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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) or elective
  - 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. The policy regarding graduate student registration for undergraduate courses appears on page 6 of this handbook.

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

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

**Microeconomics and Statistics Course Placement:** 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 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.

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 All withdrawals will be noted on the permanent record as Withdrawn (W).

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

Accelerated Masters (“4+1”) MPP Track: The “4+1 Accelerated MPP” track is a new 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.
General Academic Regulations

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

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

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

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

A grade of F in a core course normally results in withdrawal from the program not later than the end of the ensuing semester or term; a grade of F in any other course occasions at least academic probation.

In order to be certified as making satisfactory progress toward the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize not only their financial support, but their continuation in the program. “C” grades in core courses may result in academic probation.

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

The MPP Program offers seven policy-area specializations, Global Policy, Social Policy, Population Studies, National Security, Health Policy, Environment and Energy Policy, and Development Policy, for which certificates are awarded upon graduation. Requirements to earn a specialization certificate include:

- completing 9 credits of coursework in the specified area (either one, three-credit foundations course plus six elective course credits, or, for 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 specialize in a particular policy area or opts for a general MPP degree, elective courses will play an important role in shaping the student’s learning experience. MPP students may take elective courses within the Sanford School, in other departments and schools at Duke, and at the University of North Carolina Chapel Hill, North Carolina State University, or North Carolina Central University.

The lists below provide a sampling of courses that have been offered at the Sanford School in recent academic years. These samples are meant to be illustrative rather than exhaustive. Course offerings and/or titles and numbers are subject to change. 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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**Social Policy Electives**

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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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>
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</tbody>
</table>

**National Security Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<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>
</tbody>
</table>
PUBPOL 590S.XX Privacy, Technology & National Security
PUBPOL 590S.04 North American Security Issues
PUBPOL 890.01 Contemporary National Security Issues (foundations course)

**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBPOL 515S</td>
<td>Assisting Development</td>
</tr>
<tr>
<td>PUBPOL 590S.XX</td>
<td>Law, Development and Human Rights</td>
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<td>PUBPOL 590S.XX</td>
<td>Narratives of Development</td>
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<td>PUBPOL 598</td>
<td>Economic Growth and Development Policy</td>
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<td>PUBPOL 603S</td>
<td>Microeconomics of International Development Policy</td>
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<td>PUBPOL 630S</td>
<td>Political Economy of Growth, Stabilization and Distribution</td>
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<td>PUBPOL 721S.XX</td>
<td>Institutional Design for Sustainable Development</td>
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<td>Politics of International Aid to Low Income Countries</td>
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<td>PUBPOL 761</td>
<td>Human Rights &amp; Conflict</td>
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<td>PUBPOL 770</td>
<td>Public Finance Policy in Developing and Emerging Economies</td>
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<td>PUBPOL 789.XX</td>
<td>NGO Roles in Development Policy</td>
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<td>PUBPOL 790.XX</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](http://documentarystudies.duke.edu/classes/mfaeda/other-grad-opps)
- Economics: [https://econ.duke.edu/courses](https://econ.duke.edu/courses)
- Environment: [https://nicholas.duke.edu/programs/courses](https://nicholas.duke.edu/programs/courses)
- Global Health Institute: [https://globalhealth.duke.edu/education-and-training/graduate/courses](https://globalhealth.duke.edu/education-and-training/graduate/courses)
- History: [http://history.duke.edu/courses](http://history.duke.edu/courses)
- Law: [https://law.duke.edu/academics/course/browser/](https://law.duke.edu/academics/course/browser/)
- Political Science: [https://polisci.duke.edu/courses](https://polisci.duke.edu/courses)
- Psychology: [https://psychandneuro.duke.edu/courses](https://psychandneuro.duke.edu/courses)
- Sociology: [https://sociology.duke.edu/courses](https://sociology.duke.edu/courses)
- Women’s Studies: [http://gendersexualityfeminist.duke.edu/courses](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/](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](https://www.acs.ncsu.edu/php/coursecat/directory.php).
Hertie School of Governance Exchange Program Information

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 2018-19. To apply, students must submit via email to the MPP Director of Student Services (genille.anderson@duke.edu) a PDF document that includes the following items:

- Resume
- Scanned copy of the Duke transcript for fall semester 2017
- 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.

Applications must be received by 5:00 PM on February 1, 2018.

The Sanford Director of the Hertie Exchange Program (Professor Fritz Mayer), in consultation with MPP faculty, will select up to two returning students and one alternate from the pool of MPP program applicants to participate in this study abroad opportunity. Students will receive decisions on their applications before April 1, 2018.
Hertie Program FAQ

Launched in 2005, the Hertie School is modeled after leading professional public policy schools in the United States, and offers an English-language MPP degree. Hertie’s strength is in international policy, particularly EU and global governance. 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](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](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 indention 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 undergraduate bulletin, _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.
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 that involves a variety of methodological approaches
- Project based on quantitative methods that may or may not have an actual client.

Hybrids of these project types are also possible. Students are encouraged to build their projects from their summer internships, where possible, and to deepen their policy-area expertise by taking appropriate elective courses.

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

Finding a client and a policy problem is a challenging, but essential, first step in writing the MP. Two approaches are possible:

- 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?”

**Quantitative MP:** An MP of this type focuses on assembling and analyzing data to address a question of relevance to a substantive area of policy. Students 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 each student get started on his/her project, to provide some exposure to basic questions related to applied policy research (for example, IRB procedures and survey design) and to write a prospectus that will be reviewed by the end of fall semester before a committee of faculty members. Those writing quantitative projects are encouraged to register for the same 807 discussion section.

At the inception of the process, students should identify a client, a policy problem, and an MP Advisor from the approved list of faculty advisors. It is recommended to initiate the MP process and cultivate advisor and client relationships prior to the beginning of the second-year fall term. Additionally, before and during the required summer internships, students should determine if their summer placements can yield MP client relationships and/or policy problems. Early in the fall, the student writes a 3-to-5-page introductory document describing topic, client, and MP Advisor, and submits this document to the 807 instructor for review.

The MP Advisor will be the chair of the MP Committee and will work with the student throughout the year. Early in the fall, in consultation with the MP Advisor, the student will select two other people to serve on the MP Committee. Normally, at least one of these should be a Sanford School faculty member, but students 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 instructor, peers, and the MP Advisor, the student writes a 7-10 page, double-spaced prospectus describing the client's problem, the background, and how the student intends to proceed to develop a recommended course of action. If the student is writing a quantitative project, the prospectus should include the specific policy-relevant questions to be addressed, a description of the data, and the proposed methodology. Ideally, the prospectus would include some initial descriptive statistics related to the project.

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

In the course of developing the prospectus, the student begins the research, data analysis, and writing necessary to flesh out the MP. During and after the review, regular meetings should be scheduled between the MP Advisor and student to set interim goals and evaluate progress. A complete draft of the project is due to the MP Advisor in 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 quantitative 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 quantitative project, it should meet high standards of methodological analysis. The MP Advisor reports the final MP grade to the DGS, who serves as the instructor of record for the 808 course.

Students are required to submit final print (hard copy) and PDFs of their project to the MPP Program Office. 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 MP’s 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.
MPP Master’s Project (MP) Deadline Dates
Academic Year 2017-18

To Graduate in September, 2017:

Prior to June 1, 2017:
- Signed Approval of Prospectus for Master's Project Form due to the MPP Director of Student Service’s office (172 Rubenstein Hall). Form is available on your class’ Sakai site or by email request to Genille Anderson.

Wednesday, July 5, 2017:
- Complete the online Apply to Graduate form on DukeHub any time before 5 PM on this date if you intend to graduate in September 2016 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.

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

Wednesday, August 2, 2017 by 5:00 PM:
- Master’s Project FINAL copy submitted in printed (hard copy) and electronic (PDF) format to the MPP Program Office: or genille.anderson@duke.edu.

- 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, 172 Rubenstein Hall.

Copies of the Master’s Project Completion Form are available on your class’ Sakai site or by email request to Genille Anderson. For those completing projects off campus, MPP Program staff can deliver this form to your MP Advisor’s Sanford/Rubenstein office.

To Graduate in December, 2017:

Prior to October 1, 2017
- Signed Approval of Prospectus for Master's Project Form due to MPP Director of Student Services, 172 Rubenstein Hall.

