.
- Loan fees — loan fees may be factored in to the cost of attendance on an individual basis.
- Dependent Increase — for actual childcare expenses up to $5,000. Documentation of the expense (canceled check, bill, statement) must be provided to the aid office.
Additional Costs
Continuation: Students who do not complete the degree requirements in the approved time, are charged $500 for each additional semester required to complete the MPP degree. Prescribed time to complete the MPP degree is:

- Two academic years: Two-year MPP students
- Three academic years: MPP/MBA or MPP/MEM students
- Four academic years: MPP/JD students
- Five academic years: MPP/MD students

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.

The Magdalena Yesil Fellowship Fund
The Magdalena Yesil Fellowship Fund is a scholarship endowment for graduate professional students in the Sanford School of Public Policy. It provides full or partial fellowships to incoming MIDP or MPP students interested in sustainable development, nation-building, or conflict resolution in Armenia and/or the surrounding region. To apply for this fellowship, applicants must upload a separate statement describing their interest in Armenia or the surrounding region and their professional goals. NOTE: Availability of funds under this fellowship varies from year to year.

The Carlucci Fellowship
All first-year Masters in Public Policy students are eligible to participate in the Carlucci Fellows Internship Program in Security Studies. The Carlucci Fellowship awards a $5,000 stipend to up to 5 students to be used in support of a summer internship in the area of security studies. The Carlucci family also hosts a unique networking reception for the fellows during the summer. Fellows are selected in the fall semester. For more information, please contact Carmella La Bianca.

The Duke-Margolis Scholarship in Health Policy & Management
The Margolis Scholarship is for applicants who have strong interest in health policy or have experience in the health field. Scholars are linked with the world-class experts and leading-edge research on the Duke University campus and in Washington, DC. Scholars are considered for competitive scholarships, as well as paid summer internships. The program is a collaboration between the Duke-Margolis Center for Health Policy and the Sanford School. Find out more here: http://sanford.duke.edu/academics/special-programs/margolis-scholars.
Financial Aid Resources
• National Student Loan Data System (To find your servicing agency and loan info).
  • Access your federal financial aid history at http://www.nslds.ed.gov/nslds_SA/
• The Smart Student Guide to Financial Aid
  • http://www.finaid.org/
• The Sanford School of Public Policy Financial Aid Policy and Procedure Manual

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. 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 DUKEHUB 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 (919) 684-3531. Please visit their website for more information: https://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/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 Genille Anderson, Director of MPP 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 percent refund
- withdrawal during the third, fourth, or fifth week of classes: 60 percent refund
- withdrawal during the sixth week of classes: 20 percent 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 https://www.irs.gov/pub/irs-pdf/p970.pdf).

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 United States. 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. More information may be found on the Duke International House Website at https://studentaffairs.duke.edu/ihouse/living-essentials/taxes/state-tax-information.
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 (can also complete online at: https://registrar.duke.edu/sites/default/files/uploaded-images/iiregistration.pdf
- Course Add 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, 1121 West Main Street, Suite 1200 – Bevan Building, faxed to 919-684-4500, 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: ________________________________________________________________________

Class Number (e.g., 1653 – found in DUKEHUB) __________ Days/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 MPP 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

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, [Phyllis Pomerantz (MIDP), Subhrendu Pattanayak (Ph.D), Ken Rogerson (MPP)] before the end of the drop/add period. Once form is complete return to Sanford Registrar, Anita Lyon, 108 Rubenstein Hall. Please attach a draft syllabus that has been reviewed by the student and supervising faculty member. See instructions below.