Monday, October 30, 2017 (or prior):
- Complete the online Apply to Graduate form on DukeHub any time before 5 PM if you intend to graduate in December 2017. 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.

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

Monday, December 4, 2017 by 5:00 PM:
- Master’s Project FINAL copy submitted in printed (hard copy) and electronic (PDF) format to the MPP Program Office: or genille.anderson@duke.edu.

- 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, 172 Rubenstein Hall.

Copies of the Master’s Project Completion Form are available on your class’ Sakai site or by email request to Genille Anderson. For those completing projects off campus, MPP Program staff can deliver this form to your MP Advisor’s Sanford/Rubenstein office.

To Graduate in May, 2018

To Graduate in September, 2017:
On or before December 15, 2017:
- Signed Approval of Prospectus for Master's Project Form due to the MPP Director of Student Services, 172 Rubenstein Hall.

On or before January 26, 2018:
- Complete the online Apply to Graduate form any time before 5 PM if you intend to graduate in May 2017. 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 9, 2018 by 5:00 PM:
- Master’s Project full first draft due to MP Advisor.

On or before Friday, April 20, 2018 by 5:00 PM:
- Master’s Project FINAL copy submitted in printed and electronic (PDF) format to Genille Anderson in the MPP Program Office at genille.anderson@duke.edu.

- 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, 172 Rubenstein Hall.

Copies of the Master’s Project Completion Form are available on your class’ Sakai site or by email request to Genille Anderson. For those completing projects off campus, MPP Program staff can deliver this form to your MP Advisor’s Sanford/Rubenstein office.
Expectations for Master’s Project Advisors, Students, and Committee Members

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

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

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

- Meet with the student on a regular basis, at least every other week, to provide advice and feedback throughout the MP process. It is recommended that the student begin meeting with the advisor at the inception of fall semester.
- Provide timely feedback to the student throughout the MP writing process. Generally, drafts should be turned around within one week.
- Help the student formulate a researchable problem and question and devise a research strategy, but not provide the student with an MP topic question that is part of the professor’s research agenda.
- Provide advice to the student on ways to manage the client relationship and balance academic and professional standards with obligations to the client.
- Provide specific, constructive feedback on prospectus drafts and help the student to prepare for the formal prospectus review in November/December. It is essential that the MP Advisor feels confident that the prospectus is ready and that the student is prepared to present it to the committee.
- Serve as chair of the prospectus review meeting, a meeting of 30-60 minutes, in which all committee members have a chance to question the student and make comments. When the prospectus review is complete, the student should be excused, and the MP Advisor must help the committee reach a consensus decision on whether the student is to be passed. Key topics to discuss in evaluating the prospectus include:
  - 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 MP Committee Members:**
The MP Committee plays a limited, yet important, role in guiding the student through the development of the prospectus. Committee members are expected to:

- Provide timely advice and feedback to the student on the draft prospectus.
- Attend the student’s prospectus review meeting, ask questions, and make constructive comments.
- Reach a consensus decision with MP Committee members on whether or not the student’s prospectus is satisfactory and sign the prospectus form supplied by the student. If revision of the prospectus is required before it can be approved, committee members will be engaged in reviewing the modified document and approving it.
- Continue to provide advice and guidance to the student as the student progresses towards a final draft of the MP.

**Expectations of the Student:**
By acting in a professional manner and meeting the deadlines set, students share responsibility with the MP Advisor and MP Committee Members to ensure that the advising relationship is successful. Specifically, students are expected to:
- Meet all deadlines set by the 807 instructors, the MPP Office and Sanford School.
- Secure faculty members to serve as MP Advisor and MP Committee Members no later than the end of the second week of fall semester. Establishing these relationships even earlier is highly recommended.
- Attend and actively participate in regularly scheduled meetings with the MP Advisor. It may be helpful to develop a step-by-step MP process schedule/calendar with the advisor to set interim deadlines and ensure that the project remains on track.
- Provide deliverables (drafts, etc.) to the MP Advisor and committee members in a timely fashion to allow for feedback.
- Upon receiving approval from the MP Advisor that the prospectus is ready to be reviewed by the committee, set up the formal prospectus review meeting, provide the committee with a Prospectus Approval Form, and prepare to present the prospectus to the committee.
- At least one week prior to the review meeting, provide the MP Advisor and committee members with a copy of the prospectus.
- Work with the MP Advisor on drafts of the MP until it reaches the required level of excellence to be considered final.
- Once a final draft of the MP has been approved, present the Master’s Project Completion Form to the MP Advisor for his/her signature. Submit this signed form to the MPP Program Office for DGS signature.
- Submit 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, Genille Anderson (919-613-9207 or genille.anderson@duke.edu) for any clarification on the MP process or requirements.
The Master’s Project and the IRB

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

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

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

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

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

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

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

If you have any questions, you should talk 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 and print (hard copy) and electronic (PDF) copies of the Executive Summary/Abstract as well as the complete MP must be emailed to genille.anderson@duke.edu. The Primary Advisor and Director of Graduate Studies sign the Master’s Project Completion Form, which the student delivers to the MPP Director of Student Services (172 Rubenstein Hall) on the due date.

**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:** 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 2017 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. Samples of exemplary prospectuses from prior years are available in the MPP Director of Student Services’ Office, 172 RH, or on your class’ Sakai site.
The Prospectus Review

Once the student has completed the final draft of the prospectus and has received approval from the MP Advisor to make the presentation, the student consults members of the MP Committee and schedules a time and location to hold the prospectus review. Students sign up to use one of the Rubenstein Hall graduate student study/bubble rooms between November 15 and December 15 for prospectus review meetings. To schedule a review meeting outside of this time frame, a room must be reserved through the 25Live space reservation system available through the “Duke 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 application to the MPP Director of Student Services by November 30. The 2-page application should include a detailed project description and justification for funding, as well as an itemized budget. To allow the greatest possible number of students to benefit from this fund, the maximum grant awarded will be $250 for domestic travel/research and $750 for international travel/research. Students may apply for smaller grants from the fund. Students may only receive one grant from this fund.

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

MP research and travel grants are disbursed to students through Duke University’s Travel Reimbursement process. By April 15, students will submit original travel receipts and documentation to the Director of Student Services (172 RH), who will forward them to Duke University Accounting for processing. Funds will post directly to a student’s Bursar account.
Career Services

This section includes information about:
- Fall 2017 Career Development Series
- Internships
- Funding for Internships and Professional Development
- Sanford Career Services Code of Professional Conduct
- Sanford CareerLink
- Sample Resume
FALL 2017 CAREER DEVELOPMENT SEMINAR SERIES

Mondays, 11:45-12:45
Section 1: Room Sanford 03
Section 2: Room Rubenstein 200

Instructors:
Donna Dyer, Assistant Dean for Career and Professional Development
Carmella La Bianca, Global Career Advisor and Employer Relations Lead

Career Development Workshops will be divided into two sections. Section 1 is for students who have significant experience conducting job searches. Section 2 is for new searchers, including younger students or students whose pre-Sanford jobs did not require an extensive search, such as Teach for America or military service. You will receive a recommended placement during Orientation. If you want to switch sections, please see Carmella or Donna.

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<th>Date</th>
<th>Section 1 (Skilled Searcher)</th>
<th>Section 2 (New Searcher)</th>
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<td>Resumes/Linked In</td>
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<td>Networking Practice</td>
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<td>October 23</td>
<td>Cover Letters</td>
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<td>October 30</td>
<td>Interviewing Prepare</td>
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<td>November 6</td>
<td>Policy Area Groups</td>
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<td>November 27</td>
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SPECIAL EVENT:

“The Two Hour Job Search” with book author
Steve Dalton, Assoc Dir, Career Management Center, Fuqua School of Business

Tuesday, October 3, 6:30 to 8:30 pm, Geneen Auditorium, Fuqua
MPP Attendees receive a copy of Steve’s book. RSVP ON SanfordCareerLink
Checklist
MPP INTERNSHIP FAQS

WHAT ARE THE MPP INTERNSHIP REQUIREMENTS?

✓ Your internship must be related to a public sector problem, and be relevant to your concentration if applicable.
✓ If you are not sure your chosen internship will qualify, ask a Sanford Career Services staff person before accepting.
✓ Your internship must last at least 10 weeks full time, usually completed during the summer after your first year.

DO I RECEIVE ACADEMIC CREDIT?

✓ No, you do not receive academic credit for your internship; however, you will receive "graduation" credit, so if an organization requires the internship to be academic, we can write a letter describing the credit policy.

WHAT IS REQUIRED TO DOCUMENT MY INTERNSHIP?

✓ Once you have secured an internship, complete an Internship Record on SanfordCareerLink.
✓ You must have a Work Plan and your Supervisor Contact Information to complete the Internship Record.
✓ Once you submit your Internship Record and Sanford Career Services staff approve it, your supervisor will be asked to approve it electronically through SanfordCareerLink.
✓ Do a good job! After your internship is complete, both you and your supervisor will complete evaluations.
✓ Once both evaluations are received, your internship requirement is complete!

HOW DO I FIND AN INTERNSHIP?

✓ Attend Monday Career Seminars and other events to learn more about organizations in your policy area of interest.
✓ Read emails from Career Services! We send weekly job newsletters and event announcements.
✓ Read news about your policy area of interest, join listservs and scan articles to find interesting organizations.
✓ Subscribe to job newsletters in your area of interest.
✓ Set aside a regular time each week to work on career planning, even if it's just an hour.
✓ Stay on top of deadlines for desirable internships. Apply early! Someone may hire you to save time!
✓ When you make a connection, follow up!
✓ Your internship search success depends on your effort and work. An internship that you find for yourself will be better than one that we find for you.

WHAT IF I WANT TO GO ABROAD?

✓ Attend the info sessions for the US State Department, India Summer School, and Geneva Program.
✓ Meet regularly with Carmenella.
✓ Appp by early! International internships often take longer to find and may require a security clearance.
✓ Before leaving, complete the Duke Travel Registry and have health insurance that is valid abroad.
✓ We cannot provide funding for internships in countries on the Restricted Regions List (RRL).

DO INTERNATIONAL STUDENTS HAVE ADDITIONAL REQUIREMENTS?

✓ International students on a student visa must visit Duke Visa Services to make sure you are in compliance with your visa and to complete a Curricular Practical Training (CPT) form (https://visaservices.duke.edu/)

WHAT IF MY INTERNSHIP IS UNPAID OR LOW PAID?

✓ See Guidelines for Internship Fund handbook for details. The application will open in January.
✓ Even participants in Geneva and India programs must complete the Internship Fund Application.

WHAT IF I RECEIVE A BETTER OFFER AFTER I'VE ACCEPTED AN INTERNSHIP?

✓ Never accept a job with the intention of turning it down if "something better" comes along. Reneging on an accepted offer reflects poorly on you and on Sanford, and may have a negative impact on future relationships with that employer.
✓ After you have accepted an offer, stop looking and inform other employers that you have accepted another position.
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<tr>
<th>Student</th>
<th>Employer</th>
<th>City</th>
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<td>Innovations in Healthcare</td>
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<td>Stanford School of Public Policy Research for Prof. Nick Carnes</td>
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<td>Caitlin T. Groves</td>
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<tr>
<td>Emily Rose Jeppe</td>
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<td>Emily Johnson</td>
<td>USAID (U.S. Agency for International Development)</td>
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<td>Sara D. Knottmann</td>
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<td>Annie Krabbenholst</td>
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<td>Tiffany La Puebla</td>
<td>GAO (US Government Accountability Office)</td>
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<td>Lindsay Laidner</td>
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<td>Geneva Program/World Trade Organization</td>
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<td>Rachel L. Midda</td>
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<td>Dominique J. Moore</td>
<td>US Office of Management and Budget</td>
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<td>Elizabeth Kay Nagel</td>
<td>India Program/Tysen Food Inc, Government Relations</td>
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<td>Bryan M. O'Connell</td>
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<td>Mary T. Rzepka</td>
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GUIDELINES FOR SANFORD INTERNSHIP FUND, 2017-18

2018 DEADLINE: MONDAY, March 29, 2018 at 12:00 midnight.

The Sanford School has limited funds available for stipends to partially defray summer expenses of students who choose to take unpaid or low-paying internships to meet the requirements of the Master of Public Policy degree and advance their policy careers. Our goal is to provide parity among students who choose paid and unpaid internships; however, annual allocations are limited to funds available.

Please review the following information carefully as you make your internship decision.

1. These funds are not intended to cover all the costs of your internship. We encourage you to seek other sources for funding as you are planning for your summer expenses.

2. Allocations are based on funds available. Allocations will consider cost of living calculations and overseas air travel expense. We expect that stipends will be at least $4000 for lower-cost areas, $6000 for high-cost areas, but funds are distributed based on applications received, so these are only estimates.

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

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

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

6. To apply, submit a completed Internship Fund Application Form on SanfordCareerLink by the deadline above. You are required to report any other sources of income or support for the summer, including other stipends, free housing or free air travel to the internship site, as well as funds provided by sources other than the internship sponsor organization (including government salaries). We expect you to report these additional expenses and income honestly and completely. The Code of Professional Conduct applies to all information you provide to us in application for funds from the Internship Fund.
7. You must complete your Internship Record on SanfordCareerLink prior to receiving your funding allocation.

8. Students in the Geneva Program on Global Policy and Governance or the India Internship Program must also apply to the Internship Fund. Carlucci National Security Fellows are not required to apply to the Internship Fund.

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

10. Funded students must provide a brief report about their internship by the deadline established by the MPP Career Services Office that can be used by other students interested in that organization and by the Sanford School Development Office for stewardship purposes. In addition, students who receive funds from the Internship Fund must participate in at least one event for current students (such as New Student Orientation), Board of Visitors members, or admitted students to describe their internship and the process of securing an internship. Students who receive funds are also encouraged to participate in community service and fundraising activities of the Living Policy Forum and other student groups.

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

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

13. You will receive instructions on how to obtain your Internship Fund stipend in your official award letter, sent in April. Follow those instructions quickly and completely to receive your funding in a timely manner.

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

15. If you fail to comply with any of these guidelines, including falsifying information regarding other compensation, the full amount of the internship fund allocation will be charged back to your student account prior to clearance for graduation.
MPP PROFESSIONAL DEVELOPMENT FUND GUIDELINES
September 2017-August 2018

Professional Development Fund Basics:
The MPP Professional Development Fund is a limited allocation of funding to assist MPP students in attending events that enhance their professional careers—conferences, workshops, Duke Nonprofit Management Certificate Courses, interviews for fellowships. The amount of funds provided each year is limited and finite, and available on a first come, first serve basis. This year, the fund will reimburse up to $300 per student per year to attend approved professional development activities. Sanford Career Services will administer this fund.

Professional Development Fund Administration:
- The Funding year will be September 1-August 31.
- Sanford Career Services will administer the fund on a first come, first serve basis. When funds are exhausted, no further applications will be accepted.
- Apply for funding BEFORE the event. Students may apply for funding as soon as s/he is aware of an event. For example, since the fund is first come, first serve, one may (and should, if possible) apply for money in the fall for an event in May.
- Funds are provided on a reimbursement basis and directly deposited if you are on Duke payroll. Original receipts are required.
- If a request does not meet the normal guidelines, the Assistant Dean for Career and Professional Development and the Director of Graduate Studies will determine whether an activity is eligible.

Professional Development Fund Eligibility:
- The fund is available to two-year MPPs or joint degree students in their full MPP year(s).
- The fund money can be used to cover: presentation of papers, conferences, travel expenses, lodging, food, workshops or continuing education expenses, the non-profit management certificate program (run through Duke’s Continuing Education School), CASE at Fuqua’s Global Consulting Practicum, and other professional development activities as approved by Sanford Career Services. The activities, conference, or certificate must be of professional value, unavailable at Sanford, and have no other source of funding available.
- The fund cannot be used for internship or Master’s Project expenses, however, students can pursue funding from the Internship Fund and MPP Program Office, respectively, for these purposes.
- Applications for funding will not be accepted retroactively (i.e., after the event has taken place).
- Applications can be picked up from and returned to the Sanford Career Services Office, or you can print out the second page of this handout and bring it in person.
MPP PROFESSIONAL DEVELOPMENT FUNDING REQUEST FORM

****Please read important reimbursement procedures below****
Be sure to complete the Professional Development Funding Request Form in its entirety.
Failure to complete the form correctly will delay our office being able to award your funding.