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/PhD 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 ____________________________ Date __________________________
Signature of Student ____________________________ Date __________________________

Approval Signatures: ____________________________ Date __________________________
Supervising Faculty Member (print name) Signature ____________________________ Date __________________________
Director of Graduate Studies (print name) Signature ____________________________ Date __________________________

ASSIGNED COURSE AND SECTION NUMBER: ____________________________
ASSIGNED PERMISSION NUMBER: ____________________________

Include the following in the draft syllabus:
1. Title and Description of Proposed Study: Provide a one paragraph description of the proposed study, including topic, course goals, research/readings to be conducted. Include a potential list of sources and bibliography of about 6-8 citations.
2. Nature of the Assignments and Final Product: Describe the course assignments as well as the nature and length of the final product (e.g., academic paper, artistic product, research report, etc.)
3. Scheduled Meetings and Work Expectations: Provide information on frequency and length of meetings with instructor, and expected work commitments and/or timetables:
4. Grade to be based on: Provide information on how your work in the course is to be evaluated. Ideally this should be more than a single final research paper.
Permission Form Duke Law

DUKE GRAD/PROF STUDENT REQUEST TO ENROLL IN DUKE LAW COURSE

Name: ____________________________
Date: ____________________________
E-mail: ____________________________
Student ID #: _____________________
Unique ID: ________________________
Grad/Prof School: __________________
Degree Pursuing: __________________

LAW Course Number/Title: ____________________________
Instructor: ____________________________
Fall / Spring 20______ (circle & complete)

Please briefly explain how this course fits with your current course of study:
______________________________________________________________________________
______________________________________________________________________________

If you have previously taken a Duke Law course, please list course number, title and semester taken:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

EXAM SCHEDULE: Please consult the exam schedule on the Duke Law website. The Law School exam schedule may vary from your primary school’s exam schedule. No exams will be allowed to be taken earlier than the originally assigned examination date. You are responsible for ensuring that you will be able to take your exam at the Law School assigned day and time.

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

Signature of Home Dept/School Registrar / Date
(if required by Home School/Dept)

AUDITORS (instructor permission required):

Signature of Instructor / Date

This request will be held until the end of the Law School Drop/Add period and will be processed on in the order in which it was received should seats remain available in the class. The Law drop/add period may differ from the University Drop/Add period. Please check the Law School Academic Calendar online.

I understand that I will not be enrolled in any courses with conflicting meeting patterns.

Student signature __________________ Date __________________

Please return this form to the Law School Registrar’s Office, Room 2027.

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Permission Form Fuqua

DUKE GRAD/PROF STUDENT COURSE REGISTRATION PERMISSION FORM
The Fuqua School of Business, Duke University
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) ____________________   Class Number ____________________   (4 digit number)
(ex: ACCOUNTG 592.102)

*Course Schedule ____________________   (ex: Tues/Fri 1:45 - 4:00)

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

2nd Choice: ____________________   (course prefix) ____________________   Class Number ____________________   (4 digit number)
(ex: ACCOUNTG 592.102)

*Course Schedule ____________________   (ex: Tues/Fri 1:45 - 4:00)

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 ____________________   Departmental approval (see NOTE below)
or attach email from professor


Do not write below this line, Office use only.

Course: ____________________   Class Number: ____   Seating available ________
___________________________ Fuqua Registrar ____________________   Date

Return completed form to your Home School department for processing.
## 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

<table>
<thead>
<tr>
<th>Street, RFD or P.O. Box Number</th>
<th>Apartment</th>
<th>Telephone Number</th>
</tr>
</thead>
</table>

### 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 | Country | County (or U.S. resident)
|-------------------------------|-----|------|-----|---------|---------|

### 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

### 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? Yes | No

### 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 the 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/Day(s)</th>
<th>Visited Inst. Approval (if required)</th>
</tr>
</thead>
</table>

### Not Allowed to Take Pass/Fail or No Credit Courses

I hereby give consent for any 'Home Institution' Registrar's Office to provide the 'Visited Institution' Registrar's Office my student identification number (social security number) for 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:

<table>
<thead>
<tr>
<th>US Mail/State Counter</th>
<th>FAX</th>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>US Mail</th>
<th>e-mail</th>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

Received drop notice on

---

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Course Add Form

In certain circumstances, such as receiving permission to register for a course offered through Duke University programs and schools not approved for students enrolled in the Public Policy career (e.g., Nursing, Engineering, Medical School), the Sanford Registrar manually processes the official registration request. Published drop/add deadlines apply to manual course add requests. Complete this form and deliver it to Sanford School Registrar, Anita Lyon, 108 RH.