Name: ___________________________ Duke Unique ID: ___________________________

Graduation Date: __________________

Reason for Application: □ Conference □ Non-Profit Management Course(s) □ Other

If Conference:

Conference Name: ___________________________

Location & meeting date(s): ___________________________

*please include a conference/meeting brochure identifying conference name, date(s), and location.

If Non-Profit Management Course(s):

Course Name(s): ___________________________

Location & meeting date(s): ___________________________

If Other Professional Development Activity, Meeting or Workshop:

Name: ___________________________

Description: ___________________________

Location & meeting date(s): ___________________________

*please include a brochure or other documentation identifying the event, date(s) and location.

Student Signature: ___________________________ Date: ___________________________

Due to recent accounting changes within Duke University, reimbursement procedures have changed. It is imperative that you have original receipts for any and all expenses for which you are requesting reimbursement. The following list indicates the type of backup required to receive reimbursement.

Air/rail/bus-original ticket stub or receipt if ticketless travel
Registration fees-conference receipt or cancelled check
Rental car-original receipt or contract
Meals-original receipts
Hotel/motel-original detailed folio
Other expenses-original receipts

Upon completing your trip or course, please provide all of your receipts to the Sanford Career Serves Office. You will be notified via email when your expense form is ready to be signed (this will be an online form); timeliness in signing this form will ensure a timely reimbursement.

If you are on the Duke payroll, your check will be directly deposited. Otherwise, you will receive instructions for picking up the check. Your reimbursement check will normally be available within 14 business days after you sign your expense form, but it could take up to 8 weeks, so plan accordingly.
Sanford Career Services Standard of Professional Conduct

Sanford Career Services provides advising, networking, training and employer events for the Master of Public Policy program. The following standard of professional conduct describes expected behaviors regarding career services events as well as interviewing and accepting positions. Sanford Career Services staff is available and willing to help you manage behaviors and evaluate decisions regarding your career search. If you plan to use the programs and resources of Sanford Career Services, please read and sign this standard indicating that you understand and agree to these policies.

Attendance at Events

1. Students who register for employer information sessions, interviews (both formal and informational) and workshops in the SanfordCareerLink system are expected to honor those commitments by being on time and prepared. If you need to cancel any commitment for which you have registered, please use the following rules:
   - For interviews, cancel no less than 48 hours in advance.
   - For other events or appointments, cancel no less than 24 hours in advance.

2. After one (1) missed employer interview or two (2) missed employer information sessions or workshops, a student’s SanfordCareerLink account will be suspended until you meet with the Assistant Dean for Career and Professional Development. Reinstatement may involve a written apology to the speaker as well as an explanation of the missed obligation.

3. Additional Professional Behavior Expectations
   - Be on time for all events and appointments and plan to stay until the end. If you must arrive late or leave early due to class conflicts, notify a Career Services beforehand.
   - Turn off, silence and put away electronics during any workshop or employer information session, and pay attention to the speakers.
   - If outside speakers are present, business or business casual dress is expected. If food and drink are served, proper dining etiquette is expected.
   - If you have any questions about professional behavior or proper dining etiquette, please ask a Career Services staff member for additional resources.

Advising Appointments

If you schedule a counseling appointment with a member of the Career Services staff, you are expected to attend, be on time, and prepare for the meeting. Appointment times are limited, so if you skip an appointment, another classmate will miss the opportunity to schedule an appointment in that time slot.

If needed, please cancel in the SanfordCareerLink system no less than 24 hours in advance. If you must cancel less than 24 hours in advance, please also email the staff member to explain your cancellation.

Monday Career Development Seminars

Monday Career Development Seminars in the fall semester of the first year are mandatory. The topics covered in these workshops are important to your career search, and they give staff an opportunity to deliver information in a group setting rather than individually. You are expected to complete any tasks assigned before each workshop and come to the session prepared.
If you must miss a Monday workshop, please notify a Sanford Career Services staff member ahead of time or you will be considered a “no-show”. After 2 no-shows for Monday Workshops, a student’s SanfordCareerLink account will be suspended until you notify Career Services staff with an explanation for your absences. Repeated incomplete assignments may also be considered grounds for suspension of a student’s SanfordCareerLink account.

If outside speakers are present, business or business casual dress is expected. If food and drink are served, proper etiquette is expected. If you have any questions about professional behavior or proper dining etiquette, please ask a Career Services staff member for additional resources.

Applications, Offers and Acceptances

1. Falsifying data, including GPA, date of graduation, degrees obtained, institutions attended, prior work experience, and eligibility to work in the United States is unethical and will result in permanent suspension of a student’s Sanford Career Link account. This behavior is also grounds for immediate dismissal with most employing organizations.

2. If you are offered an interview, please accept the invitation only if you are genuinely interested in the advertised position and still seeking employment. Don’t waste the interviewer’s time.

3. If you are offered a position, either full-time employment or internship, do not accept the offer unless you have every intention of honoring that commitment. Once you accept an offer, we require that you withdraw from the recruiting process with other organizations immediately and refrain from applying for any future positions.

4. An exception to this policy can be made if the offer is contingent or conditional upon a future action, such as obtaining security clearance. However, if you accept a contingent offer and intend to continue applying to other positions, you must notify your employer.

5. If you accept a position and subsequently renege on that offer, your behavior reflects poorly on both your professional reputation and Sanford. Your behavior may cause the employer to suspend recruiting at Sanford. Evaluate offers carefully and ask for assistance if needed.

Reasonable Expectations of Employers

1. Federal laws under Title VII of the Civil Rights Act of 1964 and later amendments, as well as state laws, make discrimination based on certain protected categories illegal, including race, color, national origin, sex, gender identity, sexual orientation, age, disability, religion, political views and family status. An employer may not ask you questions regarding these categories.

2. Employers should not provide undue pressure or intimidation to encourage you to accept a position without time to consider the offer.

3. If you have any concerns regarding an employer’s conduct at any point in the recruiting process, please speak to a member of the Sanford Career Services staff. Confidentiality will be assured.

I have read and understand this Standard of Professional Behavior and agree to abide by it for the duration of my Sanford academic career.

Signature ________________________________

Date ________________________________

Print Name ________________________________
Sanford Career Link

Sanford Career Link is our on-line database for career-related events, on-campus interviews and information sessions, job and internship postings, employer information, and internship tracking. Below are a few key features it offers.

Become familiar with Sanford Career Link. We will post all the information you need from the Career Services Office on Sanford Career Link.

Once you create an account, you may also download the mobile app, Careers by Symplicity, sign into the app, and use most of the features on Sanford Career Link.

CREATE AN ACCOUNT

✓ Go to https://sanfordcareerlink.com/ and register for a new account.
✓ Use your Duke net ID as your username. You should receive a confirmation email within 24 hours asking you to verify your email. Once you have verified your email your account can be approved. You will be issued a password. Use the same link to log in after you are approved. Bookmark the link. You can change your password once you log in.
✓ Complete Academic/Personal profiles to facilitate searches by staff and employers. You are an MPP First Year (not Dual). You will need to complete your profile before taking other actions.
✓ To navigate Career Link, use the blue boxes on the left side or the Shortcuts along the right side.

SCHEDULE A COUNSELING APPOINTMENT

✓ Create a counseling request using the Shortcut on the right side ("Request a Counseling Appointment") or by clicking the "Calendar" tab and selecting "Counseling Appointment".
✓ Select the counselor you want to see and select "Check Availability."
✓ Choose the available appointment you want. Add notes to indicate a reason for the appointment.

SEARCH FOR INTERNSHIPS AND JOBS

✓ Use the "Employer Directory" under "Employers" to search for all Employers in the system. Use "Filters" to search.
✓ Searching the "Jobs & Internships" tab will show you current position postings.
✓ "Advanced Search" under "Jobs and Internships" allows you to search by desired criteria.
✓ Create a "Saved Search" to get email notification of jobs meeting your criteria.
✓ Do not rely on published Closing Dates. Apply as soon as possible.

REVIEW AND RSVP FOR EVENTS

✓ Use the "Events" tab or the "RSVP" Shortcut to check for upcoming employer info sessions and workshops
✓ RSVP for events you would like to attend.
✓ Check your Home Page for announcements about upcoming events.

UPLOAD YOUR RESUME

✓ On the Home Page, click on "Upload your resume" under Shortcuts. Click "Add New" to upload new documents.
✓ Use this same process to upload cover letters and writing samples.
✓ If you upload more than one resume, select your default resume by clicking on the "Make Default" button.
✓ We will review and approve your first resume, then you can post others without approval.
SEARCH THE DOCUMENT LIBRARY

✓ Go to the “Doc Library” tab on the left or use the Shortcut “Find Resources”.
✓ Many documents and forms are stored here, such as the MPP Resume Template you are required to use.
✓ Use the “Type” column to find MPP related documents and forms.

CREATE AN INTERNSHIP RECORD

✓ Use the Shortcut from the Home page “Create an Internship Record” and then click “Add New Experience.”
✓ Search thoroughly for your Employer before using the Add New Employer option.
✓ Fill out form completely including the Work Plan and Learning Objectives.
✓ Once the Career Services office has approved your internship we will ask your supervisor to approve it as well.
✓ The Career Services office or your supervisor may reject your internship record. Then you will be asked to modify and resubmit it for approval.
✓ Use this same tab to complete the Student Evaluation at the conclusion of your internship.

EXPLORE EMPLOYERS

✓ The “Employers” tab includes all organizations, not just those with active jobs.
✓ You can also see evaluations from former interns, if we have them, and contacts in the organizations.
✓ You can also tag Favorite Employers

Contact Tania Sherman with any problems or questions at tania.sherman@duke.edu
THIS RESUME IS LONGER THAN ONE PAGE BECAUSE THERE ARE EXPLANATIONS. YOUR RESUME WILL BE ONE PAGE.

DONNA POLICY
2000 Chapel Drive, Durham, NC 27708
(address is optional, but do not list a non-NC address unless it’s relevant)
919-613-5555
dl.template@duke.edu (use Duke email address, more professional)

SUMMARY EXAMPLE #1 (3-4 bullets or 3-line paragraph, may change for each application, don’t copy these! Think about how you’d describe yourself to an employer.)
- Thorough quantitative and qualitative policy analysis, including STATA
- Effective, concise oral and written communication, comfortable with new media
- Meticulous researcher with attention to details and procedures
- Experienced classroom teacher

SUMMARY EXAMPLE #2: Passionate education policy analyst with direct classroom experience, thorough quantitative and qualitative analysis expertise, and effective communications skills, including social media. Committed to providing research-based evidence to guide policy decisions.

EDUCATION
DUKE UNIVERSITY, Sanford School of Public Policy
Candidate for Master of Public Policy, expected May 2018
Concentration (if applicable) in Social/Global/Health Policy
Relevant Coursework: economics, statistics, politics, ethics (can change as needed)
ADD THESE AS THEY OCCUR
Teaching/Research Assistant: Course, Semester
Spring Consulting Team Project: Title/Client
Masters Project: Title/Client

EMORY UNIVERSITY
Atlanta, GA
Bachelor of Arts in Chemistry, Minor in Spanish, summa cum laude, May 2013
This is all you need from undergraduate days unless your honors project is relevant.
If you want to work abroad and you did a study abroad, put it here (one line).

EXPERIENCE
Summer 2017
OFFICE OF MANAGEMENT AND BUDGET
Washington, DC
Budget Examiner Intern, Education Branch
- Evaluated the Dept. of Education’s progress in creating PortfolioStat program to increase efficiency and budget savings, report submitted to Education Secretary
- Created responses to budget modification requests from agency staff in the absence of Budget Examiner for agency accounts

2013-2016
CARVER HIGH SCHOOL (Teach for America)
Carver, GA
Science Department Head (2015-2016)
- Planned and executed monthly training days for 12 science teachers
- Designed materials for middle school teachers to encourage science education
Chemistry Teacher (2013-2015)
- Designed courses and taught high-achieving students in a rural, low-income area
- Prepared a successful application to Gates Foundation for $5,000 to purchase laboratory equipment
- Helped students improve End Of Course scores by 15%
LEADERSHIP
(Include this section only if leadership activities are very relevant to your career search or if you have limited work experience)
CHAIR, Internship Fund Disbursement Committee, Sanford Institute, 2012
CAPTAIN, Emory Varsity Soccer Team; All-American, 2004

OTHER
(This section is for skills, licenses, important volunteer work, not hobbies)
Georgia State Teacher Licensure
Foreign Language Skills: Fluent Spanish, beginner Russian
Computer Skills: STATA, Microsoft Office Suite, experienced blogger
Work Authorization: If you have an unusual name, put U.S. Citizen or your visa status
Volunteer Coach, Soccer in the Streets program for public housing youth
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 http://emergency.duke.edu/management/, 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 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 919-681-2455 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  
Office: 919-613-7310  
Cell: 919-812-2937  
Home: 336-364-2070
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: 919-630-1060

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 Lytvinenko, 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/management/](http://emergency.duke.edu/management/).

**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 [http://emergency.duke.edu/what-to-do/](http://emergency.duke.edu/what-to-do/):
• 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 webpage [http://emergency.duke.edu/plan/](http://emergency.duke.edu/plan/), which outlines how information is distributed:

- Outdoor siren system
- Text messaging (opt in system)
- 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 you are interested in serving as a fire safety monitor, contact the Sanford School Building Manager.