Name of Student: ________________________________________________________________
(Please Print)

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

Student’s Program: __________________________________________________________________

Course to be added: __________________________________________________________________
(Please include course number and section)

Class Number (e.g., 1653 4-digit number found in DUKEHUB): ____________________________

Current term and year: __________________________________________________________

Approval Signatures:

_________________________________________    ________________________________
Instructor                        Date

_________________________________________    ________________________________
Director of Graduate Studies      Date

_________________________________________    ________________________________
Student                              Date

Effective Date
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, 108 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)

Class Number (e.g., 1653 4-digit number found in DUKEHUB): ___________________________________________________________________

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:

______________________________________________________________________

PRINTED: (First) (M.I.) (Last)

Master’s Project Advisor:

______________________________________________________________________

(Printed Name) (Signature)

Committee Member 2:

______________________________________________________________________

(Printed Name) (Signature)

Committee Member 3:

______________________________________________________________________

(Printed Name) (Signature)

Title/Question:_________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Client Name/Organization:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Date: ___________________________________

Please return this form to the Director of MPP 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.
Request for Transfer of Credit Form

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>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>No. of Units</th>
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</tbody>
</table>

Sincerely,

________________________________________
Student Date Email address

Approval:

________________________________________
Director of Graduate Studies Date

________________________________________
Sanford School Registrar Date
Request for Retroactive Credit Form

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>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>No. of Units</th>
</tr>
</thead>
<tbody>
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</tr>
</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.

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th>(Please print)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>(Please use Student ID and not Unique ID)</td>
</tr>
<tr>
<td>Student's Program:</td>
<td>___________________________</td>
</tr>
<tr>
<td>Mailing Address:</td>
<td>___________________________</td>
</tr>
<tr>
<td>Requesting leave of absence for the following term(s):</td>
<td>month/date/year to month/date/year</td>
</tr>
<tr>
<td><strong>Reason for Leave of Absence (required):</strong></td>
<td>___________________________</td>
</tr>
<tr>
<td>Do you plan to stay in the United States during your Leave of Absence?</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

**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. 4) LOA results in immediate suspension of your Duke Card privileges, including building and gym access. 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.

<table>
<thead>
<tr>
<th>Signature of Student</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Graduate Studies</td>
<td>Date</td>
</tr>
<tr>
<td>Sanford School Registrar</td>
<td>Date</td>
</tr>
</tbody>
</table>

This request has been  □ approved  □ denied
GRADUATE STUDENT PERMISSION TO ENROLL IN A COURSE BELOW THE 500 LEVEL

With the approval of their director of graduate studies (DGS) and the associate dean for academic affairs, graduate students may enroll in courses below the 500 level, but these courses will not count toward the credits required for a post-baccalaureate degree and will not be included in a student’s GPA calculation. The grading basis for such courses will be A+, A, A-, B+, B, B-, C+, C, C-, and F; the asterisk next to the letter grade on the transcript indicates that the course will not count for graduate degree credit and will not factor into the GPA. Standard drop/add and course withdrawal deadlines apply.

To enroll in a course below the 500 level, a graduate student must complete the form below, obtain the signature of the DGS and submit the form to anita.lyon@duke.edu or Sanford Registrar, Rubenstein Hall 108, before 5:00 p.m. two business days before the last day of the drop/add period. Note: Full-time enrollment in graduate-level coursework is required for approval to add a course below the 500 level. For master’s students, full-time enrollment is 9 credits; Ph.D. students do not have set credit requirements to maintain full-time status.

Student Name: ___________________________________ Student ID: ____________

Program: ___________________________ Student Email Address: ______________________

Course Number, (e.g. 1653 found in DukeHub): ______________________

Catalog Number & Section (e.g. PUBPOL 100.01): ______________________

Lab/Discussion Section Number (if applicable): _________________________________

Grading Basis: Graded: __________________ Audit: __________________

Instructor(s) Name(s): ________________________________

The semester for which I am making this enrollment request is: ______________________

Brief explanation of the reason to take the requested undergraduate-level course:

________________________________________________________

Signature, Director of Graduate Studies ________________________

Signature, Sanford Registrar _________________________________

Access via Sanford Registrar webpage link: Graduate Student Permission to Enroll in Undergraduate Course Form