![LiveSafe App](http://emergency.duke.edu/notified/livesafe/) You are also encouraged to download as use the [http://emergency.duke.edu/notified/livesafe/](http://emergency.duke.edu/notified/livesafe/) 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>Professor Pope “Mac” McCorkle</td>
<td>Director of Graduate Studies - MPP</td>
<td><a href="mailto:mac.mccorkle@duke.edu">mac.mccorkle@duke.edu</a></td>
<td>613-4390</td>
<td>176 RH</td>
</tr>
<tr>
<td>Genille Anderson</td>
<td>Director of Student Services &amp; Program Development</td>
<td><a href="mailto:genille.anderson@duke.edu">genille.anderson@duke.edu</a></td>
<td>613-9207</td>
<td>172 RH</td>
</tr>
<tr>
<td>Misty Brindle</td>
<td>Director of Financial Aid</td>
<td><a href="mailto:misty.brindle@duke.edu">misty.brindle@duke.edu</a></td>
<td>613-9204</td>
<td>170 RH</td>
</tr>
<tr>
<td>Jessica Pan</td>
<td>Director of Admissions &amp; Scholarships</td>
<td><a href="mailto:jessica.pan@duke.edu">jessica.pan@duke.edu</a></td>
<td>613-9244</td>
<td>164 RH</td>
</tr>
<tr>
<td>Mitch Moste</td>
<td>Academic Programs Staff Assistant</td>
<td><a href="mailto:mitch.moste@duke.edu">mitch.moste@duke.edu</a></td>
<td>613-9206</td>
<td>171A RH</td>
</tr>
<tr>
<td>Annalisa Kristoffersen</td>
<td>International and Academic Programs Staff Assistant</td>
<td><a href="mailto:annalisa.kristoffersen@duke.edu">annalisa.kristoffersen@duke.edu</a></td>
<td>613-9374</td>
<td>171 RH</td>
</tr>
<tr>
<td>Pam Lewis</td>
<td>Academic Programs Staff Assistant (Part-time)</td>
<td><a href="mailto:pamela.d.lewis@duke.edu">pamela.d.lewis@duke.edu</a></td>
<td>613-9205</td>
<td>171 RH</td>
</tr>
<tr>
<td>Sheila Evans</td>
<td>Project Coordinator</td>
<td><a href="mailto:sheila.evans@duke.edu">sheila.evans@duke.edu</a></td>
<td>613-9331</td>
<td>181 RH</td>
</tr>
<tr>
<td>Sarah Burrichter</td>
<td>Manager, International Academic Programs</td>
<td><a href="mailto:sarah.burrichter@duke.edu">sarah.burrichter@duke.edu</a></td>
<td>613-9289</td>
<td>166 RH</td>
</tr>
<tr>
<td>Lisa Kukla</td>
<td>Assistant Director, PhD Program</td>
<td><a href="mailto:lisa.kukla@duke.edu">lisa.kukla@duke.edu</a></td>
<td>613-9214</td>
<td>168 RH</td>
</tr>
<tr>
<td>Linda Lytvinenko</td>
<td>Assistant Dean for Academic Programs &amp; Student Affairs</td>
<td><a href="mailto:linda.lytvinenko@duke.edu">linda.lytvinenko@duke.edu</a></td>
<td>613-9250</td>
<td>180 RH</td>
</tr>
<tr>
<td>Anita Lyon</td>
<td>Sanford School Registrar</td>
<td><a href="mailto:anita.lyon@duke.edu">anita.lyon@duke.edu</a></td>
<td>613-7382</td>
<td>108 RH</td>
</tr>
<tr>
<td>Professor Billy Pizer</td>
<td>Associate Dean for Academic Programs</td>
<td><a href="mailto:billy.pizer@duke.edu">billy.pizer@duke.edu</a></td>
<td>613-9286</td>
<td>178 RH</td>
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<tr>
<td><strong>CAREER SERVICES</strong></td>
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<tr>
<td>Donna Dyer</td>
<td>Assistant Dean for Career Services and Professional Development</td>
<td><a href="mailto:donna.dyer@duke.edu">donna.dyer@duke.edu</a></td>
<td>613-7383</td>
<td>257A SB</td>
</tr>
<tr>
<td>Carmella LaBianca</td>
<td>International Career Advisor</td>
<td><a href="mailto:carmella.labianca@duke.edu">carmella.labianca@duke.edu</a></td>
<td>613-7328</td>
<td>255 SB</td>
</tr>
<tr>
<td>Elise Goldwasser</td>
<td>Undergraduate Career Advisor, Sr. Internship Director</td>
<td><a href="mailto:elise.goldwasser@duke.edu">elise.goldwasser@duke.edu</a></td>
<td>613-7311</td>
<td>257 SB</td>
</tr>
<tr>
<td>Suzanne Valdivia</td>
<td>Assistant Internship Director</td>
<td><a href="mailto:suzanne.valdivia@duke.edu">suzanne.valdivia@duke.edu</a></td>
<td>613-7426</td>
<td>257 SB</td>
</tr>
<tr>
<td>Tania Sherman</td>
<td>Staff Assistant</td>
<td><a href="mailto:tml39@duke.edu">tml39@duke.edu</a></td>
<td>613-7381</td>
<td>257 SB</td>
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<tr>
<td><strong>MIDP</strong></td>
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<tr>
<td>Professor Cory Krupp</td>
<td>Director of Graduate Studies - MIDP</td>
<td><a href="mailto:cory.krupp@duke.edu">cory.krupp@duke.edu</a></td>
<td>613-9221</td>
<td>268 RH</td>
</tr>
<tr>
<td>Stephanie Alt-Lamm</td>
<td>Associate Director, Duke Center for International Development</td>
<td><a href="mailto:slamm@duke.edu">slamm@duke.edu</a></td>
<td>613-9218</td>
<td>262 RH</td>
</tr>
<tr>
<td>Stephanie Lowd</td>
<td>Assistant Director, Student and Academic Services</td>
<td><a href="mailto:stephanie.lowd@duke.edu">stephanie.lowd@duke.edu</a></td>
<td>613-9223</td>
<td>291 RH</td>
</tr>
<tr>
<td>Cheryl Bailey</td>
<td>Assistant Director, Admissions, Recruiting, Student Accounts</td>
<td><a href="mailto:cheryl.bailey@duke.edu">cheryl.bailey@duke.edu</a></td>
<td>613-9281</td>
<td>289 RH</td>
</tr>
<tr>
<td>Katherine Kristoffersen</td>
<td>Program Assistant, Student Services</td>
<td><a href="mailto:katherine.kristoffersen@duke.edu">katherine.kristoffersen@duke.edu</a></td>
<td>613-9387</td>
<td>285Q RH</td>
</tr>
<tr>
<td>Caroline Poole</td>
<td>Assistant Director, Professional Development Services</td>
<td><a href="mailto:caroline.poole@duke.edu">caroline.poole@duke.edu</a></td>
<td>613-9242</td>
<td>289 RH</td>
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<tr>
<td><strong>UNDERGRADUATE MAJOR</strong></td>
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<tr>
<td>Professor Leslie Babinski</td>
<td>Director of Undergraduate Studies</td>
<td><a href="mailto:leslie.babinski@duke.edu">leslie.babinski@duke.edu</a></td>
<td>613-9296</td>
<td>216 RH</td>
</tr>
<tr>
<td>Meghann Lail</td>
<td>Public Policy Undergraduate Majors Coordinator</td>
<td><a href="mailto:meghann.lail@duke.edu">meghann.lail@duke.edu</a></td>
<td>613-7320</td>
<td>108 SB</td>
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<tr>
<td><strong>SCHOOL IT/COMPUTING</strong></td>
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<tr>
<td>Stan Paskoff</td>
<td>Network Administrator</td>
<td><a href="mailto:paskoff@duke.edu">paskoff@duke.edu</a></td>
<td>613-7368</td>
<td>019 SB</td>
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<td>Name</td>
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<tr>
<td>Neil Prentice</td>
<td>Director of Information Technology</td>
<td><a href="mailto:neil.prentice@duke.edu">neil.prentice@duke.edu</a></td>
<td>613-9355</td>
<td>015 SB</td>
</tr>
<tr>
<td>Emily Totherow</td>
<td>AV Services Specialist</td>
<td><a href="mailto:emily.totherow@duke.edu">emily.totherow@duke.edu</a></td>
<td>613-9269</td>
<td>295 RH</td>
</tr>
<tr>
<td><strong>SCHOOL ADMIN CONTACTS</strong></td>
<td></td>
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</tr>
<tr>
<td>Khalil Nasir</td>
<td>Building Manager</td>
<td><a href="mailto:khalil.nasir@duke.edu">khalil.nasir@duke.edu</a></td>
<td>613-9200</td>
<td>104 SB</td>
</tr>
<tr>
<td>Mary Lindsley</td>
<td>Communications and Events Manager</td>
<td><a href="mailto:mary.lindsley@duke.edu">mary.lindsley@duke.edu</a></td>
<td>613-7312</td>
<td>205 SB</td>
</tr>
<tr>
<td>Marialana Weitzel</td>
<td>Events and Resources Coordinator</td>
<td><a href="mailto:marialana.weitzel@duke.edu">marialana.weitzel@duke.edu</a></td>
<td>613-7418</td>
<td>202 SB</td>
</tr>
<tr>
<td>Heather Griswold</td>
<td>Staff Assistant – Guest Parking and Reception; TA Office Supplies</td>
<td><a href="mailto:heather.griswold@duke.edu">heather.griswold@duke.edu</a></td>
<td>613-7338</td>
<td>103 SB</td>
</tr>
<tr>
<td>Nancy Shaw</td>
<td>Human Resources Manager</td>
<td><a href="mailto:nancy.shaw@duke.edu">nancy.shaw@duke.edu</a></td>
<td>613-7316</td>
<td>122 SB</td>
</tr>
<tr>
<td>Karen Kemp</td>
<td>Assistant Dean of Communications &amp; Marketing</td>
<td><a href="mailto:kkemp@duke.edu">kkemp@duke.edu</a></td>
<td>613-7394</td>
<td>221 SI</td>
</tr>
<tr>
<td>Belinda Keith</td>
<td>Administrative Coordinator</td>
<td><a href="mailto:belinda.keith@duke.edu">belinda.keith@duke.edu</a></td>
<td>613-7308</td>
<td>121 SB</td>
</tr>
<tr>
<td>Sanford Fax Machine</td>
<td>Sanford 133</td>
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<td>681-8288</td>
<td>133 SB</td>
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</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:


**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 Labs:** The computer lab in the Sanford Building is located in Room 09 on the ground floor of the building. In Rubenstein Hall, the computer lab is located in room 162 on the first floor. The Sanford Building lab is always open (except when classes are being conducted) and is accessible to those students who have accounts on the Public Policy local area network (LAN). If one lab is being used for a class, the other lab is open for students. Class schedules will be posted on the doors of the labs each semester. The Rubenstein Hall lab is accessible by swiping your Duke ID Card. For assistance with your personal computer, contact the OIT helpdesk, 919-684-2200. For computer, network, or email assistance, contact the PPS Helpdesk at 919-613-7400 or ppshelp@duke.edu.
**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](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](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](mailto: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](http://postoffice.duke.edu/contact/index.html)); [dukepostoffice@duke.edu](mailto:dukepostoffice@duke.edu).
Copy Machines: Two student copy machines, one in 08 Sanford and another in the Rubenstein Hall Resource Room 147, are available for personal (non-Teaching or Research Assistantship) use and require Flex Account (Duke ID swipe) payment. If problems arise with the copiers in either building, contact 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.

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

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

A facsimile machine is located in the Sanford Institute copier room 133 (your study room key will unlock the door). The fax number is: 919-681-8288. If you are expecting an incoming fax, you may want to check the fax machine location shortly after transmission.

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.
The Sanford School Resource Room  
147 Rubenstein Hall

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

Facilities and Technology
- Six computer terminals with Internet access
- Eight individual carrels and four tables for use as study space
- A wireless Internet connection for patrons who prefer to bring their own laptops
- A printer, scanner, and a photocopy machine (for use by patrons with prepaid personal flex card)
- Shelf space for non-circulating journals, printed materials and collections of public-use data in CD-ROM format for programs pertinent to public policy

To help maintain the facility and its equipment please:
- return books to proper shelves
- take care when eating or drinking in the Resource Room
- dispose of all trash
- do not store personal belongings in the carrels or on the bookshelves.

Services

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

Ryan Denniston, a reference librarian from The Duke University Libraries, will hold weekly office hours in the office located in the rear of the Resource Room (147A). Ryan’s email address is ryan.denniston@duke.edu. Ryan will help prepare course-specific Libguides or other forms of support, provide instruction on using library resources and conducting research, and is happy to entertain requests for research support in other forms. His 2016-17 office hours will be posted outside of 147 RH near the start of the semester.

Prior to spring 2016, Ryan served both as an Associate in Research in Anthony So’s Global Health and Technology Access Program and in the Library’s Data and Visualization Services department. In the latter role, he helped students and faculty by locating secondary data sources appropriate to research topics, solved problems that arose when doing statistics or working with data in Stata and R, and helped to create digital maps in ArcGIS and QGIS.

Additional resources available from The Duke University Libraries include those below. Visit the Libraries webpage for links to these services and additional information: http://library.duke.edu/.

- Research consultations and reference questions: A librarian from Perkins Research Services can assist with your research through a scheduled consultation or via email.
- Chat with a librarian
- Purchase requests for library materials
- Assistance with data and visualization: Librarians in Data and Visualization Services are available.
Sanford School IT Services  
August 2017

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. A 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, webex, 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, lab 162 Rubenstein Hall, and Resource Room 147 Rubenstein Hall. Each of these spaces is equipped with computers running Windows 10 and MS Office 2016. The computers in these labs print to a 50 page/minute laser printer that also provides duplex printing. When a lab is reserved for a class the schedule will be posted on the door. Both labs will not be scheduled simultaneously.

There are four “study/team rooms”. 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 computer and can accommodate two to six people. Students can reserve these rooms using the sign-up sheet posted on the door of the room. For security reasons the doors to these rooms must never be propped open. During orientation you will get a key for these rooms.

The Duke Technology Center offers some excellent 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 virus and spam protection, Stata and other statistical software, research tools, Office suites, and operating systems.
Reporting IT Problems:

For problems related to email, call the Duke OIT Helpdesk at 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:

Sanford Printing:
There is not a charge to print in the labs. HOWEVER, you are limited to 5,000 pages per academic year. So, if between August 2017 and May 2018 you print 4,200 pages, you will not be charged for printing, and your counter goes back down to 0 in August 2018. The status of your print queue always appears on your lab computer

Duke’s ePrint System:
You can also use ePrint, which is managed by Duke OIT. ePrint printers are located in the alcove off the Fleishman Commons in the Sanford Building and room 145 in Rubenstein Hall. See the ePrint website for information on other locations, quotas, and the required ePrint software download.

If you are working as a TA or RA and print something for the professor, you do not want those pages to count against your Sanford total. A TA print queue exists for printing done for TA related work.

Printer Paper and Toner:

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

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: http://security.duke.edu/secure-your-devices/mobile-devices

Sanford School Computing Staff:

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

WHO WE ARE
Karen Kemp  Assistant Dean, Communications & Marketing  kkemp@duke.edu  SB 221
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
Thamina Stoll  Digital Communications Fellow, 2017-18  thamina.stoll@duke.edu  SB 202
Adam Beyer  Student Assistant (Undergraduate), 2017-18
John-Paul Smith  Student Assistant (MPP), fall 2017

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 you are contacted by a journalist. 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 spDukeHub. 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

1. **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.

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

3. **Follow @DukeSanford on Twitter**. Tag us in your tweets so we can find you!

4. **Follow Duke Sanford on Instagram** (Find the popular #humansofDukeSanford series here.)

5. Expand your professional network by joining the school’s [Linked In group](#) for students, alumni, faculty and staff.

6. **Subscribe to podcasts** on iTunes: [Policy 360 with Kelly Brownell](#) and [Ways & Means](#) (or listen on our website).

7. **Subscribe to Sanford’s YouTube channel.**

8. **Share your Sanford photos** with us on [Flickr](#).

9. **Check out Duke Today**, a daily online news magazine with university news, videos, events, etc.

10. 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.

In 2016-17, the Committee continued to build on the previous academic year’s initiatives, and monitored the climate among faculty, staff, and students through the 2016-2017 Sanford Climate Survey. We also devoted considerable attention to maintaining our efforts to provide a community that fosters inclusive excellence in the context of the contemporary social and political landscape.

The CDI’s 2016-17 Annual Report is available in the Resources section of the MPP Class Sakai sites.
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 eight elected Council offices:

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

Election Procedures:

- First-Year Representatives, the Dual Degree Representative, and the Dean’s Liaison are elected early in the fall semester (September) and serve an academic year term.
- Second-Year Representatives are elected at the end of spring semester (May) to ensure that a portion of the Council is in place to address concerns when the new academic year begins.
- The Treasurer and Honor Board Representative are elected at the conclusion of fall semester (December), and serve a calendar year term (January - December).
- Two weeks prior to the established election date, students will be notified to submit nominations for open offices.
  - It is acceptable for candidates to nominate themselves.
- One week prior to the established election date, the Director of Student Services contacts all nominees to confirm acceptance of nomination and to solicit their statements of intent in support of their candidacies.
  - Submitting a statement of intent is optional.
  - The statement should be limited to 250 words.
- Once all nominations are confirmed, the Director of Student Services generates ballot in Qualtrics, a survey software program, which includes voting instructions as well as the candidates’ statements of intent.
  - In addition to statements of intent, candidates may post campaign signs on designated bulletin boards in the Fleishman Commons and the Sanford Student Lounge area.
  - Email listserv policies prohibit the use of Duke/Sanford maintained email lists for campaigning.
- The ballot remains open for three business days and must be completed in Qualtrics before the published deadline.
- Results of the election are announced within 24 hours, or on the following Monday morning, if the election concluded on a Friday.
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 2017-18, active Sanford graduate student organizations include:

- **Academic Committee**: Regularly evaluates the MPP program from students’ perspectives. Provides useful, reliable, and unbiased feedback to the Sanford administration on behalf of students.

- **Bridging Communities** (BC): seeks to promote a Sanford community that is inclusive, equitable, and just; we want to attract and produce a class of culturally competent professionals who are passionate and dedicated to achieving social equity.

- **Duke Interdisciplinary Social Innovators** (DISI): is a dynamic interdisciplinary graduate and professional student group at Duke that contributes its talents at the intersection of business principles, technological innovation, and effective policy to serve social organizations.

- **Graduates in Global Affairs and Security**: 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.

- **Running Club**: a healthy lifestyle initiative that provides an excellent opportunity for exercise and socializing with your fellow MPPs.

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

- **Sanford Energy & Environment Club** (SEEC): promotes networking, collaboration and research in environment and energy policy.

- **Sanford Journal of Public Policy** (SJPP): publishes a bi-annual journal of public policy issues and maintains a blog with current policy issues.

- **Sanford Latin American and Caribbean Group** (S-LAC): leads and supports academic, career, outreach, cultural, and social efforts of the Sanford community focused on Latin America and the Caribbean.

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

- **Sanford Women in Policy** (SWP): provides a forum to discuss and address challenges and opportunities for women in the policy world.

- **Social Committee** (SoCom): organizes social activities for Sanford-affiliated students, faculty and staff, including annual formal dances, policy pubs, Sanford Olympics, football game tailgates, etc.
- **Student Council**: works with Sanford administration and the Duke Graduate & Professional Student Council to represent MPP students. Coordinates community outreach. Assists with Sanford MPP budgeting.

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 a bi-monthly 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
- complete the mandatory Student Organization Training online at: [https://studentaffairs.duke.edu/ucae/student-involvement/student-organization-support/student-organization-training-and-registration](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](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
  - Note that funds are deposited into student organization fund codes in two equal installments (fall deposit on September 30 and spring deposit on January 30) 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) 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

**Religion and Spirituality at Duke:** Visit this Student Affairs website for information about spirituality, religion and wellness at Duke:  https://studentaffairs.duke.edu/health-and-wellness/religion-spirituality.
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 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

**Mulate's**

201 Julia Street  
New Orleans, La 70130  
504-522-1492

404 AM BAR  
Chk 194 12 GST 1  
Mar23'15 12:18PM

Dine In  
1 Etouffee Cup 8.99  
1 House Salad 5.99  
1 Water 0.00

Subtotal 14.98  
Tax 1.46  
Total 16.44

For your convenience:  
18% gratuity is $2.96  
20% gratuity is $3.29
### MPP Student Reimbursement

| Student Name: |  |
| Trip Approver: |  |
| Amount Awarded: |  |
| Destination: |  |
| Purpose: |  |
| Dates Traveled: |  |
| Are you on Duke Payroll: |  |

#### 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 in Room 122 Sanford or by email to nancy.shaw@duke.edu for payroll issues.
2. Copying: Your faculty or staff assistantship supervisor should provide you with a copy card to use for assistantship copying purposes. Please use the copy machines in the Sanford Building, rooms 133 and 231, or in Rubenstein Hall, rooms 205 and 285. Please note that the second floor of Rubenstein Hall is accessible to students only during regular business hours (8:00 AM to 5:00 PM). The Sanford mailroom copier is reserved for personal student copying, NOT for TA/RA/GA use. If you need technical assistance with the Sanford copiers, or if you find one broken beyond your capabilities, please contact 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.
   - **Office Supplies:** Heather Griswold, 919-613-7338, heather.griswold@duke.edu.
   - **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, nancy.shaw@duke.edu) and Pam Lewis (pamela.d.lewis@duke.edu).
   - **General Concerns:** Genille Anderson, 919-613-9207, genille.anderson@duke.edu
   - **Academic Issues:** DGS Mac McCorkle, 919-613-4390, mac.mccorkle@duke.edu.

**Checklist for Discussion with Professor:**

For Teaching Assistants:

- What are my responsibilities? Are they clear and doable within the time frame available?
- What specifically is my role in evaluating student work products? What guidance will I get with respect to substance and standards?
- Will I be meeting with students in groups? Individually?
- Am I expected to come to every class and what is my role during class?
- How much and how often should I meet with my professor?
If there is another TA for the course, how are we going to work together? What does the professor prefer?

Are there any students with special needs in the course whose accommodations will require TA involvement (e.g., note-taking, reserving space for extended time testing)?

For Research and Graduate Assistants:

- What are my responsibilities? Are they clear and doable within the time frame available?
- If I am doing research, am I clear on what the professor or staff wants?
- How often will I meet with my professor/staff member?

Tips for First-Time Teaching Assistants

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

Developing a Good Working Relationship with the Faculty Member

TA’s for public policy courses perform a wide variety of tasks, and no two TA assignments are exactly alike. The faculty member teaching the course to which you have been assigned determines his/her TA’s level of responsibility for performing key tasks. Most often, faculty members expect TA’s to assist them with grading, lead discussion sections, hold office hours, and attend class. Other administrative duties, such as maintaining records and posting materials on Sakai, preparing course materials for distribution, and creating library e-reserves, may also be required. Cultivating a good working relationship with your faculty member is essential to a successful teaching assistantship. Some tips to help you build this relationship are:

- Meet/communicate with the instructor prior to the beginning of the semester to get a clear understanding of his/her expectations and define your role.
- Obtain a copy of the syllabus and a detailed reading list, if applicable, as early as possible.
- Ensure that you will have access to all texts/required readings/course materials.
- Schedule regular (weekly) meetings with the instructor to discuss the course and any concerns. (Faculty often require these meetings.)
- Prepare specific questions to ask the instructor to get clear answers about the course, content and teaching strategies, grading standards and feedback, etc.
- Maintain an empathetic yet neutral position in responding to student Frustrations/complaints and dispassionately convey student concerns to the instructor.

Grading

Grading responsibilities vary based upon course content and instructor expectations. Grading for quantitative courses, for example, often entails assessing regularly-assigned problem sets. Grading for courses that emphasize writing skills may require students to read lengthier papers and provide feedback on content and quality of writing. Student writers benefit from receiving clear, specific feedback on written work; however, in an effort to do a thorough job, it is easy for TA’s to spend excessive time grading papers. Some tips to help you balance grading responsibilities with your own schedule needs are:

- Meet with the instructor and other TA’s to generate a mutually agreed upon set of grading standards (global versus holistic, etc.) and policies (how to handle late/missed assignments, etc.)
- Be clear on the instructor’s grading expectations. Are TA’s expected to provide written feedback on student papers and “recommend” grades to the instructor, or will the TA “assign” grades directly?
- Request a sample graded assignment from the instructor.
- Provide concise, constructive written feedback on content and style that shows the student how to improve future drafts or assignments. Avoid rewriting the material for the student.
- If you find yourself making the same suggestions for revision multiple times for a particular student, it might be more effective to meet him/her briefly during office hours and explain your feedback in-person.
- Early in the semester, you may point out mechanical errors in student writing and recommend a good grammar/style manual (such as The Chicago Manual of Style) for student reference. Do not continue to devote excessive time to correcting and explaining mechanical errors as the semester progresses. It is the student’s responsibility to address this weakness and improve his/her technical proficiency.
- Refer undergraduate students struggling with writing skills to The Writing Studio (http://uwp.aas.duke.edu/wstudio/) for a free 50-minute writing consultation.
- Be consistent throughout an entire set of papers you are grading. Using a rubric may help you do this.
- Take a break if you sense yourself becoming bored (and, therefore, more lenient) while grading.
- Sort the papers into quality ranges or piles before scoring them. Then revisit the papers in each pile and rank them.
- Ask the instructor for suggestions or feedback if you have questions about grading a particular assignment or paper.
- Report concerns about potential violations of the academic honesty code to the instructor. Remember that Family Education Rights & Privacy Act (FERPA) rules require teaching assistants to maintain confidentiality in all academic matters involving students.

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

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

Holding Office Hours
Office hours give students a chance to meet one-on-one or in small groups with TA’s to ask questions or clarify content points that need not be addressed with the full class. Most TA’s are required to hold two office hours each week. The hours should be scheduled at a regular time and location, if possible. 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 2017-2018

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>
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<tr>
<td>Tuition</td>
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<tr>
<td>Student Health Fee</td>
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<tr>
<td>Student Medical Insurance Program*</td>
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<td>Graduate Student Activity Fee</td>
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<td>MPP Student Activity Fee</td>
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<td>Graduate Recreation Facilities Fee</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>$51,083</td>
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</table>

<table>
<thead>
<tr>
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<th>First-Year Student</th>
<th>Second-Year Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Living and Additional Expenses</strong></td>
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<td></td>
</tr>
<tr>
<td>Rent/Housing (includes utilities)</td>
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<tr>
<td>Food</td>
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<td>Miscellaneous Personal Expenses</td>
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<td>Transportation</td>
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<tr>
<td><strong>Total living expenses</strong></td>
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<td>$18,596</td>
</tr>
</tbody>
</table>

**Total Cost of Attendance for one academic year $69,719 $69,679**

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.